



4-24-2023

Peter Morales Oral History Interview

Peter Morales
Raymond College

Lorenzo Spaccarelli
Holt-Atherton Special Collections, University of the Pacific, l_spaccarelli@u.pacific.edu

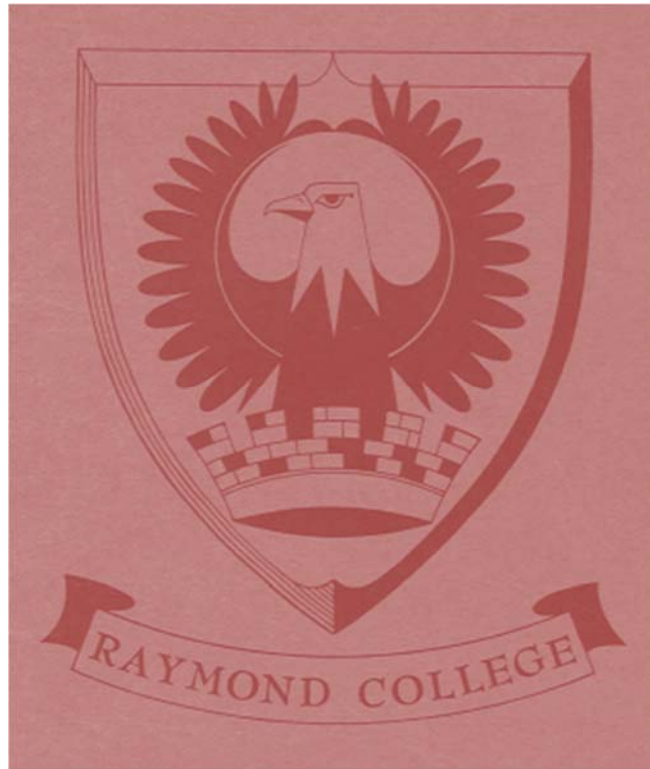
Follow this and additional works at: <https://scholarlycommons.pacific.edu/raymond-college>

Recommended Citation

Morales, Peter and Spaccarelli, Lorenzo, "Peter Morales Oral History Interview" (2023). *Raymond College*. 84.
<https://scholarlycommons.pacific.edu/raymond-college/84>

This Article is brought to you for free and open access by the Colleges and Schools at Scholarly Commons. It has been accepted for inclusion in Raymond College by an authorized administrator of Scholarly Commons. For more information, please contact mgibney@pacific.edu.

RAYMOND COLLEGE PROJECT ORAL HISTORIES
UNIVERSITY OF THE PACIFIC ARCHIVES



Peter Morales (1964-1967)
Raymond College Student

April 24, 2023

By Lorenzo Spaccarelli

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

Peter Morales Interview

Transcribed by: Lorenzo Spaccarelli

Lorenzo Spaccarelli: Okay. Hello. My name is Lorenzo Spaccarelli and today I'm going to be interviewing Peter Morales. It is April 24th, 2023. And I am conducting this interview from my apartment on Pacific's Stockton campus. Can you state your name and tell us where you're zooming in from?

Peter Morales: Peter Morales, and I'm in Squim, Washington on the Olympic Peninsula.

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

Morales: '64 to '67.

Spaccarelli: And what was behind your choice in attending Raymond College?

Morales: Well, it was, you know, a very unlikely series of events because I was in my senior year in San Antonio, Texas at Edison High School. And Ed Peckham, who was Dean of Student Life or some such, was on a Texas recruiting kind of swing and had selected certain high schools had gone to mine and I guess had inquired of the counselor, was it- be anybody who might be interested in this sort of college? And he came up with me probably because he thought it was some exotic California college and I was enough of a misfit that maybe I would be interested. I don't know. I mean, I would- I wasn't controversial, but I've taken a couple of positions in high school and debates and stuff. I don't... And that, that's just pure speculation on my point. So I get called out of class and I meet this guy out of some college I'd never heard of in some city I'd never heard of. And it was a, you know, maybe half an hour, 20. I don't remember. I just remember him describing what it was and leaving me some information. And I thought, wow, it really looked a whole kind of core curriculum seminar format, you know, Cambridge on the Calaveras, as they joked about. That was intriguing. And my family was a kind of lower middle class family, lived in a two bedroom, one bath house, there's no way we could afford a private university. And there was an application fee, I remember, and I even hesitated about applying, but then thought, what the heck, I'll apply. And then I... When it came and I got offered a scholarship, so I decided to go. And so that was, the only real option was University of Texas in Austin, which is a huge university, you know, 30, 40,000 students. So, yeah. But I'd never been- my family didn't travel, had neither the means nor the inclination. I'd never been more than 80 miles west of San Antonio. I'd never even been to West Texas. And flying then was expensive, out of the question. So, I mean, I've worked all summer to save up a little money. Was working full time and then got on a Greyhound bus and rode for two days. All the way to Stockton and got off the bus. I'd never seen the college. I had no idea where I was, made some inquiries, got on the city bus. I was too cheap to take a cab. Rode the city bus down to Pacific and figured out, wandered down, you know, figured out where Raymond was. I'd left my, I had a trunk. I'd left it at the bus station because you'd have lockers then. Somebody ended up taking me back and got my locker. There it was.

