5-11-2023

Professor Gene Rice Oral History Interview

Eugene Rice
Raymond College

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

RAYMOND COLLEGE PROJECT ORAL HISTORIES
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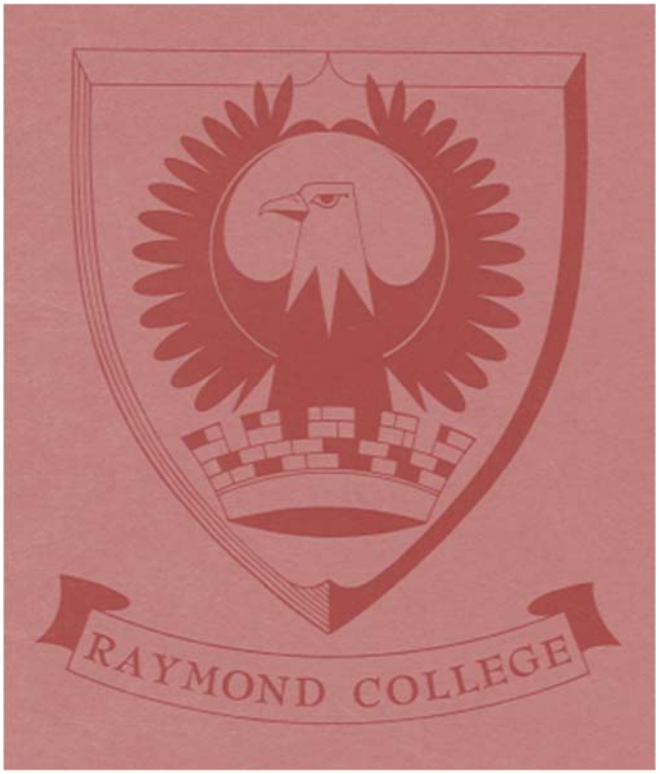

Gene Rice (1964-1979)
Raymond College Professor

May 11, 2023

By Lorenzo Spaccarelli

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

Professor Gene Rice Interview

Transcribed by: Lorenzo Spaccarelli

Lorenzo Spaccarelli: Okay, hello, my name is Lorenzo Spaccarelli and today I'm going to be interviewing Gene Rice, a Raymond professor. Today is May 11, 2023, and I am conducting this interview from my apartment on Pacific's Stockton campus. Can you please state your name for the record and tell us where you're Zooming in from?

Gene Rice: Gene Rice and I'm Zooming in from Washington, DC.

Spaccarelli: Perfect. Thank you. So, to begin, what years did you teach at Raymond College?

Rice: Well, it started in '72 ['62] and I came to campus in '74 ['64]. So there were three year, it was a three year program and this is with the senior class. So it was in 1964 and I stayed until the closing, which was in the late 70s and it closed in different ways and then stayed on until 1988 as I was department chair of sociology and chair of the faculty for a time and deeply involved in the kind of COP, UOP environment and loved the- the transition was easy and good. I'm glad you want to talk about that. So we'll get to that on your list.

Spaccarelli: Oh yeah, no, we're trying- there's a lot to talk about here. So yeah, to begin, what was behind your choice in choosing to teach at Raymond?

Rice: Well, Dick Martin, the founding provost, was my undergraduate professor at a small church college, Pasadena College. And we met, you know, I was very close to him as an undergraduate and then we made occasional contacts and then in '62, we met at Harvard Square. That- it was just a casual meeting. He was there as a postdoc and I was finishing my, well, I wasn't finishing, I was working on my PhD. I'd been through the Divinity School at Harvard and then stayed in Socrel in sociology. Well, it was a special program in sociology and religion. And I particularly was interested, as he knew, in some place where I could teach in both sociology and religion. So we just happened to run into one another walking across Harvard Square. And he told me about this college he was helping to start at UOP. And it was really, really exciting. It was an experimental college. There were 365 experimental colleges in the 60s that were started. But this was the first of the cluster colleges at UOP that became the model then for Santa Cruz and University of California, their cluster college approach. There was a lot of interaction with that development. So he talked to me about it and I found it really very attractive. He was talking about going to Oxford and Cambridge and he went with Bob Burns, the president. And they really did a thorough examination of the Ox-Cambridge approach to education. And that became the basis for this three-year program. It had three sections of the liberal arts: the humanities, the social sciences, and math and science. But students could graduate in three years. So we taught longer into the summer and started earlier. So it had a different kind of calendar. But it was a situation interdisciplinary, which would allow me to do both my exercise, my interest in both religion and sociology. So I found that very

attractive. I was never interviewed or taken. It was just, we agreed right there that- we knew one another very well and it was such a delight to work with him. So that was my initial contact. It was also community-based learning. And I was enthusiastic about that. And actually, experience in Harvard Divinity School kind of drew me into that. And so I was looking forward to it and was glad to find a situation like this. I had one class. I taught two sections of six units. And I taught alternately between religion and sociology. I was also attracted to the whole notion of the narrative transcript. We didn't give grades, but we wrote long letters assessing each student. So I spent a number of Christmas Eves writing term letters. So it was not an easy thing to do. I was also attracted to California. I'd done my undergraduate work in California. What was happening in higher education was really exciting for the world. I mean, what Clark Kerr was doing with the master plan in higher education really set the pattern for the future of world education, and particularly for the United States. So I was glad to be there. Berkeley and Stanford were in turmoil. Students were protesting. It was an exciting time to be invited. Also, I found, as a sociologist, Stockton particularly attractive. And as it turned out, I knew the director of every public affairs department in the city and in the county and then in the state. So there was a lot of availability, and I was particularly interested in this community-based learning and getting students in placements in Stockton. And they were readily available and understandable, and I would invite the directors to class. So it was a wonderful environment in which to teach. So I was grateful for that. And the broad liberal arts was really attractive. That's what I was looking for. We had offices in the quad that were actually in the dorm. We started out in the dormitory with taking over dorm rooms where we had our offices. And so we were very close to the students, literally, and it really worked out well. We had lunches together. We ate in that great hall every day. I gained weight just because of the lunches. But no, it was a great experience. And it's interesting that COP faculty would come over there to eat just to meet with the Raymond faculty and students. So that was an important time.

Spaccarelli: That was a lot of factors there. Okay, I have some follow-up questions, if you don't mind.

Rice: No, sure.

Spaccarelli: So yeah, the Oxford-Cambridge model, I know that that was a source of inspiration for the cluster colleges. But I know that some people say that really the emphasis was... Really, President Burns drew more on, for example, the Claremont colleges. Do you think that's the case? How do you think that they drew that inspiration?

Rice: I know the Claremont colleges, and I spent a lot of time down there. Yeah, they were very similar. Antioch was also an inspiration. Antioch College in the Midwest was a very progressive institution that after- I actually ended up being Dean of the Faculty at Antioch, and we had a lot of exchange. There were a lot of common commitments. So in some ways, that's true. It was more of a seminar-based than a lecture... I spent time at Oxford, too. I was on committees there and sat through lectures and tutorials at the colleges that they have there. And so I know that system. And it was more of a seminar-based system. So we had required courses dealing with the whole curriculum. So it was fairly locked in. This is what you did. And then you had a few independent studies at the end where you could work with individual faculty. That was most of what you did at Oxford and Cambridge, was you engaged in these

tutorials. But we did have these, it was a very manageable teaching load. Most of the faculty were not much older than the students, which created some serious problems all along, as you can imagine. But also, we came from very good universities and saw ourselves as scholars, and so would replicate our graduate experience in first-year, freshman seminars. And that was probably too much. But there was that closeness, that being similar in age helped in some ways and didn't in others. But it was an interesting kind of setup. So it had its own American quality, California quality to it.

Spaccarelli: That makes sense. So… Every answer prompts a bunch of new questions. So regarding what you're saying about how students and faculty were often similar in age, my understanding was it's because faculty were basically fresh out of grad school. A lot of them were, at least. And so how did that, do you mean that that interaction was problematic because, what, there wasn't as much deference to the faculty? Or why were there issues that stemmed from that?

Rice: Well, the affiliation connection. This was the 60s. And we've had a lot of trips that you went on with students. And so before I got there, the senior English professor, who was a famous poet, one of the freshman girls fell in love with him, and they got married and they were forced out of the college. So it was a- and he was probably the star. He was Dick Martin's close friend from Iowa. And they developed a strong relationship and every, she was one of the stars in the class. And they got married and were still married when the last I heard, he became chair of the English department in Montana, the University of Montana. And they were together the rest of their lives. So it was, but that was what was happening in the 60s that you would develop... We talked about closeness with faculty. Some of them were probably too close. But on the other hand, that couple stayed together and it really, really worked. Also the divorce rate was going up and it was a, we were caught in that kind of mid- middle period. So some of the relationships were objected to, you know, that other faculty objected to having this, where we came out of a more conservative environment. And then you go into this college situation and that created some conflict. We played sports against one another. We had faculty teams and student teams and that created some conflict, but also a rich camaraderie. So it was a great experience.

