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## Phyllis Morales Oral History Interview

Phyllis (Windrem) Morales  
*Raymond College*

Lorenzo Spaccarelli  
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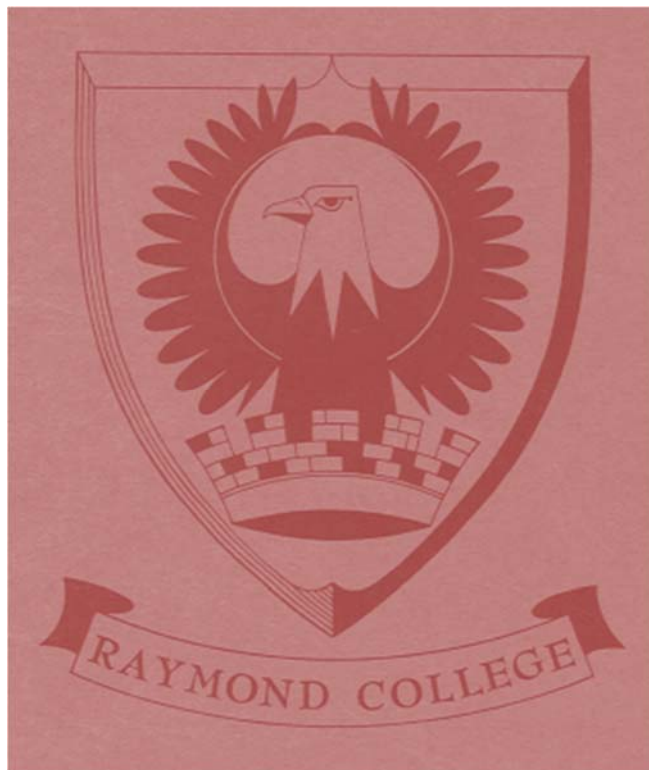
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RAYMOND COLLEGE PROJECT ORAL HISTORIES  
UNIVERSITY OF THE PACIFIC ARCHIVES



**Phyllis (Windrem) Morales (1964-1967)**  
**Raymond College Student**

April 17, 2023

By Lorenzo Spaccarelli

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

## Phyllis Morales Interview

Transcribed by: Lorenzo Spaccarelli

**Lorenzo Spaccarelli:** Okay. Hello, my name is Lorenzo Spaccarelli and today I'm going to be interviewing Phyllis Morales. It is April 17th, 2023, and the interview is being conducted via Zoom. I am in my apartment on the University of the Pacific's campus. Can you tell us your name and tell us where you're Zooming in from?

**Phyllis Morales:** I'm Phyllis Windrem Morales, and I'm Zooming in from Squim, Washington at our home.

**Spaccarelli:** Perfect. So to begin, what years did you attend Raymond College?

**Morales:** I was there from 64 to 67. I was part of the third class.

**Spaccarelli:** Perfect. So yeah, just let's get right into it. So then what was behind your choice in attending Raymond College?

**Morales:** I had gone to a very small, rural high school and was myself a very timid person and grew up on a farm, didn't have much in the way of social skills. And my mother thought it would be better if I attended a smaller school rather than go to UC Berkeley, which really was the only choice from there at a large campus. And she had encouraged me to apply to Antioch College in Ohio because that's where she'd grown up. But my brother was in the first class at Raymond and- Peter Windrem, and he was- he really enjoyed it. He was very enthusiastic about the school. He had been accepted at Stanford, but preferred to go to Raymond because of the excitement of an experimental college. So I followed suit.

**Spaccarelli:** Understandable. And then if I may ask, where did you grow up?

**Morales:** In Kelseyville, California, north of San Francisco, about a hundred miles. There were 33 in our graduating class.

**Spaccarelli:** Wow. Okay. I was wondering if you were out of state because I don't think I've encountered a lot of Raymond students who were out of state before- they came from outside of California when they attended Raymond. Was it primarily in-state students?

**Morales:** Yes. And many were from small rural high schools as well, communities. And like me, didn't have a lot of preparation either, in just how to read and write.

**Spaccarelli:** So yeah. So then what were your first impressions of Raymond College when you got there?

**Morales:** Oh, it was very exciting. It was great to have the small classes and to be in the same, have the same sequence of classes and all be in the same classes together. I knew it was going to be really hard, but I was just, I said before I went to, even went there, you know, I don't care if I never sleep a wink, I'm going to make it work, which is about what happened.

**Spaccarelli:** (Chuckles)

**Morales:** Yeah. And I really enjoyed the, we would have sit down meals for both lunch and dinner at the beginning. And we would meet in the common room before meals to talk and then sit around the circular tables and be served. And so that really facilitated- and the professors always joined us at lunch. And so that really facilitated communication among each other. And since we were all taking the same classes, then we all had the same vocabulary too, and then it could really bounce ideas off of each other.

