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Gregory Finnegan
*Raymond College*

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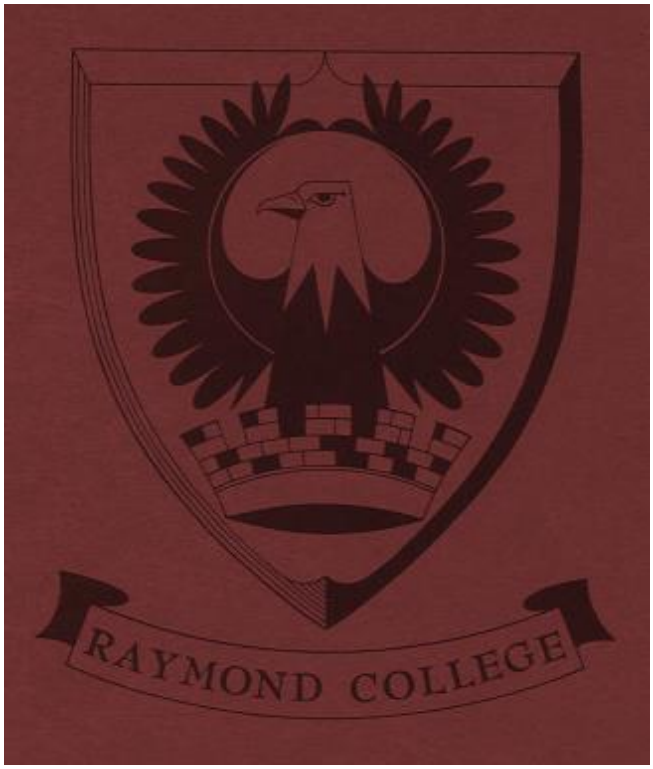
RAYMOND COLLEGE PROJECT ORAL HISTORIES
UNIVERSITY OF THE PACIFIC ARCHIVES




# Gregory Finnegan (1964-1967)
# Raymond College Student

June 6th, 2023

By Lorenzo Spaccarelli

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

Gregory Finnegan Interview

Transcribed by: Lorenzo Spaccarelli

**Lorenzo Spaccarelli:** Okay, hello, my name is Lorenzo Spaccarelli, and today I'm going to be interviewing Greg Finnegan. Today is June 6th, 2023, and I'm conducting this interview from Portland, Oregon. Can you state your name for the record and tell us where you're zooming in from?

**Gregory Finnegan:** Gregory Finnegan, Oakland, California.

**Spaccarelli:** Perfect, thank you. Okay, so to begin, what years did you attend Raymond?

**Finnegan:** 1964, graduated in '67.

**Spaccarelli:** Got it, so you were the third class.

**Finnegan:** Yes.

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

**Finnegan:** A visit that I made there. When I was in high school in Redwood City in the Bay Area, I sort of, you know, the default assumption was you either went to Berkeley or you went to the JC. When I applied to Berkeley and I got provisionally accepted, I never did figure out if I would have gotten in. I don't think I did. But my mother had attended COP. And so she knew about Raymond from the alumni news, and she urged me to talk to the UOP recruiter when we visited Sequoia High School, which, as I recall, I was happy to do if for no other reason than it got me out of a class I was happy to get out of, and go to the interview. But it did sound interesting. So I made an appointment, and my girlfriend and a friend of hers who were a class behind me all drove up to Stockton to visit Raymond and went to a couple of classes, which were stunning. And not least because they were seminars of about a dozen students, with great discussion. What I did, one thing I noticed was that the classes went 20 minutes overtime. What I didn't know was that the experiment that year of having 30 minutes between classes was junk because everyone ran over. And it was 15 minutes between classes when I got there. But nonetheless, nobody was looking bored. Everybody was interested. And by contrast, when I had attended a prospective student day at Berkeley, with the idea of being a history major, so I took the history option. And what all I remember, but it's the main thing to remember, was they gave us a sample U.S. history lecture by some all-star professor in their department, and mentioned in passing that, were he giving this same lecture to his freshman survey U.S. history course, he would be doing it in the room we were in, which seated 600, and in five more rooms of equal size on closed-circuit TV. This is the year before Berkeley blew up with the free speech movement and all of that. But the contrast was rather stunning, so I basically never looked back from that point of view. And so that was why this looked like a place to go.

**Spaccarelli:** Right.

**Finnegan:** And that, I would say that in turn is also part of my first impressions of Raymond College, question seven, because it was that visit and attending two classes, I think a civ class and a literature class, that just were, you know, wow, this is where I want to go.

**Spaccarelli:** But really before we get to the first impressions question, I want to get at more, for example, like your freshman camp, right? You had freshman camp, and then your first classes in your first official semester.

**Finnegan:** Well, I can't- I can tell you one thing, and it's probably the only thing I can remember from freshman camp, and that's not literally true, but it's close enough to true, was there was an influential professor- if you've done these, you know this already- Mike Wagner, but one of the evenings at freshman camp up at Lake Tahoe was just sitting around with some of the faculty. And I remember being somewhat stunned when Mike Wagner made some comment about, and I don't remember what the specific comment was, but it was with reference to what in those days we used to call communist China, that was not judgmental. And I thought I was fairly cool. I used to hang out at Kepler's Bookstore in Menlo Park, which was where Joan Maez's nonviolence guru, Ira Sandperl, was one of the clerks. And, you know, I thought I was fairly hip. And I had just sort of, this was one of these, 'gee, Toto, we're not in Kansas anymore' moments.

**Spaccarelli:** (Chuckles.)

**Finnegan:** And then the other part, and this comes to what was certainly not an advertised, at least that I saw, virtue of UOP, much less Raymond, but we got back from freshman camp, back to Raymond Quad, and fairly soon thereafter, I was in the common room talking to a classmate, Edna Turner DeVore, who she now is, who is still a close friend. And she grew up on a cattle ranch in Sierra County. They used to winter the cattle and the family for schools in Sacramento, or suburban Sacramento. But she grew up on a family ranch and had been her family since 1850. So we're talking. And I should say, all I knew about ranching, or about, you know, is meat comes in cellophane packages at the supermarket. And then another student who was a member of the class of ‘66, Paul Frovos, wandered up and joined the conversation. And it turned out he was from a turkey ranch outside Modesto, Riverbank. And they started talking, and it was like they'd switched into Mongolian. You know, I knew nothing about ranches, or ranching, and not a whole lot about the mountains or the valley. I was from the Bay Area. And this was, you know, ethnically, racially, there wasn't much diversity at Raymond. But in terms of California demography, it was a very diverse place. I learned a lot about a lot of parts of California that I hadn't been to just from having classmates from them, fellow students.

**Spaccarelli:** Yeah. Interesting. And then what about your first impressions taking, in your first semester, taking those first classes? What were you thinking?

**Finnegan:** Uh…

**Spaccarelli:** Did it feel like that seminar experience you were promised?

**Finnegan:** Yeah, I mean, the more memorable, yeah, one plus one minus, the plus which was different was almost all of Raymond was seminars. And the sciences, you could, just because there were small classes, you could weakly claim were seminars, but they were labs. But you know, there was still a small group of students. The one exception in our time was a course called Introduction to the Modern World, which was your first term. It was headed by Mike Wagner, but co-taught with a couple of other professors. I think Clifford Hand from English and Theo MacDonald from math, who was one all-around genius I've ever met in my life. But lots of the other faculty guest-lectured in it. And it was sort of- swooped through Western history, mostly, but with a certain amount of social science and not least anthropologies. And I went on to be an anthropologist, but it was relatively diluted by that way or knew (?). But it was a subject I hadn't heard, encountered before. And so that was, a course- it had a lot of impact on a lot of people. The one downside was because there was a writing course requirement and two-term writ requirement, there were more, basically, English professors were the only category of academic specialist that Raymond had more than one of at a time. And they sort of functioned like a prototype department, interestingly, in rigid ways. But the professor I had was an instructor. She was fresh out of grad school or- I guess she was an instructor. She probably hadn't finished her dissertation yet. And I had not only been at my high school, I had been in the very first iteration of an AP English class, but I was actually one of three students who passed the AP exam at a level that normally counted. UOP didn't recognize it, so it wouldn't have worked for Raymond anyway. But I did note the subject and it was not a well-taught course. So that was sort of a downer. But other than that, the other slightly quirky first-term situation was, which caused me a lot of grief in the short run, was Raymond technically offered four languages. The three that everybody took, one or the other, was French, German, or Spanish. But they offered Latin. But that actually meant, if you opted for Latin, was taking Latin classes at COP.