Spaccarelli: Some of the alums have mentioned that, and mentioned, I think Neil Lark and his basketball skills are mentioned still. (Chuckles)

Rice: Right, right. Oh right. No, and we had an artist who built these monumental public art and he just bought a car and put it in the middle of the quad and we cut it up. The whole college participated in cutting this car up and then welding it together and making a sculpture that stayed in the quad for years. But Mowry Baden was his name and he was a famous artist. So we did that kind of thing. We had plays, so classes were canceled. The science faculty built the stages and set up the lights and we had it there in that great hall. And we had a number of faculty that played roles and we had these controversial plays like the Crucible or Marat/Sade, which plays out the French Revolution. And we had to, after the play, why, we all addressed the social issues involved in the play. So it was a wonderful group experience and it was something you knew about, you could talk about. And if you're talking about revolution, you had a classical example of a revolution that actually went bad. And Marat/Sade ends up in the mental

hospital. I mean, it's, and they began to compare the mental hospital with Raymond and so it was fun. But it was just an extraordinary experience.

Spaccarelli: So these performances, were they regularly scheduled? I don't think I've heard any students mention these theatrical performances.

Rice: Oh yeah, we get the whole week. I think it was offered every night for a week long and people would come in from all over the city. So we, I think we even made money on some of those performances. So we had some really good theater directors. Sy Kahn was one and he was just an extraordinary professor.

Spaccarelli: Regarding the sculpture that you mentioned as well, does that still exist or do you know anything about what happened to it?

Rice: I don't know. I actually don't know.

Spaccarelli: That's perfectly fine. I just, I don't remember seeing anything like that in the quads myself, so...

Rice: No, no, it disappeared. They cleaned up after the sixties, right, in a number of ways.

Spaccarelli: Okay. And then, okay. Going back a couple steps here, you mentioned the term letters. A lot of alumni talk about the term letters and how they were so much more helpful to them than grades. Can you elaborate on like how you would, what those term letters would do for the student experience, what they would do for faculty, how they would build that sort of like- how they would help students grow? Can you talk about that?

Rice: Oh, you analyzed how students interacted in class with other students and how they wrote. They got a critique of how they wrote and that was required in each one of these term letters and how they were developing intellectually. So even when we ended up talking about graduation in the senior year, why, you would get out the term letters and you would, do you really see progress? Is there real learning going on there? And so I found it very helpful and we got a lot of support from law schools and medical schools initially. Later, they became more quantitative and had a lot more students coming in and needed quantitative stuff that they could process more easily. They didn't want to sit down- and I understand that- with this stack of letters for each student that's admitted. But I remember when Santa Cruz started their first cluster college, the whole faculty came over and met with the Raymond faculty about narrative transcripts. How do you do that? And I thought actually that Antioch had started it. But when I got to Antioch, it was not until later that they adopted that process. So that was a part of these experimental colleges was the narrative transcript.

Spaccarelli: Cool. And then the other thing I was going to say related to, so much there was- you mention so much that is fascinating to talk about, but the seminar style. It seems that that is like a

foundational key point of the Raymond experience, that sort of interaction in class with faculty and students. How did that work for you from the faculty perspective?

Rice: It worked beautifully. I really, really enjoyed it. If students came to class and hadn't done the reading, other students would ask them to leave. They were unprepared. And I mean, that was wonderful that, you know, they would be people- you've known, people that do a lot of talking, you know, they haven't read the book. And so they would ask and they'd be disruptive to the process. And we learned to work out the process to talk about what we're doing. And sometimes it became disruptive. And there was conflict resolution that needed to take place, but it was an open dialogue. It was different than now where you get the polarized situation and people are silenced because they're afraid they're going to offend somebody. That wasn't the case. I mean, each side was explored, the multiple sides were explored, and there was that kind of openness and honoring of difference. And that was a part of the seminar approach. It also gave faculty time to prepare. So you came in class and students had high expectations. And there were high expectations on the part of students, so student performance. But you also developed a personal connection with students and would start promoting them or, you know, thinking about, and of course, faculty want to reproduce themselves. And so they suggested that they all be faculty members. But if they had other talents, why, they would encourage them to go in different directions. And because of the broader background, they were qualified to do a number of things. One of the women students who opposed the science requirement, because so many of our students failed out because they couldn't meet the math. They had advanced math they had to pass. And they would really push on that. And we would have to really, really explore what was going on there. But we lost a lot of students because of the math requirement. But you knew, you got to know what students were interested in and where their talents might fit into the workplace.

Spaccarelli: Okay. Yeah. So then, follow up questions. How did that seminar style... how did the- so students and faculty got to know each other really well in this system, right? Because they were conversing, you know, in class.

Rice: And faculty lived in the quad. Some of them, and the provost lived in the quad when it was started. So he and his wife lived in the provost, they call it the provost office.

Spaccarelli: So that's how they got to know each other so well and figure out each other, like the student talents.

Rice: Oh, absolutely. Right.

Spaccarelli: And then- what was the other thing I was going to say? It escaped me. I'm sure it'll come back to me. So what I was going to ask about then to follow up was how the- my brain is just empty.

Rice: Wait until you get to be 88.

Spaccarelli: So when students were discussing things in class, I remember what it was, when students were discussing things in class, they, you know, challenged each other's ideas. You said that it remained respectful. Can you elaborate on that? Because that's something that I feel like we've lost a lot today, as you were saying. So how did that discussion work? I mean, because my understanding is, and alums have said this, it was not like they were going easy on each other when they were debating. They just weren't necessarily becoming personal with it, if that makes sense.

Rice: Right, right. And actually, this was something that I found. I did a study of English faculty and spent a lot of time at Oxford and Cambridge, and they would have these enormous debates and go after one another. And then you would go out to drink together. And they were very close. And I was doing this study. So I would sit through the debates, and then they would invite me to go to- drinking. And here they were best friends, and they had been at one another's throats. And I think you had that, you had that kind of respect for one another. And part of it was the intimacy of living in the quad, eating together. If you got married, you dropped out of the college. If you became a fraternity member, you dropped out of the college. The college was our lives together. So it was a powerful experience. I'm reluctant to compare it with a family, because there are all kinds of problems with the family. But...

Spaccarelli: A community, a strong community.

Rice: Oh, absolutely, right. And so you had respect for friends, and they took care of one another. When we went through an experience where one of the girls got pregnant. And does she stay in Raymond or not? And we had a faculty meeting that went till two o'clock in the morning, debating that. And there were students that also served on the faculty. So that was a part of the inclusion. So they were there representing her and her interests, when the faculty often got uppity and wanting to become demanding of students. So it was a really genuine community.

Spaccarelli: Wow. Okay. That's great. We've gone so far off course. I want to redirect us and get back to some of the questions I have on this piece of paper here. And so I'm going to... We've already touched on this a bit. But when you got there, when you got to Raymond, and you started teaching, what were your first impressions? What did you... I mean, because you were coming direct out of grad school, is what you just said, right? This was your first job as a professor. What were you thinking?

Rice: Oh, I was deeply impressed by the quality of the students, of the faculty, and the administration. I mean, these were people that were committed to this. And it was just at the time when departments were gaining strength, and the whole university was organized around the department. And so you made some sacrifice and took some risks to come to Raymond, because you were not going to have colleagues in sociology or religion, except over in COP. Now that helped. And we did develop those kinds of relationships. But there was that relating to people that are in other disciplines, and you have to talk a different language, you know, that so many fields at that time were developing their own jargon. So it was a kind of isolated... The department made these kind of polar... They were separated. They separated universities. And Raymond challenged that. We had offices next to biologists, and you had people from other fields that were right there. And so we got involved in the plays, and in all kinds... The

art, and all kinds of experiences together. And because we had a common curriculum, if I were talking about a certain issue of class or status, and they were reading a book that related to that, I had to have read the book. So there was pressure on faculty to keep up. So that, you know, if you hadn't read Moby Dick, and Gene Wise was reading Moby Dick page- you know, in very great detail in his American Studies class, and you couldn't talk about Moby Dick, why, you really were at a disadvantage. And actually, the students would take the conversation and go off and have their own conversation, and kind of leave the faculty on the side. So it was a great place to teach and to learn, and that faculty learned along with the students because of that interdisciplinary structure.

Spaccarelli: So just to make sure that I'm on the same page, when you're saying there weren't any departments, that was simply because there were like one to two, or maybe three faculty in any given discipline, right? There was, it was too small.

Rice: I was the only sociologist.

Spaccarelli: Right. You can't have a department with one.

Rice: Right, right. So, but that was also the advantage of being in a university. Oh, that I did have close relationships in the sociology department. And in fact, when Raymond folded, why, our faculty often stepped right in and became department chairs of the departments. So it was, there was a major leadership bump in COP. And we'll talk later in your questions. It had a major impact on COP and opening it up to a different approach, a more cosmopolitan approach to education.