**Spaccarelli:** So was the social scene informed by the curriculum then, in a big way?

**Morales:** Well, yes, because of everyone. In fact, you felt like it was more like everybody was brother and sister. You were so close.

**Spaccarelli:** Got it.

**Morales:** Yeah. Because everybody, in fact, it got to where Peter would say you could finish somebody else's sentence, you know, after you'd taken three classes with them, you knew what they were going to say. And yeah.

**Spaccarelli:** Oh, keep going.

**Morales:** No, that was it.

**Spaccarelli:** Okay. And then, great. So yeah, any memorable, were there any memorable events that stood out to you during your time at Raymond? And those could be high tables or charity events or anything.

**Morales:** Our math professor, Theo McDonald, had written a book on teaching reading. And this is the book.

**Spaccarelli:** Oh, cool. Okay.

**Morales:** Hand-drawn, on how to teach reading using phonetic system.

**Spaccarelli:** Oh, that's fun.

**Morales:** Yeah, he had set up. So this was a publishing date on it. It would have been 50s or 60s or sometime, it was published in Canada. And so he had set up a program for us to teach illiterate adults in South Stockton to read. And I was working with an African American woman who had been working in the cotton fields since she was seven and had never had an opportunity to read. And so I would meet with her a couple times a week and that then, from there, I really got the teaching bug and went on to become a special ed teacher and bilingual teacher. And after Raymond, I'd applied for a master's of arts and teaching program at Reed College and was accepted there. But then I ended up getting married. Peter and I were married right after we graduated, the next day.

**Spaccarelli:** The next day. Understandable. And then, so you didn't end up going to Reed.

**Morales:** No, but it was. So it's another six years when- because that was all during the draft and then Peter had wanted to go to graduate school and he went for a few months to Syracuse and then the draft, then he was going to be drafted again. So we dropped out of that and went into public teaching jobs just on provisional credentials. And that was another deferment for a while. And so it was another, until he turned 26. And I mean, that's a whole long story, he can tell you, that he went back to graduate school in Kansas. And I went then as well and did all my four years worth of elementary certification and gifted education and special ed education. I was able to... But so it's another six years before I could go back into higher education.

**Spaccarelli:** That's unfortunate. I would have been interested to hear, what I've heard is that Reed is sort of, is similar in some ways to Raymond, and so I was wondering if you could compare and contrast.

**Morales:** But yeah, but I wasn't there, but it does have the reputation of kind of being more pressure.

**Spaccarelli:** Yeah, yeah.

**Morales:** High pressure and, but also experimental. But it was interesting that even though Raymond was considered experimental, it was very rigid in the curriculum, which was its strength, big strength and when they did away with that, I think it really broke the uniqueness of the school.

**Spaccarelli:** Yeah, yeah. We'll get to talking about the curriculum in just a moment, but first I want to ask, do you remember any controversies during your time at Raymond? These could be anything. They can be between the cluster colleges and the university. They can be between administrators, anything like that.

**Morales:** It always seemed like there was a threat that you know, people would close us down and incorporate us. And so. Or and, and then there. Then when we switch provosts, when Brian Martin left after two years and then forget the other guy who came in, why there was not-

**Spaccarelli:** Kolker?

**Morales:** Yeah, people were not real happy with him. He just didn't have the charisma or vision or leadership that Martin had, Dr. Martin had. And there was just this. I know there were kids who would have some students, kids, students who had conflicts with some of the administrators over stuff, but I never did. I was. I felt, yeah. That, that. It was well administered and- up, up until, til the end anyway, and then there was just this kind of gradual breaking down of the, of the initial vision. Partly even it just started around social stuff that, that we were no longer served meals at lunch, we went to a cafeteria line. You had to have breakfast over in Callison. There was, it, it just started bit by bit that way. I think of trying to save money or something.

**Spaccarelli:** Yeah.

**Morales:** But yeah, but to have our own core professors was really key.

**Spaccarelli:** Interesting. And then. This gets into another topic, then you were saying there were controversies between some students and some administrators. One of the things that I've heard about from some other alums that I want to ask you your perspective on is that there were a lot of limitations on what women could do, especially in the earlier parts of the decade. And then that changed dramatically by the time you got to the end of the decade. What's your perspective on that? How did that, how did that work for you?