Spaccarelli: (Chuckles)

Morales: There's also a funny story. I'd never seen a mountain. And in freshman orientation was at Lake Tahoe camp, some camp that they had. Well, I had heard, I mean, this is August, late August. In San Antonio an overnight low is typically 75 degrees. I mean, you sleep with your window open and try not to melt because we didn't have central air. But I heard it got cool in the mountains. I had a light jacket. I'd never seen a sleeping bag. I didn't even know what a sleeping bag was.

Spaccarelli: (Chuckles)

Morales: And we went out to freshman orientation. I almost froze there. Everybody else was sound asleep. I was, the only time in my life I'd actually been shaking and my teeth were chattering because it probably got down in the 40s and I had no covers. I had nothing. That was my introduction to that. Yeah.

Spaccarelli: Actually, that's- so I have a couple of follow up questions if you don't mind. So first up, scholarships, were scholarships something- I haven't heard many people mention scholarships to Raymond. Was that common or was that-?

Morales: No. As far as I know, I don't know anyone else who had one.

Spaccarelli: Oh, okay. Interesting.

Morales: Part of it was, I guess, you know, with all these years of experience looking back, you know, I think, well, it was clear I wasn't going to attend unless I had, but it was essentially a full tuition scholarship. But, you know, here's this kid from Texas. I realize now looking back with the lenses of diversity, all that- I was the only Latino student at Raymond, not only in my class. I mean, I was the only one in the school. It was a very white, upper middle class, you know. People whose parents were professionals or managers or, you know, physicians, just a different- not all of them, but a lot. I mean, just a different social class from what I was used to.

Spaccarelli: Yeah. Yeah. Interesting. I had a follow up question then. Yeah. So I wanted to ask, do you think that there was a conscious thought on the part of administrators at Raymond, that they wanted to increase the diversity of the student body?

Morales: Oh, I think so. I mean, it was a very liberal, very liberal attitudes, but this was, you know, the mid '60s. And so, you know, and I've been on the other side of these institutions and criticized for not having more diversity. Often it's an issue of pipeline. I like to use an example, which I think is a good example, but others don't necessarily. If you look at STEM fields, science, technology, they've been historically overwhelmingly male. And then also- white male- and faculties at universities, at big research universities are overwhelming. You look at the physics, chemistry, math departments. But it doesn't do a lot of good to rag the academic dean at the University of Washington about getting more

women on the physics faculty. You got to have some women PhDs who are applying for jobs in order to hire them. The problem is the pipeline. I saw, let me tell you a quick story, but this is important for my own thinking about this and how it affects places like Raymond was, even though they had these aspirations, you know, they didn't really know how to break through it. One of the sort of elite liberal arts colleges is Swarthmore College back in Philadelphia. So you're nodding, you've heard of it.

Spaccarelli: Yeah.

Morales: This is about, I saw a fascinating article about 20 years ago about the math department, a meeting because here's a super liberal college that's gone out of its way, has huge financial aid to try to be more diverse. And they were more diverse than most. And they were one of the first coed colleges. But the math department in the meeting, and there's probably three or four faculty, so they graduate 300 and some students a year. So aren't that many math majors coming out of Swarthmore. But they had never had any minority students in memory be math majors. And they had done stuff with kind of good liberal guilt and even set up separate, kind of special introductory calculus class and channeled black Hispanic minority students into thinking more exposure to faculty that make this very small, more discussion interactive would attract them, had no effect. And so this was a discussion, a faculty meeting and somebody was on leave and they had a visiting faculty member says, huh? He says, let me, I'll report. We don't have that many math majors. I'd like to take a look at the cumulative records of the math majors over like the last 10 years. Not that many. Sure. Maybe there's a pattern there. Anyway, the punchline he reports back that there hadn't been a math major at Swarthmore in the previous 10 years who took introductory calculus.