Spaccarelli: Yeah, yeah, definitely. We'll get there. But one other thing I want to mention before we continue with these questions is that sort of interdisciplinary interaction, you know, the faculty members talking to each other across disciplines. Do you think that was important to the sort of interdisciplinary experience that students would get? Because I mean, everyone talks about, all the alums talk about how they came out of Raymond feeling like they had that sort of broad knowledge base. So do you think that was, do you think that interaction between faculty members was important to that?

Rice: Oh, absolutely. Right. And, you know, and in fact, that's what- you really pushed the faculty, the structure, pushed the faculty to get better informed in the sciences. For me, I didn't, you know, I had avoided a lot of science. And- other than what was required. And so in this situation, you really had to understand, because the students insisted on bringing those subjects into your class. And so you needed to make sure and to get along with your colleagues that were scientists. So you mentioned Neil, you know, he was an astronomer, and he would bring his telescope over at nights, and we'd all go out and look at the stars. And it was an extraordinary experience. Yeah, you had colleagues that you really kept up in the field. You know what I've ever since, you know, I've read the New York Times thoroughly, because it is so interdisciplinary, that it's one way to keep up. And you got that, and Raymond got everybody involved in that kind of experience. So I really appreciated that.

Spaccarelli: Yeah, yeah. Okay, that's, that's fantastic. So and then let's continue with some of these other questions. We're making headway here slowly. Were there any memorable events that stood out to you during your time at Raymond? So high tables are one example, but beyond that, any memorable events?

Rice: Well, before I go to that, let me finish the first impressions.

Spaccarelli: Oh, okay, sure. Yeah, if you have more to say.

Rice: If you have more questions there. The academic freedom. There was a strong commitment to that. And that meant you really did have to tolerate difference. Because the academic freedom was a fundamental value. And then the values of the University of the Pacific. It was a progressive Methodist school committed to social justice. And in fact, I walked in and Phil Wangeman, head of social ethics in the Religious Studies Department was running for the assembly, the state assembly. And I participated in his campaign. And he actually is a close friend here in Washington now. He came to be the Dean of the Methodist Seminary, Wesley, here in DC. So we've maintained that friendship over the years. But there was that kind of participation that extended into the community. But the values of UOP and the fact that it was community based and everything was done to keep us moving toward the community and to provide support for the community. So conflicts came up, were a part of the faculty meeting. So if there were major conflicts among students, why, we would be addressing it. Or if you were going to have co-ed dorms, we debated that. Do you want to do this or not? And it was at a time when it was just beginning to happen around the country. And in fact, Raymond and UOP became a kind of model for experimenting with those things. And for the most part, they worked out.

Spaccarelli: Okay. So before we get on to events, now I have more follow up questions. So academic freedom, you said there was that commitment. But my understanding was is that because faculty members were living in the dorms, they had a really heavy workload from what I understood, because they were engaging in discussions and talking with students all the time. How did you have time to do research?

Rice: Well, that was a problem. And I had completed my dissertation when I came back and started this job. So it was a serious issue. And the commitment to teaching was so central that- and even the evaluations, you know, when you were being assessed at the end of the year, had a lot to do with teaching in the seminar. And not as much on the research- although almost all of us came from major research universities. And so the peer pressure outside of Raymond functioned there and pushed the research agenda. And yet we were also engaged, and I'll talk later about engagement in the community. And so that engagement was a part of the liberal arts understanding that you got involved in the larger community. And that's the function of education in a democracy. And we debated that extensively.

Spaccarelli: Okay, that's great. And then you were talking about faculty debating and discussing these Raymond policy changes. That makes it sound like the leadership structure was very democratic. Maybe that's not the perfect word.

Rice: No, that would be right.

Spaccarelli: But that, in that it wasn't just Provost Martin making a decision, he would talk with faculty about it. Maybe he would make the ultimate decision, but there would be a discussion.

Rice: There would be students on those committees, in the discussion.

Spaccarelli: So it was really democratic.

Rice: And he was- well, yeah, no, they were brought into the decision making. But everybody had respect for Dick. And he was a brilliant man himself. And so and he welcomed the debate. I mean, we would even then invite someone to high table to address it. It was really, really fun. So there was that kind of respect for difference, for a counter point of view. So yeah, and there were painful times. And we spent too much time, our faculty meetings went long into the night. So you can imagine.

Spaccarelli: Okay, sorry for interrupting you. Do you have more to talk about with first impressions?

Rice: No, no, I'm ready now to go on.

Spaccarelli: Okay, let's, let's move on to the memorable events. What sort of memorable events do you remember?

Rice: You know, anything that happened in California came to Raymond, because we had students from all over. And so the external events always got explored, and were attended to. But the departure of Dick Martin to Berkeley was a serious loss. I mean, here was the kind of inspiration for this special college out of Oxford and Cambridge. And when he departed, why, there were some that really felt like we couldn't get along without Dick. So it was a memorable event. But the new provost, Berndt Kolker, was from the Midwest, he was an economist, but he was very practical, and very well connected. He was Jewish. And to have a Jewish provost attracted some of the best students from across the country. So it was interesting, both it was him as a person and a leader in the Midwest. He was the head of this economics institute in Kansas City. And the quality of our student body increased because of his coming. So it was an interesting challenge to the kind of Methodist, Central Valley, rather sleepy, liberal arts college that in the 50s, the COP had become. So it really opened things up and made the school more cosmopolitan. Let's see. And then, toward the end of the first phase at Raymond, we moved- the whole structure of the place changed, and the students led that change. And we went from the structured curriculum to a school of choice, so that you chose your major, you put together your programs, even some of the students could initiate courses. And teach the courses, and faculty would sit in on the course. So it was an entirely different shift. But it was what was happening nationally in higher education. And it was the students coming out of this very structured program that led that change, which was interesting. So there was, I didn't find that the change disruptive. Some did. And some, particularly in the sciences that came out of very structured disciplines, found it difficult to make that

transition and transferred into the departments at COP. And did that through their own initiation. So it was a difficult time, and yet it was something the students encouraged, and we had debated at length. And it represented the paradox in American democracy, that you've got the commitment to individual freedom and how important that was. And that emerged toward the late 60s. And what we had in the early 60s was a commitment to structure and social responsibility. And the paradox of American democracy is that we have these two poles, and they pull in opposite directions. And that's what's tearing our country apart at present. So I mean, it's the individual liberty, give me my guns. I mean, whatever it is, it's, they want freedom. And then at the other end, there's a strong emphasis on responsibility. And they're pulling apart. But democracy, for American democracy to work, we've got to bring these two poles together. But Raymond embodied that pull. And so it was a kind of natural development that we would go from a structured curriculum to individual freedom. And so I was on a national panel with Brown University, which led the way in this individualized- people, you know, dreamed up their own disciplines. And they still are doing that there at Brown and Queens College. And we would have seminars at national associations, where we debate these issues.

Spaccarelli: Yeah, okay. Yeah, I, of course, the whole, this whole thing is contextualized with your expertise on higher education as like a field of study, which makes it even more interesting.

Rice: But that was caused because of my Raymond experience. I mean, I shaped a career. And there was a kind of career narrative that was developed there. And I don't know whether you've interviewed Jerry Gaff or not. But Jerry is here. We talked yesterday on the phone. And we had our offices across from one another in our first year. So we were both working on completing our dissertations. But there was those lifelong relationships that were developed there. You know, the adding of the other cluster colleges made a big difference. Callison, particularly, and then Covell, which was focused on Latin America. But Larry Jackson came in. And when Dick Martin went to Berkeley, Larry was Dean of the chapel, had been brought up by Burns. He had been in Chile, Santiago College, he'd been president of that. And Burns was on his board. And when they needed a Latin American college, why, he talked him into coming from, back from Chile, and being Dean of the chapel, and then being provost of Callison College. So there was a strong, he was a compatriot. He still is, until he died here just two years ago, when we were very close friends. And then Larry Meredith, who was still in Stockton, and has been a lifelong friend. And I had taken LSD with Timothy Leary at Harvard. And he got me to arrange to have Larry come to speak in chapel. And you had to get there two hours ahead of time to get a seat. (Chuckles) So Larry really did a lot of interesting things through the chapel, and then moved to Callison as a humanities professor. And the civil rights leaders came into the chapel, and then we'd have them also at high table at Raymond and Angela Davis, I remember, was one of the people that came in. The whole farm workers movement got a lot of support from Raymond and Callison. But those colleges and the development of them at the time really enriched the environment of UOP. Okay, those are the more memorable events. You then wanted to talk about high table. High table speakers were selected because they represented strains in the society. So the beatniks from San Francisco, Ferlinghetti was invited to speak. And then he brought the San Francisco beatniks and they sat on the front row. I mean, there was Allen Ginsberg and some of these major contributors to the society lined up to hear Ferlinghetti give his speech to Raymond College. And it was a powerful occasion. And we all, in each

department, we talked about what kind of impact the beatniks were going to have on the future of California and the country. And they did have an enormous impact. But John Kenneth Galbraith, who was Secretary of Agriculture under Kennedy, and then Ambassador to India, and he came and just had an extraordinary impact. The high table became a kind of major intellectual event at Raymond College. And then Robert Bella, whom I studied with at Harvard, was at Stanford at that advanced studies for social sciences. And we had him come over and give a lecture. And there was 300 people showed up for his lecture, just people from the community. And he'd written some very influential, popular books for the UC Press. And so he had a major reputation. But it was an interesting combination of these memorable events, and the curriculum, and the nature of the institution. Okay, now, where do you want to go?