**Morales:** Yeah, that was something I was going to bring up, too, because, yeah, the in loco parentis. Yeah. So girls were locked into the dorm at nine. When I was a freshman on, in, there's a little balcony off the, off the living room. On, let's see what- that was in Price, I guess. And I had stepped out on that, someone, a friend of my brother's was trying to talk to me. And of course, we didn't have phones, cell phones. Yeah, it was the phone in the hallway. And I stepped out on the balcony to talk to him. And an upperclassman in the dorm across saw me on the balcony and reported me. And so I was in detention for a week or something. For having stepped out on the balcony to talk to a guy, you know, and so, yeah, we were locked in. And yeah, then and then having grown up in the farm, I was used to being out in the dark at night. And I remember once walking and I didn't realize, I felt really trapped because, partly, not only could you, did you have to be indoors by, at that time. But if I walked or I walked around Delta once by myself and some carload of guys went by whistling at me and I realized it wasn't safe. And I wasn't used to not feeling safe at night out on a farm.

**Spaccarelli:** Yeah. Yeah.

**Morales:** And so that, that was a big shock.

**Spaccarelli:** Yeah.

**Morales:** But yeah, so that, that was tough.

**Spaccarelli:** Yeah. No, sounds like it. And men didn't have any of those restrictions, right?

**Morales:** They didn't.

**Spaccarelli:** Yeah, they could, they could do whatever they wanted and the women had to be locked in at nine.

**Morales:** Yeah.

**Spaccarelli:** Jeez. And of course, I would assume that by the end of the decade, it was just... how did the kind of- let me figure out how to say this. What was the motivating factor in determining why there was this push for greater autonomy? Was it like we want to be able to stay out at night or was it we wanted to be fair between the men and the women? Like what was the argument there? Does that make sense?

**Morales:** Mm hmm. Well, both. And in, when I was in my senior year, I was, I was a dorm proctor. And so I was given a key to the building. And so I could come and go and, and I would, you know, I would go, you know, visit Peter over and, you know, and come back. And so then other peoples, other girls saw me coming and going. They didn't think that was fair that I could come and go. And so they went to the administration and asked if they couldn't also borrow the key. And, and so they did. It was fine with me, you know, and that was, you know, and, and so it kind of started that way a little bit, that people could get in and out using, using the key. But yeah, of course, though, that was, you know, they were all trying to protect girls from getting pregnant.

**Spaccarelli:** Yeah.

**Morales:** Having sex, you know...

**Spaccarelli:** Not adults engaging in consensual acts.

**Morales:** Yeah, no, but that was, you know, that was before, there's very much in the way of even birth control, let alone abortion.

**Spaccarelli:** Right. Right.

**Morales:** And, and so this is, this was, you know, a way of placating parents. So letting parents know that their daughters were going to be safe in this experimental college, you know, and away from home where you're not being chaperoned every minute. And so it, but it was part also the whole, you know, feminism and just and the whole '60s, trying to, loosening up of the, of the restrictions of social restrictions, and especially women. Yeah, that was all pre title IX. I mean, we didn't even have sports or... in high school. The only thing we could do is go along as cheerleaders. So the guys football games, you know, and so there was no... (Chuckles)

**Spaccarelli:** Well, yeah, that's, that's tough. I, we'll get into more discussions about just your perspective on civil rights, feminism, community activism, and how that impacted your time at Raymond. But first, I want to get into, go back a little bit and talk about what your thoughts were on the educational style of the Raymond teaching philosophy.

**Morales:** I thought it was excellent. And they just, and because it, because of that core curriculum, and that everybody took the same classes in the same sequence, and they were planned so that you took math, biology, chemistry, physics, in that sequence, you had to have enough math to be able to, to do physics. And so, and then all of them- the same with the social sciences and the political sciences and all in the art, all the arts and sciences were also in a sequence like that. So that you- what I found was that my- I realized that our professors, who are all excellent in their fields, had all been educated within a department. And they only had that perspective. The psychologist saw the whole world from the perspective of psychology and the biologist from that perspective, and physicist from that perspective. But we had that vantage of seeing it all through, all through all those perspectives, because we had, had been immersed 10 weeks in each of those. I mean, the classes, the professors were good, and they would go into great depth in every, every class. And, and so you, you really had this worldview much broader than any of our professors had, because they didn't have our education. They didn't have that broad liberal arts education, they went through and majored in whatever they majored in. And, and that was it. So when they start, yeah, and then, and then toward, in the end of the second year, and through the third year, we could do independent study. And that would then, so that also allowed us to focus more on, on something that was of interest to us personally. And so that kind of combined, it was a combination of both the, the very rigid core curriculum and the freedom to explore and of course, any, any, within even the core, I mean, we were writing papers, you know, every week, you know, several for each course, and you could then aim whatever the course was, if you had to, you could choose to kind of aim your investigations, your writing toward whatever it was that is of interest to you. So it wasn't like everything was super rigid, it was just, it was just rigid enough to, to keep, you know, to keep a real system. So, yeah, that, that, yeah, I thought it was, it was excellent. And I was sorry it broke down.