Spaccarelli: Interesting.

Morales: They were all advanced placement. The channeling happened in elementary, middle and high school. And boy, if you enter, even if you've got aptitude for math, you enter a college like that or an MIT and you're just so far behind the year, you know, you decided to go into math, everybody else, you know, doing integral calculus and beyond. So that's, going back to Raymond. I mean, that was the challenge. The values were there for openness. But, you know, I mean, I look back. I mean, they needed, it would have been very hard in those days to find diverse students and the university, I don't think really knew how to look for them very well, either, because of its traditions. You know, it had its kind of base of people who apply. Anyway, that's a long answer.

Spaccarelli: No, but that's helpful. That's, that's definitely helpful. I think that was it for my questions. Yeah. Next, my questions to follow up for that question. Next question is, what were your first impressions of Raymond when you, when you started, when you got there, when you started attending classes, when you started living in the dorms?

Morales: I mean, it was all very new to me. I was away from home. And one of them that's kind of funny is. My parents were quite bilingual. My grandparents were monolingual. I don't think they could count to 10 in English. My grandmothers because my grandfathers both died. So I grew up hearing Spanish and

in fact, spoke Spanish when I was very small before I spoke English, but I was quite English dominant. I'd taken, my high school only offered two years of Spanish, which I sat in the back and did my chemistry because it was, they wouldn't let you start at a higher level. So they were numbers and colors and present tense. And I, you know, I could, I could do that in my sleep. You know, now, you know, conjugating the subjunctive would have been something like doing calculus. But I've always been pretty good at taking standardized tests. Probably tactically, you eliminate, you know, the wrong ones- all of that. Raymond only offered advanced Spanish, but it was a lang- you had to take a language and that was one to take. But I tested well enough to get into it.

Spaccarelli: Oh, nice.

Morales: And so, so here I am, they're like eight or 10 of us in this little Spanish, advanced Spanish seminar. And we start reading El Cid, which is like reading Shakespeare. It's medieval Spanish. And it took me like two or three hours to get through 10 pages of this stuff with my dictionary. I thought, I'm going to flunk out of this place. There's no way I can sustain this. You know, the class meets four days a week. I can't, I can't do this. Eventually, I realized everybody else was having similar problems. But so, I mean, I started out like being terrified. How am I going to make it through here? I'm going to flunk out.

Spaccarelli: Well, good-

Morales: But overall, I mean, the social side is it was, because it was so intimate, it was very easy to make friends that are friends to this day. You know, that's one of the big learnings. I mean, one of the big takeaways, I think, kind of jumping ahead that- I always thought it was about the core curriculum, which was important, but a lot of it was just the size and the intimacy of it is you knew people and you interacted with the same people all the time in a way that you don't at Cal Berkeley.

Spaccarelli: That's fair. So, I feel like this is- this is something I've run up against in other conversations, so I thought I'd ask you about it. How much was the intellectual, the class side of things integrated with the social scene? Because my understanding is they all- they all, there's sort of this overlap in that when you were talking, you were talking about what was going on in class. And so it was all sort of enmeshed in that it was all one community. That sound right to you?

Morales: Yeah. I mean, part of it is. It was the time and what Raymond- I mean, we were the third class. And so we like volunteered for this, you know, intellectual boot camp kind of thing. And so we took the life of the mind very seriously. I mean, we took, that's the part that made it exciting. I mean, it was. There was nobody kind of figuring out what's the least I can do here to get a C in this class because I don't really care about it. That was, you know, I've been on the other side of that as a faculty member, you know, with the engineering students who need this as a distribution requirement and couldn't care less about the topic. And you're trying to engage them, but it's very, very difficult. Raymond wasn't like that, you know.

Spaccarelli: I've had plenty of classmates like that. (Chuckles)

Morales: (Chuckles)

Spaccarelli: OK, well, that's good. That's good. OK. So moving on, were there any memorable events that stood out to you during your time at Raymond's? So like high tables, charity events, any, any landmark occasions?

Morales: I mean, high table was every week. And so it was always... interesting. But nothing that- and I don't even, can't even think of charity events. But, but the high table were people who were presenting points of view. So it was very much integrated into, you know, stuff that was being talked about. But I can't think. And sometimes other kind of neat stuff that I would never have been exposed to. You know, I'd never heard a string quartet. There were a couple of were, you know, classical. Wow. That's kind of, that's different.

