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Norma Chinchilla Oral History Interview

Norma Chinchilla
Raymond College

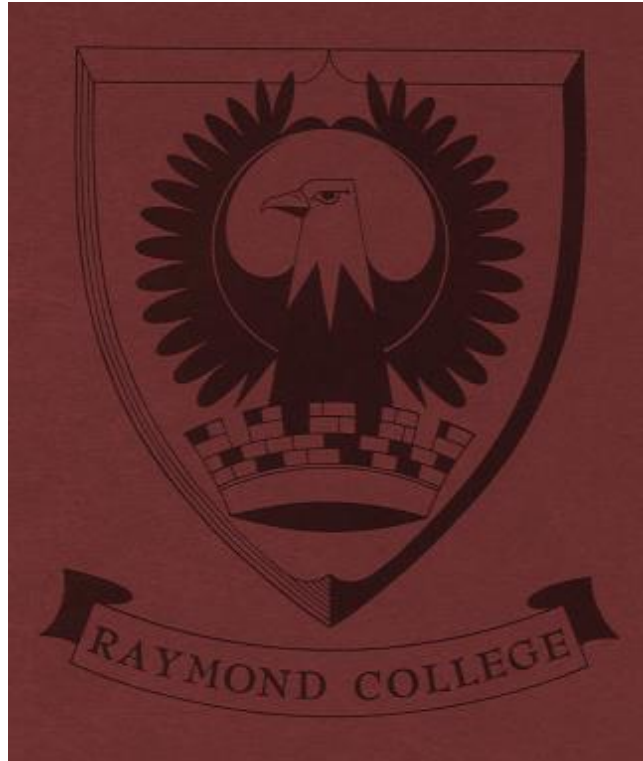
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RAYMOND COLLEGE PROJECT ORAL HISTORIES
UNIVERSITY OF THE PACIFIC ARCHIVES



Norma Chinchilla (1962-1965)
Raymond College Student

July 6, 2023

By Lorenzo Spaccarelli

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

Norma Chinchilla Interview

Transcribed by: Lorenzo Spaccarelli

Lorenzo Spaccarelli: Okay, hello, my name is Lorenzo Spaccarelli and today I'm going to be interviewing Norma Chinchilla. Today is July 6th, 2023, and I'm conducting this interview from London. Can I ask you to state your name and where you're zooming in from for the record?

Norma Chinchilla: My name is Norma Chinchilla. My name at Raymond was Norma Jean Stoltz, and I'm conducting this interview in Long Beach, California.

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

Chinchilla: So I was part of the first class, so we attended from September 1962 to June 1965.

Spaccarelli: Perfect. Okay, so let's get into it. What were your first impressions of Raymond College?

Chinchilla: I think my very first impressions were at orientation, which was at Lake Tahoe for us. They took us to Lake Tahoe to the- I think it was the Presbyterian Conference Grounds, because I had been there before as a Presbyterian youth, and I'm pretty sure it was the same Conference Grounds at Fairpoint, and there we met our faculty and our fellow students. I don't remember much, but I remember being very excited, and apparently I wore a big button that said Norma on it, which I had to live down for a long time. That became a big joke. Big letters. I did not, I was not, I did not think of myself as an extrovert, but apparently I just must have, I must have bought this button at some county fair or something like that, and thought it was a good idea. So later on in the year, the faculty did a kind of, they did a little skit spoofing the students and that became a big joke about Norma announcing her presence. But I just remember thinking this was going to be great.

Spaccarelli: Nice. And then regarding your first impressions when you got to campus, what were you thinking?

Chinchilla: I don't remember much. I just remember that, you know, they were new buildings and they're very sparse, hardly any vegetation. And I don't know if it was right away, but the peat dust, the black peat dust, oh my God, on our windowsills, everywhere, you know, it was probably in our lungs. And that was because they were cultivating asparagus, white asparagus, and you have to turn the tips of the white asparagus down back into the ground or into this peat moss, what- peat, not moss, but peat dust, whatever it is, black stuff. And so that's how you get white asparagus, who knew? And it was hot and dusty and we were in the middle of nowhere, it seemed like. I mean, the university campus was beautiful, but, you know, we were right on the edge and it was all agricultural land around. So it reminded me of my high school, actually, because I was part of the first class of my high school too, which I think really has an interesting, is an interesting combination of being a first class in high school

and a first class in college. But anyway, James Logan High School was built in Union City in the middle of cauliflower fields. So when we would hit the ball in softball, it would go out into the cauliflower patch, we'd have to go get it from there. So I felt like, and it seemed very rural too. So that's what I remember. You know, the dorms were, I mean, I didn't know what to, I didn't have any vision of what it was going to be like, so I don't think anything was all that surprising to me. And I'd gone to summer camps and I had also, in high school, I went, I spent a summer, I spent two months in Mexico, in Xalapa, Veracruz. So I'd been away from home and loved it and just thought, you know, it's great to get away from home and be with exciting people.

