



5-9-2023

Patricia Kushlis Oral History Interview

Patricia Kushlis
Raymond College

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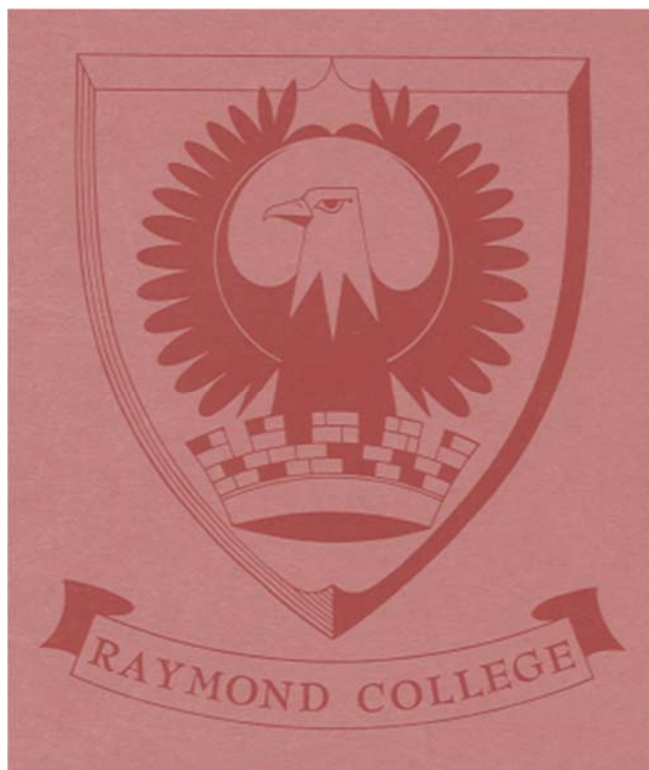
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Recommended Citation

Kushlis, Patricia and Spaccarelli, Lorenzo, "Patricia Kushlis Oral History Interview" (2023). *Raymond College*. 86.
<https://scholarlycommons.pacific.edu/raymond-college/86>

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RAYMOND COLLEGE PROJECT ORAL HISTORIES
UNIVERSITY OF THE PACIFIC ARCHIVES



Patricia Kushlis (1962-1965)
Raymond College Student

May 9, 2023

By Lorenzo Spaccarelli

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

Patricia Kushlis Interview

Transcribed by: Lorenzo Spaccarelli

Lorenzo Spaccarelli: Hello, my name is Lorenzo Spaccarelli and today I'm going to be interviewing Pat Kushlis. Is that how you pronounce your last name?

Patricia Kushlis: You got it.

Spaccarelli: Perfect. Today is May 9th, 2023, and I am conducting this interview from Stockton, California. Can you please state your name and tell us where you're zooming in from?

Kushlis: My name is Patricia Kushlis, Pat Kushlis, and I live in Santa Fe, New Mexico, and that's where I'm currently on this program from.

Spaccarelli: Sounds great. Okay, so to begin, what years did you attend Raymond College?

Kushlis: '62 to '65.

Spaccarelli: Nice. First class. And then, so what was behind your choice in attending Raymond College?

Kushlis: Remember, this was the '60s, and I mean, I grew up in Northern California. I grew up in a small town. I always intended to go on to college, or at least as far as I know. I mean, I suppose not from age five, but certainly once I was in grade school. I was looking at school in Northern California, and my mother had gone to Mills. My dad had gone to Berkeley, but he also had gotten his music ed degree at Pacific and an education Ph- ED at Pacific. I have uncles who went to Pacific, to the conservatory, and I went to music camp. So it was one of basically three options, and the other options were Cal Berkeley, which two of my fathers said, not as a... not coming out of a small town and not for your freshman year anyway. I couldn't get into Stanford. Many of us couldn't, and particularly those of us who were from Northern California who were women. And I didn't want to go to a women's college in Mills, which I could have gotten into. So Pacific made sense. And it was far from home that I wasn't living on my parents' doorstep, and so I didn't have them one way or another except for holidays. So as I said, it just makes sense.

Spaccarelli: Yeah, that makes perfect sense to me as well. So you went to Raymond. You mentioned you had this legacy of conservatory students. Did you ever consider going to the conservatory?

Kushlis: What I wanted to do was a dual major, international affairs, because I wanted to go in the Foreign Service, and music. But I also knew that music would end up... I would end up being a teacher, and I didn't want to do that.

Spaccarelli: That's fair. There you go.