Spaccarelli: Nice. Nice. Yeah. No high tables that stood out to you in your memory that you can remember off the top of your head? Interesting.

Morales: Well, there were some speakers and stuff, but I'm surprised it was not. None are leaping out. Maybe it's a function of being 76. You know, it's been a long, it's been a long time since any of those high tables.

Spaccarelli: Oh, yeah. Oh, no worries. But I was just wondering.

Morales: Yeah, no.

Spaccarelli: OK, then next, do you remember any controversies during your time at Raymond? So these could be between the cluster colleges and the university. These could be between the administrators within Raymond or outside of Raymond or any controversies.

Morales: I don't know if it raised a controversy. I ended up being on the, on the student senate, I was the senator from, from Raymond, and there was a whole rewrite of bylaws, the kind of constitution because dealing with cluster colleges, Raymond was new. Callison and Covell were coming on. Covell was in existence. And so what do you do about this in terms of resolving conflicts? I mean, how much is there sort of a student court or student meeting within the colleges as opposed to... So I was involved with that, but it was never acrimonious. There were differences of opinion and I was involved in drafting that. During my last year was the beginning of the, early on in the Vietnam War. So there was all that Vietnam noise around and the fact that, you know, the draft holding. Yeah, it's hanging over people as a threat.

Spaccarelli: Yeah, yeah. I know Phyllis mentioned that a couple of times and that impacted you two. But...

Morales: It impacted, I think, in one way or another, most of us, in some way, the least of which, you know, then you got in that craziness of the, of a lottery number. So some people were sort of off scot free. A couple actually went into the service. Most did not. I mean... One of the truths about Vietnam was- that hasn't been talked nearly enough about in terms of the history of it is, if you had a college degree and you didn't want to see action, you didn't see action. I mean, there are enough sort of, even if you had to go in. You, you could get some administrative kind of job. So there were people who ended up, you know, at a missile silo in South Dakota or the- only one of my classmates really saw any action. And that's because he volunteered for it, because I think he wanted to write a novel about it.

Spaccarelli: Interesting.

Morales: Which he eventually did, so, much later.

Spaccarelli: That is, that is quite interesting. OK, any other controversies? I know, I mean, the cluster colleges were appearing on the scene. This was a time of change for the university. Were there- anything else you can remember?

Morales: Well. Covell was right next to us. And you think there have been more relationship, but it was Spanish speaking. And overwhelmingly, they were children of wealthy Latin Americans. I mean, who else can go to an American university? And so. There may have been a few, but we just didn't have that much interaction with Covell. There may have been a few Americans, but everything was done in Spanish, so you had to be really fluent. Got a good soccer team.

Spaccarelli: That's funny. OK. Well, then if there's nothing else, then we'll move on.

Morales: Yeah.

Spaccarelli: And that is, what were your thoughts on the educational style of the Raymond teaching philosophy?

Morales: Oh, I loved it. I mean, it was... And it affected my own view later teaching of what- what education, higher education should be in formats of discussion and doing it and. And how, how to do it and how not to do it. I mean, you get to, you got to watch different professors do things, some of which were, really good scholars, there was one in particular, but he was never comfortable leading discussions, you could tell. You know, there were times when I just thought, just don't try, just like, you know, so much stuff. It's really interesting. Just sort of lecture, let people ask questions and then others that were really- one in particular was just a master of. Of honing a question and asking follow up questions and saying, well, I'm hearing you say, are you saying that thus and such? And often it was what you really meant to say if you are a lot smarter than you were, but didn't- but had not said. But I mean, he helped you form your own thoughts that way. So I, I really. For especially the humanities and the social sciences, it was a really good way to, to go. Probably less so. For the very few people who went into the hard sciences.

Spaccarelli: Well, I'll ask about some of those individuals in just a moment, but I wanted to follow up on something that Phyllis mentioned and I, so I wanted to ask you. She mentioned that you were instrumental in changing the grading system within Raymond. Can you tell me a little bit more about that?

Morales: It was... It was surprisingly easy, which led me to think it was going to be a lot easier to lead change in a lot of other institutions that were much more recalcitrant than Raymond. It just actually hit me... Well, when I first got there for a semester, you got- one of the things I actually loved and hadn't mentioned is the letter of evaluation that you got for a course that was really a lot more than a letter grade. You did this well, your writing has improved, whatever, you really should work on- that's really useful feedback. You can't do that if you've got 150 students in a...

