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Peter Windrem Oral History Interview

Peter Windrem
Raymond College

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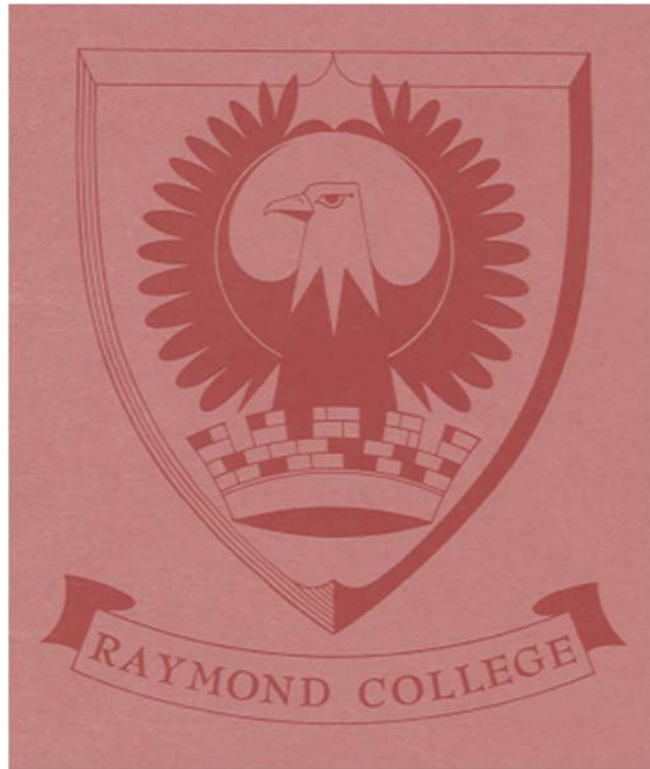
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RAYMOND COLLEGE PROJECT ORAL HISTORIES
UNIVERSITY OF THE PACIFIC ARCHIVES



Peter Windrem (1962-1965)
Raymond College Student

May 15, 2023

By Lorenzo Spaccarelli

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

Peter Windrem Interview

Transcribed by: Lorenzo Spaccarelli

Lorenzo Spaccarelli: Hello, my name is Lorenzo Spaccarelli, and today I am going to be interviewing Peter Windrem. It is May 15, 2023, and I am conducting this interview remotely from Portland, Oregon. So can you introduce yourself and tell us where you're Zooming in from?

Peter Windrem: Yes, my name is Peter Windrem, and I am at 7460 Kelsey Creek Drive in Kelseyville, California, which is where my wife and I live, and have done so for almost 50 years.

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

Windrem: 1962 to 1965.

Spaccarelli: Part of the first class?

Windrem: We were, absolutely, in the first class. Yeah, it was a great, great, great experience. A very exciting time for lots of reasons. So anyway, yes.

Spaccarelli: So just to begin, what was behind your choice in attending Raymond?

Windrem: I was, of course, a senior in high school here in Kelseyville, and looking at various options and applying to universities. And I think my- might have been my grandmother, saw a news article talking about Raymond. And so I went, my father and I went to Stockton and were interviewed by- I was by Dr. Martin, that's Dr. Warren Brian Martin, and Ed Peckham, Dr. Peckham. And it sounded very exciting. I recall I had a choice between Raymond College or Stanford University where I've been accepted, and Raymond sounded really exciting. So that's what- the decision I made.

Spaccarelli: Nice. Yeah, choosing Raymond over Stanford. So what was so exciting about it that drew you to choose Raymond? Was it the curriculum or something? Or, what was it?

Windrem: Yes, there were several things. I think that it was new. It was a three-year program and you'd get a degree at the end of three years. The size was very appealing, meaning being in small classes and one-on-one with professors. I think it- coming from a small school, my high school class had graduated, I think, 38 students in my class. So that size had a, very much an appeal to me. But the whole, and being new, sounded exciting. And it was.

Spaccarelli: Fair, fair. Okay. So here you are, you get to Raymond College for the first time. You are part of the very first class. What are your first impressions?

Windrem: Well, first impression is that all these students, to one degree or another, were like me in the sense that they had been good students or were good students. They were excited, as we all were. We had an orientation up at Lake Tahoe, where we started to get to know one another. The faculty was so immediate and there. That was just a remarkable thing. And particularly a lot of these observations come in retrospect, because we were so young, we didn't know what to expect in some regards. But I keep coming back to the idea that it was new and exciting and students from everywhere that we got to know became lifelong friends. Those are sort of my initial reactions.