Kushlis: Because you have to be really, really good as a performing musician to be able to make it in that field. And then my father said, well, you really should try Raymond, so I ended up doing that. But if it had really been my druthers, I would have gone to Pacific with an international affairs major and music minor.

Spaccarelli: So you would have been then what, in the college?

Kushlis: Yeah, in the College of Pacific, yeah.

Spaccarelli: Okay. But you ended up in Raymond, and so that's why we're doing this interview.
(Chuckles)

Kushlis: That's correct. That's right. (Laughs)

Spaccarelli: So when you got to Raymond, what were your first impressions?

Kushlis: That's... I was having horrible allergies because they were fertilizing a field behind the dorms, and I distinctly remember that. Both good and, you know, pro and con, frankly.

Spaccarelli: Sorry, say that again one more time.

Kushlis: I had both positive and both negatives attitudes towards it.

Spaccarelli: Okay. So can you extrapolate on what those were, when you got there?

Kushlis: Well, I was concerned coming out of a small school that I would be competitive. And did I really want to spend all the time I was going to have to do to be competitive? And would I have any time for anything else?

Spaccarelli: Right. That's fair. Okay. And then pros?

Kushlis: Actually, I didn't come up with a pro until the summer, my last, the summer of '63. And that was, that was really two things. One, I had made it through the first year at Raymond, and that was not easy at that time. We had a lot of people flunking out.

Spaccarelli: Yeah, yeah.

Kushlis: Yeah, and you probably have seen, I don't know if other people have talked about that, but I mean, our graduating class was quite a bit smaller than what it, what we entered, how we entered. But I managed to make it through there. I had some good classes and some not so good classes. In the

summer of '60- and I thought about transferring out. But in the summer of '63, I went back to, I was back in Washington, DC. I was traveling with my aunt, who was always, was always influential in my life. And she was an English professor at Cal Poly. I had a friend who was married to a foreign service officer. And so they were, he was able to arrange for an appointment with a recruiter at the department. And I talked to him about, we saw, you know, what do you need as prep to get into foreign service? And the recruiter said, well, you really, really need a very strong liberal arts education. That's what I was getting. And on top of that, I only had two more years to go.

Spaccarelli: That's fair.

Kushlis: So it was a combination of those, those things.

Spaccarelli: Yeah, that makes sense. That does make sense. Okay.

Kushlis: And of course, we had, after the first year in particular, the social sciences were really emphasized in the curriculum.

Spaccarelli: Nice. Yeah, that's fine.

Kushlis: What I think that for me, what I think the negative was, I would like to have had better foreign language training.

Spaccarelli: That's fair.

Kushlis: And then summer '64, I did go to the Monterey Institute and took intermediate French there. I wanted to get the spoken language as well as being able to read it. And that's why I did that. To take credit, it didn't matter.

Spaccarelli: Didn't they have some pretty advanced language classes at Raymond? I know like at least the Spanish program at Raymond got to a pretty advanced level.

Kushlis: Well, the French was not that. I never wanted to take Spanish. I'd taken a couple of years of Spanish in high school and hated it. I had always wanted to take French or Russian. And so when the opportunity came up to take French, not Russian, but to take French, I took it. But it was, but we did not have a native French teacher teaching it. Whereas when I went to Monterey, I did. And that's the way, that's how you get your pronunciation. And comprehension, I think anyway.

Spaccarelli: Yeah, no, that makes sense to me. So yeah, let's continue. So were there any memorable events that stood out to you during your time at Raymond? So high tables, for example, or anything like that?

Kushlis: Well, I think the most memorable event I had had nothing to do with Raymond. But I was able to join the UOP Model UN team. And it was the first year, my intermediate year was the first year Pacific did that, had a Model UN team. And so I got on that team, and I did go and I was able to go to the West Coast Model UN. And that was very, you know, that was just terrific. And I did it my senior year as well.

Spaccarelli: Nice.

Kushlis: But that to me was the most memorable single event. Yeah, I mean, I think you mentioned high tables. And I think that was a really important part of the curriculum. And because in part it differed from having to, you know, study 24/7.

Spaccarelli: (Chuckles) Yeah, that's fair.

Kushlis: And for me, I mean, the things that I was most interested in, were, again, in the international affairs area. And then secondarily, my senior year, I finally had enough time so I could take some private oboe at the conservatory. And unfortunately, at the end, this happened at the end, but I was in, I got a call as I was ready to take off for the summer and then go to Greece, teach, teach and work in a coll- in a dorm for a year. I got a call from the conservatory asking if I'd like to join the conservatory orchestra.