**Spaccarelli:** Ah.

**Finnegan:** And COP started about three weeks later than we did, because we were cramming four years into three. We started like the third week of August and ran until the middle of June. So there were two—I had the notion of being a classical historian. I had done German and Latin in high school, three years of each. But so I had put down Latin as my choice. And there were only two of us who opted for Latin. And I think they didn't get around to giving us the qualifying exam until COP was about to open. At any rate, my fellow student passed. I didn't. So suddenly, three weeks into the term, I've got to pick another language. And since I hadn't much enjoyed German, I figured I'd have to learn French eventually anyway, French three weeks into the term. And I was never a glorious language student anyway. I mean, a few things will tell you. And you may have heard, if you've been doing these interviews, about David Burke, who was ultimately sort of a tragic figure, but a wonderful teacher. He was a French professor, although his degree from Cambridge was in Portuguese, and he had degrees in Latin. He'd lived in Brazil for years. But he never did finish his PhD at Berkeley. But two things about him. One, as you doubtless

know, we had term letters. One of his term letters for me, he memorably remarked that he had initially supposed that my mumbling in class recitations was a sign of poor elocution. But as he got to know me better, he realized it was a sign of my good breeding. I was reluctant to commit atrocities in public.

**Spaccarelli:** (Laughs) That's funny.

**Finnegan:** And several years- around about 1970, '71, I ran into him at a party in Berkeley at the House of Lecture, with those who did pass the Latin placement exam. And I mentioned to David that I was studying French again, because I was going to be doing dissertation research in a French-speaking African country. And he looked at me and dryly remarked, he trusted I was struck by the novelty of the experience of studying it.

**Spaccarelli:** That's funny.

**Finnegan:** But that did put me behind an eight ball, and it's why I think I provisionally failed the middle, the winter term French course with the proviso that if I passed the spring course, the spring term, they would retroactively pass me on the preceding one. Which I did with great effort, but at the expense of calculus, which I'm not sure all the king's horses and all the king's men could have gotten me through anyway. But that was another one of those luck of the draw situations. They did have, I guess, at that point, two math professors. The legendary one was Theo MacDonald, who was a Canadian who had graduated from McGill at age 14, I think, or entered McGill at age 14... Sorry, graduated from high school at age 14, had to delay going to McGill until he was older, because they wouldn't take him at that age. He was a genuine all-around genius. And among other things, he had two PhDs. He was six weeks from defending his dissertation in mathematics when somebody in Germany, proved the same theorem. He then got a PhD in zoology. He read 10,000 words a minute with total comprehension. Raymond's faculty had weekly faculty- required faculty meetings, which he wasn't happy about. He would read two or three books in a faculty meeting. For IMW, the course I mentioned, there were three 10-page research papers. And for each round of them, one of the three professors who were co-teaching it graded a third of the papers. And for his allotments of papers, he read the bibliographies, read everything on them he hadn't already read, and then read the paper.

**Spaccarelli:** Crazy. (Chuckles)

**Finnegan:** And he had a reputation to be able to teach math to stones, which I closely resembled. But they had another guy for that year only, who was a stereotype of why math professors have a bad reputation, why math is regarded as an obstacle course, not a useful course. So, again, it would have been an uphill slog in any case, but I think if I'd had Theo, I might actually have learned it. But that was sort of my freshman year in a nutshell.

**Spaccarelli:** Wow. Unfortunate. Okay…

**Finnegan:** At one point, I had the record for anybody... As you probably know, the Raymond grading system originally was unsatisfactory, satisfactory, high satisfactory. Well, fairly early on, in my time, they dropped the high set. And unsatisfactory somehow was in the Raymond- in creating a transcript that would be intelligible to the outside world, was somehow counted as three units of B and two units of F or something for each five-unit course. I had the record for some point for the most of these for anybody to successfully graduate. I was unsatisfactory in calculus and physics, and also in one term of world civ, which we'll get back to, I'm sure, but somehow I learned from a footnote in a book by the late Gene Wise, Raymond professor, that somebody eventually surpassed me and graduated with five of them. So I no longer held the record. Those are the things where when I was good, I was very good, and when I wasn't, I wasn't.

**Spaccarelli:** Can I ask if that was because of interest? You just struggled to sit down and do something if it wasn't interesting, or you just didn't understand it?

**Finnegan:** Neither. It was somehow putting in the time to actually do it. I mean, calculus, like I said, I'm not sure that all the king's horses and all the king's men, but I was desperately trying to pass French. So as not to fail two terms of it. And I discovered you basically can't cram calculus the night before the final. But I think, let's say in physics, which I had had in high school, I think I understood the general concepts, but the actual mechanics of it. I was also a victim of my own intelligence in the sense that I was bright enough that I could get by with less effort than a lot of people, which is not the same thing as saying I could get by everything. But I could have put in more effort than I did in a number of classes. And I suspect that- like certainly, I once wrote two 10-page papers between midnight and 5 a.m. I could get away with that because I could write well enough. But what finally made a decent writer out of me rather than an adequate writer was later on as a scholar when I began doing my first publications were film reviews for the Anthropology Journal, and those were done to a 400 or 600-word limit. And I would write a draft, and it would be 850 words. I'd go through with a red pen and whack away at it, and I would get it down to 550. And then I would go through about three colors of ink to get it down. And of course, it was astounding to realize how much you could get rid of and not lose anything and actually gain something. But that was a purely rigid rule that I had to deal with. And so I think some of my issues at Raymond were... It wasn't that I was any more dissipated than anybody else, and some were vastly more so, but I just didn't always put in the effort that I should have. It was the odd occasional where a professor assigned, it was a very well-designed curriculum. And I do have one thing to say about that when we get to it, but somewhere there's a question about what we should have had, and that's great. Just to get there. Statistics course, but we'll get to that eventually.

**Spaccarelli:** Yeah, we will. But before we get there, can we talk about memorable events? So were there any memorable events that stood out to you during your time at Raymond? High tables are an example, but they can be other events as well.

**Finnegan:** I will start with a high table event that was, in one sense, one of the high points of the whole three-year experience. One of the speakers, I'd have to dig out whether it was freshman or intermediate year, but anyway, one of the high table speakers, a man called Robert Moses, who had, under a slightly

different name, he had been the head of SNCC, Student Nonviolent Coordinating Commission, and he dropped- backed away from that for reasons that made the whole thing memorable. He went on, taught in Africa, in Tanzania for many years, came back to this country. He got a philosophy PhD. He developed something called the Algebra Project. He only died a few years ago. He was based in Boston for much of it, to make algebra accessible to inner-city kids who had less good schools. But what made it memorable was he had been head of SNCC, which was the height of the Civil Rights era. The summer of '64, a couple of Raymond students had gone to Mississippi as part of the Freedom Summer, and they were back and talking about it. And he had stepped down as head of SNCC for two reasons. He didn't like, sort of, cult of personality aspects of being, you know, a very public leader, but he also realized that the function of a radical, by definition, or the function of a radical was to push the center of compromise further in the desired direction.

**Spaccarelli:** Right.

**Finnegan:** But to have the energy to sustain that, you could never settle for the inevitable compromise, which is all you could realistically hope for. So you could indeed accomplish something, but you yourself could never recognize that you had.