Spaccarelli: Yeah, no. Okay, questions. So regarding high tables, my understanding is that they would, you know, start with the lecture, but the discussion afterwards was also huge, of critical importance. And students say, you know, the lecture was great. The discussion afterwards is where I really started to like, grapple with the issues that the speaker raised. Do you remember that being the case?

Rice: Oh, absolutely. And there was encouragement coming from the provost that you would begin your Thursday course talking about high table. So they would be doing that across the sciences, as well as if it were in literature. I mean, we would all talk about it. And the poorer the speech, the more provocative the discussion. It was interesting. If they were these great heroes, we would all agree and, and it didn't last very long. But if they were really lousy, why, everybody went after him. And it really was exciting. So, but it struck me that we would work so hard to get these leading people to come and speak, but that some of those who were less popular had a larger impact, because there's just a lot of questions being raised.

Spaccarelli: Makes sense. And then beyond that, my understanding was that the emphasis on the high tables diminished over time at Raymond, in that students talk about it less, they place less importance on it. And like people from the early years, it was crucial. People in the later years, it was less so. Do you feel like that was the case from the faculty perspective?

Rice: No, it was a community building. We actually stopped having lunch. So going to high table was an important time in your week, where you got together with colleagues and so I remember it being important in the late 60s, got hotter in terms of national conflicts and the Vietnam War broke out. But the guy that was the one political scientist was a supporter of the Vietnam War. And he had studied at the University of Chicago with Hans Morgenthau. And we got Hans Morgenthau to come and give high table. And here's a guy supporting the Vietnam War. And virtually all the students were, well, you know, there was the draft.

Spaccarelli: Right. That would make it unpopular. (Chuckles)

Rice: (Laughs) That's right. Yeah, it was a life or death. You get killed if you made the wrong decision. But no, they would, but Hans Morgenthau would come and then we would debate that at the end. And the

political scientist really struggled with, you know, how can I attract students and keep my discussions going when there is this deep opposition to the Vietnam War. But we brought it into high table. And so it was- made a difference.

Spaccarelli: I bet those discussions were fantastic.

Rice: Sure, they really were. Right. And it was, you know, everybody had a number. The guys all had numbers and they knew how they lined up and when they might be going off. Although if you got into college, the chances of your being recruited were diminished considerably. So, but it was a hot issue. Right. Right.

Spaccarelli: OK, and you keep glancing at your notes like you have something more to say on events and high tables. Do you have something more?

Rice: I was just thinking ahead of some of the controversial issues you're going to.

Spaccarelli: Yeah, that's, that's our next question. So do you remember any controversies during your time at Raymond? And then we'll get to the questions of the merger and the closing.

Rice: OK, one of the big events was Martin arranged for Martin Luther King to be one of our high table speakers. And he was asked two different times and he would get into some kind of serious problem and couldn't come. But each time the Raymonds threatened to withdraw their support for Raymond College and Dick would have to go out to their farm and, and meet with them and get him to back, back on board. So he had to do it again. So it was- really we had long faculty meetings. What does he say? What could get to this Central Valley farmer who did very well and gave these millions of dollars to support Raymond and now was wanting to take it back? We struggled over that. I think I talked about a number of the others. I'll avoid going back. The big problem was the leave program. You know, we had this three year program and we had shorter summers and taught longer classes. And so there was a four year leave and you didn't have that at COP in the departments. So the faculty at COP got together and decided they ought to have as good a leave as these hot shots at Raymond. And so there were big debates there. And when I left the University of the Pacific, they still didn't have a faculty handbook, which is your statement of who gets leave when. And it was tied up and it was a major objection. But then we got a wonderful vice president and provost who gave the four year leave to everybody. So that was the way he solved that problem. But he loved the cluster colleges. That was the reason he came from Davidson College as provost. So he was one of the leaders, Jack Bevan, in American higher education. And he came to be provost at UOP and made a major contribution to the whole institution. But we would have these great dinners and he became a lifelong friend.

Spaccarelli: Perfect. Anything else or are we ready to move on to the merger and the closing?

Rice: I'm ready to move on to the mergers. Right.

Spaccarelli: Okay. So yeah, then what was your perception as a faculty member of Raymond's merging and closing?

Rice: Well, the provost at the time of the merger was Cliff Hand. In fact, there's a building named after him. He actually died in his 60s, but he was a English professor and loved by everyone. But he tried to take care of the Raymond and Callison, Covell students that were moving over and moved us into departments. And so it helped to have someone there. And then I wrote a grant for... one of the first grants that was given by the Kellogg Foundation for faculty development. And we used those grants to prepare faculty from Raymond and Callison to move into the departments so they could go out and prepare courses that would fit better into a departmental structure. And we got, I think, $200,000 for that program. And I moved in part-time to the vice president's office to work with Cliff Hand, who had... We had offices across one another, from one another, in the second floor of the provost lodge. So he was a major contributor to Raymond College, and then I think he helped make that merger go much easier. And COP, I would just say, COP really profited from the merger. People becoming department chairs and major leadership and taking a different perspective, honoring teaching. Although COP had always been good about that. And the university was very generous in dealing with Raymond and Callison faculty as they made the transition. So I think that really helped. And then we experimented with that RayCal merger. And that seemed to work pretty well. It helped that the founding provost was the one that really... He served at Raymond and then started Callison. So he knew all the faculty and really worked hard to make sure there was a soft landing on the other side. Okay, I've got through my list. What about yours?

Spaccarelli: Yeah, so I just want to make sure that... So the merger was... There was an interim provost. I'm forgetting his name. But the interim provost at Raymond became the provost at Callison, right?

Rice: Right. Larry Jackson.

Spaccarelli: Larry who?

Rice: Larry Jackson. He was the one that was president from Santiago.

Spaccarelli: Got it. So he was interim provost and then provost to Callison. You're saying that he led RayCal, the merged school.

Rice: Right.

Spaccarelli: Got it. Okay.

Rice: So he was... Right.

Spaccarelli: So Callison had the same provost the entire time it existed.

Rice: Well and then Larry went off to create a cluster college at the University of Evansville, which is a Methodist school in Indiana. And so he left and one of the faculty from Callison became provost. And she was a special leader and worked with faculty. There were some... We had a limited number of people that could be promoted. And so do we take Raymond faculty or Callison faculty and she had been a Callison faculty. So there were some tensions around that. But for the most part, that merger... And it was in the heyday of higher education. So I think we'd afford to carry off the merger in a way that worked well. And we really talked about Jack Bevan being such a strong leader and cultivating the relationships between the colleges and then COP.

Spaccarelli: Got it. So did Larry Jackson come back or wait, who was the provost of RayCal?

Rice: Margaret. She was an anthropologist from Berkeley. But she had been on the faculty at Callison and she became the provost for both. We had common faculty meetings, everything. And that worked out quite well. And it was because we had these close friends and we'd had a kind of solidarity there with the faculty. And the students did a lot of things together. If there's anything that I would, as a kind of outside observer of what was happening at Raymond, it was the lack of an international program. But they had that at Callison. And that's what Callison was. And the whole class would go to India. And they had a hotel they took over. I mean, it was an extraordinary experience. So it provided what I would have said in the original, Raymond was missing. We didn't have an international dimension. And so Callison really provided that. So that merger was advantageous to a number of the Raymond students.

Spaccarelli: Yeah. Okay. Cool. Yeah. So my understanding is as well, and correct me if I'm wrong on this, is that Raymond and Callison tended to be closer than say, Covell, because Covell was primarily Spanish speaking. So there was that language barrier that meant that there was less interaction. Is that the case from your perception?

Rice: Yes, yes. Now, Larry Jackson, you know, was fluent in Spanish. And his wife was very active in the, Covell. So there was a special connection between Callison and Covell. And we had a number of students from Raymond that specialized in Latin American studies. And took advantage of, and were fluent in Spanish. But you're right, there was an isolation. Also to build Callison, Raymond would have supported a college, particularly if it were farm labor focused and poor people in the valley. But the people they brought in to Covell were the elite of Latin America. I mean, they really did have some of the best families, Latin America represented in their student body. And it was, there was a class element there that our students were out supporting the farm labor movement. And Covell was primarily the wealthy from Latin America. So that was one of the strains. But here's the sociologist in me coming out.