Spaccarelli: A little bit late.

Kushlis: A little bit. That's what I told them. I said, you know, call last year, that would have been great. But oh, well.

Spaccarelli: Yeah. Any other- any, any specifics about the high tables that you remember? Like was there any memorable ones or anything like that? Or did it just like all-encompassing, it was interesting.

Kushlis: It's pretty all-encompassing. Pretty all-encompassing, really.

Spaccarelli: Okay. Okay, yeah.

Kushlis: And as I said, I think it's simple. I thought it was really, I thought it was important for the cohesion of the school, for the, for being able to hear people that we never would have, you know, speakers we never would have had the opportunity to talk with. To... And then I thought the common room was also really important because I'm one of those people who I'm, I learn as much through talking to other people and talking to peers as I do in classes. And that's what the common room allowed, allowed as well as just chit chat in the dorms, that kind of thing.

Spaccarelli: Nice. Well, actually then I'm going to skip a question and come back to it, but so I want to get into your thoughts on the edge of this, the style of teaching that Raymond emphasized, that sort of seminar style where everything's conversational. What were your thoughts on that? How did that work for you as someone who learns through discussion?

Kushlis: I think it worked pretty well for me. Better than I thought it would, because it kind of forced the students to actually read something and well, I'll tell you, I'll give you a, when my son was in college, or I know, I know. When I started teaching after, after the Foreign Service and when I taught a bit at UNM, when I was teaching the Poli Sci Department there, I asked my son who had just graduated from Middlebury, and I said, well, what advice would you give a student, you know, like yourself about how you had about how to succeed in college with trying? And he said, read the material, go to class, take notes, and ask questions. And I think those and, and I think those were all things that were emphasized in the Raymond curriculum, because the small- because of the smallness and because you knew the people around you, you knew it was a more, how do I say, a more comfortable environment for students at that age. And particularly for women. Because, you know, you guys tend to like to overpower things. And women will tend to sit, generally will tend to sit back and maybe have one or two really important things to say. As in a seminar, you have more of a chance.

Spaccarelli: Got it. Got it. Okay. And just generally, you felt like it was an effective learning method, you felt like it was rewarding for you personally as well?

Kushlis: Well, I passed the Foreign Service exam.

Spaccarelli: There you go. That's a good indication.

Kushlis: You know, I'm, as I said, I'm a very, I'm pretty practic-, despite the fact that I have a PhD, I'm pretty practical, and in one of your fields, I'm a pretty practical person. And I want to make things work. So if I can, oh, and the other thing that worked for me was the comp system, the comprehensive system.

Spaccarelli: Okay, yeah, yeah.

Kushlis: I tend not to do as well in classes as we go on, because I tend to have to get things in my longer term memory, get them more solidified in my brain than some people do, maybe. And I think, but I learned in high school, I learned how to take comps. And I learned it from one of my neighbors, who is a class ahead of me. And I did well on comps in high school. And I did well on comps at Raymond. And I did well on comps in grad school. So it was the same, I used the same system, which was a review, review, review, review, and you start early. Don't expect to crash on the weekend before and do anything. So I would just, I'd go visit friends in the city or something. But because I had started the review really early.

Spaccarelli: And you were very knowledgeable when...

Kushlis: I knew how to make it work.

Spaccarelli: That makes sense. Yeah. And so these were the comprehensive exams that were beginning of your first year and the big end of-

Kushlis: The end of the senior year. Exactly. And that's where people were flunking out.

Spaccarelli: Yeah. Okay.

Kushlis: And I don't think it was right. But I'm just saying that's what happened.

Spaccarelli: Yeah. End of first year, end of senior. Okay, perfect.

Kushlis: Yeah.

Spaccarelli: Okay. And then regarding outside of class, my understanding is the reading loads were very intense and a lot of writing too. How did, how did that work for you?

Kushlis: Um, you know, I was not on- I was not in the- I did well, but I wasn't in the top... I was not a top student. And I didn't really care.

Spaccarelli: You made it through. (Chuckles)

Kushlis: Hey, one, I made it through, two, I got into grad school, three, I got into the Foreign Service. Okay? You know, what more can you ask? It was a pain- you know, like you study for a comp. You also have, one, you have to learn- You have to know in the social sciences, and you probably have learned this and if you haven't, you better. You have to speed read.

