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Roy Dufrain Oral History Interview

Roy Dufrain
Raymond College

Lorenzo Spaccarelli
Holt-Atherton Special Collections, University of the Pacific

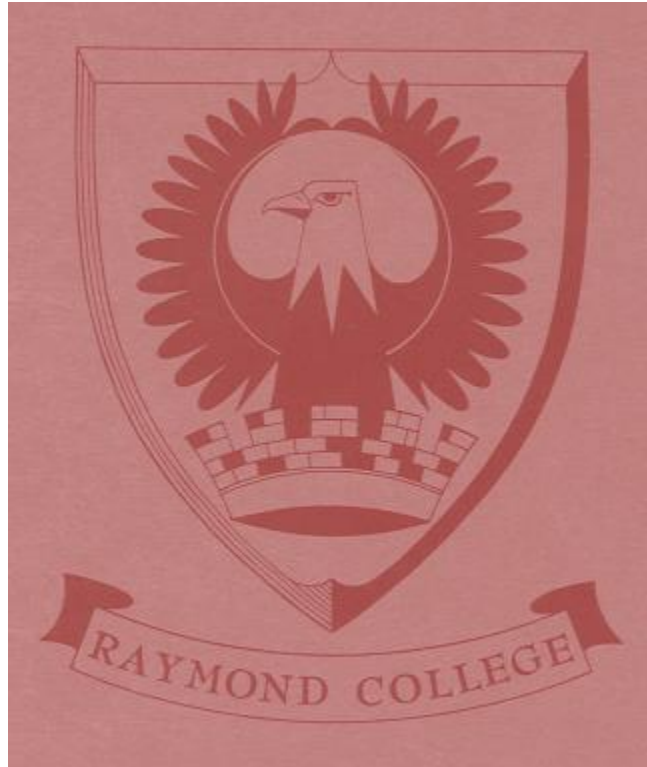
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RAYMOND COLLEGE PROJECT ORAL HISTORIES
UNIVERSITY OF THE PACIFIC ARCHIVES



Roy Dufrain (1975-1978)
Raymond College Student

April 15, 2023

By Lorenzo Spaccarelli

Transcription by Lorenzo Spaccarelli University of the Pacific,
Department of Special Collections, Library

Roy Dufrain Interview

Transcribed by: Lorenzo Spaccarelli

Lorenzo Spaccarelli: Okay. Hello. My name is Lorenzo Spaccarelli, and today I'm going to be interviewing Roy Dufrain. Today is April 15th, 2023, and I am conducting this from my apartment on Pacific's Stockton campus. Would you mind introducing yourself and stating your name for the record? That's the same thing. (Chuckles)

Roy Dufrain: I'm Roy Dufrain. I still live in California, northern California.

Spaccarelli: Perfect. And then to begin, what years did you attend Raymond College?

Dufrain: I showed up in the fall of '75, and I actually dropped out after the winter term of '78. So, I was about, I was, because I had some withdrawals, I was probably about another couple semesters short of graduation.

Spaccarelli: Okay. So, what was behind your choice in attending Raymond College?

Dufrain: Well, you know, I was a smart hippie kid, and that's where smart hippie kids were going. I went to visit a few different schools, and I knew pretty much right away that that was the place I wanted to go as soon as they, and as soon as they approved my application, you know, that was, it was a no-brainer for me after visiting there. You know, it was all about the different approach, the sort of alternative approach at that time compared to every place else that I knew of, or that I investigated at the time. The smaller classes, the interdisciplinary approach to learning, the huge emphasis on reading. I was already kind of a reading nerd. And so, and like I said, you know, when I met some people there, the fact that they were hippie kids like me.

Spaccarelli: Got it. So, it wasn't just the academic structure, but it was also the social scene. Both appealed to you.

Dufrain: Yeah, yeah. And the whole thing was, you know, I'd done well in high school. I'd graduated early, and I went through accelerated program in high school, and I wanted to continue to be, I wanted to be with people that were into the same kind of things that I was educationally, you know, that were sort of semi-intellectual and literary and creative.

Spaccarelli: Makes sense. Yeah, yeah. So, when you got there, here you are, you're arriving on campus for the first time, you're beginning your experience. What were your first impressions at Raymond?