Spaccarelli: Yeah, but that makes sense, a disconnect. Yeah.

Rice: Right, right.

Spaccarelli: Yeah, yeah. Okay.

Rice: That's a good question. Right.

Spaccarelli: And then beyond that, just talking about what caused the closure. There's a lot of alums who are still angry about it, by the way. But so the question is, I think a big question is McCaffrey, President McCaffrey. There was a transition from Burns as like, you know, President Burns was all about, you know, pioneer or perish. He would experiment, he'd, and some of his experiments were less successful than others, but he was willing to try and push things. Whereas McCaffrey-

Rice: He was going to have 25 cluster colleges. And he'd worked with the Episcopalians, and they were ready to go with another cluster college. And the provost had been hired, and he was a delightful guy. He was a Episcopalian priest, and he was just incredibly talented and worked with, you know, all the faculty beautifully, but it never, I don't know why it didn't fold- why it folded, but it didn't ever take off. But there were a number of these schools planned. The same was true of UC Santa Cruz. It was supposed to have, I think, 30 cluster colleges, and they got up to 10, I think, before they couldn't do any more.

Spaccarelli: But yeah, so wait, wait, this is fascinating. So I have never heard of this fourth cluster college that even had a hired provost. So when was this? Was this what, was this right when President Burns died? Is that why there was, it didn't move forward or?

Rice: That could have been a part of it. It could have been that the Episcopalians couldn't come up with the money. That's probably the reason. (Chuckles) But the Episcopalians don't have an institution on the West Coast like they do on the East Coast. They don't have- East Coast, they've got all kinds of institutions and into the South, Swanny. I mean, there's some of the major universities are from the Episcopal-. So they needed it in California. So it would have been a great contribution. And I don't know any more about the politics of it.

Spaccarelli: But, okay, and then the other thing is just the transition of leadership. President Burns pushed the colleges, my understanding is McCaffrey was never, never as excited about them. Do you think that was a key reason in why the cluster colleges stopped expanding and eventually started closing?

Rice: Oh, I think it was a shift in the student culture and why people went to college. It was the first job that counted. It was instrumental knowledge that would get you into a first position. And Raymond was trying to educate students for life. And so there was this broad approach to education, which was very different than the career oriented, short term knowledge, get the first job. So engineering took off just at the time when Ray and Cal began to lose their appeal. But Callison never really disappeared. The international thrust in California was so great that it continued to go and they started another school, in fact, that picked up on Callison. I'm sorry, I can't come up with a history of that. But yeah, they really had to stay with the international thrust. And I don't know what's going to happen after the pandemic. I think UOP probably is going to have a rough future.

Spaccarelli: Oh yeah.

Rice: You know more about that than I do.

Spaccarelli: Yeah, we could definitely, but having said that, that's not the focus here. We can talk about it after the recorded portion is done.

Rice: Right.

Spaccarelli: So yeah, so what was your perception? We've already sort of touched on this, but if you have any more thoughts, what was your perception on the relationship between Raymond and the rest of the university? Everybody talks about, you know, like the eucalyptus curtain and such. So what did you think as a professor?

Rice: It really worked out well for me. I mean, I was well connected in the community and I was into this community learning. And so it fit right into the sociology department. And so I moved in there and it really worked out. I had responsibility for the sociology of work and the sociology of the family. And one of my lead courses at Raymond was to love and work. Freud's response, Lehmann und Arbeiten, that was what the life was all about. And that was a course that I really enjoyed. So I just divided the course and taught it as sociology of work, sociology of the family. And one of the most delightful experiences I had was teaching the sociology of the family. It's the one institution that most students at that age know, and they're starting their own, thinking about starting their own family. And so we had it in a large hall and it would just be packed full. And actually students from the sororities would bring their boyfriends and it was an interesting experience. So I really enjoyed the shift. So it worked out well for me. So, but for others, it really was difficult. And particularly in people that did, who had marginal disciplines like in American studies, they had a hard time fitting them into history or English or, you know, it brought things together. And one of the leading faculty members at Raymond was Gene Wise, who ended up being president of the American Studies Association. And he had actually moved on before that, but he wrote the book that was the foundation for American studies and how you bring together literature and the social sciences. And he made a major contribution there. So when I would travel around the country, I would get mistaken for Gene Wise, or people would want to talk with me when they'd hear I'd been at Raymond. Well, we've heard about that, but we've heard about Gene Wise and he was a key player and just an extraordinary, extraordinary guy. You want to talk about teaching philosophy? And...

Spaccarelli: Yeah, if you're ready to go on to that, sure, let's do it.

Rice: Do you have any questions?

Spaccarelli: I guess the long and short of it is you didn't feel it- what you're suggesting makes it seem like you didn't feel like there was as much of a dividing line between Raymond and the rest of the university from the faculty perspective, as it seems like a lot of students felt. You think that was the case?

Rice: Yeah, I think we had the disciplinary bond. We would go to conferences that were the same and we worked a lot together. So I don't think they felt as alienated. Also the community was so important as a part of Raymond and to have that fall apart. And we'd also developed a kind of ideology against fraternities and sororities and much that COP found important. And so there was, they even talked about, and you'll probably hear this, a eucalyptus curtain, that row of trees that grew there and the separation between the cluster colleges and...

Spaccarelli: Oh yeah, I've heard about the curtain.

Rice: Okay, right. Well, you really learned a lot from talking to the students.

Spaccarelli: Oh yeah, definitely, definitely. It's helpful. It's just so much context. I mean, I've probably done a dozen interviews with alums at this point, so a good number.

Rice: Okay, great.

Spaccarelli: Yeah. Okay, so let's move on to the educational, the next question. What were your thoughts on the educational style of the Raymond teaching philosophy? And then there's the sub questions here too, so when you're ready for those.

Rice: Okay, good. Well there was the early Raymond and then the later Raymond. The early Raymond, the seminars were content-focused and yet participatory. And we talked about the faculty being young, but it was more content-focused earlier on and people were required to take these 29 courses. So there was a new kind of freedom that came later in the more individualized… So we moved from structure to choice and students led that transition. And it was also part of a national trend. There was a whole focus on community-based learning and Raymond was drawn into that. I was a participant in it. So we had this kind of double philosophy, the Oxford-Cambridge philosophy, which shape- moved us in one direction and be more content oriented and then the student community-based learning which was later and more individual and choice. But the students led that transition. So I think they were happy with the merger. The faculty had real problems with it. So Neil Lark has talked, in fact, he gave a speech about his struggle with it and apparently you've been in conversation with him. How's he doing?

Spaccarelli: Oh, I haven't talked to them. No, no, no, no, no. Students have just mentioned his name.

Rice: Well, he did- at one of the reunions, the Raymond reunions, why, he spoke and this was after his stroke. So he really struggled, but he also struggled with the merger and then the later developments, and went into chemistry and to the department and really separated from Raymond. So I think it had particularly impact on the faculty in the sciences. Part of it, they were very close to the faculty and had come out of COP science faculty. So yeah, in fact, several of them had been over there earlier. So, and the students had a deep love for Raymond and were sold on this particular approach to education. So the transition was hard.

Spaccarelli: Yeah, that makes sense. Other thoughts regarding seminars, regarding other aspects? Oh, well, I mean, that's our sub questions. Let's just get onto our sub questions. So my understanding was that faculty members were remarkably accessible to students. You already mentioned that they lived in the dorms for a while. How did that work for you? I mean, were students knocking on your room in the quads at all hours asking for help or whatever? How did that go?

Rice: No, I was susceptible to procrastination in my own work. So I appreciated the invitation to stop working and loved the meetings with students. But no, I think it developed a camaraderie so that there was a real relationship developed among faculty and students. So having our offices in the dorms was, and then we use the lounge areas for our class meetings. So we were in that quad almost all the time. So that worked really well.

Spaccarelli: Yeah, well, I'm glad that it worked out so well for everyone. And then regarding leading Raymond seminars, my understanding is also students would talk about how some classes, sometimes the seminar style would just work. And other times the seminar style would be a bit more of a struggle. And that would depend on the topic, on the professor, on the students in the class. Did you feel that way?