Spaccarelli: Yeah.

Kushlis: You're not going to read every paragraph, right?

Spaccarelli: Yeah, yeah.

Kushlis: You have to go for that core. And that's what you're going to try to remember. So if you can do that, you can cover a lot of material in- and then you focus on what maybe the paper you got to write, or you focus on, on you- or that report, oral report you're going to give. You don't- so you let a lot, you know, some other stuff that might be really important, you just have to let go. You got to learn how to do this. I think that's true on the job as well.

Spaccarelli: You got to find the stuff and prioritize.

Kushlis: That is absolutely- Yeah, absolutely. You know, here's your inbox. Okay, what am I- and it's like this (gestures), how I'm going to get through that, make it through the day without killing my, you know, coworkers or myself. And I think that was the same thing, for the most part, with the reading load, the writing was harder, but- and I wish I had listened to my aunt more about writing, but I didn't. I think

what I did do- again, it was prioritized, you have to prioritize. And so, and for me, that did not mean staying up the night before and writing a paper. Writing that paper maybe two days before. And then I could go over it. And you know, correct the spelling or whatever, unfortunately, you know, we didn't have spell check or anything. But I could, I could do that, maybe early on the night before, and then I do whatever I wanted to, but not focusing on that paper.

Spaccarelli: That's fair. That's fair.

Kushlis: Oh, and then there were a few class- I mean, that's what, I think there was a paper every other week in Lit, something like that. It wasn't as bad in the social sciences. Well, I mean, Lit was not my specialty. And there were certain things I wanted to read in Lit anyway, like, you know, the Brothers Karamazov, or Crime and Punishment, or stuff like that, and I really enjoyed Sy Kahn's class, because he looked at literature from a sociological standpoint, political stand- and a political standpoint, which is, I look at literature.

Spaccarelli: Nice. Yeah, sounds great.

Kushlis: But you know, if we're going into the Ramsey, who taught poetry, and all the rest of us, that was just totally, forget about it for me. And fortunately, I didn't have to take anything from him. So...

Spaccarelli: Nice. Okay, then going back to the previous question. Do you remember any controversies during the time of Raymond?

Kushlis: Do I remember any what?

Spaccarelli: Controversies.

Kushlis: Oh, yeah.

Spaccarelli: So these could be between the cluster colleg-, well, Covell was only starting, so mostly starting between like you and Covell and the university and administrators, what kind of controversies do you remember?

Kushlis: Well, there were, I think there were two really. And I didn't see them with Covell, but I saw the Raymond versus the university.

Spaccarelli: Okay.

Kushlis: I saw that with some of the faculty. Yeah.

Spaccarelli: Yeah. And elaborate on those controversies or?

Kushlis: Well, I thought, I mean, I thought there was too much defensiveness at Raymond in terms of taking advantage of what the university did have to offer and not being able to- and from my standpoint, on being more confined than I would like to have been. That to me was the- and that was, that was as much because of the heavy study load we had.

Spaccarelli: So are you talking about the restrictions placed on women?

Kushlis: No. No, I'm talking about the restrictions placed on Raymond students.

Spaccarelli: Okay. So what kind of- other than the study load?

Kushlis: Well, I mean, you know, it was like, we're better than you are. This was the Raymond attitude. And, and kind of like, well, why do you want to go, why do you want to take X, Y or Z over at Pacific? Why do you want, you know, why do you have, you know, do- that kind of thing. What was what I felt- how I felt? I mean, I was on the yearbook, I was on the yearbook staff at Pacific as well. You know, I spent time at Pacific, a bit of time at Pacific, but I didn't have much time to do that. So I really had to prioritize what I did at the university. I think that, I think some of it was defensiveness on the part of the university. And I think some of it was defensiveness on the part of Raymond. And I think part- I think part of it was generated by the faculty.

Spaccarelli: Okay. Okay, interesting. And then you said between the faculty, what was going on? Was that was that the controversy between COP faculty and Raymond faculty? Or was that between Raymond faculty?

Kushlis: Well, I mean, you know, I think Peckham was pretty controversial.

Spaccarelli: He's come up.

Kushlis: Pardon?

Spaccarelli: He's come up.

Kushlis: And I'm sure you've heard that before. And I think, you know, I think there was some, and some of the faculty just were not involved in it at all. From what I could see. And I got, you know, and the faculty that... I mean, I, I really, I mean, I got along well with Mike Wagner, for example, and his wife taught at Pacific. So...