**Spaccarelli:** That makes sense.

**Finnegan:** And he saw that as, you know, a price he didn't want to pay. And that was such a sort of an aha moment of, you know, how the world works and how the individual fits into the world, that made a very lasting impression on me.

**Spaccarelli:** Yeah, that makes sense.

**Finnegan:** So that was one memorable high table. Another one was not the high table, but a word that probably didn't exist, a term that didn't exist then, the after party. There was a high- it might, it was probably a high table, it might actually have just been a use of the Great Hall. But anyway, there was a chamber music concert by a visiting British chamber music quartet, quintet, and who were in fact in gowns and tuxedos for the event. And somebody, I don't know who made the first move, they wanted to see something different. Anyway, the whole, the quartet, whoever students they were in contact with, and a whole- sundry of the rest of us wound up ending up at, the only time I've been at something you could legitimately call, in the archaic term, roadhouse, it was a blues dive just outside the city limits of Stockton, I think. And all the- totally African American, except for this crowd that came in from Raymond. I happened to be in the first car that got, it was 50 cents admission, and if you had 50 cents you were old enough to get in, whatever the law said. And I was in the first car that got there before anybody else got there, and at one point a fight broke out at the table next to us between two men and one wound up throwing a chair into the drum section of the band.

**Spaccarelli:** Okay. (Chuckle)

**Finnegan:** And then the rest of the people arrived, including this British quartet who were absolutely fascinated. And there was this somewhat rotund musician in his tuxedo up dancing to the blues music. And that made an impression. I'll let those go for the memorable ones. And another, how you fit into life, one of the other quirks of the three-year curriculum as we then had was that I turned 21 spring break of my senior year, but that meant for my last term I was one of two, possibly three, Raymond students who were 21 and able to buy. And having a 21-year certified driver's license made you a community resource.

**Spaccarelli:** (Laughs)

**Finnegan:** I sometimes made four trips a night to Dan (?) Liquors.

**Spaccarelli:** Right, right, right, to provide beverages for everyone.

**Finnegan:** Yes. A- a little footnote to that there. Whereas my wife, who was a couple of years younger, who I met when she was an undergrad and I was a grad student at Brandeis, the local liquor store in Waltham, Massachusetts, delivered to the dorms. It wasn't legal, but they did it.

**Spaccarelli:** (Laughs)

**Finnegan:** It was a whole different world. Anyway, so at one point in my new capacity, I had been the person to buy a keg of beer for a keg party on the levee, which was the place you had to do such things because you couldn't do it on campus. So my mother was a COP student in 1936, '38. To smoke, you had to go put a foot in Stadium Drive, now Brubeck Way, or- to be on city property, because it was illegal on the Methodist campus. Anyway, but I realized at one point, having bought the keg, and I was there for, I wonder if they had the deposit on the keg, in charge of it, I had to essentially keep everybody from going crazy because it was my responsibility to be responsible for the whole event, which was another one of these aha moments. But in terms of, well, I say, you know, Raymond Pacific was still nominally Methodist. So one of the things I still treasure, I have a scan of it, I have a receipt from the, there was a cleanup day toward the end of our senior year, and I have a receipt for a check stub for a payment to me, reimbursing me for cleaning expenses, quote unquote, which was actually beer, because the college administration could not buy it. And then we had a senior picnic ahead of graduation out at Mickey Grove, I think. And again, I was the one who bought the keg. I had a pickup truck at the time. The keg sat on the passenger seat of my pickup truck, and people just discreetly went there and got their beer. But the college couldn't officially acknowledge that such a thing could happen at a college event, even though I have photographs of faculty members with cups of beer in their hand at the event.

**Spaccarelli:** Oh, that's great. That's brilliant. Okay, that, that's a good number of memorable events so if you're ready to move on?

**Finnegan:** Okay.

**Spaccarelli:** So do you remember any controversies during your time at Raymond? And these can be between the cluster colleges and the rest of the university, between administrators, anything you can think of.

**Finnegan:** Oh, not sure you could go so far as to claim controversies between the cluster colleges and the university, although I'll get to a couple in a second, in the sense that- what we used to refer to the eucalyptus curtain. You know, separating us from them, it was just a whole different scene. Like one of the minor examples was- for reasons I never have understood, chapel was held on Tuesday mornings at 11, which was not obligatory. But what was obligatory was everything else in the university shut down during chapel, which meant the library.

**Spaccarelli:** Ah.

**Finnegan:** And Raymond would- made far and away heavy use of the library because of our research-based curriculum, term-paper based curriculum whereas most of COP at that time was textbook based. You know, you would forget about chapel because nobody ever went and go to the library at 11:30 on Tuesday morning and you couldn't get in. Yeah, we used to take- this is an unverified, possibly folklore but believed-in notion from my time was, we were Raymond took pride in the fact that we constituted 10% of the student body but allegedly accounted for 50% of the library fines. And I do remember- this was also something in your privacy-driven generation you would find hard to grasp but you used to sign out books by signing a card in the book. And those cards stayed in the book, which meant you could see who else... I once checked a book out that had last been checked out in 1915 by Tully Knoles when he was a student.

**Spaccarelli:** Wow, that's incredible. That's fun.

**Finnegan:** Yeah. So there were some controversies. There was a- coed sleepover in the common room. I did... I don't know how much, if any, sex there was. I certainly shared a sleeping bag with a woman and did not have sex but allegedly somebody from the UOP administration wandered in randomly early in the morning and was rather startled by this. And one of the things that, I can't document the specifics, but you've probably heard, if you haven't you will hear, memories but especially complaints about Dean Peckham, the Dean of Students at Moraine.

**Spaccarelli:** Yes, certainly.

**Finnegan:** And he ultimately got pushed out of- allegedly for altering transcripts of students he disliked, went to San Fernando Valley State, but- Cal State Northridge I think it is now- but he apparently caught a lot of flack that we never even knew about facing outward, protecting the college, even though within the college he had some issues. So in terms of controversies, I would say, I'm not sure controversy is the right word, but I'm not sure where it fits into the whole thing otherwise. And I will email you a background, a document I drew up in the late 90s, an article in the Pacific Review. I had long wished that- I'm going to back up a bit, this will take a few minutes. Raymond alumni were very alienated, of

course, when the cluster college was shut down, as were the cluster alumni generally. But it was also clear, if for no other reason than the tenured faculty got absorbed into COP- most of them- that COP changed because of all of this. You know, the COP that one saw visiting later was not the COP of the years I was there, or the years my mother was there. And I had wished that, you know, somebody should step back and look at this in the Pacific Review. And I had hoped that Griffin Hand could do it, because he'd been a, I never had him as a professor except guest lecturing in courses, but he was a standout English professor at Raymond. But he was then ultimately a vice president of UOP. But his health didn't permit it, and he passed away. So, but I did contribute to persuading the Review to do an article, so I wrote a document for the person writing, the staff member writing it. And that has much of this, I'm sure it'll overlap with things I'm saying today, but it has other things. One of- because at the time, Raymond basically did not allow living outside the dorms. In my time, one, perhaps two, married students, students who found it convenient to get married, managed to talk their way out of it. But otherwise, this was partly, totally legitimate in the sense that they, what the founding provost Warren Bryan Martin used to refer to frequently as the co-curriculum, what happened outside the classroom was a vital part of the whole education, which was true. So, I learned as much from the senior across the hall from me as a freshman than I did from my classes. And that was, of course, all outside the classes. The other reason they insisted on this was they had to pay off the loans they'd taken to build the quad. But that meant that we lived in the quad. We had all of our classes except the science labs, which were over in the then-Quonset huts. Everything else was in the quadrangle. The classes were held, they must have held IMW somewhere else because that was too big a room, but anyway, most of the seminars were in either, there was a classroom in each basement and there were lounges in each of the four dorms. And that's where almost all the classes were. So, you lived there, you ate there, you went to class there. And that meant that you saw the same people and it was never- the clusters were imagined to eventually be 225, 250 students each. We never got above about 180 at the beginning of a year and the attrition rate, which we'll be talking about at some point, meant that you never finished a year anywhere near that high. And so that meant there were relatively few people, so you knew them all, some better than others. But it meant it was what I referred to in this document, I'll send you, a see-through pressure cooker. Anybody's problem was everybody's problem.