Dufrain: Well, I lived in Farley House, and my roommate was another Raymond student. Almost all of Farley and Price dorms then were Raymond students. And the first night I was there, we got high. And

so, that's how I first got to know my roommate, Rusty. And, you know, I just, we got high and talked about books and played frisbee, and I just knew that was the place. I mean, it was just obviously the place for me. Yeah.

Spaccarelli: And then your first impressions of, like, classes? What did you think?

Dufrain: The classes were way different than I was used to, because, you know, I came from, like, I grew up in a real small town. Like, the whole high school was about 400 kids. My graduating class was 80 people. And it was just a plain sort of public high school. A lot of the kids that I went to school with, I went on scholarship. A lot of the kids that I went to school with were, their parents were fairly well-to-do. They'd been to private high schools. They had a lot more rigorous prep education than I had. So, the classes were a real notch up for me. And I loved it. The thing for me was that, and it was this way all through school, really, but especially at Raymond, was, I really did well and excelled in classes that I was interested in. And the classes that I wasn't really interested in, or turned out in some way to me, I didn't do well. I just didn't put in the effort. I didn't have the discipline at 17 years old, really, to see beyond the moment, to go, well, I should just struggle through this and get what I can out of it, because I need it. So, my education sort of suffered in that regard, in terms of the classes. But the classes that I was interested in, I loved so much. And still, I mean, I have, I carry some of that stuff, some of that knowledge with me now. I refer to it still.

Spaccarelli: So, then, I know that the, we'll get more into that later, but- eh, it's interesting enough to talk about now. So, curriculum. My understanding was, at this point in the evolution of Raymond, the curriculum was really quite flexible. So, you had a good bit of latitude in choosing the classes that were most interesting to you, right?

Dufrain: Yeah, you did. There were really pretty limited and nebulous requirements for graduation. I don't remember them all, frankly. I do remember, though, that there was some requirement that you had to have a science credit somewhere along the line, a science or math credit. And that was something I was not excited about, but, and never did get, as it turned out. But, but otherwise, yeah, you did have a pretty flexible opportunity or an opportunity to choose almost anything you wanted. But then, you know, you would, you would choose something that turned out to maybe not be as great as you thought, or, or was different than you thought, or, or, you know, for some reason, it just didn't jive with, with you at the time, or maybe the load was too, too much. I mean, we were, I was stunned by one thing about Raymond, even though I love to read and I, and I read voraciously all through school, the reading requirements were, were just unbelievable, I think, in terms of what people are required to do nowadays. Even when I went back to school, we were not required to read that much. I mean, it was pretty standard to have at least 10, 12 books on your syllabus, sometimes 15 or more for a semester that you would just read for that one class, you know, so you really had to, really had to read a lot. On the other hand, there was no, there was really no, there was really no testing. You know, there was, and there were no grades, they were just term letters, and, and, and essay assignments or, or papers to write. So it was, it was different.

Spaccarelli: Okay. Okay, yeah. So then moving on, were there memorable events that stood out to you during your time at Raymond, like high tables, charity events, anything like that?

Dufrain: I thought it was interesting that, that question, because although I remember the term, and vaguely the idea, I might disappoint some of the people who, administrators and teachers, in that I do not remember anything about a high table. What I do remember is we had this thing called show and tell. And it was kind of the Raymond student version of, you know, the old grade school show and tell thing, where students would perform, you know, there would be somebody would have a guitar and they would sing some John Prine songs, or somebody would write a one act play, or somebody would have like readers theater of some Beckett or something, you know, weird. And that was, that was one of the highlights for me is we had that every month and, and every month, it was fabulous. And it was, I mean, sometimes teachers would show up, but, but they weren't running it and they would, they would kind of, you know, just check it out. And we had, you know, a lot of things like that. More than anything, I, although I really do remember some classes very well, I remember the student-organized creativity more than almost anything else.

Spaccarelli: So like a talent show or?

Dufrain: Yeah, kind of, or just kind of like a sharing show, like you'd share whatever creative project you were working on at the time, or that you'd, that you'd put together. Sometimes they'd just be, you know, somebody would, like I say, you know, they'd read something that they really loved. And, or sometimes like a group of people would organize like a piece of readers theater, what they called readers theater, and read a section of a play that or something or a book or something that they really liked and wanted to share with their friends. And people would play music, you know, various things.