**Spaccarelli:** Yeah, yeah. Cool. Yeah, no, that's, that's great. So the, you, you, you appreciated the, the, the structure, the shared structure that everybody had to go through. So then were there any classes that you felt were less helpful to that? Or did you think the structure basically was pretty much perfect?

**Morales:** I would just look forward to every single class.

**Spaccarelli:** Hey, that's, that's a good sign.

**Morales:** Yeah, because, you know, I just wanted to know what those professors knew. In fact, at one point, funny story, it was when the biology teacher was, he was lecturing. And even though, you know, if- seminars weren't all just discussion, you know, some, some professors would present material. And so he was presenting stuff. And then he would digress and he go off and tell stories about his family or whatever. And again, I was taking notes, and I realized I just didn't have any stuff on my paper, because he wasn't moving along. And I finally just blurted out and I said, would you get to the point? Which



absolutely shocked him. I was shocked myself and ashamed. And, but I was so frustrated, because here he had all this information on an, on a subject I really cared about. And he wouldn't, he was trying to be funny or something. I didn't want him to be funny, I wanted him to get to the point. And sometime later, he says, Am I doing better?

**Spaccarelli:** That's funny.

**Morales:** Yeah.

**Spaccarelli:** But so you say there was this balance between presenting content and the seminar style? Like how did they balance that?

**Morales:** It really depended on the, on the professor. Like in Western, well, let me see. Yeah, American Studies, Gene Wise, you'd have, you know, a chapter, or, you know, whatever that we were reading. And then, then the discussion was, like, I remember, we were, we started off and he asked us, you know, what, about why the, what the opening line was, and it was like the opening line of Moby Dick, you know, call me Ismael. He says, Well, why did he write that? I'm going, well, I don't know, you know, and he spent the whole time asking us questions about the first paragraph of the, of the book. And that's what really taught us to- instead of just reading real quick to get it done, and count off your pages and, and not, that's what really taught us, or me anyway, real critical reading was to focus on what it was that the, why did the author pick that? I mean, he didn't have to, he could have picked anything. Why, why those words? Why? What was he setting up? What was the point? What was important to the author? And, and it was that. So that there was that style of, of seminar, where he's really asking the students to just dig deep and think and share their ideas. And you get some, some seminars, where people just wouldn't say anything. I mean, and they were just duds, you know, and as a teacher, that's just horrible. No, when you've got students that won't respond. And I was in, yeah, in one class with the same professor, another one, where I didn't know that it was, the students, and they were all women, just had a grudge about something, they would not respond. I mean, I was the only one that would pipe up at all. And I felt so bad for the professor. And then in other ones, you'd also have the problem with somebody who talked all the time, you know, was the first one to speak up. So anybody like me, who was really reticent, and took- and was still trying to learn how to think, took a-, you know, would get drowned out. And so it was, it was difficult. It was a hard thing for professors to do, for one thing, to control, to get out the, dig the ideas out of students, instead of just telling them, because, and also get them to think about it. And some professors were better at that than others. But then it also depended on the students. And some combinations of students worked really well, and others didn't. And there was a, our political science professor, for some reason, some of the, some of the, there was a few students that just thought they didn't like him and, and were, you know, just, I don't know, they didn't, if it was that they didn't participate or whatever. But he ended up just doing lectures, because he wasn't getting anywhere with the seminar, and he had these beautiful lectures. And so you could really appreciate what he was, what he knew. And, and that, that was just a different, a different style of having to adapt to a seminar setting. So, I mean, it's, it's hard doing, teaching seminar style, it's a lot easier to just lecture.

**Spaccarelli:** Right, right.

**Morales:** You got a variety of, of students.

**Spaccarelli:** Yeah, that's the problem with seminar styles that the students have to be participating. Otherwise, it's just not gonna work.

**Morales:** Yeah, they have to have done the material, and they have to come with some positive attitude.

**Spaccarelli:** Speaking of the material, I heard that I've heard from Raymond alums throughout the entirety of the Raymond years that the reading was intense. Was it, was it very intense for you, the reading generally?

**Morales:** Oh yes. Oh, yeah, there's just an incredible amount of it. So you just, so, and then to try to read critically, you know, when you had so, so much, not only reading, but then writing. So every class you're writing like a 10 page paper every week. And, and, and partly is that Raymond, there were no, there was no support, you know, for the students like me who came up with a really weak background. There was no support system at all. And so actually, a third of, only a third of our class graduated.