Spaccarelli: So about that Lake Tahoe camp, I feel like a couple of people have mentioned it. Can you elaborate more on what you did there? What do you remember?

Windrem: I think, it seems to me like we had sort of mini classes, kind of started off with topics and things to be talked about. We'd had a summer reading list. What comes to mind is a photograph of us as a class and all so young and bright eyed. And of course, it was a very friendly time.

Spaccarelli: Nice.

Windrem: Anyway, that's what comes to mind. A beautiful setting, of course, where it all took place. And as I'm just in my mind's eye, I'm looking at faces, particularly out of that photograph, which reminded me of it. But there are a lot of beautiful faces.

Spaccarelli: So were there any memorable events that stood out to you during your time at Raymond? Like high tables, for example, but it doesn't have to be high tables, just memorable events.

Windrem: Oh, yeah, definitely high table. That was big. I was thinking the other day that a person who came to mind was Alan Watts. And he was referenced here recently in a talk that I heard. I can't remember the setting, but he was a professor at, I don't know, Harvard or some illustrious school, but who had spent a lot of time in the Far East and studying Buddhism. And he introduced, he was very influential culturally in this country. As someone said the other day, he started the hippie movement. And even though he didn't look at- that at all, it was a- coat and tie. But he talked about Buddhist philosophy and thinking and as something that we should consider was the kind of the gist of it. And it was all new ideas and things I'd never heard of and knew nothing about. And so that was a memorable high table. The other one, which is- not for its intellectual content, but for when students waiting on high table, delivered drinking glasses with goldfish in them. Others have probably spoken of that. But one, there was one glass was for Dr. Martin, the other was for the president of the university and they were good sports. They swallowed them. I think one of them, Dr. Martin did, I think. Anyway, I'm not sure about President Burns. But anyway, yeah. So, I mean, that's good. But in terms of memorable, I think that's your question. Well, as I think I mentioned to you in my little email, there's a lot that was memorable to me that was not just confined to Raymond. I was active in student government for the whole university, being a representative for Raymond College. And, oh my, I had, again, I went to Mississippi as part of a civil rights movement for elections, you know, seeking voting rights in Mississippi. And that was, and then came back, that was in my fall of my second year. And so I was much involved.

And then I got elected to the, at that time it was called the Pacific Student Association, the PSA. I was elected as president of that in the spring of my second year. And then in my third year, which was my last year, I served in that capacity, which put me in contact with people all over the university, of course. And the administration and all of that, which was memorable, as you can imagine. I think- specific to Raymond was really more of the, just the fellow students, the academic work we had to do... Probably the most, well, there are two things that just stand out to me in terms of Raymond specifically, was the commitment of the professors was unbelievable. You know, we had apartments, they had apartments in these dormitories where faculty members lived. So they were, you know, within shouting distance of the students all the time. And it reflected a tremendous commitment on their part to do that. The quality of the instructions, learning things I never knew about before, or Dr. Lark, in particular, a professor of mathematics who taught us how to do calculus, which we hadn't been able to figure out in high school. He was such a superb professor, as were many- all were. They were outstanding instructors. So, but the academics in there, thinking about Raymond is the academics, I think, the cohesiveness with the faculty. And the lasting thing was the, well, as part of it was this core curriculum, as you perhaps know from talking to others, it didn't matter what your interests were, you were going to take, you know, study in the natural sciences, the social sciences and the humanities. And we came away educated people, or at least being able to have an intelligent discussion with almost anybody on any subject, not that we knew what they're talking about, but we recognize the concepts and what was underlying it. And then I got to be addicted to the idea that if I had worked on my studies, at least once every two weeks, it would be an aha moment when I came to realize something about the world or about a subject matter that suddenly it all made sense. And that was glorious. It's a great experience, wonderful education.

Spaccarelli: Yes. Okay. Well, we sort of got to all the questions in that single question.

Windrem: Sorry. Oh, I'm just meandering. I'll come back. I'll be more disciplined.

Spaccarelli: No worries. No worries. It's all great. But specifically though, Alan Watts, you mentioned as an event, were there other high table speakers that you- like, are particularly memorable to you? They don't have to be. A lot of people don't remember specific speakers, but the whole thing...