Spaccarelli: How regular was, were these?

Dufrain: Well, I think it was, I really don't remember for absolute certain, but it seems like they were scheduled every month or two. And so they were pretty regular. And of course, you know, there were, there was a preparation with illicit substances at times and whatnot. But that was just part of the deal.

Spaccarelli: Right, right. Okay. Interesting. Then, yeah. So do you remember, wait, wait, wait, first, was there an official name for that? Just in case?

Dufrain: We just called it Raymond Show and Tell. And we had it in the common room, which is right off the quad there, across from Farley.

Spaccarelli: Yeah, perfect. Maybe I can find it in the records then, which would be interesting. Who knows? So then, do you remember any controversies during your time at Raymond? So between the cluster colleges and the university, between administrators, between the cluster colleges themselves, anything like that?

Dufrain: Yeah, I was involved in a few things. Well, for one thing, you may or may not know this story, having spent some time in the archives, but right before I came, the Pacific newspaper was actually shut down for a time because the, the editorial staff had published a story alleging a prostitution ring in, in one of the dorms on the COP side. It was called COP versus the cluster colleges at the time, College of Pacific over there. And so this story turned out to be completely fake and they hadn't checked it out very well. And so the newspaper was shut down. I had, I come from a big background of newspaper people and, and I had already been editor of pretty much every publication since the fourth grade. And so they were looking for a new editor, the, the student body, student council, and, and I applied and I got the job. And it was quite controversial because they didn't give the job to the person who had been on the staff before and had all this experience. And then a bunch of her fellow staffers walked out on the thing and the advisor at the time, the faculty advisor refused to, to, to advise and, and do the project or work on the newspaper with the students after I was hired. And it was like a work study thing. So I actually got paid plus credits. And so that was one of the controversies. And I actually ran the newspaper myself for, for about three semesters without any faculty supervision, which was a great learning experience and, and something I'm kind of proud of. And one, another controversy that I got into because of that was during the time I was editor, we published a front page story that revealed the budget of the school, the administrative budget, which was supposed to be private since it's a private school, they didn't by law have to release the budget. And there was a student representative on the budget committee. And we talked that person into getting us a copy of the budget. And then we published an analysis of it. And the president of the university at the time, Stan McCaffrey, was not too pleased. And so I was called up into his office in the tower and called on the carpet as they say, and, and admonished rather severely about my future at the university. And, but, but that was all, I was basically just scolded. And, and so that was another little controversy. And then another thing that happened while I was there was, I don't remember the exact details of this, but for some reason, the pool, which was across the practice, what was a practice field from, from Farley, they had, they restricted the hours of it or something. And so non athletes had, they limited our access to it greatly. And, and a lot of people were upset about that. So there was a bunch of us who went over one night, probably around midnight or there- thereabouts, and went skinny dipping in Stan McCaffrey's pool. Because he had, he actually had his own house. I don't know if they still do that. But the president had their own little house on campus with a pool in the back. So we, we got past his gate and we're all in there skinny dipping in McCaffrey's pool and he comes out the back door, what are you doing out here? And you know, chases us off. And so that was one of our little hijinks, I guess, shenanigans. And, you know, those, those were the kinds of things I remember too, there was a big protest about, we had Phil Donahue come to campus one time and I forget now who the guest is. This should probably be in the records somewhere like, but, but it was a big controversy, whoever he was having as a guest and, and there were actual protests on campus and stuff. And I wasn't that excited about that. But I remember a lot of people were. So anyway, that's a taste.

Spaccarelli: Wow. That's a lot. That's, that's great. That's so great. Okay.

Dufrain: I still got some of those newspapers.

Spaccarelli: Oh, that's, I think we have all the newspapers, all the Pacificans in the archives. So I don't think we, we need-

Dufrain: I'm in there somewhere.

Spaccarelli: Yeah, I'm sure we could, I'll do the cross referencing after, after this, but I have a couple of follow up questions if you don't mind. So, oh goodness, that's a lot. So running the Pacifican by yourself, I'm sure that was quite a bit of work. I'm assuming you had other people, other students helping you, were you writing articles or were you just managing or how did that work for you?