Spaccarelli: Nice. Yeah, okay. And then, I know I mentioned this earlier, but I'm just wondering what your perspective was on the restrictions placed on women in terms of going out at past certain times or anything like that. Like I know that that's something that evolved a lot of the course of the first 10 years of Raymond. What do you, what were your experiences with that?

Kushlis: Well, I mean, I really wasn't dating. So I didn't really, you know, it didn't matter. I just think I thought it was more a sign of the times than anything else. I think... I thought a dress, I thought the dress code was a bit Antediluvian. But again, that was more a sign of the times. And it was a very tumultuous time during- for women in the 60s. Because I and my colleagues at Pacific, at Raymond were reading Betty Friedan and I was, and, and Rachel Spring and... And a number of us were there because we wanted to get ahead in the professions. And so, so, from my perspective, um, that was one of the reasons I wanted to go to a coed school because I wanted to compete, learn, you know, be able to compete.

Spaccarelli: Okay.

Kushlis: And, you know, there are ways you could work around things. Come on.

Spaccarelli: That's a good point.

Kushlis: You got to learn, you know, one of the things I learned in graduate school, and I'm telling you this because of your major. And I did, I went to the Maxwell School at Syracuse, which is, which is interdisciplinary and has an extremely good public affair, public policy and public, public administration program. And one of my comp fields is public administration. And one of the, one of the things I learned in that class, in PA classes was how to work- how to do what you want to, but keep it legal.

Spaccarelli: (Chuckles) Okay.

Kushlis: And I mean, and you laugh, but, but that's a lot of what you have to do if you were, you know, in the bureaucracy.

Spaccarelli: Right, right.

Kushlis: I want to do X, Y, and Z. Is there a way I can do X, Y, and Z and not break the law or not, you know, not be censored or whatever. And I think that's what you have to learn in any society. Not to go up, maybe not to go up directly and, you know, and confront whatever the problem is. And I'm pretty- I tend to do that. But then I have to talk to myself and say, okay, how can I get around this?

Spaccarelli: Makes sense.

Kushlis: Do what I want to.

Spaccarelli: Yeah. Okay. Yeah. So that, that all makes sense. Anything else you want to say about controversies at Raymond or are you ready to move on?

Kushlis: I think let's move on. I mean, you know, that was a long time ago.

Spaccarelli: That's fair.

Kushlis: It was a long time ago. And sometimes you just put things to bed.

Spaccarelli: Yes. That's perfectly understandable. So then who were the individuals at Raymond that were most memorable to you and why?

Kushlis: Well, from an academic standpoint. I think, I think the best class I had at Raymond in terms of, was surprisingly to me, the religion class with Professor Ford.

Spaccarelli: Sounds interesting.

Kushlis: And the reason I say that is because, first of all, it was relatively comparison- comparative for that day and age. So it did include Judaism. It did include Catholicism. It included branches of Protestantism. Did not include Islam, but that's more my genera-, what I would have been teaching.

Spaccarelli: It's a substantial oversight.

Kushlis: Well, maybe not then, but certainly now. Certainly in the 80s and 90s. But basically he taught how to analyze a text. And that you really have to take it back and look at what the origins are, before you can really understand it. And you're looking at different translations and so forth and so on. And those different translations turn up something very different than the ones before. So I've had very, you know, so just the process I thought was really, really useful. And then also the early history of Christianity and Judaism. Where the ideas for the Old Testament came, actually came from. Because you're not taught that in most normal, you know, catechism or Sunday school. And I've always found that very, very useful in my own work. Otherwise, I think, I mean, Mike Wagner played a pretty important role because he was very encouraging to me at a time when a lot of other people were not. I think that, and then I think the strong social sciences curriculum was very, very- was useful to me. Because when I got into political science, into grad school in political science, so much of what I was reading was influenced by psychology, sociology, economics. And I'd had the basics.

Spaccarelli: Yeah, you could understand enough.

Kushlis: I could see where it came from. And I tend to be more on the, I tend to be more political sociologist than anything else.

Spaccarelli: Nice, interesting. Okay, any, any other professors or, or individuals who weren't professors, these, you know, like really influential classmates or administrators or anything like that?

Kushlis: You know, I had friends, students, you know, colleagues who were friends. And kind of, you know, stood out somewhat. Frankly, as much friends on the outside and family friends were as, as equally influential in different ways.

Spaccarelli: Right. Administrators?

Kushlis: No.

Spaccarelli: No? You weren't, you weren't one of the, the Warren Martin fan club?