Spaccarelli: Perfect, perfect. So do you want to elaborate any more on your point about, you know, being a first class at Raymond and the first class at your high school? Because it gives you a unique perspective on the school.

Chinchilla: Yeah, I think it's just an enormous privilege in retrospect, because you think you're so important. I mean, you think that what you do is important. And you think that you can kind of determine part of the fate of this project. And the faculty are all excited because it's new. They're on a new campus, they're getting to shape- I'm assuming, you know, and from having later talked to them- they get to shape, and they're also seen to be more, they probably have chosen to be there, which is a big deal. And then my high school is small, you know, relatively small, it was 600 people. Today you have in Long Beach, you have high schools that are 2400 people. So everybody knew you. And for better or for worse, like if you were, you know, going down the hall, and you were supposed to be in class, any professor, any teacher who passed by knew whose name to turn in for the demerits or whatever. Yeah, so it had its down points. But we- and then the other thing I've noticed is that you get pulled into things that you wouldn't get pulled into. And it enriches your education, like for instance, in high school, oh, they need people for the chorus. Oh, well, I guess I better join the chorus, you know, and so and so's pulling you to join the chorus and, and they need people for, for a play. And oh, I guess I'll try out. I ended up being on the costume committee for theater productions, and I probably would have never even gotten near them. You know, I just, I just didn't. I mean, I was just very focused on certain things in my college prep courses. So you end up- and I probably went to more football games than I would have if it hadn't been a new college. So, and I think the same thing was true at Raymond, where we produce plays at Raymond. I didn't know it was such a big deal. I read Gene Rice's oral history. I think it probably became a big deal. But we did, we did put on the crucible. And I got pulled in to be one of the, one of the witches, you know, one of the prostitutes. So that became, of course, a big joke. And because I had a kind of goody two shoes image, I guess, but it was always fun. You know, we knew enough about each other so that we could poke holes in any kind of reputation. So it is, so this, so that you had, I had those experiences that I wouldn't have had otherwise and leadership, you know, in high school council and oh, they need someone to run for this or run for that. And we also protested at high school. We, we had a teacher that, or we had a new principal and somehow he crossed the school board and they were going to fire him. And one of our teachers who was, who had a very big impact on me in my junior year, he was very radical from New York City and a leftist. And he said, are you just going to let this happen? You're not going to do anything? And we were like, well, like what? I mean, because it really wasn't, it was just before the real, the real social movements of the, of the 60s. And we said, well, what can we

do? And they said, well, you can, you can go to the school board. You can demand to speak. You can also just walk out of class. And we had no idea, but, you know, with 600 students, you could organize it pretty easily. And we did. We walked out of class and... I mean, they were just astounded. Nobody knew what to do. They threatened, this and that. And then we went to the school board and we got him reinstated or we saved his job. Unfortunately, later on, I read that he became a very authoritarian principal. But anyway, as superintendent, that's a whole you know, that's, that's what happens in social protest. So that was another experience that I'm not sure I would have had. And also in this particular new school, it was two thirds what we would call now people of color. And just a tiny group of white students, middle class white students. And I was part of that group. But I had, I guess, you know, it was an interesting experience because we just thought it was normal that the student body president was a Latino and the, you know, the football hero was Samoan or Japanese. And so it was just before the farmworker movement, the Cesar Chavez farmworker movement, which did become really big in this particular place, in Union City. But we didn't have that as our stimulus. It was just, we just thought it was normal. And it was normal for, for kids to go be boyfriend girlfriend with each other. I'm sure, I'm sure there was a, you know, parental response to that, but we didn't see it or we didn't know much about it.

Spaccarelli: Yeah, great. And then of course, you got to Raymond and it's just white.

Chinchilla: Yeah, yeah.

Spaccarelli: To my understanding at least.