Dufrain: I had a staff that I picked from applicants. You know, we, we put out a notice in the, whatever the student bulletin, you know, and wherever we could at the time. And, and some of them had been staff members before and decided that they still wanted to be staff members, even given the controversy. And so, you know, we had, I was editor in chief, I had a news editor, I had a photographer, I had probably a staff of maybe, maybe eight, nine people altogether. And we had, we had some really funky equipment that we, you know, we managed to use to put together a newspaper that- we pasted it all up and, and then we would take it down to Tracy, to a printer down there, and they printed it for us. And then we would, you know, distribute it ourselves. And yeah, it, I, it was actually part of the reason in a way that I ended up dropping out because it took a lot of time, especially, you know, kind of the way that we ended up having to do it without any faculty support. So I was probably working like 30 hours a week on this thing. And so, I was neglecting other things. You know, I had 30 hours a week there, and then I had classes, and then I had a lot of partying to do. (Chuckles) And so, it was hard to fit all that stuff in. But, you know, that was, I've, I latched onto that as, you know, the highlight of my, or one of the highlights of my educational experience there, because it was such a great opportunity. And it ended up being, you know, my, the way that I paid my bills for the rest of my work life. Although there were some detours in between, but, you know, I ended up in the newspaper business eventually, and then started my own company, publishing regional magazines, which I just, which I retired from last year. So, you know, it worked out.

Spaccarelli: Nice. Nice. No, perfect. Okay. And then a couple other questions about some of the other things you mentioned. Actually, no, but just to, just going off of that, regarding Raymond and its relationship with the rest of the university. This was the time when they started to have those conversations about, what, the Ray-Cal merger, right? Do you remember anything about that? Were you writing articles about that? I mean, what...

Dufrain: I don't remember if I, if I wrote anything about it, except until the, until the end there. You know, of course, you may or may not know the term, but at the time we spoke of the eucalyptus curtain, which was, you know, everything on the other side, away from the cluster colleges. And we thought we were special and they weren't. And although, you know, a lot of us crossed over and took classes over there. I took classes over there. I even took a class or two at Delta, because you could actually pick up university credits at Delta in some classes. I took, I took some music classes over there. But, but there, but that was a thing that eucalyptus curtain, so-called. And I thought that was important because I really

thought that what Raymond was doing was special. It was certainly special to me and really valuable to me to have that, that environment, that sort of vibe that they had and the, and the educational approach, because the classes that I did take on the other side of campus were so different. They were so traditional. You know, you'd have them in the theater, you know, or a really large classroom. You'd have like a hundred people in there where at Raymond, I never had a class larger than about 12 people, you know, and I had a few classes where there were like eight of us, you know, the whole semester and the teacher. And, and so you got a lot of personal attention. You got a lot of one-on-one exchange. You got a lot of input and you got, you know, from the teachers and, and you also, you know, was really open to wide ranging discussions in the classroom and, and, and out of the classroom, really, the way that it worked out. But so when that came about, a lot of us really resented the move and I did in particular, and it was another factor in my eventually dropping out because I didn't feel supported by the university. And by that, by that choice. And in fact, the last article I wrote, the last column I wrote in the Pacifican, kind of my sign-off column, was really sort of angry. And, you know, where I said, where I quoted Frank Zappa or something about, you know, get out of school and go educate yourself at the library or something, you know? (Chuckles) I was, I was, I was pissed off. And, and like I said, I, I felt sort of unsupported or abandoned by the, by the university. So, you know, I don't, I'm not sure how other, a lot of my other compatriots, my, my fellows, Raymondites stayed. The class that I was in, I should have graduated in '78. But because I'd had some W's, I wasn't going to graduate in '78. And I decided that I didn't want to stay around in the new version. You know, I suppose, I mean, I was, what, I was 20 years old. And so I suppose part of it too was that was a convenient excuse for me to, to not stay motivated.

Spaccarelli: That's understandable. But yeah, so it definitely was upsetting to you and a lot of your compatriots when the Ray-Cal merger was announced.