**Spaccarelli:** Oh, geez.

**Morales:** Yeah, there were 100 and 33 graduated. But, and whereas, our son went to Swarthmore College, similar, pressure cooker, liberal arts college, and out of a rural high school where he was, also had very poor preparation, but they would, when you wrote a paper, then you would give it to, there were trained student writing assistants. So your paper always went to a student first to, to go through it and help you with that before it went to the professor. Whereas we just went straight to the professor, and you just get it back all marked up and satisfactory or unsatisfactory. And, and that it didn't teach anything. The only way that I actually learned how to write was because Pete, because of Peter, because he was, he had had a fabulous back- high school background, and was able to help me improve on the writing, because there was no, there were no tutors, there was no study hall, trying to- I suppose you could have gone to the English teacher, but all you really did was get your paper back all marked up and that didn't teach you anything.

**Spaccarelli:** But, but actually, that's that goes right into the question I was about to ask. So professors, from what I've heard, tended to be pretty available to students. Could you go into office hours and just talk about your paper, what you could do better? Did students do that?

**Morales:** Maybe they did, but I never did. Yeah, I, I, they probably were. There's another thing is that I didn't have any study skills, I didn't know. I didn't know how to do that. I didn't know how to ask for help. So, yeah, so that's another one of those things that, that you learn.

**Spaccarelli:** Were you a first gen student? Did your parents go to college?

**Morales:** No, they didn't. Because of the, they, even though they came from educated families because of the Great Depression, they could not go to college.

**Spaccarelli:** Got it. Interesting. So yeah, next question. Who were the individuals that were at Raymond that were most memorable to you? And why?

**Morales:** Well, I mean, all of our professors were really excellent. It was, let me see, I actually remembered most their names. Mike Wagner, with Western Civ and Neil Lark, physics, and Gene Rice, sociology and Jerry Briscoe, who did political science. He was the one who ended up doing the lectures, because other kids didn't like him for some reason. Gene Wise in American Studies. Jerry Gaff was psychology, George Blum in history. And then our provost, Brian Martin. So those are the, the most memorable professors. There were others, you know, we had a math professor, he wasn't very good. I mean, because Theo McDonald was good, but I didn't have him because he was teaching more advanced math. And then there were the foreign language teachers. And that was, yeah, I mean, he was a good teacher, but you know, foreign language, you just march along and memorize a whole bunch of words. Right?

**Spaccarelli:** Yeah.

**Morales:** But all these others, you know, were really teaching their point of view.

**Spaccarelli:** Right, right. So, just touching on Mike Wagner, everybody talks about this guy and his intro to the modern world class at the beginning. Some people have, some alumni have even suggested that, especially for those who came from backgrounds that were a little bit, you know, maybe more rural or something like that, that Mike Wagner's intro to the modern world helped prepare them for the rest of the Raymond experience. Do you feel like that was the case for you?

**Morales:** Well, yeah, and it really, it was really an introduction to the 1960s too, because people came from, most people came from having grown up in some religious background. Those years, everybody went to church, was affiliated with church of some kind. And he really, he really shook up everybody's belief systems. And then they would go back and talk and argue with their parents and tell their parents that they didn't believe in God anymore. And that would be it. That was, and a lot of other things too, you know, more, you know, just liberal ideas that were a real threat to a lot of families and created a lot of, a lot of stress among families when the kids went home at vacation, you know, for Christmas and brought all these wild ideas. And my sister and I had both read, she's a year younger than me, The Feminine Mystique before we went to Raymond. And so we'd had a bit of a eye opener.

**Spaccarelli:** That was a, that's a, that's a famous one.

**Morales:** It is, was really famous. It was such an eye opener as to the restrict-, of course, we've lived all these restrictions. I mean, you couldn't, a woman couldn't pump gas. You couldn't, they couldn't do anything except either teach or type or nurse, or be a nurse. That was it. I mean, you couldn't fly an airplane, forget that, you know, you couldn't even, you know, even, yeah, even, yeah, pump gas at the gas station when that was, that was before self-serve, everybody, you know, gas was always pumped by somebody, you know, just, and there's no sports and there was no, yeah, your opportunities were just so limited. And that book just really opened up our eyes about that. So that we kind of already had that, already had that going into Raymond and then, and then Mike, yeah, Mike and he, yeah, he had, he had the course, but he also had other, other professors giving lectures as well. But it definitely, I think, was, was his idea, the introduction of the modern world. Yeah, for sure. Because, and that, that kind of prepped everybody to be, you know, then that was all part of the whole 1960s, civil rights movement, feminism, everything opening up after, after the very restrictive 1950s.

**Spaccarelli:** Yeah, yeah. So, I had a follow-up I was going to say. So, so how did he, everybody talks about how he challenged their views and how he pushed people, how did he do this? I mean, how, how was this one class so, so key in transforming a lot of people's perspectives?