Spaccarelli: Right.

Morales: Introductory chemistry, but you can do it in a world lit class. So that part was good. But then they were assignments of satisfactory, unsatisfactory was essentially F, no credit, or superior. My feeling and the feeling of some of it was that instead of having five grades, you had three. And, and that and even though fortunately enough, it would give me a little cred on this in the first term. I'd gotten two superiors, but it hit me that, you know. Not only in terms of the interaction with the faculty, but then if you're looking forward to graduate school, they're going to be looking at that and essentially saying that's an A and counting superiors. So I thought it really undermined the, the utility of the evaluation letters, which I thought was really a good thing. And amazingly, so several of us proposed this and the faculty essentially said, OK. I mean, it was that there was really no significant pushback to that. I think there was something about... having the ability to do kind of silent superiors, in other words, back up if a graduate school really wanted grades, somebody would go back like the dean, which I think is a lousy idea and essentially assign grades based on the evaluation letter. But in truth, no grad, no grad school ever did, ask for those things to be translated into letter grades. And there was a lot more information if you're on an admissions committee.

Spaccarelli: Right, right. So it was just, they switched from superior, satisfactory, and unsatisfactory to satisfactory and unsatisfactory.

Morales: Yeah.

Spaccarelli: Wow. Nice, ok.

Morales: I wish other changes had come as easily. So...

Spaccarelli: Yeah. So following up on your question, your topic just a moment ago, which was, regarding lecturing versus seminar style in the classroom. So who were those individuals at Raymond that were

most memorable to you and who are those- I mean, and how did they all engage with the class and just how did that work?

Morales: Of the faculty?

Spaccarelli: Anyone, any individual who's memorable to you. I was thinking faculty to begin with.

Morales: Oh, a bunch in their own way. And not everybody had... Oh, cause there was a couple of faculty members that were... I mean, everybody was known, but that I just didn't have. The- Gene Wise was one who was very influential, he ended up being my advisor and his just whole approach to ideas and the history of ideas. And he was a real master of running seminars. I mean. I mean, he would do things like I mean, this is something I remember. And it was American Civ, and we're reading Moby Dick, Moby Dick was an industry. And the entire first class was a discussion of the first sentence. Call me Ishmael. He says, so what's he doing with that? What does he mean by an opening? How does that set the stage for everything? You know, I never thought about reading in that way. You know, call me Ishmael and you just keep, keep reading along. He really had a way of teaching people to read carefully. Kind of. So, yeah, Mike Wagner was another one, economics professor who kind of took it upon himself to sort of shake freshmen out of the orthodoxies that we all came in with. He taught this course called Introduction to the Modern World and brought in economics and anthropology and all of that, which is a very influential course. Jerry-

Spaccarelli: Every alumni talks about Mike Wagner's class. Sorry, continue.

Morales: Because it was kind of a shock thing. Neil Lark, physicist. Right. Hugh Wadman, a chemist. John Tucker in biology. I think teaching the hard sciences was hard. I never thought about it then. But it must have been a- One, you're not getting a bunch of science majors and you're getting... And these were very capable scientists. I mean, if you look at their resume, their Curriculum Vitae and I mean, Neil Lark would go out to the Bohr Institute in Denmark and do stuff. I mean, he was, he was the real deal as a particle physicist. I mean, he had some real chops in doing that stuff and yet chose... It was interesting because they chose to be at this small place and to teach these kinds of students. Yeah, the fact, I mean, one of the things that you got at Raymond that was huge was you got to know the faculty in a way that, you know, you just don't- you can't at a major university. A big one. I mean, I see it. My son is a science teacher at University of Washington. He's a physicist. And, well, part of it is the scale. Their- physics at University of Washington has a five story office building for faculty. I mean, it is industrial scale physics. You know, I mean, they're probably 30 some teaching faculty, 80 in some kind of affiliation. It is a monstrosity.

Spaccarelli: Wow.

Morales: I don't know. Maybe he does know...

Spaccarelli: Raymond has this one physics professor.

Morales: And in my son's life, he has very close relationship with graduate students and postdocs. But undergraduates are in these, you know, you're teaching electromagnetism. And that's the only way that makes economic sense, you know. And so it's that kind of... Coaching at one level, to kind of a performance art at another one. We really got to know and talk to faculty. And I think that gave in retrospect, like so many things. I don't think I appreciated that enough. I appreciated the time, but not enough because it gave you a very different sense of a discipline. So yeah, it's kind of a long answer.