Dufrain: Totally. That's the way I remember it, at least.

Spaccarelli: Yeah. Yeah. That's fair. Cool. Okay. Moving on. We touched on this a little bit already, but if there's any more you want to mention, thoughts on the Raymond educational philosophy?

Dufrain: I just think it was great. You know, like I did finally go back to school and- in my fifties, actually- to finish my degree, because it was sort of a long time regret that I had never finished. I mean, I had the opportunity since I graduated high school in three years, I was in a three-year bachelor's degree program. I could have had a bachelor's degree at 20, which would have been a nice little head start on the world, but I pissed it off. And so I went back to school and I purposely hunted around until I found a program that was sort of similar. And it was actually, it turned out a sort of distant cousin historically to Raymond, actually originated around the same time period as Raymond. It was called the Hutchins program at Sonoma State University, the Hutchins program of liberal studies. And so I got in a degree completion program there and finished my degree. And it was like going to Raymond almost, over again, except for you didn't have the residential elements, but educationally and their approach. And I was so happy to be back in that situation, in that environment. And this time with a little more maturity and a little more self-discipline, I really thrived in it. And it just reminded me how lucky I was to be at Raymond when I was and how incredibly special it was educationally.

Spaccarelli: Yeah, no, everything I'm learning suggests that, all the alumni I've talked to have always said how driven by curiosity it was and how everyone was there to learn, first and foremost. And it sounds like it was a fantastic experience.

Dufrain: It really was. And it's weird, socially, I'm still in touch with probably 20 people that I went to school with, including a couple professors or one professor at least. And we're still learners.

Spaccarelli: Right.

Dufrain: We're those kind of people. I think we were those kind of people to begin with, which is why I think Raymond was perfect for most of us.

Spaccarelli: And that's actually perfect. After we're done with the interview, I'll ask you if any of those people who you're still in touch with might be interested in doing a similar interview, after we're done with the recorded portion.

Dufrain: Sure.

Spaccarelli: So, yeah, this goes right into our next question. And that's what individuals were most memorable to you from Raymond and why?

Dufrain: Well, there was a guy who was, I guess his title was assistant provost. His name was Andy Key. And he was the guy that convinced me to go there. The first time I visited campus with my dad, we met with him and talked about the school and talked about what I was into. And he explained the whole thing to me that I was going to be able to educate myself while I was there, which was a whole different approach from every place else I went, who said, you know, we're going to educate you. And so, and then he took me to, it was Price, he took me over to Price to meet some current Raymond students. And I met one of the people that as it turns out is a lifelong friend. And, you know, and like I said, I mean, over there in the dorm, I saw people's rooms, I saw the kind of stuff they had on their walls, I saw them and, you know, they looked like me, hippies with long hair and, and, and odd clothes. And I said, you know, yeah, this is where I want to be. Because some of the other places I went to, were all just, you know, cheerleaders and jocks. And that wasn't the place for me, even though I actually happened to be a huge sports fan. But, but that wasn't the environment for me. So...

Spaccarelli: Other individuals, professors, other students?

Dufrain: Oh, yeah. There's a bunch of professors- my favorite professor is a guy named John Smith, who, he, I'm still in touch with him, sort of, on Facebook. And he was my, he was an English and literature professor. I took this incredibly great class from him called War in Literature, where we read like, everything from Red Badge of Courage to All Quiet on the Western Front, Catch 22, For Whom the Bell Tolls, all this, all this wartime literature. And, and I, I also took a independent study, you know, the