Chinchilla: Yeah. I mean, you know, it takes a while to assimilate that you're in and all. I mean, like, for instance, in our high school... This, this teacher that I had, had to really shock us into certain parts of the inequality that was built into that system. So one day, he taught us history, he said, you know what, the people in the B track know U.S. history better than you guys do, and we were the college prep, which was more white than, than the other tracks. And, and I said, what do you, what do you mean? I mean, if they know more, if they understand U.S. history better than we do, how come they aren't in the college prep courses? And he said, because they've lived it. And they know what the contradictions of the system are. And I'm like, we just stayed after class and I just questioned and questioned him like, well, then why? Why do we have these tracks, you know? But what he was trying to tell us was that we were seeing U.S. history through rose colored glasses and myths. And of course, he was puncturing those myths as we, as we went on. And other folks were seeing it more realistically, but I couldn't figure out where those tracks had come from and why only a certain group were being prepared for college, you know, some. When you don't have the language for it... So in other words, I guess all I'm saying is that it didn't really dawn on me that Raymond was all white, or almost all white. Bill, my partner who went to Raymond, told me just a while ago that there was a black student in the second class. I didn't remember that or know that or... I mean, there are a lot of people I don't remember from the first three classes. Because I think I was extremely focused on certain things. But yeah, it didn't dawn on me.

Spaccarelli: Okay. Yeah, that's interesting. I'm going to move back to, I have, I have a number of thoughts on, on all that. But I want to focus on Raymond. So one thing I want to say is- so that, you

know, here you were, you were a single class, the first class, did you feel like you were tighter as a group? The class of '65? Because you know, that's it. You're just, it's just you. Do you feel like that happened?

Chinchilla: I suspect so. I mean, we only had each other. And we couldn't go off campus hardly at all. And so- and sometimes it was even weird to date each other because it felt like you were more family and almost felt like a violation sometimes? I know other people didn't feel that way. But, it's like, you know, we hang out together. We do everything together. I don't know. You know, it's kind of weird.

Spaccarelli: Right. Right.

Chinchilla: Yeah, but we were tight. And I mean, the fact that most of us didn't have access to off-campus transportation meant that we were there all the time. And, knew a lot... I don't know if we really knew a lot about each other, like in our family backgrounds, necessarily. But we knew what, what we knew together there. And, and we, we coalesced easily around an issue if we didn't like something or disagreed with something, you know, it's no big deal to, yeah, get a meeting.

Spaccarelli: OK, perfect. OK, so then first impressions, I want to keep going on this thought here. So what were your first impressions, like, of the classes when you started?

Chinchilla: Well, they were small, which was a big deal. I mean, I, you know, I didn't have huge lecture classes in high school, but wow, you know, sometimes ten people or- it depended on the class and the faculty just seemed so interested in us. That was, that was the thing that I just, I just couldn't believe that these people were so focused on us and on learning. And so, for me, it was exciting from the very beginning. I wasn't as shocked or, or unnerved or in crisis about Mike Wagner's approach and IMW, because I'd already had kind of a preview of that in my, my high school experience with this professor who was a US history professor. And actually, he, he turned out to be on the House Un-American Activities Committee subversive list. And that, and that came out- and he was teaching in this, you know, kind of suburban school in Fremont, California, in the Bay Area. And that came out because the committee actually held hearings in San Francisco while we were in school. And then he pretty much left, had to leave, I guess. But so Mike Wagner, his approach, you know, trying to challenge religion and- or get people to think critically about religion and that- and I also had been in Mexico. I had taken classes in the university in Mexico in Xalapa and I had Marxist professors there. So I knew that the US was, was not the shining hero for all of the world. I knew I knew- I had learned that, you know, we'd stolen land, we'd stolen Texas, which I thought was- I had never heard that before from anybody. And I kept asking the Mexican professors, where can I read about this? It's like, anyway, so...

Spaccarelli: Mexican-American war, just overlooked, it's true.

Chinchilla: I'm like, are you sure?

Spaccarelli: (Chuckles)

Chinchilla: So, you know, Mike Wagner's approach was, I would call it materialist, evolutionary, focus on technology. So it wasn't exactly the same. It wasn't a Marxist perspective. It was, you know, some other-evolutionary materialist, something or other perspective. But I thought that was what college should be. So I wasn't unmoored by it the way some people were. I was a good Presbyterian when I came to school, but- to Raymond, but I always identified with the very liberal stuff that I heard about from the Presbyterian church, like involvement in South Africa, anti-apartheid stuff. Even though my local church wasn't like that, you know, being on this campus where there were people who were Christian, but critical or ex-Christian, you know, all of that was, I just thought that was, I just thought this was like a little utopia in terms of being able to think freely and question and get to the root of things and debate. And I don't know, I was very, I remember being very happy. I'm sure I must've been anxious or insecure in some way, but I just, I thought it was great. I came from a family where, you know, my father, my mother was a college graduate and that was extremely unusual for her day and her town. And she was very adamant about us going, not only going to college, but not pledging a sorority for example, being an- what she called an independent and doing as many things as possible before we got married. So I had this emphasis on independence already. And my father supported women very strongly getting college degrees, but he did not support debate and discussion in his household on political or theoretical issues. And I was constantly getting into arguments with him and then getting punished for it. And I just had to learn to keep quiet because the more radical I got from my different experiences that I described and I started listening to KPFA and the public radio station and Berkeley. So to me, I came to Raymond and all of a sudden, it was all allowed. It was all encouraged. It was like, whoa, really? You want to debate this? You want to talk about this? So I guess the IMW class is the class that we all, you know, kind of was the center of our universe for the first couple of terms. But I don't remember too much about the other classes, but I'm sure there was some kind of a counterpart that was more humanities oriented maybe. And then...