Windrem: Oh, the whole thing was terrific. It was kind of amusing in a way because Dr. Martin came from an Ivy league style background. He was almost, he gave the impression that he was in a way that he might've been educated at Oxford or someplace. And he was a sports, you know, I don't know what he, I think he went to this small liberal arts college, but well, I don't remember. I don't remember, but it was coat and tie in those days. We came dressed in coat and tie to, to the high table. And it was, it was fun, of course, but we were expected not just to come waltzing in like it was any other day. And, you know, jeans and t-shirts. I'm not sure we ever got away with jeans. Well, of course we did at some point, but it was a big, so there was formality about it. It was created, I think, on the Oxford model. Other speakers... Sorry, they don't pop to mind, but if their names were mentioned, I'd say, oh yeah, I remember.

Spaccarelli: Oh yeah. Don't worry about it.

Windrem: I'm sorry about that.

Spaccarelli: One other question about high tables before we move on. I remember, some alumni have mentioned how the speaking portion of the high tables where you'd listen to the speaker was really important, but so was the discussion afterwards, like in the common room. Did you feel that way?

Windrem: Yes. Yes. Yes. The common room discussions, those were fun. They were, yeah. Yeah.

Spaccarelli: Nice.

Windrem: The tendency in those, some of those discussions was that there were always students who were more outspoken than others and, and, but yeah, that's right. I remember, golly, I don't remember if it was a high table or not, but *Who's Afraid of Virginia Woolf* was a book or something that was very much of, very much of interest to Dr. Martin. And how did we get that in the...

Spaccarelli: Was that a theatrical production?

Windrem: Yeah. Right. And really dealt with subjects that for the most part, people who were older and would have had experiences with... weird family members, not to say some didn't have weird family members, but lots of- things that would be of interest to someone who was considerably older than us. And I think he was sort of frustrated we didn't appreciate how, how important those topics were. We were kids in a way, you know, 17, 18.

Spaccarelli: Yeah. Okay. Moving on then. Were there any controversies that you remember during your time at Raymond? And these can be between the cluster, well, between Covell and Raymond and the university or between different administrators within Raymond or, you know, et cetera, anyone, any controversies you remember?

Windrem: Well, there was, I don't know if you call it a controversy, but there was a professor who fell in love with a student and vice versa, a woman, he was a man, of course. I don't mean, of course, in terms of professor, but, and that was, they wound up both leaving and I think married and stayed, he was considerably older than she, but anyway, but that was something that I recall happening, I think in our first year. And that was a tremendous worry because UO- well, the Raymond family that endowed the college were, I think he was a large, they were farmers in the big valley, but on a huge scale, you know, wealthy people. I think I was, I think, and I think I was recruited to meet with him. There might've been some other students too, as I recall, but just so that he could see we're not all crazy people.

Spaccarelli: Not all about to run away with your professor.

Windrem: That's right. Not run away with professors. And of course there was a time, that was a time of great ferment in the early sixties. It was... beginning of the civil rights movement.

Spaccarelli: We'll get into the broader social issues in a little while, but I mean, controversies within the institution.

Windrem: Yeah, okay. Let me just keep thinking on that.

Spaccarelli: Sorry to interrupt you, but...

Windrem: Well, no, no, no, no, no. But that's, I'll, the controversies... I don't think we felt them so much, but I know that it was a little... I think some, it was hard for people within, I guess, COP, we didn't call it that, but within- to accept Raymond, you know, for university faculty and... Because we were really isolated from the rest of the university. We didn't take any classes, you know, there weren't classes back and forth and it was all within Raymond. There may have been a few exceptions, but of course we were in the very first class. So, and Dr. Martin, they were trying to establish Raymond's identity and its culture. And so keeping it separated from the larger university was part of that task, I expect, as I now look back. So controversies, none, certainly with Covell. I had friends in Covell. That was a neat, that was a neat school.

Spaccarelli: If I may, one thing. You say that there was this divide between Raymond and the rest of the university.

Windrem: Yeah.

Spaccarelli: Was Raymond closer with Covell than it was with, like, the College of the Pacific, for example?

Windrem: Well, physically we were right next door. I would say probably yes, although we didn't do a great deal in common, together with Covell, not a great deal. It was, theirs was, you know, again, a different mission. But I had some real, made some very fine friendships with people in Covell. My sense is that from the COP side, they kind of didn't know what to make of Raymond College. We were, I don't know how long UOP had been a university, been College of the Pacific before that, of course, but at some point it changed its name and Raymond was part of that, in the sense that it, the university was creating schools within its umbrella.

Spaccarelli: Right. Right. Burns changed it to, yeah, University of the Pacific from College of the Pacific.

Windrem: Robert Burns, yeah. President, yeah.

Spaccarelli: Okay.