Kushlis: I was not one of the chosen. Look, I was not one of the chosen few, let's put it that way. I think they tolerated me, but that was about it.

Spaccarelli: Yeah, I know that he had his...

Kushlis: He had his fans.

Spaccarelli: A lot of fans, yes.

Kushlis: Pardon?

Spaccarelli: So he had his favorites, basically, is what you're saying?

Kushlis: Yeah. And I was not one of them. And I didn't really want to be one of them. No, I mean, um, we met, as I think I told you, my own- maybe I didn't. My dad was my grade school superintendent. And my mom was my high school dean of girls. And I wanted to stay away from administration as far as possible. (Laughs) I didn't want to have anything to do with them.

Spaccarelli: That's fair. That's fair. Okay. Okay, then if that's every- all the individuals you want to mention, let's move on. So what issues were you involved in that stood out in your mind as important to your growth and development? So these could be it could be literally anything, any issues that you were involved in?

Kushlis: Um, foreign policy. A bit, domestic, domestic politics.

Spaccarelli: Wait, wait, say, say that again.

Kushlis: Domestic politics. US domestic politics.

Spaccarelli: Of course.

Kushlis: You know, the usual things that political science, or aspiring political science majors going to be interested in. And remember, I, you know, as I said, I'm very, I'm very hands on. And I want to make things work. And I want to see how things work, myself. I was involved a little bit in some political activism. Not- I wasn't involved in any of the demonstrations.

Spaccarelli: Okay.

Kushlis: I will- in the foreign policy area that was going- that were going on at the Berkeley. It's not- I was more, in that case, I was more analytical. Domestically, I did do a little bit of campaigning for the Democratic Party in Stockton. You know, it was an anti-right-wing.

Spaccarelli: So I mean, I'll get into this more with the next question. But were you talking about stuff like civil rights and stuff like that at the time and having those discussions?

Kushlis: Well, you know, my classmates were, sure. I had, um, Beverly Moon was very involved in civil rights. And she did go down, she did go to the south to work on voter, voter registration. But I really wasn't. I was more involved, you know, a little bit involved, as I said, in, in camp- in democratic campaigning in, in the stock- in the local area. But it wasn't, it wasn't my major focus.

Spaccarelli: That's fair.

Kushlis: And then of course, women's issues, but that was, you know, I think no more and no less than anybody else was.

Spaccarelli: That's fair. And then I mean, when- we're before the Vietnam War really got like, the draft and everything was really hitting everything. But I, you know, you were interested in political science, there was stuff going on in Vietnam, were you talking about it at all?

Kushlis: Oh, sure.

Spaccarelli: Nothing significant?

Kushlis: Well, I mean, as you said, it was before the door- it was, you know, it was really before the draft was going. Maybe my last- you know, I think what was more, more, more concerning was Kennedy's assassination my freshman year.

Spaccarelli: Okay.

Kushlis: I mean, that was really, that was really, that was something that really did stand out.

Spaccarelli: It would. (Chuckles)

Kushlis: I mean, I was like, you know, I think you always remember where you were when something like that happened. And I know I was walking from the, you know, from Farley to the, to the Great Hall, when somebody came out and told, came and told me.

Spaccarelli: Yeah, yeah, that's fair.

Kushlis: I mean, it was just shocking, of course. And I do, you know, I remember going to something to a, maybe it was some kind of reception for Rockefeller when he was running for president.

Spaccarelli: Right, right, right, right, right. Yeah. That would have been, when was that...

Kushlis: I'm trying to remember when that was, you know, it would have been, gosh, probably '64 maybe.

Spaccarelli: Okay, yeah, it must have been, interesting.

Kushlis: I think it was my senior year. And I was on, I was on the Raymond Council, I think at that time.

Spaccarelli: Nice, nice. Oh, do you want to elaborate any on leadership within Raymond, like student gov? I assume as a, I mean, you were on Raymond Council. How did that work?

Kushlis: That was my senior year. And I was, you know, just representing one of the dorms. And I was not a leader, you know, I was on the council, I wasn't trying to lead anybody anywhere. I was just trying to represent, you know, views that I heard. And that was it. I mean, you know, Pete Windrum was student body president of the university at the time. And I certainly supported Pete. But I wasn't involved in, you know, in university political act- you know, or whatever, governmental activities.

Spaccarelli: Yeah, yeah, yeah. Okay.

Kushlis: And I didn't spend a lot of time on it.