**Spaccarelli:** Right.

**Finnegan:** Which was somewhat different than... that might be in some sense true for any small-scale living unit, but it wouldn't be true for the entire institution under most circumstances. So, and part of that, since I eventually became a social scientist, was one of the first instances I can think of, of my own having what is sometimes referred to as a sociological imagination, with the realization that at some point around February or March, some issue would blow up into a controversy, because the combination of the dreary Delta winter and the pressure of the term, something would happen.

**Spaccarelli:** Right.

**Finnegan:** And it was like, Raymond was given to having community meetings to solve problems. It didn't happen more than once or twice a year, but when something big happened, there was a name for

it, which is escaping me. It's probably in the document I'll send you. Information and something... So I, anyway, but at one point there was, my roommate Dave Wellenbrock and I had some ideas on a curriculum reform, some tweaking we wanted to push through, but we realized that these meetings started at eight, and we realized everybody, there would be so much posturing and bullshitting, we didn't show up until 10 intentionally, knowing that everybody would be exhausted by then. Nobody would have come to any conclusion, and our suggestion would be taken as wise because everybody was exhausted and looking for a solution, which is exactly what happened.

**Spaccarelli:** (Chuckles)

**Finnegan:** I don't remember what the change was, it was not major, but in any case, we always assumed that there were just such cultural differences between us, or us and Covell, Callison didn't exist yet, and the rest of the university, which is to say, pharmacy, engineering, COP, education, music. And there was next to no contact because, among other things, you couldn't take classes, very rarely could somebody make a case to argue it, or take a COP class, for some very unusual reason, and the academic calendars weren't in sync in any case. And so there was a year- one year the soccer team was entirely Covell, except for one Raymond student, and one or two Raymond students maybe played baseball, but there wasn't much athletic connection. Two or three or four of us were active in the Pacific Student Association, the student government, and I got myself elected as a National Student Association coordinator, because my friend across the hall had been that job, had that job previously, which made me an ex-officio member of the student senate. So I got to know some COP students fairly well from student government, but there wasn't a lot of mingling. And so the best it ever got was what eventually became the Callison Quad, the northern of the three quads, was delayed in construction. And it was going to be used for COP, or UOP-non-cluster housing, until Callison opened. But of course it couldn't be, because it wasn't ready. So we got, and Raymond was never full, in terms of our enrollment, so we got a bunch of COP students mixed in with us, in some cases even rooming with Raymond students. And I had one- there was a student down the hall from me, this is later in my freshman year when I was in a different dorm, who was a conservatory student. And he was rooming with another student, they were both very active in the Newman Association. In fact, after graduation, one of the Raymond students went into the Jesuits and lasted about six weeks before they threw him out for being gay. But the other one went into the Franciscans and didn't last. But I also knew him much later in the 1980s into the 90s. I was a librarian and adjunct faculty member at Dartmouth College. And Bill Summers, this conservatory student, was a music professor at Dartmouth. So I got to see him then in a wholly different context. So I did know a few COP students that way, but there wasn't the kind of, there wasn't much that mingled people. And again, this is in the, I won't go into this too much because it's in the document I'll send you. At that point, politically, Raymond was liberal. There was what was known as the God Squad, the Anderson Y students, religion majors, socially conscious, and Alpha Kappa Lambda fraternity, which was off-campus, the other side of Pacific Avenue, and was a mix of engineering nerds and liberals, very unlike the rest of the fraternities and sororities. My mother being a COP sorority member, and one of my, a kid from two doors down the street from me in Redwood City, who was a classmate of mine, grades one through 12, was a COP student when I was a Raymond student and was a fraternity member.

So I occasionally saw him in his fraternity house, but it was, it was just, it was a different world over there.

**Spaccarelli:** Right, right.

**Finnegan:** And I don't know what could have been done to make that different, but effectively we didn't. And one of the things that we did, I've been part of an ad hoc working group of Raymond alumni with academic careers who put in a proposal to President Callahan for an honors college, which is, the wheels are turning very slowly, but one of the things we intentionally did in our proposal, apart from acknowledging that the actual details would be worked out by the actual UOP faculty and administration, was that it had to be something that served all the university. It couldn't be a segregated thing.

**Spaccarelli:** Right. Yeah, that's fair. Okay. We covered all of everything in that question there. I'm trying to think if I have any follow up questions about controversies. I don't think I do. I think I'm good. So if you're ready to move on, we can talk about your thoughts on the, on the educational philosophy?

**Finnegan:** Okay. Again, very struck by the seminar basis to it, and the fact that the curriculum was designed as a whole, so that, for example, in philosophy we actually did discuss the ethical implications of things we learned in biology. And that wasn't an accident. That was why they set it up that way. But in addition, one of the things that was intriguing for me was that because everything was seminar-based, almost everything, there was an ethos that you not only were responsible for your own education, which obviously would be true no matter what the philosophy, what the setting, but everybody else's also, that it was a team effort, if you will. Contributing to the class wasn't just getting your grade. It was part of the class.

**Spaccarelli:** Right.

**Finnegan:** And I realized when I got to graduate school that most of the faculty and most of my fellow grad students didn't really have a good sense of how a seminar really works, which I did have because I had been in some very exemplary ones. Well, as you'll see in more detail in the thing I'll send you, the most memorable of my seminars was Gene Wise, who was an American Studies professor, seminar where he asked questions like, what is a good society? You still can't answer. You spend your life trying to answer them. And he stopped us cold one day. I mean, literally the room went silent because he remarked going on about good society and what that might mean. And he pointed out quite accurately that almost all of us had arrived at the opinions we were expressing by rebelling against our family upbringings. And how exactly did we propose to pass this on to our own children? And that, you know, my own kids have turned out extremely well by my and Raymond's standards. They're both college professors. But I didn't try, I can't remember I did anything conscious to try to do it. But the fact that you did have a, it was this shared kind of thing. There was also, it's not so much the style as the consequence of the demography of it. You know, it's a relatively small- my third class started out with 77 students. There were, you know, some left weeks into the first term. We graduated 40 and of that 40, six or eight

were people from the first two classes who'd slopped over. You know, there was a tremendous attrition rate, but you did, but there weren't that many students. So, you know, you saw most of the same people in most of the same classes, which was gen- generally a good thing because you got to know them and you got to see the different perspectives. One of the interesting things was that I, my last term, I took a seminar, an optional seminar, in lieu of an independent study, taught by one of the English professors who had actually joined the faculty after I had gone and done all the English classes. And one of the members of that seminar was Tom Preece. I don't know if my classmate, I don't know if you've interviewed him or not.

**Spaccarelli:** Not yet. I'm going to after the reunion.

**Finnegan:** He's a novelist. Anyway, by some fluke, I knew him, he was a friend of mine. But after IMW, the first term, I happened not to have had any classes with him until that last term. And this was a literature class, which was his thing, it wasn't my thing, but I would, I did the work, I did the reading, I would come to class thinking I had an understanding of the book. And then Tom would get going, and suddenly there'd be like six more layers to the onion I never knew existed. Which was sort of, it's humbling, it's humbling, usefully humbling.