Windrem: I think that undoubtedly there was controversy at certain levels, but we weren't too, too much aware of those. I remember we pulled pranks on one of the fraternity houses and they were kind

of baffled because they didn't know who we were. I mean, we took, people got together and took the front door off the fraternity and brought it over to Raymond and eventually had to take it back. And I think that was a parade. And I remember one of our kind of outrageous students was a woman, young, you know, young woman, rode on the, it was carried along and it was like, it was a throne and she was sitting on the top of it, kind of silly stuff. It was fun.

Spaccarelli: Fun, fun.

Windrem: So controversies, I just don't know that there, well, in the time that we were there, there weren't very many of us.

Spaccarelli: Right. Right.

Windrem: Wasn't creating a great deal of impact.

Spaccarelli: Okay. Okay. Then let's move on. What were your thoughts on the educational style of the Raymond teaching philosophy?

Windrem: Oh, it was fabulous. You know, sitting in a, essentially it was before we had classrooms, we would sit in the lobbies of these dormitories, have a class there. Or, in a little, in a basement, I remember those, Mike Wagner, give these lectures in a basement of a dormitory and you can seat about 20 people at most in there. And he delivered the lecture as if you were delivering it, speaking to a classroom of 300, you know, same volume and intensity. It was not a, and standing at his podium, it was not a sitting around shooting the breeze. So, but, oh yeah, it was, I'm not sure it worked for all students, but it certainly, certainly worked for me. I loved it.

Spaccarelli: So, okay. I have a couple of questions then to follow up with that. So that seminar style, that sort of discussion based [format] that a lot of the classes had, how did that work specifically? How did that specifically work for you?

Windrem: Well, of course the process was, is that you had reading material and we'll have read that-

Spaccarelli: A lot, from what I know.

Windrem: A lot, a lot, tremendous amount, tremendous amount, spent hours. And, and then you of course [were] expected to read that. And, and then you would discuss it in this, in these seminars. And the professors, they would do, I mean, it wasn't just a, they would do in effect lectures even in that informal setting. That's right. We did a tremendous amount of reading.

Spaccarelli: And then to go back a step, to talk about Mike Wagner.

Windrem: Yes.

Spaccarelli: As you mentioned. So he taught the introduction to the modern world, right?

Windrem: That's right.

Spaccarelli: This class, this introduction to the modern world class, I've realized through talking to alumni is key. It's sort of a really important beginning touchstone-

Windrem: That's right.

Spaccarelli: -of the Raymond experience. How, how did the introduction to the modern world class work for you? What do you remember of it?

Windrem: Well, it was- the mission. It was, it was, it was sort of eye-opening. I mean, his, his mission was to blow up every idea that any student came with and just, and then the rest of your three years was trying to figure out how to put ideas back together, you know, and it was psychologically significant. I mean, Sunday school beliefs just got blown to smithereens. So it was a, it was a wow experience for me. It was big. It worked, I think that way for everybody. It opened us up. It worked. So we were able to not just dismiss out of hand some other ideas because we'd learned them from our families.

Spaccarelli: So it made you more open.

Windrem: Oh yeah.

Spaccarelli: To learning new ideas.

Windrem: Right, right.

Spaccarelli: Good. That's important.

Windrem: Oh, it is. It absolutely is. It, and it, it was not easy for quite a few students. It was fine to me. I didn't have any problem doing that, but boy, there were, there were some students who, who, you know, it was challenging everything they'd learned from their families and their, as I say, their Sunday school classes and things of that sort.

Spaccarelli: Yeah.

Windrem: But, well, yeah, it worked.

Spaccarelli: Nice. Okay. Moving on then, who were the individuals at Raymond that were most memorable to you and why? These could be professors, administrators. These could be fellow students, anyone who was memorable to you.

Windrem: Well, Dr. Martin, certainly. It was his vision and he was a passionate, very articulate, charismatic fellow, figure. Individual professors unquestionably, Mike Wagner, the- Gene Ford, he was a philosopher. Neil Lark. The professors, I think, are what are most, or who are most memorable. They stand out.

Spaccarelli: Of course.

Windrem: Hugh Wadding, Wadman, Waddington. I can't remember what...

Spaccarelli: It's Wadman.

Windrem: Wadman. Yeah. David Burke. He was a language professor. I was terrible. French from him and was a combination of French history and the language. And he wrote in my, forget what we call those, they weren't grades.

Spaccarelli: Term letters.