Rice: Yeah, we began- when the individual choice Raymond came alive, why, we shifted there and had a winter term course, which really had power. John Smith developed one around the interstate and people were going home. They'd been moved off the interstate and wrote a history of the interstate and its impact on their community. And it was a wonderful... I took a group of students to Baja, Mexico, community and autonomy. And we read Martin Buber and just a whole list of things before we went and then took all kinds of- took our own water, everything, a tent, a parachute that we had meetings in. And we were down there for a month together and talking about community and autonomy. And there were four marriages come out of that trip. I mean, it had a major impact on the students that went down there. It was a really powerful experience. And we would have to cook for ourselves and the gender roles were being debated. And we had a- we played, we're playing football down on the beach and had a fight. And so we sat down right there and talked about it. We had a Vietnam guy that was going down to Mexico and hiding out on the beach and he wanted to join our group. And we had this whole debate about the stranger and do you invite the stranger in. And it was just a powerful meeting and my whole family went and we stayed in our tent. And we talked about the living, who stayed in what tents. And there were sexual discussions that I found a little embarrassing. And the guy that was down there, the AWOL, had a dog and in the middle of the night, one of our, the women in our group was in a little pup tent. She was a Sierra Club member and she knew she could stay out and not- and she was attacked by a dog. And everybody thought it was the AWOL guy, his dog. And I was out there in the middle of night with my shovel and about to hit the dog that came running up to me. And he turned over and put his left paws up and he was just so passive. I mean, it was just amazing. But that really was an incredible experience. But there were these, we developed new kinds of structures. So they weren't just seminars. There were these like the winter term, there were, in every one of my classes, I had a community involvement experience. So they had a practitioner approach to joining an agency. So we did

get the food bank up and running by Raymond students. And we were cooperating with the nuns down in the Catholic Church. And it was interesting kind of combination. We were in the bottom of the Lutheran Church and put in the food bank. And Raymond students staffed the food bank. So there was a deep involvement in the community. I was glad to see that. Raymond was also on the cutting edge of these experimental colleges. And we had this relationship with Santa Cruz, with Evergreen State, Dick Martin and Jerry Gaff were part of designing Evergreen State. New College in Florida was an important player. And of course, DeSantis is now moving in on New College. After Raymond, he would have got if he'd been in, governor of California. But Hampshire College was another one that Raymond worked with as they were coming online. So it became a kind of national development. I'm trying to see if there are other things. Oh, you wanted to talk about memorable individuals.

Spaccarelli: Yes, but in a moment.

Rice: Oh, okay, good, good.

Spaccarelli: So… With that winter term, I want to talk a little bit more about that. So my impre- it was shorter, right? That was a month and a half, something like that.

Rice: Just a month.

Spaccarelli: Just a month. Right. And so sometimes there were independent studies. Sometimes there were like really, like concentrated classes. Right. Or like those times where faculties would lead a trip. Right. Those were all options available. Yeah?

Rice: Right. You go to England and study Dickens.

Spaccarelli: And how did that work for students? And from a faculty perspective?

Rice: Oh, I think it was the kind of best of global study. And, and people were really quite responsible. It was also an opportunity to fluff off. I mean, you could, you could put together an independent study that wasn't very demanding. Faculty really struggled with that. But it also was a deeply fulfilling experience. And sometimes we wouldn't have students return because they got so deeply involved in something they were doing, they were doing that was very close to their lives. That was my experience at Antioch College when I was dean there. Why, they, every- you know, you were in Yellow Springs for one term and then the next term you went off to a placement. And it was a work study college. And so often we would lose people who would go to Chicago and find a new career or a spouse. Or I mean, it really was hard, but those winter terms really worked well. And the irony is that Jack Bevan, who became provost at UOP, invented that down in Florida, Presbyterian. So it was an independent college that had the, the winter term project and it proliferated around the country. So they were really quite successful. And the Raymond faculty were particularly talented at coming up with special ways of putting together the experience with the content of the field.

Spaccarelli: Makes sense. Makes sense. OK, and then the last question here under this topic, I don't know if you've sort of already mentioned your thoughts on this. Tell me if you did, because you're clearly referencing some notes on the side here. But as someone who studied higher education and the teaching and learning experience, what did you think of Raymond's approach?

Rice: Oh, I loved it. It really met my expectations. It actually kind of became the controlling narrative for my career. You know, I went from UOP to, to Princeton and the Carnegie Foundation and then to Antioch and then came. That's what brought me to Washington and started a national forum on faculty roles and awards and a broader definition of scholarship. And what I called at the time the New American Scholar. And so I wrote about it, but it was. Yeah, it really met my, my expectations. And I think it was successful with, with students and is particularly needed now, I think, with the... The technology and the ways in which it's developed and the cost of higher education, why, the liberal arts have been crowded out and you see English departments and history departments being phased out now. And it's a serious problem, I think, for the future of our society. That we've got to have education for participation in a democracy and you can't have a viable democratic society without an educated constituency. And so I think we are really, really threatened. So we need to do more. I do think there was a kind of elitism that Raymond are thinking we were special and we were doing things differently. And I think we might have contributed to some of what is now a resistance against the, the woke culture. I think it flourished. Broadly, at UOP when they had Raymond College, so people really felt good about themselves and had high expectations, and I think it paid off in where they went to graduate school or where they went with jobs or the Peace Corps. I mean, it was also the Kennedy era and... I had a guy from the State Department that was so active in interviewing Raymond students, that I had a personal relationship with him. I take him out for dinner and we would sit and talk about the students and... But the Peace Corps really flourished among Raymond, Callison students, particularly.

Spaccarelli: That's great. OK, and then one follow up question and then we'll get on to the individuals. I want to ask about what you were talking about with that, you know, preparing people to be like citizens. Right? A lot of alums have said the exact same thing. They've said to me that they felt like their Raymond experience prepared them not only for, you know, their jobs or whatever it was, but prepared them to be like full citizens within society, educated, knowledgeable, contribut- contributing citizens.

Rice: Right.

Spaccarelli: Was that the, was that the explicit goal? Was that like a primary goal of Raymond's? And how did you approach that in your classes?

Rice: Oh, yeah, I think that was part of the intent that it had this... And I think that's been a part of American higher education that we really did see the relationship to the development of American democracy and the function of education. That you couldn't have this wide expectation of student- of citizen participation without education. So and this breadth of education that Raymond provided, I think, made a major difference. After Raymond shut down, I would get calls from the Stanford Research Institute and they would be looking for people that had this broader background and couldn't find it.

And so they were looking for former students of Raymond and could they, could they bring them in because they couldn't find them elsewhere. So it was a powerful experience that I'm sorry disappeared and, and needs to be brought back.

Spaccarelli: That's good. OK, now let's go on to individuals. So who were the individuals at Raymond that were most memorable to you and why? And these could be administrators. These could be faculty. These could be staff. These could be students. They could be anyone.

Rice: Well, Dick Martin, of course, and he really was a visionary, a visionary and held things together and put it together in a beautiful way. Mike Wagner, an economist. He taught a course called Introduction to the Modern World, and I always thought that was a little pretentious, but it it really worked because he was a very charismatic guy and he would bring other faculty in to teach in the introduction to the modern world, and he had a, an orientation, he cared deeply about students, spent a lot of time with students. But had a strong commitment to this particular theme and the way in which technology leads the way. Now, in the 70s, where they were, there was a heavy anti-war. Anti-nuclear bombing, technology took a hit, and I remember his, he would get, he would have whole students lined up in the halls and he would be defending himself. And so he ended up going to the economics department full time, but he had, he really did shape the school from, from the beginning and Gene Wise, I've talked a little bit about him. He used American studies to bring together the liberal arts. And, and had a powerful impact. Jerry Gaff didn't stay very long, but went to Berkeley and then spent his life studying the, the cluster colleges and then general education. So he made a life out of going from one grant to another, dealing with this issue. And there is now a major association that gives the Jerry Gaff award for every, for advancing general education. So that really paid off. And then Berndt Kolker came in and made a major contribution and brought the external world into Raymond. That he was an economist, he was interested in productivity and what's happening in the community. So. Be sure and watch for, for Berndt Kolker. Mowry Baden, the one that did the, the car smash up in the middle of the quad. Had a large impact. Sy Kahn was the theater director. And those, those plays really made a difference in how it was done. OK, I think that's- all of the faculty made major contributions, so John Williams and his literature and his interested in, interest in the Stockton community and particularly education. And we had the busing, the integration of the public schools and Raymond and the Raymond faculty and students were deeply involved in that. So, those were the people that were most memorable, but all the faculty in their own way had a major impact. On Raymond and how it developed. And they were carefully selected. So, yeah, it was just a extraordinary experience for me, so I was grateful to be a part of it.

Spaccarelli: Yeah, I have some follow up questions, but do you mind if we take a short break before we continue?

Rice: Good, no, that would be great.

Spaccarelli: OK, I'm going to pause the recording then. OK, so then to follow up with that. Mike Wagner, the intro to the modern world, this course is mentioned again and again and again.

Rice: Absolutely, right.

Spaccarelli: A lot of students talk about how it sort of shook them out of their preconceived notions of how the world worked. Do you how as I mean, you weren't teaching the class, but as a professor, how did you see that transition work? And why was this course so important in beginning the Raymond experience?

Rice: Well, I think it took the students from the Central Valley. It's interesting that Methodist ministers, there was an allowance that was made on tuition, and we had a number of really talented Methodist minister's kids. And then the California scholarship program, which supported scholarship to go to private schools. So almost every one of our students had some kind of scholarly support. So we got some really talented students. So that was, I really appreciated that. And that made a major difference. Now, where do we, where are we going with your question?

Spaccarelli: Intro to the modern world.