**Spaccarelli:** But that's the point of a seminar.

**Finnegan:** To be reminded that people see things you don't.

**Spaccarelli:** Right, right, right. But that's the point of a seminar, really.

**Finnegan:** Yeah.

**Spaccarelli:** So, it's great.

**Finnegan:** So, I think the style and the philosophy worked. I think there's a later question. The one thing I think we should have had, and other people I've talked to agree, there should have been a statistics course. Because one of the foundational notions of Raymond, well actually, strictly speaking, it's a foundational notion of the entire idea of a liberal arts education, but one that is mostly ignored in most circumstances and places, is to equip you not to get a job, but to for the rest of your life be able to cope with learning things, doing things, judging things, reacting to things that you're going to encounter. But Raymond certainly did take that idea very seriously, and it was discussed. And we should have had some knowledge of statistics. We had to have math as a prelude to the integrated science sequence. But the idea that everybody needed to know something about statistics should have been addressed. Just as they did, this is one of my own hobby horses, because I was, I mentioned writing film reviews, I was an film review editor of that journal. I taught a successful course in anthropological film. One of the things that Raymond made, one memorable, I guess it was technically a high table, I don't remember. They showed us Reine Riefenstahl's famous Nazi film, Triumph of the Will, the 1934 Nazi party rally, which is an epic film about an epically awful subject, but brilliantly made. And they also showed us one of the

Frank Capra, why we fight, films that were made to show to US service members during World War II, which was not quite so well crafted as Reine Riefenstahl. But that was the only venture, maybe even the only required film, I don't know, the idea that you were going to get some of your life information from visual sources, apart from the art course. And certainly by the time I was teaching a film course at Wake Forest College and then at Dartmouth, it should have been even more obvious that most people were going to get much of their life information from, this is pre-internet, but just from visual, non-print media.

**Spaccarelli:** Right.

**Finnegan:** Television and so on. And nobody taught you how to read a film. They taught you how to read an article, read a book, but you're watching TV or a movie, how do you decide it's persuasive, particularly if it's supposed to be factual? I can't hold that against Raymond because I don't think anybody was doing it at that time in American education, higher education. But anyway…

**Spaccarelli:** Just film literacy generally.

**Finnegan:** Yeah.

**Spaccarelli:** Yeah. Okay. If you're ready to move on, we can talk about individuals.

**Finnegan:** Sure.

**Spaccarelli:** Yeah. So who were the individuals at Raymond that were most memorable to you and why?

**Finnegan:** Mike Wagner, staggeringly so, just because he was very charismatic. I have two pictures of him up in my study to this day.

**Spaccarelli:** Everybody talks about IMW as like such a big landmark. Was it that class or was it the econ class you probably took later?

**Finnegan:** No, the econ class was, I mean, it was interesting because it was Mike and because then- I'm getting ahead of myself because I'm eventually becoming an economic anthropologist, it's one of my specialties- because Mike Wagner was a member of a relatively small school of thought in economics that was heavily influenced in some simple ways by anthropology. But the class wasn't otherwise memorable. I'll come back to it for one reason later. But IMW was, you know, in a sense, it was, writ large, the encounter with him at freshman camp where I was stunned that he talked about red China in a neutral tone. It was for many of us, and especially for people coming from the valley, and I was coming from five miles from Stanford, so I had an inaccurately enlarged impression of how cool and knowledgeable I was. But it was easy to think that there, but there were plenty of people coming from lumber mill towns and farm towns that had never seen any of this stuff before. And that meant that there was a lot of this, we're not in Kansas anymore. I remember Paul Frobos, the guy I mentioned

coming from the turkey ranch, described one of his high school teachers asking him to stay after class, opening the bottom drawer of his desk and taking out a rubber-band-wrapped, tattered copy of Catcher in the Rye and said, I think you ought to read this, but don't tell anybody I gave you the book. Because that would have been controversial in Riverbank, in Stanislaus County. That wasn't the kind of high school experience I had. But IMW, which everybody was in, it was the one, there were, there must have been a discussion section, discussion sections. But in my case, it starts out with 77 students, but almost, it was the only real lecture course at Raymond. And some of those lecture styles were very good. Ed Peckham was an awful dean of students in the end. But he was a brilliant lecturer in the US history. I remember he gave a lecture on colonial American history that, you know, was the easiest thing to take notes on I've ever tried to take notes on. And I think it just, it was, it had an impact. And Mike defined a lot of the philosophy of the place. Much of, many of the faculty were quite young.

**Spaccarelli:** Right.

**Finnegan:** Many of them were fresh out of grad school. He was a senior faculty member and he carried a lot of influence for that reason. And, you know, his, one of his major points was basically getting across the idea that there was no theology. There was no purpose to the universe. It was. And a lot of people come in from, and I remember a couple of years ago, somebody in my class who I actually didn't know very well, remarked in some discussion about Raymond on the Raymond listserv, that she was one of the people who had successfully resisted Mike Wagner's attacks on religious faith, which wasn't how I would have framed it, but more or less it was accurate. But, you know, so for a lot of people, it was, you know, going. So, yeah, and the one great failure of Raymond in terms of its philosophy, when, you know, when you were at Raymond, of course, where you wanted to go for your free time was Berkeley, which meant taking the Greyhound bus. And so, one did this, and my friend Sullens, who just died two months ago, I was a best friend of his, was sitting across the hall when I was a freshman, and I used to take the bus sometimes, and we got a couple of trips. There was a Stockton high school student, a student at Stagg High, riding the bus that we got to know, and we talked him into coming to Raymond. And he was a, you know, he graduated from Raymond, but it didn't affect, he was Jewish, his father was a physician. When, at one point, Jessica Mitford, the author of The American Way of Death, who was controversial for her left-wing politics, was supposed to speak at UOP, and that got canceled by the administration as too controversial. It was Stattner's parents who hosted her speaking in their living room. And, you know, he was a perfectly good student. He got it right on to get a PhD. But Raymond didn't have the impact on him. He grew up in a liberal household where the stuff that was stunning everybody else was just the way things were.

**Spaccarelli:** Right.

**Finnegan:** So I don't think it impacted him the way it did most of us. The author- he was teaching was a professor of Asian art, Southeast Asian art, at the University of Texas at Austin until he got fired for Me Too violations. I haven't had any contact with him. His ex-wife was also a Raymond student, who's Ellen Petaluma, I think, but I haven't seen her either. But so I think, you know, part of what made Raymond work was the not in Kansas part. There was a transition of something totally new and breathtaking. And

if you were already there, it didn't have maybe that impact on you. But so Mike was very, very memorable. Gene Wise, the American Studies professor, uniquely memorable for his teaching style. And ironically, in his case, he was the one Raymond faculty member who went on... So one of the consequences of a place like Raymond or even generally speaking a place like UOP overall, the faculty you get are people who want to devote their time to teaching more than research. And he was the one person who really wanted- he was ultimately president of the American Studies Association. He went- he left Raymond, went to Case Western and then somewhere else. But, you know, the- teaching PhD programs in American Studies and several Raymond students got PhDs under him. He ultimately committed suicide, which- and he was, he was memorable also, because the one time I did go to chapel, or two times I went to chapel. One year, this is when Larry Meredith was chaplain and did some interesting things over there.

**Spaccarelli:** Does that have anything to do with the stories about how somebody came to campus to talk about who was it? Somebody came to campus to talk about drugs.

**Finnegan:** I was going to say, there were two memorable events.

**Spaccarelli:** Sorry.

**Finnegan:** One was Timothy Leary, who gave a talk in the chapel with light show and all. And then spent an hour or two in the Raymond common room talking to Raymond students, who- many of whom were not averse to drugs. But he did not make a good impression on us because he appeared to be profound- even though he was a PhD psychologist- while wildly ignorant of history and science, which we already knew enough of from the Raymond curriculum to realize that, you know, he didn't really know what he was talking about. That was the negative memorable part of the two times I went to chapel. The other time was when Larry Meredith invited faculty members to lecture- I mean, technically it was the sermon- on their belief system. It didn't have to be theological, deistic or anything. And Gene Wise gave a very memor- I'll send you a copy of that. I have it scanned- talk on what made him into who he was. And so he was a memorable figure in the fact that he ultimately committed suicide. It was a bit of a jolt when it happened, to say the least. There were various memorable students. There was one faculty female, but one of the very few faculty, female faculty members, Barbara Sayles, the German professor, was, had a Raymond student living with her as a romantic partner, which was- the administration certainly never knew about.