Windrem: Term letters about how Mr. Windham brightens considerably when we turn to French history. The language learning was impossible for me. But, and another, he was an American, but he affected a British accent, English accent. And there was a professor there who was English and made the comment that- about David Burke at some point that he was mid-Atlantic. His affectat- it wasn't true British. Anyway. So I'm sorry, let me go. I'm wandering off again. You were asking about people that were...

Spaccarelli: Memorable.

Windrem: Memorable. So, those professors. Sy Kahn. He was... (Laughs) When I came back from Mississippi, there was a term paper- there was a paper due the next day on literature. There was The Leopard, Lampedusa, the book, the novel, and we were to write a paper on that. And I did it the night I got back. And I remember Sy Khan being kind of dubious as to whether or not I actually wrote that. (Laughs)

Spaccarelli: (Chuckles)

Windrem: And I just assured him I had. And it was one of those things because the topic had to do with an issue of symbolism. And it just somehow I was, I understood perfectly what it was that was being asked for. And it was a good paper. And I enjoyed it. But anyways. So he was a terrific presence. Dr. Burr- outside of Raymond, there were others too, but in the Raymond context. And of course, among the students, why, my best friend, now a retired professor back in North Carolina and best man at our wedding, you know, those kinds of relationships.

Spaccarelli: Well, I will say, regarding memorable students, at the end, once we're done with this interview, I'm going to ask if you can provide contact information. So I maybe could do similar interviews with them.

Windrem: Oh yes.

Spaccarelli: But yeah, if you're ready to move on, we can. Okay. So what issues were you involved in that stood out in your mind as important to your growth and development at Raymond and the growth and development of the institution as a whole? And these can be, and these could be both internal, like within the university, and these can be social issues on a broader scale, like civil rights, as you were mentioning earlier.

Windrem: Oh yeah. Yeah. Okay. Let's state the question more so that my answer is, oh, growth issues that...

Spaccarelli: Stood out in your mind.

Windrem: Development of Raymond... One issue was drugs. And that's, we didn't have any, that came about not with us in our class, nor do I believe the class after us, but maybe the third. So that would have been '62... Right around '63, '64 people started, recreational drugs came up and I wasn't, we weren't, didn't have firsthand experience because it wasn't, as far as I knew, nobody was engaged, certainly not engaged in it to the extent that in subsequent classes did. We had a... And I think that had a pretty profound effect on the institution. At some point, I think there was a revolt against coats and ties for high table, you know, lost its formality. At some point, why, professors said, we can't live in the same place we work. So it began to, you know, move off campus and have normal lives. And that made a difference. Although some, I think Barbara Sayles was there for a very long time, but it made a little more normal, I suppose, in a sense. The other... So the drugs were a negative, not a, from what I could tell. It was just generally the idea, because it was a time in such ferment that young people were shifting away from these traditional ideas. And in many respects, Raymond as founded was very traditional on the, as I say, the Oxford model with high table and all that.

Spaccarelli: Right, right, right.

Windrem: That went by the board after the years.

Spaccarelli: But also your personal leadership and development. Do you want to elaborate more on being president of the PSA?

Windrem: Well, that was a, you know, that was a great experience, I- needless to say. I had, when I was 16, I was a page in the US House of Representatives. So I had very much of a sense and connection with that kind of the world of politics and social issues. And then this opportunity to go to Mississippi in the fall of...

Spaccarelli: To clarify, was that through Raymond, that Mississippi trip?

Windrem: No, no, it was initiated by a man named Allard Lowenstein from Stanford. He was an associate professor, I think, there and tied in to Dr. King's organization, you know, in Mississippi. It was a big, what it was, was in the fall of '60... Let's see what I said. I got to keep my date straight here.

Spaccarelli: I think you said '63.

Windrem: Yeah. Because I graduated in 60...

Spaccarelli: Was it your senior year or your intermediate year?

Windrem: No, my second year.

Spaccarelli: Okay. So it would have been '63.

Windrem: Because I was, see, I graduated in '65, so '64. Yeah, it had to be '63. Yeah, it was. Is that what I said? '63?

Spaccarelli: Yeah, fall '63. I think that makes sense.

Windrem: Yeah. Okay. So anyway, there was, it was the time, it was the general election in Mississippi for statewide offices. And of course, Black people couldn't vote. And so they held what was called a mock election, which is sort of a... And which there was a gubernatorial candidate, very fine man, and I'm trying to recall his name, African-American man, that was put up. He was just fine. And the idea was that we'd canvas all of the Black neighborhoods to see how many people would vote if they could vote. That was essentially the idea. And so to do that, they need a lot of foot soldiers. And so they went around and recruited students throughout the country, college students. And so anyhow, there were students out of Stanford and Allard Lowenstein came over to UOP to see if there were any, to try to recruit students from there. And there were four of us who volunteered to do that. So, anyhow, went to Mississippi nonstop, spent a week or so, and then came back.