Spaccarelli: Like an English class or something like that?

Chinchilla: Yeah, I think there might've been.

Spaccarelli: Okay.

Chinchilla: I just found, I found a notebook that actually had some grammar lessons in it and it has the date of the first term. And I'm like, you gotta be kidding me. This wasn't so non-traditional. This was, you know, that was a lot more to it. I think it was probably now that I learned more about how the college came about, that it was more Oxford-Cambridge influenced, at least in those early years than I ever imagined, you know, kind of classical education. And I think more of the independent studies that you could- and the interdisciplinary stuff that we did. So I think of it as a non, not so classical education, but it's pretty classical, I think. Especially if we had grammar lessons. There's diagramming there. They don't even teach that- nobody knows what that is anymore. I don't know what other impressions I had that first year. A lot of meetings, it seems like, you know, stuff that would go on forever.

Spaccarelli: Like Provost Martin?

Chinchilla: Pardon?

Spaccarelli: Like stuff that Provost Martin was doing? What do you mean by meetings?

Chinchilla: It seemed like we always had to meet about some crisis or another or some opinion or another that we, I don't know, maybe that was the second or third year, but oh God, it just seemed like- it was kind of, you know, this illusion of direct democracy. But of course, there wasn't any real democracy. I mean, Martin was in charge and Peckham, well, Peckham, that was probably what we were meeting about. I mean, we clashed with him from the beginning. He just had a very Puritan worldview. He probably regretted having, he probably thought that because there were so many ministers' kids in our class that it would be a relatively docile group. But no, no, no. It did not work out that way. And he, I guess he felt like he had promised parents that this would be a safe place for their kids. I don't know. I'm just imagining, like, why was he so adamant about us being good kids? And you know, and we were good kids, but we, I mean, we were already different than what he had imagined he was getting. I guess I should mention the fact that I was roommate with Ann Boyer, who ended up leaving college after probably only two months with Walter Hipple, the English professor. And she was my best friend from high school. And well...

Spaccarelli: Oh I did hear about that. There was an English professor who left really early, like a senior professor, had an affair with the student.

Chinchilla: And the worst part was that he was married.

Spaccarelli: Oh, that makes it even worse.

Chinchilla: I think she was British, came with his wife. You know, they were already being integrated all as a faculty. I don't know how far ahead of time the faculty came to the campus. And I mean, it's so awful. So apparently this attraction started from the beginning at the orientation, but I didn't know anything about it. And I never did, until it broke open. And Ann said, I'm going to have to leave. And I'm like, what? And then Peckham had called me in and said, you must have known about this. Why didn't you tell us? I'm like, I have no clue what you're talking about, except for the fact that my best friend is leaving with who knows who and who knows why. And a couple other people said, oh, yeah, we saw them. But you know, it was a disaster, in a way. I think I just must have shut it all out because, you know, I thought Ann and I would be going to- graduating from college together. And we did correspond, you know, for a while after that, for some years, but I completely lost track of her. And then when I found her again, she didn't answer my inquiry. But the worst part of the whole thing was that her mother was a very strong, her family was very strong Lutheran. And they wanted Ann to go to Concordia College, Lutheran College in Minnesota. And I helped to talk her into- we both went to some presentation that Martin or somebody from Raymond made at our high school. And we both thought, oh, we want to do this, you know. And so there was another girl from our high school too. I forget her first name, but her

second name is Lee. And she only stayed one semester. I don't really know why. Bill said it was because she had a boyfriend and he didn't like her being there. So that could be. I think folks have completely lost contact with her. But Ann, you know, she was my buddy and my best friend. And...

Spaccarelli: Yeah, that's really unfortunate.