independent study thing was one of the greatest things about Raymond educationally, that you could make up your own class, basically. And every winter term, they had winter terms, you know, you'd have a month long term in January, called winter term, and there were a couple little classes you could take. But you could also make up an independent study. And I took an independent study or made one up with John to write a novella, and, and did write a novella. And it was one of the great things that I did the whole time I was there. And, you know, since then, I've, I mean, I, you know, worked and did other various things for many years. And now that I've retired, I've gone back to writing fiction. And so, you know, these things come back around, you know, and they stay with you. And other teachers that I remember really well, my advisor's name is Gene Rice. He was great. I had other favorite professors, a guy named George Bloom, who was like this really, really nerdy, but kind history professor. Jerry Hewitt was philosophy professor, who- took his intro to philosophy course and it was, it was, it was life changing. All the things that he taught me about the way to look at the world and myself. And Larry Meredith, you got, you must have heard Larry Meredith. He's like, I think he's like a giant, that guy. I think he passed away at last year or something. I think I remember hearing something about that. But, you know, he was the guy that could actually make you, you know, he took me to a Zen Roshi, which is like a priest, sort of, or a teacher. In Stockton and had me and we met this guy and because I was into reading about Zen at the time, a lot of us were reading Alan Watts and DT Suzuki and stuff. That was another thing about Raymond is that, even out of classes, people kind of had their own separate social curriculum of books. We were all reading, you know, Hunter S. Thompson or Kerouac or Pinchon or whatever. And so anyway, Meredith took me to meet this Zen Roshi guy, which was just one of the coolest things ever. And I actually went back and visited the Roshi several times one summer and studied meditation with him a little bit. And that was really a cool experience. But so, yeah, there were, you know, besides those were some of the teachers that really stick out to me. But, you know, more than anything, the students, you know, I mean, like I said, lifelong relationships with some of those people, and I think we were all a huge influence on each other because we were so into what we were doing, you know. Reading the same books, having, you know, these ongoing discussions all the time, you know, which I think is somewhat typical of students, you know, you have your dorm room discussions, whatever. But they were, you know, I think they were particularly philosophically oriented and intense. So those things stick with you.

Spaccarelli: Sounds amazing. Okay, cool. That's a bunch of great names. I definitely recognize quite a few of them from the research I've done before. So what issues stood out, were you involved in that stood out in your mind as important to your growth and development at Raymond? Social issues, you said that everyone was a hippie. And so like, what were you all talking about?

Dufrain: Well, you know, feminism was a big thing at the time. And we're talking 1975, 76. The women, the young women that were in my class and adjacent classes, they were just kind of waking up to that, you know, themselves. And certainly it was kind of a revelation to me, you know, because I came from a small town where, you know, you might read about that stuff. But, you know, we were still in the very much traditional gender roles, and- where I grew up. And so this was, it was definitely breaking new ground. And I think, like I say, for the young women, and the young men. So I think that was one of the big things for me, that was a learning experience. And it's kind of a turning point was getting to know

women on a different level, and actually, you know, appreciating that the idea, if not the reality, frankly, of equality, because, you know, it's still not equality. But that was maybe the little spark of some beginnings of it in people's minds. And I think Raymond was pretty good at that, at making that adjustment quickly, because we were really open minded that way. The other thing that I think is kind of interesting is that this is way, you know, it seems like prehistoric time, practically, now. But I had a friend in the dorm, and we stayed friends afterwards, that was a trans person, which I think was kind of, you know, most people had not even experienced a person in their life that was trans at that time. And there were plenty of openly gay and lesbian students, I wouldn't say, I know plenty is maybe an exaggeration, but there were some who were you know, easily accepted within the Raymond community. And I think we were ahead of our time in that regard.

Spaccarelli: So, yeah, cool. And then regarding the wider university community, you say within Raymond, they were accepted, was the rest of the university significantly less accepting? The college and such?

Dufrain: You know, I think of the trans student that I knew, yes. And otherwise, I don't really know, I didn't really have any experience with that. You know, like I said, the eucalyptus curtain was kind of a real thing. And except for when I did have a class in the rest of the university, and except for when I started working for the paper, I didn't have much to do with the other side. I just didn't get over there, you know, I was busy where I was, everything was really in that small area. You know, just our dorms and our quad and our common room and our cafeteria was all, I mean, it's like a block, you know, if you put it all together, it's like one block maybe. And then, so you know, you'd get over there for other functions and stuff, of course, and pretty regularly, but you spent most of your time in your little area, at least I did.

Spaccarelli: That makes sense. Yeah, no, I know that a lot of people have mentioned the eucalyptus curtain in these interviews, and they always say that they tended to stay on the Raymond side, unless they were super involved in another aspect of campus.

Dufrain: Yeah, yeah, you know, you certainly spend some time over there for various things that you were into, but...