Spaccarelli: No, that's great. That's great. And then I wanted to follow up with a point you made earlier in combination with this, is you didn't mention any women in that list of names, I don't think, for professors that you found particularly memorable. Was this because of that pipeline issue we were talking about?

Morales: Oh yeah, there weren't any. I mean, there were a few. One of them was, and I'm blanking on her name, very small, she taught German. I didn't take German. And there was another one, first year who moved on, teaching English lit, but I didn't take that class. So looking back, there were no women faculty that I took courses from.

Spaccarelli: Yeah, that's interesting.

Morales: I mean, I did later on in grad school and other stuff, but not there, yeah. And that didn't even seem strange then.

Spaccarelli: (Chuckles) Yeah. Interesting. Okay. I had another question. Oh, research. I heard that the faculty members at Raymond had very little time for research. Was this the case? I mean, like, how did Neil Lark, why was he so prominent in the field if he didn't have time to do this research? Like, how did that all work for all the faculty members?

Morales: Well, I think he probably did it in this, intensively in the summer and stuff like that. But actually, I don't know how they did it. And, or if they were not doing so much anymore. Hugh Wadman was older then, he was probably in his late 40s, early 50s, the chemist. And he'd had a number of patents and stuff. But I don't know if he was actively doing research. It might have been like, I'm not doing that so much anymore. Same with John Tucker in biology. Yeah. Only Neil Lark, do I know, was able to maintain it. And then some like Gene Wise ended up leaving and going to Case Western Reserve and kind of heading up a graduate program and then writing and getting stuff published. But I don't think he did any while he was at Raymond because there probably wasn't the time for it.

Spaccarelli: Yeah, not feasible. Yeah. OK, you just named a bunch of faculty members. Any other individuals?

Morales: Oh, classmates for sure.

Spaccarelli: Staff members, anyone?

Morales: I didn't know staff so well, but in my class, geez, you know, Sid Wright, David Wellenbrock, Gene Bigler, Tom Preece, Jim Ratcliffe. Oh, God, I'm going to, Edna DeVore. Who- is that a name you have?

Spaccarelli: I've talked with three of the six people you've met so far and the remaining, two of the remaining people I have on my agenda.

Morales: OK. Barbara, it was Scott then, a close friend, obviously Phyllis, I've been married to for 50 some years.

Spaccarelli: Probably you know her at this point, yeah.

Morales: And I'm sure I'm going to think of others, hang on.

Spaccarelli: Hey, don't worry about it. You don't need a name every name now. At the end, once we're done with the interview, I'll ask you if you have any people you want to refer me to.

Morales: Oh, John Herpers was another one. He left after the first year, but he's still a friend. We still see each other now and then. Brian Shaner. Yeah.

Spaccarelli: Yeah. After the interview's over, I'll ask you who you want to refer me to and I'll put them on my list of possible interviewees because I'm just, I'm just trying to collect as many oral histories as I can here. So moving on, what issues were you involved in that stood out in your mind as important to the, to your growth and development at Raymond and the growth and development of the school as a whole?

Morales: Not so much issues in that way. I mean, a lot of it was the personal wrestling with stuff. Looking back, you know, easy to forget you're 18, 19 years old, you're an adolescent. And sort of a downside of all this intimacy was it could be overwhelming. And the place was intense and exhausting in some ways, and you kind of felt- people put enormous pressure on themselves. I mean, one of the dark sides of not having any grades is it's never good enough. I mean, you maybe should have done more, maybe you should have done this, then you feel guilty about it. To where it could get obsessive, you know? I, I spent the last like month or six weeks of my senior year staying up all night almost every night taking diet pills in order to write a senior essay.

Spaccarelli: Geez.

Morales: I mean, that's sick. You know, but I sort of got it that it had to be this magnum opus that I was doing and looking back and go, that's nuts. And I mean, you end up graduating kind of as a zombie. And kind of and truly kind of burned out. I mean, I, because of Vietnam War, I really didn't want to go to

graduate school, but it was still a deferment. So I applied to grad school and got in at Syracuse of all places. Well, again, I couldn't afford it, so they gave me a fellowship at Syracuse. So I went to Syracuse and was not happy, and then they dropped deferments, so I left after a semester.

Spaccarelli: So. You talked a lot about like classroom, educational issues. What about social issues? I know that there was I mean, it was the 60s, right? You were talking about social issues at the time. Were there any that stood out in your memory?