Chinchilla: So I felt like I had a, you know, a black mark against me with Peckham from the beginning in that sense, like he was accusing me of something. And then they set up the student council at some point and they, or the judicial council, they had two councils. And by, just by accident, by mistake, I got in late. This was like probably the third term or something like that. I got in late because there was a double header movie at the cinema and I got in at 9:30 rather than the nine o'clock. So I had to, I had to, oh wait, I had to knock on the door of the faculty resident, get let in. Well, they decided to make an example of me. You know, even though I was like, hey, I just, you know, I came out of the movie theater and it was 9:15 and I didn't realize it. And by the time I got home and... Well, yes, but we can't let this go just because you're a student leader and you're a good student. We have to show them that... I'm like, really? My parents would have never, ever, ever punished me for anything like that. They were like, yeah, we understand. We believe you. You know, I never had a curfew at home. It was all based on trust.

Spaccarelli: Right.

Chinchilla: I was like, what are you going to do to me? Well, you know, we have to have some kind of punishment because we have to enforce... I'm like, really? The boys get to stay-? What? And so I got grounded for, I don't know how long. I was like devastated. I was like, I'm the one that follows the rules. I'm the one that does what's expected of me. I'm the one that gets good grades. I couldn't believe it, you know? So by the end of the year, I guess you would say- I still was very excited. I mean, I just loved being at Raymond. I thought it was the perfect place for me. But it was like, you know, there's some hypocrisy or something here that needs to change. It's like, where does this come from? And it came from this real Puritanism, this real Christian, heavy Christian background that they thought they had to uphold, right?

Spaccarelli: Yeah, yeah, yeah.

Chinchilla: And it was at odds already with this group that they had recruited. So I just was angry because my parents, you know, I mean, we weren't rebels yet. And people, I don't know how to say it, but we still followed the rules. One or two classes after us and things all fell apart. And then to be sort of accused of misbehaving when you really hadn't. In sociology, you know, they talk about labeling theory. So it was kind of like, okay, you want to see rebellion?

Spaccarelli: Yeah.

Chinchilla: And I don't know if you want me to go into it now or later, but then in the second year, I was elected... Well, I'll just tell you, I was elected student body president, I mean, student council president. And I also had a boyfriend, Jim Stockford, who was the bad boy of the school. I found him just absolutely

brilliant. He was a gifted piano player, he would sit down at the piano and play. It was very romantic, it was very intellectual. He was just a wonderful boyfriend. Oh, but Peckham called me in and said, this is not a good example for the college. You're so admired, you're so respected, your reputation is suffering. I'm like, who are you? I mean, I didn't, you know, I was like, Dr. Peckham, you know, I have the right to choose my own boyfriends and I think I know what I'm doing. And my parents would never, would never, ever have done that. They would never have, they wouldn't have been enthusiastic about it perhaps, but they always felt that the more you pressured your kids, especially with boyfriend-type stuff or girlfriend-type stuff, that the worse it would get. So they would just kind of let it play out. I couldn't believe the gall of this guy that he actually thought that the right to tell me who was my boyfriend. So, I don't know, you know, Raymond was still the utopia for me. It was still like the intellectual and creative and emotional utopia, the commune, whatever, you know, that's the way I remember it anyway. And I was, I got a huge amount of approval from my, from faculty, which really helped me reinforce that view of Raymond. I know a lot of people had, in retrospect, you know, had pretty miserable times trying to fit into the curriculum and so forth. But for me, it was, it wasn't a problem.

Spaccarelli: Good, good, good, good. So I want to look at that Dean Peckham thing one more time, because people mention him as... often, they often mention him as the figurative bad guy in the administrative structure. You know, he was strict, he was puritanical, he seemed, you know, harsh sometimes. Was that because of a focus on appearances? You made it sound like that for the idea of image with your boyfriend and everything. What was going on?

Chinchilla: It seems like, yeah, but I think it was very deeply held view that somehow the moral order had to be upheld. It was like, it wasn't, you know, it wasn't just a small thing because we were a new campus. I'm sure it was partly because we were a new campus. Well, we have to acknowledge, they got traumatized by the professor running off with the student the first- and there actually was a newspaper article, there was some AP report that somewhere- I probably have saved that said, new college promises close faculty-student relationships. And guess what? The married professor, you know, fell in love with a student and had to leave the college. So I'm sure they must have, I've never heard anything about the discussions they had or anything like that, but I imagine it was pretty traumatic. But he personally, you know, when we began to study the Puritans, probably that was the second year, we had like the American Studies kind of integrated study. When we started reading those Puritan sermons, so many things became clear to me.