**Spaccarelli:** Interesting.

**Finnegan:** And Warren Brian Martin as the founding provost was a very charismatic figure, incredible speaker. Again, people who know more about such, he was a Nazarene, which is a subspecies of Methodist, minister. And people who know more about such things than I do say that he preached in a particular labeled style of American preaching, but he was stunning. You would pay money to hear him read his grocery list. He was that good a speaker.

**Spaccarelli:** No, no, yeah.

**Finnegan:** And when he got frustrated and left, went into higher education consulting, I remember Ed Peckham, the dean of students, remarking to two or three of us who were standing around, the provost lodge was where the mailboxes were, so that's where everybody went to get their mail. And we were standing around discussing his leaving and Peckham remarking very cogently that Martin's problem was that he had a vision of Raymond as, this is a direct quote from Peckham, I don't know if Martin would have used the term, but saw it as a coeducational Benedictine monastery. Which was not how the 60s were developing, which began to unfold in my years there. So I was frustrated for him. But anyway.

**Spaccarelli:** Interesting. And then you saw- at the very tail end, you saw Berndt Kolker arrive, right? Or was that after your time?

**Finnegan:** It had to have been there. It certainly had to be because, you know, the conversation I'm describing with Peckham was after Martin had gone.

**Spaccarelli:** Well, I know that, I think it was Larry Meredith was there for a while, though, right?

**Finnegan:** That's later, that's later though. That's after my time. He was head of Callison when they merged, but- into Raycal. Yeah, I mean, Kolker had to have been there, but I don't, and I certainly have, I knew him.

**Spaccarelli:** No, Larry Jackson. Larry Jackson was interim provost. Was that it?

**Finnegan:** Not in my time. He might have been. I think you're right. I think you're right, but not, because I know, certainly, Kolker was, I remember one of the interesting... This is going to take a moment. And we, as I mentioned, my roommate for the last, my last year was Dave Wallenbrock. And he, we eventually, I got a single room my, end of my, for the last term, which he, he had developed cooperative buying arrangements for marijuana. He would go to San Francisco and buy a kilo for cheap and, you know, pass the savings on to other Raymond students. And he got turned in by some students. And what horrified, this was the first drug bust at UOP, I think, much less Raymond. The faculty were horrified, not only that he had done such an evil thing, but worst of all, he hadn't even made money on it. Somehow, if you did it for money, that was understandable. So he was put on probation while the court system sorted itself out. And so meanwhile, he went home to Chester in Loomis County, a lumber mill town. His father was head of the lumber mill. It was summer, and word came out that he got busted again. And he said he'd been framed. And it turns out in California, probably everywhere, if you're on probation, the act of getting arrested, full stop, is a violation, whether you get convicted of anything. So that got him four months in jail.

**Spaccarelli:** Uh-oh.

**Finnegan:** And so I had gone to graduate school after Raymond. I'd come home at Christmastime. I had driven up to Stockton in my grandmother's car to visit Tom Preece, who had graduated with me, but was a dorm resident at Raymond that year. And we went out, and I had also intended to visit Dave at the jails. And so Tom and I went out for breakfast at Henry's. Did Henry's still exist in your time?

**Spaccarelli:** Not to my knowledge.

**Finnegan:** It was a coffee donut shop on the miracle mile stretch of Pacific Avenue. We went there for breakfast. And we were sitting there having breakfast, talking, in a booth. And there was a guy at the counter in a suit eyeing us. I was regrowing my beard. I had grown a beard at Raymond. I had shaved it off to renew my Navy ID, dependent ID. And to get to know my father when I moved east, who was a career Navy officer, and who had refused to look at pictures of me with a beard. So I was just regrowing the beard at Christmas. And Tom looked scruffy. He was a grad student. This guy was eyeing us, which was no big deal. So we finished our breakfast, got up to leave, and he came up and said, Can I talk to you? And then, he was a detective. He was taking us downtown. He made it clear he wasn't arresting us. He also made it clear he would arrest us if we didn't cooperate. So we came and went downtown. They never did identify what we were about, but a useful skill was reading upside down on people's desks. And there had been a robbery of a drugstore for drugs the day before. And they had identikit pictures, you know, sketches of the perpetrators, one of whom looked like me and one of whom looked like Tom. I wish to this day I'd had the guts to ask for photocopies. The guy should have been fired for negligence if he hadn't run us in. But as it happened, when the crime was occurring, we were, both of us, in Berndt Kolker's office talking to him.

**Spaccarelli:** So you had an alibi.

**Finnegan:** Yes. And I had also stayed overnight at the house of a Raymond alumna who was a San Joaquin County probation officer at the time. So, you know, we were clear. So he drove us back out to Henry's, ran my grandmother's license plates through Sacramento just to make sure, let us go. And I went out and saw Dave that afternoon. But I remember thinking, riding in the police car, well, I said I was going to go see Dave in jail. Maybe I will.

**Spaccarelli:** That's funny.

**Finnegan:** So, you know, Kolker was around, but I don't remember him having a community impact the way Martin did. And, you know, that may just, other people may have, I hope other people have an impression because he certainly wasn't a cipher as a person. But, you know, I don't remember him as provost. You know, there must have been decisions he made, meetings he chaired that I, you know, was involved with, but I don't actually remember anything.

**Spaccarelli:** Okay. Well, perfect. By chance, was that San Joaquin probation officer, was that Jinx?

**Finnegan:** Yes, it was.

**Spaccarelli:** I was fortunate enough to get to interview her before she passed away.

**Finnegan:** That's wonderful to hear because this reunion that's coming up next week was partly put together in hopes that she would make it to it, which of course didn't happen. Bob Sullens, also from the first class, died a couple weeks after she did. So it's going to be a somewhat gloomy occasion, I think. Jinx, of course, is one of the all-time memorable Raymond figures.

**Spaccarelli:** Yeah.

**Finnegan:** Legendary.

**Spaccarelli:** I got that feeling. So, but anyways, let's focus. Let's keep going with this interview. 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 school as a whole?

**Finnegan:** Well, I'm...

**Spaccarelli:** Besides the ones we've already talked about.

**Finnegan:** Well, I was head of the UOP chapter of the Friends of SNCC, which is probably, which did get me interviewed on local TV. That might have been Sacramento, too. I don't know if Stockton had TV of its own at the time. I sort of cynically remarked that we were probably notable as the only SNCC- Friends of SNCC chapter to run up a deficit with the organization because we didn't sell the stuff we were supposed to sell to raise money. But six or eight members across the university. Eh...

**Spaccarelli:** If there's nothing else, we can move on.

**Finnegan:** Some of this may come in the document I'll send you. Nothing is popping into my mind, which is ludicrous because there must have been such things.

**Spaccarelli:** If you think of anything….

**Finnegan:** Oh, well, moving on to the war in Vietnam.

**Spaccarelli:** Would you mind real quick if I ask the question for the transcription?

**Finnegan:** Of course.

**Spaccarelli:** What was the conversation around civil rights, feminism, community activism, and the war in Vietnam, and how did Raymond support those conversations?

**Finnegan:** Okay. Feminism is a word I don't remember hearing in the years there, in or out of Raymond. I think I remember first encountering the glimmerings of it from a SDS paper in Cambridge, Mass. after I moved there. Community activism there was a lot of. South Stockton particularly. If you got a chance to interview John Couples in the first class, he did a lot of that. Did an independent study where he actually went out as a day farmer, laborer himself. And ultimately was himself an activist. In fact, married my wife and I because he had gone to Harvard Divinity School- partly out of interest, partly out of ill-advised attempt to get into the Harvard Sociology Department through the back door. But his job after Divinity School was as the New England director of clergy and laymen concerned about Vietnam. And he got ordained in order to go to get into jail to counsel resistors, which meant he was empowered to do marriages and did ours in 1969. But Vietnam did loom very- civil rights, two or three Raymond students had gone to Mississippi somewhere in '64. And they were on campus. There was only one black student in my time there and she was the college president's daughter. And didn't last long. Vietnam did obviously loom large. And one of the ironies about that is there was one faculty member who then went on to, well, went through his career at COP, Jerry Briscoe, political scientist. He was a student of Hans Morgenthau at the University of Chicago. And before Raymond, he was a conservative. And then he was a Johnson Democrat. But he supported the Vietnam War, which put him beyond the pale as far as the Raymond community was concerned. And one of the great ironies is, a couple of years after I graduated, he spearheaded a successful community effort to revamp Stockton's city council districts. They had previously gerrymandered basically all the poor parts of Stockton into one council chair. It was sort of a loop around the rim of Stockton from sort of the left side of Stockton around to take in South Stockton. And Jerry managed to get that all overturned and a much more equitable system installed. And it always amused me that Raymond was obsessed with social change. And the most genuine amount of it was actually accomplished by the most conservative member of the faculty.