**Morales:** Well, it's because, well, he was a very, dynamic speaker. He had a very heavy lisp too. So, and the way he talked was, and he spoke, you know, with a lot of energy and, and loudly and marched back and forth and back and forth and was so challenging. It wasn't this quiet, oh, you know, maybe you should think about this or that. It was like, this is right and this is wrong. And, and, you know, you, you know, you did all the, you know, and challenging religion, just challenging everything in a very forceful way. And so, you know, you felt like you were being blown back. And here was somebody who was very passionate and very strong about these opinions. And so, a lot of it is the way, the way he, he, he expressed himself and expressed these opinions that made you think, oh my God, you know, maybe, he's probably right.

**Spaccarelli:** Right, right, right. Interesting. Okay. Other individuals besides professors or any of those other professors that you mentioned that you want to elaborate more on?

**Morales:** Well, Gene Wise, yeah, he was, he was the one I think that most helped as far as because of the way he, he would just delve in very, he was just excellent at doing these seminar discussions of getting you to really read critically and think. And then he also had where you could write, you had a journal that you could write in. And for those of us who weren't real verbal in class, this was a way to express ourselves that, and that was, that was the only class that did that. And that for me was just, and he would make comments, oh, I didn't know you had, you were thinking all these things during class, you know, because I would write them out in my journal, but not be, you know, not talk in class, but-early on. Anyway, in later classes, it was okay. But yeah, he was really, he was just, just gifted in that. Neil Lark, also in physics, he just made it understandable, made relativity understandable. And I mean, there's everyone. Yeah. Also, yeah, the, I have the biologist on here. Yeah. Where is he? Oh, I guess they don't have his name down there. But he's, he took it, we would do field trips out to the coast, do all this hands on, about looking for little critters in the tide pools and taking them back and doing experiments

with them. And so that was great, that very doing biology out, doing how you understand ecosystems in the system itself, instead of all just on paper and talking about it, that was really an eye opener there. Yeah, so yeah, those were particularly...

**Spaccarelli:** I see, I just quickly cross referenced some of my notes, I see a Dr. Tucker, was that your biology?

**Morales:** That was it. Yes, Tucker. Yes.

**Spaccarelli:** Okay, perfect.

**Morales:** Yeah, we've even seen him more recently too.

**Spaccarelli:** That's the nice part about working in the archives is you have records of all the professors who were there at the time. Perfect. Okay.

**Morales:** What's his first name?

**Spaccarelli:** Let's see, what did I say? John. John S. Tucker.

**Morales:** Yeah. John Tucker. Yep. There we go. Great. Recaptured that one.

**Spaccarelli:** Yeah. And then about Provost Martin, did he ever teach?

**Morales:** No. Well, if he did, it might have been upperclassmen.

**Spaccarelli:** Not any classes that you could have taken?

**Morales:** No.

**Spaccarelli:** Okay. Interesting. Yeah, no, sorry, go for it.

**Morales:** It would have been, well, because every professor, you know, had their own subject. So, if he taught a class, he would have been in the whole class. And he probably didn't have time to do that. It was a lot of work with the professors, because not only, you know, are you reading it all, you have all these papers to read and comment on. And then the grading was all by comment. And actually, Peter was instrumental in getting, we used to have superior satisfactory and unsatisfactory grades. And Peter was instrumental in getting rid of the superior. He was having satisfactory and unsatisfactory.

**Spaccarelli:** Interesting. Well, I'll ask him about that then when I talk to him.

**Morales:** Yeah, ask him about that, in case he forgot. Because he was always getting superiors. So, kind of set him apart.

**Spaccarelli:** Got it. So, yeah, that's perfect. Okay, let's move on then. So, what issues were you involved in that stood out in your mind as important to the growth and development of Raymond, and as, of yourself while you were at Raymond? This could be anything, social issues, it can be anything.

**Morales:** I don't remember any. I wasn't involved in any political things or... No, I don't think I was. I was just trying to keep my head above water, spending all my time studying. And I didn't have any social skills, you know, so I didn't go get out and do stuff with group, you know, with groupie people and, you know, I wasn't involved in plays or anything. So, yeah, I don't... Yeah, I just was not a leader person at that point.

**Spaccarelli:** Well, I mean, even just more on that, the reading instruction that you gave to the... Is there more that you want to say on that? Was that... Because that did help you in terms of informing your career, right?

**Morales:** Oh, yeah. Yeah, that was great. We also would... There was also another program where we would go down and volunteer to help with kids in South Stockton who had an after-school program in one of the gyms. And we'd go down, and these were almost all African-American kids, and we would go down and play around the kids down there, and that was always fun. And so, that was nice. Yeah, and to be able to get out, get away from just the book learning and be involved with real people. And then for us, for me, also coming, growing up in a rural community, there were no African-Americans. I didn't know anybody who was Black. And so, this was an, a new experience for me to actually get to know somebody, get to know people that were African-American, because to me, they were a little scary. When you grow up in a pure white, redneck community. Not all... Yeah, all rednecks.