Spaccarelli: (Laughs)

Chinchilla: If you read those sermons, it will reveal so many things, but it revealed, you know, kind of the thinking of someone like Peckham. So appearances were important, yeah. But I think also inside he thought he was somehow ordained to make sure that the appearances were kept. But also I understood my father for the first time, from German, Lutheran, you know, Calvinist background. I'm like, oh, oh, he's not really such a mean guy after all. He's just, he's just doing what he thinks is the right thing to do. I mean, it just was amazing. Like in those sermons, you would have, you know, how children should be raised and how you have to, you have such a responsibility for keeping the devil out of them. And

they're especially vulnerable from birth to age six. This is what I remember. But then so I'm like, oh, okay. My dad thought he was, you know, my mother wasn't like that, but my dad, you know, but Peckham, I don't know, you know? The social mores that he thought were, like if I was such a good student and thriving and doing so well, why wouldn't you think that I also would have good judgment about my personal choices, you know? I just couldn't understand that.

Spaccarelli: Yeah. Yeah. And I want to flip this around as well to Dr. Martin, because my understanding is the perception of Dr. Martin and Dean Peckham were very, very different. Yet Dr. Martin was just as much involved in the steering of the school as Dean Peckham was. I mean like Dean Peckham may have done things, but Dr. Martin was aware and was okay with it. Does that make sense?

Chinchilla: Yes. And I think we just let him off the hook. You know, we, we didn't think, but we didn't... I mean, later on, I heard some background stories about like, well, the worst part was when Toni Novak was forced to leave because she was pregnant and about to give birth. But the thing is, I was so oblivious, you know, I didn't really, first of all, she was in my dorm. I didn't know she was pregnant. I just accepted her explanations of, you know, why she was wearing a coat and all that. But secondly, I didn't know about a lot of those debates and discussions. Although I have to tell you, I've just found a note in a box where we were apparently writing down notes of arguments we were going to make with Martin and Peckham about why she should be allowed to stay or come back. So apparently I blocked it all out. Maybe I did know a little bit, but I didn't know. I mean, in my mind, she was just gone, from one day to the next. And maybe there was discussion afterwards. Maybe that's what these notes are. But I was definitely not one of the people most involved in talking to him about her right to come back and so forth. So you know, Martin was so eloquent and so visionary. And he, you know, I remember thinking he's just, well, I don't know. I didn't know him. I didn't, I wasn't close to him or anything.

Spaccarelli: But you would hear his speeches. I say speeches, sort of sermons to my understanding, right? On Raymond and the education and stuff like that.

Chinchilla: Yeah, he was, he was our... Yeah, he was our leader, you know, our... I didn't, I didn't see any flaws with him, but I just, I really didn't feel close to him. Not at all. Yeah. But when he was- but when he spoke, I just, I was a follower. Really, he convinced- and this idea of being part of an experiment. I mean, how heady is that?

Spaccarelli: Right.

Chinchilla: Being part of a new... Yeah. I mean, that's like, that's like a drug. You know, that's like I, I always had this feeling that you didn't have to accept the world the way it- you inherited it, you know, with all of its injustice, that you, you could- there would always be a moment when you could do something and you needed to be prepared for that moment. And, and then, you know, Martin's articulating that moment. Yeah.

Spaccarelli: Yeah, no, that makes sense. OK, well, moving on to, you know, aim at some more of the particulars here, because we spent a little bit of a while on that question. So what were there any memorable events that stood out to you during your time at Raymond? So these can be high tables, but they can also be speeches Dr. Martin gave or... You know, a visiting guest or something like that, anything, any event.

Chinchilla: Well. I don't remember any individual speeches that Martin gave, but I do think that he probably was the one who came to my high school, perhaps, and presented the project. And I haven't mentioned that... It really wasn't me that decided to go to Raymond in a way because- it was my dad, because my dad was- must have been present at that presentation. And I thought I was going to Berkeley and I thought I had to get a scholarship because I thought we couldn't afford a private college. And then even going to Berkeley, I would have to get a scholarship. And my dad, I think this is the way it happened after the presentation. And we were at home, he said, well, what do you think? I said, oh, it sounds great. Sounds like a great thing, but I don't think we can afford it. Right? And he said, well, you know, let me think about it. But he was already plotting and planning. And his whole goal was to keep me away from Berkeley, it turns out, unbeknownst to me, until years later. And secondly, it was less expensive, which I was totally oblivious to until recently, because it was three years. But it turned out we weren't poor. We had stock or something like that. He could perfectly well pay my tuition at UOP. So I guess that's not a direct way of answering questions about Martin's speeches. But I think he gave a speech at High Table about the Raymond experience. But I don't remember much about it. The controversies really had to do with the ones that touched me personally, like Ann leaving college after two months. And then the controversy with Toni. I mean, I was very upset that somebody who was really close to us could be- this whole thing. I don't know how to analyze it. My friend, Leatrice, was involved in a lot more hijinks. And so she provided a few memorable experiences, but probably not of the type that you're thinking of. She would like enact certain things we were studying. So we were studying, we were reading Lord of the Flies. So Leatrice thought it would be really funny to reenact... Apparently there's a scene in Lord of the Flies where they go down to the river. I don't know if they go down to the river or not, but she had us dressed up and we would have been carrying torches if we could have. And chanting Kyrie Eleison and going down to the river. I don't even know what it was all, what part of the book it was about. But she was very creative that way. And then she would, yeah, so she did a lot of those kinds of things. And yeah, you know, it's funny that you, it's funny that I don't have more memories of that kind of thing. And the things that start to pop into my mind are other things like...