**Spaccarelli:** (Laughs)

**Finnegan:** Raymond did develop a high appreciation for irony. But that was one of the ironic things about it. The convert, certainly civil rights was reflected in high tables. I mentioned Bob Moses. Bob Paris I think was his original name. But it was a running joke. Every year Martin Luther King was scheduled for a high table. And every year he had to cancel because one year he was in jail and one year he was in Stockholm to get the Nobel Prize. He never did come. But we did have one memorable high table where I got delegated to actually pick him up at Stockton Airport was, I can't think of the name, influential book on poverty, The Other America. It did a lot to spur...

**Spaccarelli:** Michael Harrington?

**Finnegan:** Michael Harrington. Thank you for having a better memory than I'm having at age 77.

**Spaccarelli:** That was Google. That was Google.

**Finnegan:** Oh, okay. Well, you've got faster fingers typing too. Stockton gets four to six pages in the book, by the way. You might have a look at it.

**Spaccarelli:** Interesting.

**Finnegan:** So, you know, they did try to knit current events into... And Hans Morgenthau came to give a high table because- he even actually somewhat admonished Jerry for his still hanging on to the Vietnam War at that. But so it was, I don't know that it particularly showed up in classes. It showed, as you probably know, we had a very set curriculum within, on the order of four to five independent studies where you could do anything you wanted. I did one on urban poverty and alienation and I did others on anthropology. But there was a lot of things going on that didn't factor into the literal curriculum. There's one great story. Lou Ford was the philosophy professor who was a Whitehead scholar and not terribly effective in my opinion at getting philosophy across to the rest of us. But at one point, this was during my time at Raymond, was the Cesar Chavez National Farm Workers Association grape strike and boycott. And Stockton, of course, was and is a port and a lot of grapes got shipped out of Stockton. And so people from the community, including a number of Raymond people, would picket. And the teamsters would not cross the picket line. And that's technically illegal because a secondary boycott is not legal. So the Stockton police, San Joaquin sheriffs, whoever was keeping order at the port, would, what finally drove them to just say to hell with it and use a loudspeaker and just read the document to everybody and be done with it. But what they were doing was handing a clipboard to people with the statement outlining why this was illegal to picket. So they handed the clipboard to Lou Ford, the philosophy professor, and he takes out a pen and he starts underlining and annotating the margins and treating it like an academic reading a scholarly paper, while they're standing there waiting for him to get on with it. And that was, I think, allegedly what drove them to just get a bullhorn and read the thing and get rid of everybody that way.

**Spaccarelli:** That's funny.

**Finnegan:** So, I mean, it was in the community. It wasn't really part of the curriculum that I can recall. Others may have different opinions. It maybe drove what we wanted to get out of the curriculum.

**Spaccarelli:** No, but, I mean, we're not just talking about the curriculum here. So anything you, yeah. I mean, that goes right into our next question about what contributions Raymond made to the local communities. Was there anything more you wanted to say about that?

**Finnegan:** Not a whole lot, because I don't think Raymond, as Raymond, did much of anything. Individual people from Raymond did various things. But there wasn't, and I think the Anderson Y probably had some kind of organized outreach to South Stockton or something, individual students at Raymond did, but there wasn't a college didn't- you know, colleges nowadays often have even a requirement that you do some community service or something. And, you know, there was none of that. So it wasn't, you know, it happened, but it wasn't because of the college, except to the extent that the college assembled a body of people of relatively like mind and- who could contribute to each other's growth and development. But I don't think it did anything else, but, you know, so Sully and I talked Don Stadtner into coming so that, you know, there may have been some other, you know, people with connections to

the community, but several, any number of people never left Stockton. But, so we can say we contributed a few people. And I mentioned Wellenbrock did four months in jail, came back, graduated, was a counselor for law in a reform school in Oregon, then he went to Humphrey's Law School, spent much of his career as a public defender in San Joaquin County or Stockton, whichever, whoever organizes it. And then spent the last part of his career, he still practices the work privately, but he was in the assistant- the number two in the DA's office for San Joaquin County. But I mentioned he'd gotten busted. Well, it turned out, and he did four months in jail because of it, turned out when he finished the four months, the Plumas County Sheriff dropped the charges against him with the agreement that he not sue them for false arrest because he really had been set up by the Sheriff's office. And he owed his lawyer so much already at that point that he was willing to, you know, agree not to sue and have the charges dropped. His mother, in shame, resigned from the State Republican Central Committee. But when he was a public defender, he had a very large Fourth Amendment poster in his office with, you know, search and seizure. I think he brought a certain zeal to being a public defender that he might not otherwise have had if he hadn't done four months on a false charge.

**Spaccarelli:** That's funny, though. Wow.

**Finnegan:** He still lived in Lodi, so you should be able to interview him if you…

**Spaccarelli:** David Wellenbrock?

**Finnegan:** Yeah.

**Spaccarelli:** I already have.

**Finnegan:** Okay.

**Spaccarelli:** Yes, yes, yes. Perfect. Okay, let's continue on then. So has Raymond College met your expectations as an institution and as an education, and why or why not?

**Finnegan:** I think it absolutely, you know, having spent the rest of my career in academia, teaching at a small college in Illinois, Lake Forest College, librarian at an urban university in Roosevelt in Chicago for four years, nine years teaching and mostly librarian at Dartmouth and 17 and a half years as a librarian at Harvard. You know, I've seen a lot of higher education, and I do think that the Raymond philosophy and curriculum, as it was in our time at least, deserves to be a model. It worked. The education did work. I would say they should have had statistics, but apart from that, I don't think there were any great gaps in things we should have been taught that we weren't.

**Spaccarelli:** Good. Yeah, good. Perfect.

**Finnegan:** I think the one thing that maybe that was an issue that somehow- again, this is in the document I'll send you- there was a real gap between the education and the social life in the sense that

it was the dying days of in loco parentis. COP was very much worse than we were. If you get a chance to interview Harrie Alley, she was a COP student before she got transferred to Raymond.

**Spaccarelli:** Harrie Walker, they're the same person?

**Finnegan:** Yeah.

**Spaccarelli:** Okay.

**Finnegan:** You had to wear girdles. You couldn't wear pants outside the dorm. There were really lots of nitpicky things, which there was some of that at Raymond, but not remotely as much. But in the classroom, you were given great responsibility for your education and everybody else's. The dorm, not so much the Raymond administration, although Peckham had his issues, but the UOP administration grudgingly suspected the worst of everything so that you had to- women had curfews. You needed permission to go off campus for a weekend- if you were a woman, I don't think you'd have to do that if you were a man. I don't know how much this was enforced over time, but it was a wholly different atmosphere in the living situation. So a lot of people left and went to Berkeley. So they, and that attrition rate, there were also people who just didn't like the curriculum, but left for that reason. But there were plenty of people who had no problem with the school, but had a problem with the living restrictions, which in turn, since the place was tuition driven, as the whole university was, it was one of the reasons it didn't succeed over the long haul. But as an education, I still think it's an outstanding model to be emulated.