Spaccarelli: There's a lot of, I just know that from personal experience within student government, I know there's a lot of political science students who are interested in it.

Kushlis: Oh absolutely.

Spaccarelli: So I was just wondering if that was that was you. But anyways, yes, Pete Windrum, I'm going, I'm planning on talking to him soon. So I'm going to hear his, his scoop.

Kushlis: Yeah.

Spaccarelli: Should be good. Yeah. Okay, and then this next is just general, just like the some of the hot topics that were being discussed at the time, if you want to elaborate on them. So what was the conversation around things like civil rights, feminism, community activism? And how did Raymond add like as an institution support those conversations?

Kushlis: Okay, I think that- okay. Um, I said civil rights was- was an important conversation around the college. And all we did have individuals and as I said, I know Beverly Moon was one of them who- I think Norman- Norma Stolz Chinchilla was another one, who was also very active in in the civil rights movement. And on the, it's kind of ironic because on the conservative side, I don't, I don't know if you've heard of Ursula Swent Sheperd.

Spaccarelli: No.

Kushlis: Well, you should. Ursula was a classmate, she was in the second class. And she was, you know, she was on the National Board of the Children of the American Revolution. She lived across the hall from me. And was pretty conservative at the time. And, and I totally lost contact with Ursula. She ended up graduating from Pacific, not from Raymond. But she also ended up getting her- getting a PhD and teaching at the University of New Mexico, which is down the street from, you know, 50 miles away from me. And at that time, where I was, where I taught as an adjunct. And so we got to know each other pretty much- pretty well. And she had flipped about 150- 180 degrees. But it was really interesting to me. But she was really involved with, with the Faculty Senate at UNM. And she was also very, very involved.- and this is what, this is why you should, should be interested in talking to her- in setting up the honors program at UNM. Because she brought a lot of, a lot of ideas from the Raymond experiment to that program at UNM.

Spaccarelli: Nice.

Kushlis: And we had a chance... And as I said, I learned this years later, of course. But, and she's also, she was also one of the people that, that's been involved in the group that Gary Grossman has gotten together to try, to try to do something about improving the academic level at the university. I mean, I'm one of them. You probably know.

Spaccarelli: I'm aware of the effort. I am not aware of it explicitly having a ton of impact yet.

Kushlis: Precisely. Which it should.

Spaccarelli: Yes.

Kushlis: It really should. Because it's very, what you need, if you haven't read the report, you really should.

Spaccarelli: I believe I have. But I'll check. I'll check again.

Kushlis: Yeah, go back and read it. And talk to Gary.

Spaccarelli: OK, no, Gary Grossman, my predecessor in this role, actually has interviewed.

Kushlis: I'd talk to him again.

Spaccarelli: OK. And then one other thing about all those other names. After we're done, would you mind sending contact info so I can maybe reach out to them and have to do an interview like this one?

Kushlis: Sure. Sure.

Spaccarelli: OK, thank you very much. OK. And then what contributions do you feel that Raymond made to local communities?

Kushlis: I'm sorry, what- in the local communities?

Spaccarelli: What contributions did the Raymond community make to the Stockton community?

Kushlis: OK, OK.

Spaccarelli: If any.

Kushlis: It was, it was pretty small. And I think probably more so maybe afterwards, maybe more so on the individual level, because it was pretty contained. For the most part.

Spaccarelli: So Raymond students, were there any large scale initiatives like, oh, we're going to go do some sort of community service, nothing like that?

Kushlis: The only thing I remember when I was there was essentially and maybe it was through my political science class, I don't know, you know, getting involved in some, in some voter organization. And voter recruitment.

Spaccarelli: Getting out the vote.

Kushlis: Yeah, getting out the vote, but I will tell you, on the Democratic side.

Spaccarelli: OK. Where are we here? OK, yeah. Then, next, has Raymond College met your expectations as an institution and as an education? And why or why not?

Kushlis: Well, as an institution, no, because it doesn't exist. So it didn't have a chance to evolve in any really interesting ways itself. And I think it was treated very badly by the UOP.

Spaccarelli: But as a personal education, were you satisfied with Raymond?

Kushlis: Well, as I said, it got me in the foreign service, which was my goal in life.

Spaccarelli: Right. Right. Well, that's fair.

Kushlis: And also, and also into... Well, as a piece of this, into grad school. And by getting into grad school at the right time, getting into the foreign service. And getting into grad school also in terms of- I mean, I think what's really important in terms of one's individual education is as much the networking you do as I'm able to do as anything else, because that's what helps bring the experience.