Spaccarelli: Oh, don't worry about it.

Chinchilla: Well, I just, the other thing that Leatrice introduced us to was artichokes. We would, I had never in my life had an artichoke. You have to picture what it was like to have all of these people studying for, writing final papers at the same time cooped up in these two dorms. Eventually three, I think. I mean, it was like hysteria time. It was like pressure cooker time. And so a lot of the pranks and stuff would come at that time. And it was kind of a way of, fortunately there were creative people who knew how to do those things. But so Leatrice decided to cook us artichokes. I don't know how many, she

must have, how she did it. I don't even know how she did it. She must've had big tubs, big pots, like tamale pots or something. And so at midnight, she had cooked these artichokes and she was showing us how to eat them and how to... We were in the middle of writing papers and I mean, the pressure was enormous at the end of a term, enormous. Because practically every class or however many classes we had, I don't know, did we only have two or three? I don't know- had a term paper of 30, 35 pages. So it was not easy. And I guess I'll just go on and give you another example of that. I think my second year, so Harrie and Edwina were the two, they were my other friends across the hall and they came from COP. They already had a year behind them. So they were very worldly girls. They smoked. They were the only ones that smoked when we started and all these things they knew about that we didn't know about- that I didn't know about. And so they would delay starting on their term papers and then they would do these all-night blitzes. And I was like, how do you do that? I have to start way ahead of time. Even then, I just finished just on time and they said, oh, you take dexedrine. That'll keep you awake. And I'm like, oh, okay. I've never heard of anything like that. And so I was struggling with this term paper and I had already taken, I had already drunk coffee. I'd already taken no dose, which is caffeine. And then I decided to take dexedrine. I was a total and complete mess. There were insects crawling on the walls. There were insects crawling on my skin. I couldn't get rid of it. I couldn't work. I couldn't do anything. I was up all night. I got nothing done. I was writing gibberish. That was my one and only experimentation.

Spaccarelli: Ah, tricked into doing drugs. (Laughs) Hallucinogens.

Chinchilla: (Laughs) I was like, those are the things I remember. I'm like, okay, not doing that again. It doesn't work for me.

Spaccarelli: (Chuckles) That's funny.

Chinchilla: So fortunately Peckham didn't find out about that one. Yeah, I think, apparently, you know, there was this midnight run or some, I'm sure other people can tell the story about them. The guys, including Bill, you know, getting food from the kitchen and making sandwiches all for us at midnight. But anyway, that's the kind of thing I remember or turning things into rituals. Oh yeah, there was the, what was the movie? What was the movie where there was a very, um... there was a movie. Well, there was the gypsy thing, but everybody's told you about that, I'm sure. I wasn't directly involved in that either, but there was the movie that had this sumptuous eating scene in it, with this huge table filled with food. And we decided to imitate this movie. And then the whole eating scene was basically sex. It was kind of clear that it was not just a banquet in some medieval hall or something in England. It was, yeah, I wonder what that, I can't remember right now. And so Leatrice got this idea again, it was Leatrice, you know, she was always finding ways to implement what we were learning. You would call it today experiential learning, I guess. We didn't know what to call it, we just, you know, it was like, yeah, the different modes of learning that would fit right in with, right, tactile and... And so we had, yeah, we recreated this banquet scene, but then it ended up in a food fight or something, some horrible deterioration. It was fun. It was a lot of fun in a way, you know. Yeah, so I don't remember much. I remember feeling that the faculty were not on the same page about things, you could tell. Sometimes although they didn't reveal much, like you could tell that there were beginning to be fissures in terms of

like who should be, like at the end of the first year, I know we had to take comprehensive exams, and I think it began to show up there, you began to sense it. Somebody else's favorite student was, you know, another faculty member's goof off or...