**Spaccarelli:** Glad you got some more diversity in your perspective when you were at Raymond.

**Morales:** Yeah.

**Spaccarelli:** Was- everything I've heard has suggested that the student body of Raymond was pretty, was primarily white. Was that...

**Morales:** Yeah, there was one African-American girl.

**Spaccarelli:** Yeah. Okay, got it. Cool. Not cool. I mean, it's not great.

**Morales:** But that's the way it was.

**Spaccarelli:** Yeah, yeah, yeah. Okay. So, how important were the Raymond High Tables in informing that discussion of civil rights, feminism, community activism?

**Morales:** We would get some kind of off-the-wall speakers, but I don't remember. I'm sure there probably was, there were influences. I just, nothing particularly stands out to me, but it was probably just part of the same, of the whole melting pot of ideas that you get exposed to, and then just start kind of incorporating without it being one blinding flash. Because starting from Western Civ-, you know, Introduction to the Modern World, you get involved in these more, and again, you know, mid-60s, you know, and the super social change of that time. And we were being very encouraged to be open to any new ideas, including against the Vietnam War, which was not, at that point, you know, was pretty radical to be anti-war. Because at first, you know, you thought, well, you know, if we're fighting something, it's probably for a good reason. But then you started hearing other things, and we went to some event, yeah, in Berkeley, I think, and, where they were, you know, showing these war atrocities and stuff, and it kind of made you double think. Think, well, maybe what the government's doing is what- up to that point, you trusted, you know, you trusted authority, whether it was religious authority or political authority, and parents, you know, you believed whatever your parents believed. And so that was a big growth thing. And I'm sure there were talks at High Table that would have reinforced that questioning authority. In fact, that was one thing is that we were encouraged, even, to question even the authority of the Raymond administration as well. You know, if somebody, if just like the whole idea of doing away with the superior and making changes like that, it was okay to bring, to question and to bring up ideas. And in fact, in later life, we kind of got in trouble doing that, assuming that in other situations, it was okay, that people wouldn't be threatened by our having different ideas or questioning the authority. But it was just such a natural thing at Raymond to be, that students were treated with respect and expected to participate and expected to, it wasn't this top down. You do, you know, I will tell you what you do and you spit back the answer and then you'll get an A. You know, it just wasn't that way. You were supposed to come up with your own ideas. And if somebody else had a different one, I mean, the amount of arguing that would go on too, people were very, for me, that was pretty intimidating, but they just, students who were super verbal and had been in debate class and knew all these ways of arguing, they would just go on and on with, just hammer and tongue over, you know, whatever topic it was. It was the, you know, the non-contact, it was a sport. (Chuckles)

**Spaccarelli:** Right. But it was respectful.

**Morales:** Yeah, yes, yes.

**Spaccarelli:** Okay.

**Morales:** It was respectful and it was, but it was definitely, you know, gonna defend my position.

**Spaccarelli:** Right, right, right. But it was, I'm glad it was respectful.

**Morales:** Oh yeah.

**Spaccarelli:** Okay. Yeah. Then I think that, anything else you want to talk about regarding social issues, regarding civil rights, feminism, community activism outside of the high table?

**Morales:** No, I don't think so.

**Spaccarelli:** Okay. Okay. Sounds good. And then the next question is, has Raymond College met your expectations as an institution and as an education and why or why not?

**Morales:** Yeah, absolutely. It was just, it was a tremendous gift and it has given us the, this wide point of view and the reading and writing skills to take advantage of so many different opportunities and to be, and be creative too. There's, I mean, we've had a number of careers and I mean, when I was 48, I taught myself Spanish and then became a bilingual teacher and taught in Spanish for seven years, first grade and led a team where we would work this entire curriculum for first graders, bilingual first graders, Spanish speaking first graders that incorporate, that because of my Raymond background, I could see the big picture and set up this year long curriculum that involved all the parts that are required to be parts, but within these big themes. And then the other teachers were good at bringing up the stuff that you needed to do for the activities and all, but I was really the one that did the big thinking on that. And then I would also, because I'm also an amateur astronomer, I'd set up star parties for the first graders and bring in the Denver Astronomical Society to do, where all these Hispanic families could come and look through telescopes and learn about astronomy from, who had never in their wildest dreams thought they could see Saturn through... And just that kind of stuff that, well, and then Peter, maybe we'll talk about how we pioneered the use of desktop publishing and newspapering. We were the first people in the country to use the Macs and the LaserWriter to do production when we had a small community newspaper in Oregon, Rogue River. And again, but because we could, of our background, well, Peter could see the possibilities. We could learn the software, which you had to learn just from the manual. And we went on to teach other newspapers and how to use, to transfer from photo type setting, and it saved like 40% production costs for newspapers. And that was one thing. And then... Just so many opportunities that we were able to take advantage of, like that.