Rice: Oh, right. Right. But they tend to be, for all that, fairly parochial in their thinking. And Mike was a brilliant lecturer and he would just get- I mean, my office was way down the hall from where he was lecturing and I could hear every word. He just would get caught up in it and was a very powerful lecturer and felt deeply about these issues. And the students admired that. And... So that's why it was, it was so vast that there was always something you could connect to. So I would know about where he was in the course and then would try to address it. And he was particularly hard on religion because technology leads the way and religion is a cultural lag. It's kind of dragging along behind. And so I was always engaged in a kind of, debate with him on that issue and it would come out in class all the time. And so he really was a stimulant for the whole, very strong support of the sciences. And this is the modern world. And this was a world that a lot of these students had not been introduced to in their earlier experience. So it really- you really got it in the- it was the first course you took. And I loved, I always loved teaching freshmen. Because they, they haven't been corrupted by their senior fellow students and they come with a kind of freshness and an eagerness to learn. And he was especially powerful in dealing with those kinds of students. So. I think it was a combination of his charisma and the subject matter. And then he related it to these changes that were taking place in society. Later, I think the students passed him by. The later students moved on and they were raising different kinds of questions and he lost his... That technology leadership argument didn't score. When they were struggling with nuclear bombs and, you know, is technology destroying our world and is this the modern world we want? I would hear him being under attack. But he was, he cared about students deeply and was a wonderful colleague.

Spaccarelli: So then. Intro to the modern world, did it get phased out because I know there were discussions of the Embryo program later. Were those different, how did those- I couldn't figure out fully the connection between the two.

Rice: Well, they were freshman year courses and kind of introduction to the whole curriculum. And just as the modern world was the introduction to the first Raymond, the embryo was the introduction to the second. It was a matter of choice. So you gave birth, you had responsibility for your own learning. And so they would develop their own courses. And propose them to the faculty, and often they were accepted and they would be taught so... And everybody had responsibility for developing their own curriculum. So that's why the embryo term, I thought it was. A little premature, as it were, but it was a powerful experience. And again, there was a, a charismatic faculty that led that. That charge, so it was a change. And people like Neil saw it as destructive and negative. Others saw it as what came out of, you take the modern world seriously, this is where it leads, to individual choice. But, that, that new view of what education is all about. Challenge the old structured world and, and I thought it put things together. I mean, that's the paradox of an American democracy. Is the focus on individual liberty on the one hand and social responsibility on the other. And we swing from one to the other. And how do you bring them together? But it's a paradox that the American experience is really dealing with, so it was really built into, to Raymond College.

Spaccarelli: So just to clarify, so the intro to the modern world was phased out in the embryo system is what replaced it. Right? Or was it different than that?

Rice: Well, but the embryo wasn't required. I mean, it, I mean, you had- this was an experience. Came in, they met in a common room and would go off and develop their own courses and... The other was a lecture hall approach to education, and Mike would give these brilliant lectures. And, he had the right way of doing things. We switched over and the new embryo approach was individual choice. And the kind of thing they were doing at Brown and a number of other colleges as a part of the changes that took place in the late 60s.

Spaccarelli: Do you remember what year that shift was?

Rice: I think it was '70, around there.

Spaccarelli: OK. I mean, that was right when the transition was occurring right between the structured curriculum and the more free-form approach.

Rice: Right.

Spaccarelli: OK, interesting. Perfect.

Rice: That was a continuity. You know, it wasn't a rejection of the old structure. They knew they wanted to be socially responsible, but they also wanted individual liberty and they wanted to make their own choices.

Spaccarelli: Okay.

Rice: Faculty had a tougher time with it than the students.

Spaccarelli: Perfect. So that's all my questions about the intro to the modern world and the embryo program, how those connected. My next question is, you mentioned a bunch of individuals. I think you mentioned exclusively men. (Chuckles) So…

Rice: I raised that question myself last night when I looked at this list. Right.

Spaccarelli: And, you know, I've asked this question to Raymond alums as well, and they typically only mentioned men as well. So was it just that was there just really little diversity within the leadership? Were there very few women? How did that, how did that work?

Rice: In the early 60s, this was the world we lived in. Men were in charge. And, you know, a number of women that had PhDs were... In fact, I went to the Danforth Foundation to lead the Danforth Fellowship Program, which was the leading program for people going on to teach. And we took faculty from those programs to Raymond. So but, about- after the third year, women weren't participants in that program. It was eliminated from the Danforth Fellowship. You could only apply if you're a male because the secretary kept coming back and saying, here's another woman that's gotten married and she's going off to have kids and she's dropping out of Harvard. And, you know, she just kept score. And finally, she made a case with the board and said, we've got to drop these women. Now, later, they developed a compensatory program and gave special grants to women. But there was another phenomenon that went with this... Sexist discrimination, which was part of the culture, and that was the contribution of the wives of Raymond faculty to developing the major social institutions in Stockton, the Women's Center was created in my living room because, because my wife was the first to put it together. Planned Parenthood, George Bloom's wife, Beverly, started that, took it through, you know. Stockton is a scary place when you got these. Amitazi, I mean, they got right wing groups around there and Planned Parenthood, you know, they, they were given one of the fire stations and the- this right wing group came in and turned on all the water faucets in the fire station and flooded all the files where the Planned Parenthood met. I mean, it was a, a difficult political environment, but the women. They came with the faculty who were male. Really changed Stockton. I mean, there are several of them went on and got their law degrees and one of them became mayor of Stockton. I mean, they really had a major impact on Stockton. So there's, there's discrimination there, but also some good things that, that happened. But the feminist issue really was very important. In Stockton and, and these new faculty made, made a big difference there. We didn't talk about the farm workers, the grape strike. And, you know, with the farm workers movement, they were bringing all the grapes to Stockton to ship them out through the port. And Raymond faculty and students arranged a strike and they were trading places and they would come up and get served by the sheriff's office and then someone would step in their place. So they tied up the ports for weeks. So it had a- interesting contributions there in terms of engagement in the community. But I noticed the same thing and I was embarrassed by it and went back, tried to come out up with women faculty that... We had several, but they were working on their degrees, they were, were struggling. Yeah, so I'm glad you- glad you picked up on that, good. Embarrassed, but I'm glad you picked up on that one.

Spaccarelli: Yeah. Yeah. OK. Yeah. I mean, basically what I've heard from alums is that they existed- there were definitely women on the faculty. They just weren't as influential. Or central figures, which is unfortunate, but I mean… Yeah.

Rice: Yeah. There was one, can't come up with her name, but she had her Ph.D. in biology from Stanford and was very outspoken. But she was a kind of temporary Raymond faculty and women were often brought in to fill in for people that are going on leave and that sort of thing. And our leave program took faculty away. And of course, I took full advantage of that. And, and the university was very helpful in supporting me in my, you know, when I go to the Danforth Foundation or Carnegie Foundation, and then even when I went, I went back to the Carnegie Foundation, finally, I decided I, I took tenure with me and then I decided I'd better give it up if I were going to take tenure on as an issue. So but it was a, it was a great experience and, yeah, and I, and I hope you can write something about your experience in going through this process, because I think it was an institution that had a major impact and needs to be remembered.

Spaccarelli: Oh, of course. Of course.

Rice: Thank you.

Spaccarelli: Do you think it, do you think it was- Oh, sorry. Go for it.

Rice: Well, I just want to thank you for doing this.

Spaccarelli: Of course. Do you think it was ever a conscious decision on the part of administrators not to include women on the faculty or was it just- or was it, was it just like there weren't that many women PhDs, who you could, who Raymond could hire. Was there discrimination or do you think that that wasn't really a major aspect?

Rice: Well, it was discrimination, but it was built in. It was built in to our institutions. So when you were looking for the kind of quality you wanted. You just didn't have people that had come up because there were so many barriers.

Spaccarelli: Right.

Rice: To keep them out. And so it was, it was difficult to be an academic. In the, in the 50s. And so you have to begin early on and... Yeah, Harvard Divinity School, I think we had two or three women in the whole class. Now, more than half the graduates are female. It's interesting. It's gone through a major change.

Spaccarelli: Oh, yeah. Yeah. I mean, higher education as a whole is now majority women, right? I mean, it's, it's a big shift.

Rice: Oh, absolutely. Right. And there's a lot of resentment about discrimination on the part of poor white guys. So, and resentment to the elitism of these experts. So it's going to be a major issue in the 2024 election. So…

Spaccarelli: Yay. Anyway, for Raymond, let's focus on Raymond. So moving on from individuals, what issues were you involved with that stood out in your mind as important to the growth and development of Raymond? Social issues or even just like issues within the university that you want to talk about?