Spaccarelli: Yeah. Okay. I was- this next question is about Raymond High Tables, but you said that you don't really have much to say on them, so I'll just move on from that, but were there any other discussions of civil rights and feminism and community activism that weren't just discussions, but transformed into, like, action? Were there marches, stuff like that?

Dufrain: I don't remember anything like that, other than, I remember that controversy about whoever Phil Donahue's guest was, and it had something to do with, I don't know, some political issue at the time. I really don't remember it, so it must not have been that big of a deal to me personally, I guess, and I also remember we marched in a, we participated in a homecoming parade, I think it was, or something like that, and we made some kind of protest about it, some anti-war protest about it, but it

was all pretty low-key, frankly. I don't remember any real radical activities at the time. There were, you know, I think it was, it was really on the cusp of the period where I would say activism was kind of blurring into more of an introspective kind of era where people were looking at themselves more and seeing, you know, how, what they could do with themselves and to change their own life and the people around them, you know, reading about, you know, things like Zen or whatever, that are self-exploration oriented, rather than outright political activity. Maybe that just reflects my own attitude, but that's sort of my sense of the time. I remember that we had the, you might not know this, but we had the David Frost interviews of Richard Nixon while I was there, and it was a big, big deal. I mean, it was like, you know, that was truly must-see TV because we all hated him, and, you know, we were the kind of people who celebrated when he resigned, etc. So, I remember that was a big political event at the time. I still remember everybody gathering to watch that. But I don't remember a lot of other, like, overt political activity.

Spaccarelli: Well, remind me if this is familiar, just let me know if this is familiar at all to you, but I did hear that there was once a big protest, I think it had to do with Raymond, when David Duke came to campus, KKK guy.

Dufrain: I don't remember David Duke coming, boy that, yeah, that would have been...

Spaccarelli: So, you think this was a separate protest?

Dufrain: Yeah, or maybe, you know, maybe it's a different year, maybe it was the year before I got there or something, but...

Spaccarelli: Yeah, I was just wondering if that protest could have had something to do with the David Duke controversy.

Dufrain: No, I don't think so.

Spaccarelli: Okay. Perfect. Moving on then, has Raymond College met your expectations as an institution and as an education, and why or why not?

Dufrain: Well, you know, I mean, academically, it certainly met my expectations and exceeded them. Historically, it didn't, because it didn't survive, you know, and I wanted it to survive. And of course, you know, maybe you can put that on the larger university administration rather than Raymond, but in any case, that's the end result.

Spaccarelli: Yeah, that's fair. What contributions do you feel that Raymond made to the local communities, if any?

Dufrain: Yeah, I really don't know because I don't know anything about the local communities in Stockton anymore. You know, I think at the time, we were pretty insulated to a large degree, and I think

the community viewed us that way too, not just Raymond, but the entire university felt like kind of its own little oasis. You know, we, I mean, we ventured into town for certain things, of course, but it always felt like we were kind of insulated from the town. Stockton, besides the university, at least then, has a very different personality, you know, so, so anyway, I always felt that, I always felt that we were kind of, that was, you know, that's out there. When I moved off campus, I got more exposure to the rest of town. But even then, you know, you're kind of in your own world, you know, when you're, in general, when you're a college kid, you're kind of in your own world, because you're young and you're self-involved in the first place. But, and then geographically, the way that, the way the university, the campus was set up, you're kind of in your own world.

Spaccarelli: Right, right. Yeah, that does make sense. Okay, cool. And then I know you've already touched on this, but how has your education at Raymond influenced your career or life choices?

Dufrain: Yeah, it's, you know, it's been there the whole time. I mean, I think part of it is just who I was already, and having Raymond, initially, at least, support that. Basically, an environment that said, yeah, it's okay to be this way. You know, you can be this sort of weird, creative type who doesn't necessarily follow traditional paths. That was important to me and basically stuck with me forever. Just having that kind of validation, I guess. So, you know, that's influenced a lot of things all through the years. Just my idea always being that I didn't have to do, didn't have to follow the prescriptions, you know.

Spaccarelli: Yeah. Okay. Well, that's it for me. So now I turn it over to you and say, what have we not covered in this interview that you're still wanting to discuss?