**Spaccarelli:** Because of that foundation that Raymond laid.

**Morales:** Uh huh, yeah.

**Spaccarelli:** Great. Yeah. So yeah, then this is, I mean, we already sort of touched on this, but if there's anything more you want to say regarding contributions that you feel that Raymond made to the local communities, just in Stockton?

**Morales:** Yeah, just my only experience. My experience, I don't know what went on later, but yeah, that they would involve the kids within that was, yeah, in these social projects, you know, which was, you know, which was very helpful, I think, for us for getting out of our little ivory tower.

**Spaccarelli:** Yeah. No, literally, that's what Burns Tower is.



**Morales:** Yeah, right. I used to, Burns Tower, I used to run them. They had a telephone punch thing. I used to do that. One of my jobs had weight tables and I'd do that punch thing.

**Spaccarelli:** Yeah, I don't think I've ever seen those in real life. I've just seen them in movies.

**Morales:** Yeah, right in the bottom of the tower there.

**Spaccarelli:** Cool. We've also sort of touched on this, but how has your education at Raymond influenced your career or life choices?

**Morales:** Well, yeah, obviously, the... well, I mean, I always grew up knowing that I, you know, wanted to do something that was useful for people, not to, I never went into a career to make money. And the Raymond experience reinforces that as well, that you have a, you know, responsibility to society. And especially if you have the good fortune to have gotten an education like this, like to use it for the betterment. Another thing I've done is I have been instrumental in running a scholarship for Mayan students in Guatemala. It was through a connection that we had with a human rights activist in Guatemala. And he, that community had been, suffered massacres in the 1980s and were just totally torn apart and many people living in extreme poverty and could, and education only goes to sixth grade. So they can't send their kids to middle or high school. And knowing how important education is, we asked if, you know, we could, this is when Peter was minister of the Unitarian Church in Colorado, and we had taken a delegation to Guatemala to visit human rights organizations. And we asked, you know, what we could do to help them in their search for, they were trying to get some justice. And the women, the men said, we need better water for the corn. And the women said, we need education for our daughters, because we don't, never had any education and feel disempowered. And we thought, well, you know, education, oh, that's right down our alley. And so we started funding through the church. The scholarship program started with three students. That was in 2007. And there are now 60 students a year. And there've been over 200 that have gone through the program from six through high school, and they end up with a career in a business administration or accounting or teaching or- at the end of high school. And, and they also learned to read and write in Spanish because they nor- they normally grow up speaking their native Mayan language. And so I was instrumental in keeping, getting that, keeping that going for many years. And, and then the director of that human rights organization was, he was under threat of being assassinated, because that's what they do in Guatemala, is assassinate anybody who's a human rights activist. And so we took, we sheltered, we took in his family, he and his family, his wife and three kids when we were living in Colorado in 2014. And they came to live with us. And, and then we moved to Washington a year and a half later, we got him a house across from ours. And so we've been sheltering them since then, and helping them get asylum and permanent residency and driver's licenses and work and all that stuff. That, that's part of, part of the whole Raymond thing too. And then starting with him, we started, he and I started a foundation. And I did all the paperwork, you know, all the applying for 501c3 and for doing websites, you know, so I, you know, learn website software, just so many stuff that I can learn, on my own that I don't need, you know, I don't need a class.

**Spaccarelli:** Right. Raymond taught you how to learn.

**Morales:** It really taught me how to learn. Yeah. And when I, you know, I did my master's in special ed, you know, I just was top of the class because I knew how to study. I knew how to read. I knew how to, you know, I could, it was a lot easier than Raymond. That's most people's experiences when they go to graduate school. (Chuckles)

**Spaccarelli:** That's exactly what I've heard, is that a lot of people, they get- after Raymond, they go to grad school and they're like, this is nothing. (Chuckles)

**Morales:** Right. Read three pages, and the people complain. (Laugh)

**Spaccarelli:** Yeah. Okay. So that's it for me. Now I'm going to turn over to you. What have we not covered in this interview that you still want to discuss?

**Morales:** Oh, I think we've gone over. Yeah. Everything very thoroughly. I think I was able to express my opinion and how much I appreciated the Raymond education and how it's just been a tremendous gift.

**Spaccarelli:** Perfect. Okay. So I'm going to then stop the recording. I have a couple of things I want to chat with you about, but we'll call it here. So yeah.

**Morales:** Okay. Thank you.