Spaccarelli: Nice.

Windrem: And I think that the... Out of that, I became known and otherwise involved in issues at the university that supported my candidacy. So anyhow, and I was on university-wide committees, I think, through that whole process. It was a transition time. It was... I remember... See, my... I remember the way I viewed things was very much in sync with the way that Dr. Martin did. And I recall he... I don't know if I can remember exactly the situations, but anyhow, I worked with him and some issues would come up in the Raymond community. I can't... It's hard for me to remember. But in which I spoke out in

a way that defended the... Defended the ideas he had because they certainly matched mine. I should get, see if I can't be more specific. I think the later classes kind of chafed at the requirements.

Spaccarelli: You mean the curricular requirements?

Windrem: I think some of the curricular requirements and the social requirements too. Women, for example, I see you mentioned there. But when I was there- first came, women had to be in dormitories. Of course, there were no mixed- every- There were men's dormitories and women's dormitories, but women had to be in by 10 o'clock, I think, during the weekend and 11- I mean, during the weekend and 11 o'clock at night. Men had no restrictions like that. There was even a dress code in terms of what women could wear or not.

Spaccarelli: Yeah. That's not great. That's not great.

Windrem: No. In loco parentis was the idea that was it- in effect for a while and then that disappeared rapidly. The very rapid shift, like that about women. And now then, not while I was there, shortly after, I think they had co-ed dorms. So we were kind of at the end of one generation and the beginning of another.

Spaccarelli: Yeah, of course. I mean, the 60s from everyone I've talked to very clearly shifted dramatically from the beginning to the end in terms of the restrictions placed on students.

Windrem: Oh, yeah. Oh, yeah. Huge. Huge. Yeah.

Spaccarelli: Okay. If you're ready to move on, we can.

Windrem: Yes.

Spaccarelli: Okay, so what was the conversation around civil rights, feminism, community... Well, the war in Vietnam was sort of... We were at the very, very beginning of some of that, but the conversation around civil rights, feminism, community activism and the war in Vietnam. And how did Raymond support those conversations?

Windrem: Well, they were. A number of them, some of them not. And it changed in that three years, as we mentioned about feminism for a minute. I mean, that started going and Raymond was part of that transition.

Spaccarelli: My understanding is that Raymond women even took a leadership role within the university.

Windrem: Oh, yeah. It's very interesting. Raymond had... After I was gone, I mean, Raymond students did have leadership- There were other student body presidents that came along, not while I was there,

but a couple, three, a few years later, where Raymond students had leadership positions in the university. So that was good to see. But yeah, no, Raymond women were. Civil rights, as I mentioned, I was very much involved. Community activism. I think there was participation in Stockton. I don't recall that I was specifically, but there may have been students who were involved in local Stockton issues. War in Vietnam, it was still early. But the point of that change. Well, let's see, we graduated in '65. I'm trying to think. Student deferments...

Spaccarelli: I remember just how dramatic, how some students were talking about how even over the course of their three years, it went from not a topic of conversation to a main topic of conversation, because I think it was the draft really that did it, right?

Windrem: Oh, sure. Yes. It was. Yes. No, they're absolutely right. I would agree with that. By the end, it was a major preoccupation and student deferments kept you, you know, you were not subject to the draft in the sense of you weren't going to be drafted if you were a student. But oh, yeah, by '65, it was looming very large. The war. And I mean, they were topics we talked about.

Spaccarelli: Right. And so how did Raymo- so all these conversations, yeah, Raymond students were involved. Did Raymond as an institution, I mean, like professors, administrators, support those conversations and how did it do so?

Windrem: They certainly supported those conversations. I'm trying to think if there was classroom discussion of those. I don't remember them. That isn't to say that they weren't. But, you know, when you're doing physics, you're not talking about...

Spaccarelli: Right.

Windrem: The social issues. I guess the one thing about it is I think we all share the same, essentially the same values and the same outlook. In other words, it was a liberal school if you were to use that classification. So there wasn't a case where there were students advocating, arguing in support of the war in Vietnam, for example. You look at every one of those issues. I mean, we all felt the same way about civil rights and voting rights, feminism. Gosh, I mean, I grew up in a family and a setting that that did not place great value on the women's perspectives. I regret to say that, but- and it affected me, too, for a long time. So there was not a lot of feminism, frankly, in the school.