Morales: Well, the issues are the issues that were, that were kind of out there of race and class, you know, what America is and, and then the looming and then the- the actual Vietnam was the overwhelming thing for my cohort because it just overshadowed everything, partly because it was, you know... Involving us and involving us in a lot of choices too, whether to be anti-war and try to become a conscientious objector and all that stuff...

Spaccarelli: Yeah. Makes sense.

Morales: ... so that overshadowed... other issues and then immediately after Raymond, it really blew up.

Spaccarelli: Yeah. Yeah. OK. And then. So how important was the Raymond High table in that discussion, that discussion about civil rights, feminism, community activism? What did- was, did it influence you and your thought processes?

Morales: High table? No, I mean, high table, from my perspective, was sort of integrated into everything else. I mean, it was kind of not a big line there. It wasn't like discussions were happening because there was high table about it. They were happening in the common room and in dorm rooms and arguments all over the place. So I'm not sure if you even pulled high table out of that, how, how much difference it would have made. Don't have a parallel universe. So I can't do that.

Spaccarelli: Yeah. But regarding generally. Yeah, I mean, we've touched on that already. Civil rights, feminism, community activism, they were present in everybody's minds. Did people take tangible steps and like go out into the community or was it mainly. And like protest or something like that, or was it mainly just like thinking about it?

Morales: There were people who got involved in like civil rights stuff. But it was something like extracurricular. I mean. Raymond had something to do with it, but it wasn't like Raymond doing it. It wasn't at the time. I'm probably wrong. I don't know how- we were disconnected from Stockton. I mean, we're in Stockton, but it was a funny kind of bubble for me. Maybe less so for some of my classmates.

Spaccarelli: Yeah. So you don't feel that Raymond made much of a contribution to Stockton as a whole?

Morales: I don't know. I can't tell.

Spaccarelli: Nothing that you remember.

Morales: Nothing that I remember.

Spaccarelli: Okay. Moving on. Has Raymond met your expectations as an institution and as an education? And why or why not?

Morales: Oh yeah, yeah, I think, as an education, it would be hard to do better. I mean, it really was that way. And there are a lot of harder numbers of that. I mean, Raymond seniors, my class was tested on the GREs. We did as well as Stanford. The survivors, I mean, the ones who probably wouldn't do so well, didn't make it. We didn't have a very good record of getting people all the way through to graduation, unfortunately. But in terms of sort of the discipline of it, partly because you got so much feedback. You know, at the end of my freshman year, I looked through, I'd written, I'd had to turn in 150 pages of papers.

Spaccarelli: Wow. Did you sleep? (Chuckles)

Morales: One you had to write. But you got a lot of feedback on your writing. And if you were at all sort of with it, you just got a lot better at it, just because you were doing it all the time. And not many people get that opportunity to get that kind of close... You know, I even was able to take some independent studies, one on one, you know, on topics I was interested in. So yeah, as a sort of training of the mind, I think it was outstanding. It lacks sustainability, it lacked the ability to attract students. The university didn't know what to do with Raymond, it created it, and really never knew how to recruit properly for it. The admissions office was, I mean, it wasn't their target market, their usual market. So it was, I mean, it wasn't hostility, that was just...

Spaccarelli: Cluelessness.

Morales: Yeah. But educationally, I mean, and I've talked to a number of my classmates about this over the years. I mean, I think it showed in how well people did in law and medicine and other stuff.

Spaccarelli: Yeah. Okay. And then to continue off of that, how has your education at Raymond influenced your career and life decisions?

Morales: Totally. I mean, my original career plan was to be a college teacher, to be an academic. And so my quick history was, started grad school, they lost deferments, got a teaching job as a deferment for a couple, three years, then they dropped those as deferments. And then went to Canada, but I'd never gotten a draft notice. And then turned 26, which was the magic age, and then came back to grad school at Kansas and did all the coursework and preliminary exams. On a doctorate, got a junior Fulbright to Spain, teaching in northern Spain. So I had a dissertation fellowship waiting for me when I got back, but our son had been born, he was four, and he ended up getting kidney cancer while in Spain, which was not backward. It wasn't what Spain is today, which is in many ways better healthcare. But anyway, we

ended up having to leave to come back to University of California Med Center in Berkeley for surgery and chemotherapy and stuff. So I wasn't able to continue. I needed to be at Kansas with the research library there, and one thing, another, ended up looking for a job that had health benefits, worked for the state for a while, then went into journalism. But anyway, the Raymond, I mean, affected my, that choice. And later on to go into journalism, ended up running a little newspaper for a while. And then went into ministry as a Unitarian minister and did that in Colorado and then ended up, you know, as president of the UUA for seven years. So, in the land of the blind, the one-eyed is king.