Dufrain: You know, there was one thing that I made notes of, on your questions. Well, maybe two things. Another thing, or one thing is just to say again about the students and the social life, how important that was that we were all in that little space there and, you know, just constantly exchanging things with each other, you know, just in such close contact in the dormitory, in the quad, in the classrooms, and in the cafeteria, and having that kind of experience where, you know, you're, like I was saying before, where you have this, not only your classes that are organized and sort of supervised, but this unsupervised curriculum where you were all reading the same books and exchanging ideas and arguing about them and figuring out who you were together. So, and all the creativity, like the show and tell thing. I just don't think you find that other places necessarily, or other and other educational experiences. And then the other thing, just really a side note, I guess, it was part of that, was the music. You know, I'm a musician and to me it was, it was so, it was life changing in terms of my musical development to be there and be exposed to, you know, like, I didn't know what jazz was, really. And I thought jazz was like Frank Sinatra, you know, my dad's record player. But, you know, we had Oscar Peterson live. We had Joe Pass live in the campus auditorium. They blew your mind, you know, they were like incredible. And then, and we had, you know, other artists too on campus that would show up that would be like great, really, this band called Organ, kind of a new age jazz band before there was such a term as new age. And they were one of the progenitors of that, you would have to say. And things, you know, so there's a lot of exposure to things musically that were, that was really great for me. And then, and that was a big part of student life, of course, as it always is for students. You know, for a

while I had a work-study job where I was the custodian and the operator of the Raymond stereo system. And Andy Key got me that job. And I actually got to pick it out at the local stereo store. And it was a really nice system. And I would like be the roadie for this little dance troupe that they had. And they would go around to like San Francisco or Sacramento or something and put on these little dance exhibitions. And I would run the sound system. And then I was given free reign by Andy to employ it at any time for student entertainment. So I would set it up in the, one of the balconies, the little porches on the side of the dorm on Farley that looked right out over the quad. And we'd, you know, play Grateful Dead all day and have a keg of beer and dance in the lawn. And, you know, that was some of the stuff that you just never forget.

Spaccarelli: Yeah. Yeah. No, that's great. And so were you involved at the conservatory as well?

Dufrain: No, I never was involved with the conservatory. I had some friends that were conservatory students, but I was not that focused. You know, like I said, I did take a couple of classes over at Delta. I took like a beginning theory class and a guitar class. But I had, my interests were way too wide ranging. So, which was why I was at Raymond, you know?

Spaccarelli: Yeah. So music was never like a career aspiration. It was a hobby.

Dufrain: Yeah. It's always been just a pursuit. You know, there was a time when I played semi-professionally, bar bands and such. And I was a busker a couple of summers down in Santa Barbara. But that's when I was, you know, in my early 20s wandering around without any responsibilities whatsoever.

Spaccarelli: (Chuckles) Yeah, there you go. Okay. Well, that's amazing. That's great. Any other final thoughts? Or if not, then we can call it here.

Dufrain: Yeah, I don't think so. No.

Spaccarelli: Perfect. Okay, then I'll stop the recording.

Addendum:

Dufrain: Okay, so Lodgeball was a traditional game invented and played by Raymond students, especially, that there's like this, this little portico kind of walkway, covering the sidewalk between Price Dormitory and the administrative offices of, or what used to be the administrative offices of Raymond, where the provost and the assistant provost office was, and some other offices over there. And so it's like a volleyball game, but instead of net, you have this little covered walkway roof. And there were special rules specialized for this game where you had to, you could bounce it off this one corner and, you know, there were different ways of calculating the points and it was our own special game. Lodgeball.

Spaccarelli: That's fun. That's funny. And this, so this was the provost lodge?

Dufrain: Right. And Price.

Spaccarelli: Okay, cool. That's fun.

Dufrain: It's all still there. I know because, well, at least it was, last time I went back, '96, I want to say, or something like that, for one of the reunions and actually stayed in Farley, which was a big mistake. It was hotter than hell and I thought it would be nostalgic, but it was, it was stupid. But anyway, yeah, everything looked the same pretty much.

Spaccarelli: Yeah, no, the quads haven't changed in decades. Yeah. Okay. Well, perfect. Okay. I'm going to stop recording again.

Dufrain: Okay.