Spaccarelli: But that's interesting, that's interesting because like Betty Friedan and the Feminine Mystique were happening right then. Right?

Windrem: Yes, yes. But we are more observers, I think. Yeah. And Gloria Steinem. I mean, it was interesting, but I think in terms of how it was manifested on a day to day basis, relationships between men and women at the school were. I don't know. I mean, I see. I think there were probably- and certainly some students, women who may have been much more outspoken with just their chara- their personalities.

Spaccarelli: Right.

Windrem: And felt more empowered to do that, perhaps. I'd be so interested, if I'm- on your list, if you- if she isn't should be Norma Jean Chinchilla because she's just a marvelous gal, golly. And subsequent professor, not at UOP, I can't remember where. And they're coming. We're having a little spontaneous reunion here in a month from the first three classes. Yeah. Part of it's at the university and partly because so many of us are passing to the next realm and wanting to get together before we all do. So anyhow, but she's a, she's somebody definitely to be on your list.

Spaccarelli: I just looked. She is on my list. I haven't yet- I've emailed her. I haven't got a response though. So maybe you have more- different contact info than I do. But we'll talk about that after this.

Windrem: Yeah. Talk about that- OK, good. So anyway, did Raymond support all those conversations? Yes. In the sense that it was, it, they were, they were being talked about. There wasn't any disagreement in terms of what position people were taking by and large. There might have been some. It could have been some who thought, initially, that the Vietnam War, maybe that was justifiable, but that didn't last very long.

Spaccarelli: And Raymond as an institution was suppor-. OK, let me let me figure out how to say this. Professors were supportive of those conversations, they weren't like opposed to discussions around civil rights or feminism.

Windrem: No, no, no.

Spaccarelli: Okay.

Windrem: And yeah, certainly supportive. And, you know, it was a place that favored a lot of discussion on a lot of things.

Spaccarelli: Right.

Windrem: I think if you had an advocate for the other side on these issues, you know that- I don't know that, it's not like Raymond sponsored speakers who defended the war. Let me use that as an example.

Spaccarelli: Yeah. OK. Let's move on then, if you're ready.

Windrem: Sure. That's fine.

Spaccarelli: So what contributions do you feel that Raymond made to the local communities in Stockton? If any, the answer can be none.

Windrem: Yeah. Well... Yeah, I'm trying. That's, it's a good question. I'm trying to remember.

Spaccarelli: You don't have to know every single other student's personal involvement. I'm just asking, were there any like Raymond initiatives to go out into the community?

Windrem: I don't recall any. No, I think we had spent too much time studying. You know, there was other than pranks. I have a hard time thinking of... No, contributions, local communities. No, I don't think so.

Spaccarelli: Okay.

Windrem: Nothing comes to mind.

Spaccarelli: OK. Moving on then. Do you feel that Raymond has Raymond College met your expectations as an institution and as an education and why or why not?

Windrem: Oh, yes. Without question. I think, I feel, I think maybe I mentioned this very early on, but I came away with the sense and the ability to think about subjects that I would not otherwise have. In other words, being introduced, being introduced to ideas. And just funny little things like Raymond participated in university wide events called band frolic. And that was where fraternities and other organizations put on little presentations, acts and all the students came. It was a big, university-wide deal. So anyway, I MC that- our little section, the Raymond College section and one of our students. Marvelous woman. What- was the violinist. So she was going to play a piece of music by Debussy. I didn't have a clue as to how to pronounce the name, you know, the composer's name. I recall telling the audience when I mangled it so badly and Edna straightened me out. And that's why I came to college was to learn how to pronounce these composers' names. Anyway, just the idea that we get introduced to stuff like that. That was just really fun. So anyway, so being able to think critically, that was a big part.

Spaccarelli: One second. Was that Edna DeVore by chance?

Windrem: You know, I don't know. I don't, I don't think so. That was not her name. But it might be. I don't know if DeVore is a married name.

Spaccarelli: Okay.

Windrem: So I don't know which Edna.

Spaccarelli: Okay. But yeah, anyway, sorry. Continue.

Windrem: Yeah, it could be because I've seen her name and she's very much involved coming on this little reunion that's coming up. So I'm just a little unsure as to which Edna. So it came away with knowledge about a lot of things. Being able to be a critical thinker, I think was a part of it. Being excited

about learning. To this day, I'm just used to driving my family nuts and I think they've given up. But going to the encyclopedia all the time was something over the course of a conversation at the dinner table. Now, of course, it's Google, which I just love because there isn't a thing you can't ask about.