Rice: I think we've talked about most of them. Yeah. It was just an incredible time in the 60s. There was a culture around University of the Pacific that was very progressive. And now that I've come to the East Coast and I'm still involved with the Methodist Church here in Georgetown. I understand that the California-Nevada conference leads the way and UOP was key. In that, that the Methodists would have major conferences on the whole gay development and sexual politics. And so just a whole variety- economic justice, kind of housing policy and... Yeah, that and that made staying and coming and supporting Raymond easy. Yeah, it just paved the way, there was a community there already that was Quaker Unitarian. Yeah. We'd have meetings on a Wednesday night in the backyard of the, the leader of the library. The guy that was the main librarian and... He would- we would all take our own meat and then he would serve everything else. And he had a big backyard and we played volleyball and sat around and talk politics and it was a great experience. An academic culture there that was just rich.

Spaccarelli: And it was always pretty progressive when dealing with the many social issues, is what you're saying.

Rice: Yeah. And repairing things like the feminist, it was very strong. In fact a lot of the political changes were driven by women in Stockton. And… Yeah, so…

Spaccarelli: Yeah. Makes sense. Moving on then, next question. How important was Raymond in- I mean, we've already sort of covered this, but if you have any more to say in the discussion of civil rights, feminism, community activism, the war in Vietnam?

Rice: Let's see what I jotted down, it helped anticipate these questions, so thank you for doing that. All of these issues were, were powerful and disruptive in the 60s in places like Raymond. I mean, they were all widely debated, but they were debated. And I think somehow we were able to approach it. So Max Weber talks about, you need to ask inconvenient questions. That's the moral responsibility of the teacher. And we really took that seriously. That those inconvenient questions needed to be asked, whether it was on the left or the right. And so there was an open community, open dialogue, and that's what academic freedom was all about. And we talked a lot about that. And there was, there was some on a kind of dark side. Yeah, I... I think the issues were thoroughly discussed. And, and most of the graduates went off to careers that- or ended up in the Peace Corps or did things that addressed those issues. And that was, that was a part of what was happening, the free speech movement at Berkeley, the developments over at Stanford. There was always Raymond and Callison participation in those

programs. So... Yeah, I think. But it was an open discussion. It wasn't heavily ideological. It was obviously democratic in its orientation, but- and there was Wednesday night meetings, why, both sides were debated. And there was this affection for dissent. Whether it was on the left or the right. So...

Spaccarelli: That's healthy. That's...

Rice: It's what we need now. Right.

Spaccarelli: Right. Right. OK. And then in terms of just like Raymond as a part of the university community to follow up on this, my understanding is that Raymond was often at the forefront in that the students in Raymond relative to, like the college were more involved with these social issues. Was that the case?

Rice: Oh, yes. Right. Right. Actually, you know, they weren't participants in the fraternities and sorority structure. So. There was a kind of participation in the larger society that was a part of their self-understanding and the way in which they interacted in community. So, yeah. And the students often provided leadership in that, which was really, really good.

Spaccarelli: Perfect. Yeah. OK, then we're wrapping up here. Couple more. So did Raymond College meet your expectations as an institution and why or why not?

Rice: Oh, yeah, I think it- I knew what I was getting into and... It really met my needs, it was where I could do the religious inquiry I wanted to do, but also the society issues that I wanted to address and bringing those together and... A focus on integration, the integration of knowledge, and so I came up with a scheme of a broader definition of scholarship. That then became the basis for this forum on faculty roles and rewards that I ran here in Washington. So there was a direct connection between the issues that were raised at Raymond and what I've done the rest of my life. So I've been deeply grateful for that, being part of that community. And then the turbulence in the 60s, I think had a lot to do with it. And higher education went through just enormous change during that period. And Raymond really provided some leadership there and had a reputation for providing leadership. And Stockton had the problems, I mean, Stockton always has had serious problems that needed to be addressed, so. And the COP community supported, the faculty particularly supported responding, students tended to be more conservative, which was interesting, but the faculty were more engaged. And then when you got Raymond, why, the faculty concentrated on making sure we're being fair and addressing the other issues and the students ran with the cultural... One of the students in the first class ran for president as the Peace and Freedom Party candidate. The president of the United States. So there were women leadership and the women were very strong leaders among the students at Raymond, it's interesting. But also some really strong guys. So it's, the students were selected very carefully and, and built a really strong community.

Spaccarelli: So that just made me think of something else that I should have thought to ask earlier. The diversity of the student body, my understanding is it was really quite white. Was that the case through all the years? Did that improve towards the end? How did that work?

Rice: Yeah, it reflected the Methodist Church. It reflected our society. Generally- we did have a few really strong... In the initial class, an African-American woman who then went into social work and went to Smith. And got her degree and then went to Alabama in the corrections, in the corrections program in the state of Alabama, which... I've kept up with her and we- she just died recently, but we, we talked a lot about it in her experience in Alabama in the corrections. I mean. What- about Luke, the film that was made about Alabama's correctional institutions? Well, and Luke actually was filmed around Stockton, but... Gives you an idea of how bad it was. But you're right. Later, because of Jack Bevan, we started the community involvement program and Raymond, a lot of Raymond people were involved in that. And I represented the provost's office in the community involvement program and it brought in people that were willing to- were from Stockton and were willing to stay there after they graduate and participate in the social process. So it was- and, and a number of those students came to Raymond. So we began to get diversity later. And then, of course, when I went into sociology, the black students in Stockton, the adults they knew were corrections officers or social work. So they came into sociology. So we had a large participation from the particularly Hispanic community in sociology, but you got some of that in the second generation of Raymond. So it was beginning to- and Jack Bevan was the one that put that together and got a federal grant for us to develop that community involvement program. I don't know whether- did that ever come up in your work? Have they done a study of the impact of the community involvement program?

Spaccarelli: I mean, it's huge. I mean, it still exists. There's a ton of graduates. I think it's made, I think it's made a significant impact. I mean, I know there's prominent CIP alums who have taken leadership within government and stuff like that as well. You know, stuff like that. So I think it's been...

Rice: I'm glad you know about it. That's, that's encouraging.

Spaccarelli: Oh, yeah. CIP. Yes, of course. It's a substantial community. Yes. Here still today. Yeah.

Rice: OK, good. Jack Bevan put that together almost single handedly. Yeah, he was an extraordinary leader, but he would do things like that, that would just- incredible.

Spaccarelli: Anything else before we move on to the next question?

Rice: No, I ran out of questions. Where are you?

Spaccarelli: I still have one more. And that's just. What contributions do you feel that Raymond made to the local communities? I was on the question about expectations as an institution. Are we, are we on the same questions here?

Rice: Right, right, right. Oh, I've got... Well, my response to that was going to be this stuff about the, the wives and... Of the Raymond faculty and the...

Spaccarelli: We've covered that, then.

Rice: The women's center, very strong, planned parenthood, powerful issue with a lot of resistance. In fact, I would have- in my sociology of the family would have representatives of Planned Parenthood and then representatives of the other side and... In fact, the minister that was opposing Planned Parenthood. His daughter got pregnant in the middle of this process and he came to see me and where can I get advice for my, my daughter. I mean, it was an interesting kind of experience. Stockton was a great place to be a sociologist. So I really, really enjoyed it. Yeah. Local community was very much a part of our understanding of higher- of liberal arts that, and American democracy and the relationship between education and democracy. In fact, the key intellectual behind Mike Wagner's approach was John Dewey who wrote the book on education and American democracy. So, yeah, it was very much intentional and part of the modern world that he talked about.

Spaccarelli: That might be worth me looking into a little bit.

Rice: Right. Right. OK, well, thank you for your thoughtfulness with which you've approached this. You made this a delightful experience for me.

Spaccarelli: Yeah. Thank you so much for everything. My last like comment is just if you have anything more that you feel like we haven't touched on in this interview. I feel like we've touched on absolutely everything, honestly. But if there's anything more…

Rice: Yeah, no, I feel good about it. I must say I was really... Well-supported all the way through in my national agenda. That, while I was at UOP, I had three appointments at Berkeley and went to the Danforth Foundation and then the Carnegie Foundation and, and then went to help Larry Jackson start a new state college in South Carolina. And develop a experimental college, at Lander University. And it was in a black community in the Piedmont area of South Carolina. And he actually ran for US congressman. And was beaten by one of the students at Lander College, where he was, that he started so... So his career kind of ended up with a disappointment, but he was just such an extraordinary guy. But I went down there and lived for six months and developed a new curriculum. And was blamed for getting the provost fired. But I was willing to play the scapegoat- that you call it, right? But it was a wonderful experience and we've maintained a lifetime of relationships. So, it is enormously enriched my life and I'm glad I was a part of that. And we still keep in touch with students and, so, it's, yeah, it was an extraordinary time. Well, it's fun to meet you and do this together.

Spaccarelli: No, of course, I'm so glad we had this opportunity to chat. I think it was... I'm going to need to go through this recording a couple of times just to make sure I fully understand the entirety of what was said, because it feels like there was so much there, so many insights that will be very helpful as this research is continuing. So…

Rice: OK.

Spaccarelli: Yeah. Thank you so much for your time. OK, I'm going to stop the recording here, but if we can chat a little bit more afterwards, that'd be fantastic.

Rice: Okay, good.