Spaccarelli: There you go.

Morales: You know, I had amassed a lot of administrative in the state of California where I work and then in publishing, a lot of sort of management experience, which is not usual. Quick aside, one of the things that happens that I don't think gets nearly enough attention in the last, in my lifetime and is continuing is, you know, take science, for example. You look back three, 400 years, think of Galileo looking through this little toy of a telescope. Newton, all these people, you could do the research and become this world leader in breaking new knowledge. How has science done today? I mean, look at the Large Hadron Collider. There are hundreds of professional staff running these things. And yet, and I've talked to my son a lot about this. Physics is, particularly physics, but all sciences is a total team sport now. It takes these enormous instruments, the web, the Hubble, these things. And so these things take a lot of coordination and organization. Who has less skill at that than a group of physicists? I mean...

Spaccarelli: That's fair.

Morales: I mean, who goes into physics? People who are really good at, interested in science and math and are good at math. But this is true across the board. You're getting this huge premium on people. And in my son's own research, which is with radio astronomy, huge sites in Australia, is the problems are often more organizational than they are scientific. It's getting the staff, it's getting people paid, it's getting the meeting agendas out and stuff like that. So in my own life, the fact that I got some experience, there was the Raymond kind of intellectual experience, but this other experience I got in management ended up, suddenly people ask you, can you do this? Can you do that? Can you take this leadership position? Because in the land of the blind, the one-eyed becomes king.

Spaccarelli: Exactly. And do you feel like Raymond helped prepare you for that managing experience?

Morales: Not so much the management, but the ability to, Raymond really taught you to ask the right questions and to keep asking in some ways. So let's say in journalism, so much of what makes for good journalism is knowing what questions to ask and what's important and what's interesting. It isn't the actual fact gathering, though that's part of it. It's the choosing of the topic. It's being able to see the broader context. I mean, I think of, I don't know if you read, I mean, one guy who I am totally in awe of is Paul Krugman at the New York Times. Won a Nobel. He's a very smart cookie, but he can communicate to folks, but he just brings a perspective to public policy and economics that a technical economist couldn't possibly bring. I mean, I think that was the value of Raymond was, and a lot of it was,

you got to see things from the perspective of psychology, from the perspective of sociology, from the perspective of, kind of scientific humanism. And so you got to look with some depth of different perspectives and realize, well, wait a second, you know, it can't all be true or not equally true. Or how do you evaluate, you know, yeah, it's all chemistry and some level it's all physics. But so anyway, I think that was the gift of Raymond, was really teaching you how to think about things.

Spaccarelli: Not just within disciplines, but beyond that. Is that what you're saying?

Morales: Yeah. And especially the cross discipline kind of stuff.

Spaccarelli: Well, cool. That's great. So this is, that's basically it for my questions. And now is when I turn it over to you and I say, what have we not covered in this interview that you want to discuss? If you think of something...

Morales: Raymond was never good at holding on to people. I mean, so as I look at it institutionally, it was, you know, sort of like the special forces training, but half the people wash out. That's as a one, as a business model, that's not very good. And so, and I look at, for example, some really highly successful, just in colleges, liberal arts colleges, Haverford's, Swarthmore's, you know, they have been a lot better at supporting students and the graduation rates are really high. Some of it because they only let in really smart people and it's kind of hard to flunk after, is that... But also, you know, they have gotten a lot better at nurturing people. And if they get, you know... So my son went to Swarthmore. And while he is today an astrophysicist, he struggled with some of the math and was struggling with it. And we encouraged him at the time, you know, go talk to your professor. Well, he did. And they ended up providing a tutor who was a math major. He ended up making an A in the class, but they knew how to support people, you know, that he needed the kind of attention that he wasn't able to get in the class, but he was able to do it. Anyway, so Raymond as an institution that way could have done a lot better. I mean, it was so small and experimental and trying things, but it didn't work out at that very well.

Spaccarelli: That's fair.

Morales: Yeah.

Spaccarelli: Yeah. Okay. Anything else?

Morales: No. Thank you.

Spaccarelli: Yeah. Thank you so much for your time.

Morales: So is this going to get transcribed?

Spaccarelli: Yeah. Let me stop the recording if that sounds okay.

Morales: Yeah, sure.

Spaccarelli: And then we can talk a little bit more after.