Spaccarelli: That is true.

Windrem: And wonder about and find out something. But that was, that love of learning, I think, was a big part of the Raymond education. And then as a preparation, I went on to law school, excuse me. And it was good preparation to be a lawyer.

Spaccarelli: I know some people have mentioned that after Raymond, grad school was easy. Did you feel like that was the case for you?

Windrem: Well, and that's a good question. Actually, law school, I can't say it was easy. One thing, you learn to work hard, which- at Raymond, so that certainly helped. But law school was a different experience in that, as I mentioned, in Raymond, the idea was that every week or two, there would be an insight, an aha moment. Law school was not that. Law school is a trade school, intellectual trade school. And it's teaching a certain kind of critical thinking that's much more intense than Raymond. Raymond is more about general ideas. It wasn't quite so much about, focused on the merits of an argument, at least ways not as much as law school. So it was great preparation in many regards, but it was- law school was not nearly as fun as Raymond. Law school was plain hard work. Raymond was fun. It was fun.

Spaccarelli: Was it, I just cross referenced another list I have, was it Edna Turner?

Windrem: Yes. Oh, yes.

Spaccarelli: That's Edna DeVore. That's the same person.

Windrem: Okay. Oh, yeah. She's a sweetheart. Oh, yeah. Edna. It was a different Edna, who was the violinist, by the way. In that little story I told you, it was not Edna Turner. It was a different Edna.

Spaccarelli: Got it. Just trying to follow along here. Okay. Let's continue. So last question from me, and that is how has your education at Raymond influenced your career or life choices? Other than law school, as we just talked about.

Windrem: Well at law school, as I mentioned, I of course was fascinated with politics. I loved politics and my participation was immensely, I guess if you can say it's sort of successful in that I had that position in student government, but lots of other opportunities that flowed from that. I continued to be involved in politics and still to this day, I did have an ambition to be, would love to have been an elected official and beyond that, for a number of reasons that turned out not the case, but I continue to be very, very much involved in projects over the years. So I think part of what the Raymond experience was the sense that- in career that if I had an idea and wanted to do something, I could do it. And I don't know if it's just a

function of age or whatever, but everything seemed possible then. I think Raymond fed that. I think that the Raymond experience was so positive in a way, it reinforced that sense about us ourselves. I think that's a bit, and so it's influenced my life choices and always valued learning and that's made my life much more interesting.

Spaccarelli: Yes, it does. Okay. Well, that's it for me. Now is when I turn it over to you and I ask you what have we not covered in this interview that you still want to discuss?

Windrem: Oh, it's very kind of you. And as I look at this, it seems to me like we've been, I've taken a whole lot more of your time than an hour.

Spaccarelli: Oh, don't worry about it.

Windrem: I guess I wish that every young person had a Raymond kind of education and it worries me, concern. And I have grandsons who are- grandchildren or sons are at college age right now. One's at UC San Diego and another is going to be going in a year or two. But Raymond, because it was all those three areas of learning- humanities, social sciences, natural sciences, I came away feeling that I had a solid base for going on and learning more. In other words, not everything is to learn to do an employable skill. And this nowadays, this huge emphasis on what is it? STEM, science, technology. And I don't know what the others are that in that acronym.

Spaccarelli: Engineering and math.

Windrem: Engineering and math. Yeah. That's making worker bees for heaven's sakes. That's not teaching how to think critically about or appreciate literature and the arts and philosophy and all kinds of things that enable people to, particularly now, sort out what's true and isn't. And in this day and age, that gets to be hard. So if you don't have a foundation with which to be able to do that, I think- I worry about it. So anyway, that would be... don't want to lose the liberal arts in the race for technology, which is insatiable, absolutely insatiable. Anyway, there you have it, from a fellow who's a graduate student from long ago. That was... We were lucky. We were, all of us who had that experience were very fortunate.

Spaccarelli: OK. Anything else about Raymond or are we good?

Windrem: I think we're good. Our little group of people getting together here in another couple of weeks, we'll do that... Do sort of what we're doing now, except between us, we'll probably remember better among us the particular events. So, yeah. Anyway, thank you.

Spaccarelli: Of course.

Windrem: I appreciate you doing this.

Spaccarelli: Yeah, thank you so much for your time. I'm going to stop the recording now then and then we'll chat a little bit more after the recording, okay?

Windrem: Good. Thank you.