Spaccarelli: Right. That's fair.

Kushlis: You know, I- my first, the first summer after grad school, I managed to get a job working for an upstate Democrat at the New York State Constitutional Convention. So I got to see politics, you know, New York state politics in action. And I also got involved in a small group of young staffers. The Democratic staffers, meet once a week and do kind of a high table sort of thing. But, you know, just have a group of people and bring in one of the major Democratic members or, or... You know, at the convention, so New York state politician, or national politician. And it was run by someone by the name of Donna Shalala. And I don't know if you recognize the name, but Donna was the, she was secretary of health under Obama.

Spaccarelli: Oh, OK.

Kushlis: And Donna was a class- was at Maxwell the same time I was. And Donna was very helpful to me, on a personal level, in terms of just making some wheels turn, on meeting people I didn't have a chance, I would not have had the chance to meet otherwise. And I use that as an example of going to party, you know, going to parties that she might have had at her place or whatever, and then continuing to be kind of an unofficial mentor while I was still at Maxwell.

Spaccarelli: Nice. OK. And regarding, regarding your perception of Raymond's closing and everything, how... How did you see that evolving? Was that something that was driven by, you think, the change from President Burns to President McCaffrey? Do you think it was that simple or do you think that was, that there were other forces at work? Why... you mentioned that there's this big frustration that it closed. And I'm just curious as to what you pinpoint as the source.

Kushlis: That's a good question. You know, I really wasn't very close to it after I, after I left. What I got, what I'm getting is pretty secondhand or thirdhand. My sense was that, yeah, it was a major difference between McCaffrey and Burns. Burns was committed to it. McCaffrey, another story. I just don't think Pacific has had the leadership that would, would have been conducive to the experimentation that was going on in any of the cluster colleges.

Spaccarelli: Yeah.

Kushlis: And I still do not understand what happened to the, if you say, I'll use the term dowry. That's not a very good way. But money that was dedicated to Raymond that seemed to disappear.

Spaccarelli: Endowment, is that the word?

Kushlis: Endowment is the word.

Spaccarelli: Yeah. OK.

Kushlis: And that's very unclear to me. I don't think- whatever happened, I think I think Pacific lost something as a result. And I think it lost it on the international side as well.

Spaccarelli: Yeah. Callison and Covell were also very innovative schools in their own right. So yeah. Yeah. Yeah. OK. Interesting. But yeah, a question for me to look into more in the future here. So then- sorry, you were about to say something?

Kushlis: No, that was...

Spaccarelli: How has your education at Raymond? We've already touched on this a bit. But how has your education at Raymond influenced your career or life choices?

Kushlis: Well, it helped, you know, as I, as I told you before, it helped set me up for what I wanted to do. And one thing I did not mention was that one of the reasons I went to Maxwell was because two of our professors had, had PhDs from there. So, you know, so I, and I knew it was interdisciplinary in the, within the social sciences. What I didn't, what I didn't realize it was also more than just the social sciences that if, let's say you could combine it with a law degree, you could combine it with an urban study, urban planning degree, that kind of thing. But it was the interdisciplinary relationship that I think was useful. And I think the, the overall education, overall curriculum as a liberal arts curriculum was what the Foreign Service was looking for.

Spaccarelli: OK. Yeah, perfect. OK, I think that's it then for questions I have. So now I turn it over to you and I ask you, what have we not covered in this interview that you want to discuss regarding Raymond?

Kushlis: I think you pretty much covered it. I think the one thing that I would mention is I think the one skill that I really could have used- and I really had to learn it more on the job than anything else- was a deficiency in writing.

Spaccarelli: OK. I thought, I thought there was a lot of writing assigned to Raymond.

Kushlis: Yeah. Okay. Yes, there was a lot of writing assigned at Raymond, but it was not the kind of writing I needed. I needed to, I really needed to be able to have, to have some help with structure. And also just plain, and I don't, and let me say, I'm not sure that an academic program will do this for you, but in my career, the writing that we do is, has a fair amount of a journalistic tinge to it. And it would have been useful. And I don't know that I would have gotten that anywhere else. But I do think that

that's what I would say, I think for me was a deficiency. And it was a deficiency that began in high school.

Spaccarelli: Okay. Well, that's everything I have then. So unless you have any final, final words, I will stop the recording.

Kushlis: Okay, sounds good.

Spaccarelli: Thank you.