**Spaccarelli:** Right, right, right. No, I know that I've talked about the whole in-look apprentice thing with some of the women who I've interviewed as well. And I mean, the change between the early years and even the end of the 60s is huge.

**Finnegan:** Oh, even the change while I was there, when I was a freshman, they still threw people out and did throw people out for possession of alcohol.

**Spaccarelli:** Wow.

**Finnegan:** There wasn't a lot of it, but it did happen. And when I was a senior, this was all unspoken, but they were essentially grateful if all you had was alcohol.

**Spaccarelli:** (Guffaws)

**Finnegan:** That change had happened. But you mentioned conflict, one bit there that some of the women may have talked about. One point, a bunch of fraternity men launched a panty raid on Raymond. One or both of the women's dorms, certainly Wemyss, which at the time was women, I think. And one of the things that happened, which pretty much put an end to it, was the women got out the fire hoses.

**Spaccarelli:** I've heard the story. I heard it was repeated even, the attempts, and the fire hoses kept getting brought out.

**Finnegan:** I only heard of it happening once in my time. And one of the things I think maybe somebody was glad to hear my memory of it, I was friendly with Dale James, who was a pharmacy PhD student who was the head resident, and he, of course, had keys to everything. And so one of the things that he recruited me to help him do was after that it all settled down, was we went up, took the wet fire hoses up to the roof of Wemyss and hung them over the side to dry so they didn't have to be reported to the fire department to be replaced with new ones or something while they dried. So there would be no official acknowledgement that this action by the women had ever happened. One of the women who had done this was, when I told the story on the listserv, was greatly relieved. She was still sort of expecting them to come after her for money, for fines, for that. But, you know, that was a conflict. But Raymond did not react the way the Greek men expected was the standard reaction.

**Spaccarelli:** That's funny. Well, yeah. Perfect. Okay. Moving on. How has your education at Raymond influenced your career or life choices?

**Finnegan:** Totally. Full stop. I mean, I sort of had an idea of wanting to be an academic when I went, not very much of an idea of what it took to do that. But one of the things that was brought to mind when Bob Sullens died a couple of weeks- a month ago, one of the features of the Raymond curriculum at the time was a two-term sequence in world civilization. The first term was essentially Western Civ, which was not terribly different than- except for being a seminar. You know, from what pretty much any college would have had. The second term was non-Western Civ, which was unusual for the time. And one of the things you had to do for that was a 40-page, give or take, research paper on a non-Western country. And Bob Sullens, and I realized looking at my transcript just the other day, that I didn't take the course until my intermediate year. So he must've made the suggestion because I'm still in touch with him. After he graduated, he suggested I do Kenya, which is what he had done for that paper. And I did. And David Burke, the French professor who I mentioned, was still a grad student at Cal. Loaned me his grad student ID so I could get into the stacks at the Berkeley Library. I couldn't check anything out, but I could read books there, researching it. Anyway, that turned me into an Africanist. I started my career in African studies. I was active in the African Studies Association. I did research in the Caribbean, at the master's level, but I did my doctoral research in the World Bank consulting job in West Africa. So it definitely- and it also set my idea on how a college should work. I had the idea I wanted to teach in a liberal arts college, which is what I did then did do, which was a mistake in the sense that the one I got hired at was under-enrolled and over-tenured, which meant that in time for tenure at a time when I came up for tenure, a time when the anthropology job market was worse officially than philosophy or literature, if you can imagine. I had a member of my intake cohort who didn't even put himself up for tenure. He was an English professor, English department was so heavily tenured. His undergraduate degree was from Oxford. His PhD was from Harvard. He didn't even put himself up for tenure. So, but anyway, that shaped the kind of education I wanted to teach. And I'd seen what it could do for people. Ironically, at one point, I should mention Warren Bryant Martin went on to a career in educational

consulting. And at one point the Wake Forest College trustees brought him in as a consultant for one of their meetings. I found out about it and I managed to talk my way into the reception for him, not obviously his meeting with them, but, and I wore my Raymond Blazer to do it. And he- gave him quite a start because I think he sort of put Raymond- he left Raymond somewhat disgruntled. I think he'd sort of put that behind him and he was rather startled to see somebody walk up to him wearing a Raymond Blazer. It's like, you know, you run into people. When I was at Harvard, I was head of reference at the anthropology library there, which is the world's largest, but all the reference librarians were brought together for freshman parent weekend for there was a library chunk where parents could come visit library, the big main library and see what- we could talk to them about what their kids would be getting. And we're just starting, we're still talking to a couple of other librarians and one woman 15 feet away. So I noticed looking at me and she walked over and said, did you go to Raymond college? It was Margie Meyer. She was then, I'm forgetting her married name from the first class who lives in London. So you probably haven't interviewed her, but...

**Spaccarelli:** No, I have not.

**Finnegan:** And she would, she had recognized me. And when I went one year at the African studies association meetings, I was talking to a colleague as we walked through the book exhibits. And there was a woman from the class of '68, Megan Robinson, who was then in publishing and she recognized- she saw me and spoke up. She was staffing her publisher's booth there.

**Spaccarelli:** That's funny. So, lots of recognition.

**Finnegan:** Yeah. Anyway. So, so it did affect... You know, how I, in terms of Gene Wise's, how do you pass along to your kids- I don't remember any conscious attempt to push my kids in the direction of academia whatsoever. It was, I did find it interesting that. Our older son is doing integrated biology, essentially a paleontologist and geologist by training at Berkeley. But as an undergraduate chose the University of Chicago for a variety of reasons. We were then living in Vermont. He wanted to go back to a city. But. And it had, it had paleontology and it had east asian studies, which were things that interested him at the time. But he also picked it cause it had a core curriculum. And it wasn't remotely as all-encompassing of your whole education as Raymond's was. I remember him saying, how in the hell did anybody expect an 18 year old to know what courses to pick, you know?

**Spaccarelli:** Yeah.

**Finnegan:** There was a logic to a core curriculum. So, so he obviously had been influenced... Some second degree removed from all of this.

**Spaccarelli:** Nice. Did you have more to say on that or...

**Finnegan:** No, I think I'm probably worn out at this point, but I'll send you a few things, as follow-up.

**Spaccarelli:** No, but really this... I mean, the one last thing I want to say here is- turning it over to you- what have we not covered in this interview that you think we still need to discuss? Or do you think we've managed to be reasonably complete?

**Finnegan:** I think something we could have discussed, but would it be difficult to discuss because... I certainly and probably you wouldn't have much definitive information... Which is the far distant horizon of your controversies question. What- why did Raymond fail? And the obvious reasons at the time were it never had a full complement of students. Some of the social versus academic disjunctures… Caused a lot of dropping out. So, so as not to like it. But there was also a sense that the rest of the university didn't want us. And it was certainly true that there were faculty members at COP that did resent the fact that it existed. But it turns out, long... We sort of assumed this in generalized, atmospheric way, not as people in the back room somewhere pulling real levers. Years later, it became somewhat clear that it wasn't so much that the university did things to kill it as didn't do things they could have done. And there seems to be a supposition more generally that the untimely death of Robert Burns took away the big advocate of the cluster colleges altogether. And things went in another direction. And I don't know how much we could have actually said meaningfully about the sense of how much this was this a doomed experiment to start with or not.

**Spaccarelli:** There's so many levels. Right? There's the general economic situation of the United States. All the way down to the specific decisions of, you know, whatever- the provost. And it's like, it's so hard to determine.

**Finnegan:** No, no. Absolutely. A lot of it is stuff people aren't going to put in my memoirs. But anyway. So, yeah. I don't think I can think of anything else.

**Spaccarelli:** Yeah.

**Finnegan:** Later, probably this evening, but later today, I'll send you some more stuff.

**Spaccarelli:** Perfect. Yeah, no. Well, if that's everything then, I will stop the recorded portion. If I can talk with you for one second after the recording.

**Finnegan:** Sure, of course.

**Spaccarelli:** Okay. So, yeah. Thank you very much.

**Finnegan:** Thank you.