Spaccarelli: Right, right.

Chinchilla: Yeah.

Spaccarelli: Okay. Well, perfect. I'm realizing- that's all fantastic. I'm realizing that we might have forgotten, I might have forgotten to ask you about what was behind your choice of attending Raymond. So thank you for answering that. Do you want to say anything more? Or did- have we covered it?

Chinchilla: No, I think, I think, you know, I didn't realize until later. I did some interviews with my dad later in life, some oral history interviews myself. And he, and I asked him, I said, do you have any regrets? And he said, yeah, paid all that money for you to go to a private college and you came out just as radical or more radical than you would have if you've gone to Berkeley and I'm like, Dad, that was a wonderful education I got. How can you say this horrible thing? But the truth came out.

Spaccarelli: No, I mean, it's, it probably was more radical than Berkeley back then.

Chinchilla: Yeah, I, I actually think if I had gone to Berkeley, I'm not sure if I would have... I- friends of mine who went to Berkeley dropped out. And they may have finished eventually somewhere, but they got really wrapped up in either politics or drugs or other things. You know, they were really good students, but they just- and I would have been just a number. I would not, for me, the personal attention made me blossom. And just, just the personal attention from faculty was like water and fertilizer on a plant. I just, I just grew. And mostly I was thinking- last night when I was thinking about this, talking to you, what was it really? Was it, was it the actual being exposed to so much academic-? I think it was confidence, that it gave me confidence, especially as a woman. Like I say, my family respected intelligence and all, but they didn't respect independence of ideas. And that doesn't give you much confidence as a woman, especially, because you're getting all these other messages, you know, be quiet. Don't argue.

Spaccarelli: Right.

Chinchilla: You're getting a lot of messages. And even though like my mother was a great role model of a woman who believed in independence and all that, it still wasn't- the times weren't friendly to that sort of thing. So I didn't rebel in the way some women did, which was just kind of very socially, let's say. But yeah. So that's how I got to Raymond, yeah.

Spaccarelli: Yeah. Yeah. Okay. But yeah, so it built independence. You felt like you were able to speak for yourself and be confident. And do you think that was like something that was cultivated in the

classroom or is that just general at Raymond, like the emphasis on open discussion, valuing everybody's ideas?

Chinchilla: Well, it definitely was in the classroom, I felt. I felt like there really was a, there really was a culture of- like, I don't even remember feeling disrespect from other male classmates, although some of them were kind of self-important in retrospect. But there must have been a culture created by the faculty or it wouldn't have worked very well. You know, it just, I mean, as someone who has been a faculty member myself, I really know how you intentionally or unintentionally set a culture. And there must have been a real respect, there must have been a respect for listen- like listening to people's answers, even if you thought they were stupid or something, there must have been. Otherwise I would have detected it. I think really, I think I was primed to detect it. For instance, in my whole academic career, in my graduate career and in my academic career, I had my fill of male egos. I could not, I got to a point where I could not stand one more man explaining something to me as though I were a toddler or, you know, all these things you hear about are so real. They're so real. And you endure them for so long and then finally you just say, forget it, forget it. I'm not serving on a committee with this person. I'm not, you know, I mean, what else can you do? You can't, you can't just yell at them or, you know, and you have to remember I'm part of the group that still went through when there weren't any women really, you know, there weren't hardly any women. And so we were used to being in male culture. That wasn't the problem. The problem was when that became oppressive. And I don't feel like that ever did for me, mostly, at Raymond. There were a few professors I didn't bond with at all, you know, but whether it was personality or whether it was politics, several of them, when I think about them, I think, oh, it was their politics that was their- or their intellectual perspective.

Spaccarelli: We'll get to specific professors later as well.

Chinchilla: Okay. Okay.

Spaccarelli: But yeah, no, that makes, that makes sense. So...

Chinchilla: It must have been, it must have been, I mean, that must have been what they did right.

Spaccarelli: Inclusive culture, didn't feel like it was too patriarchal? That's good.

Chinchilla: Because I remember individual debates with my male, you know, my male friends at Raymond. I don't remember feeling put down or, or yeah.

Spaccarelli: There was never the, you don't know what you're talking about. You're a woman.

Chinchilla: Yeah. I mean, when I went to graduate school, oh my God, it was the whole opposite. It was just, yeah. It did not prepare me for that, but it's- yeah.

Spaccarelli: Okay. Okay. Interesting stuff. Okay. Moving on then. Do you remember any controversies during your time at Raymond? We already mentioned a couple, but any more, and then this is also where we can get into talking about like other cluster colleges, your relationship with them as a Raymond student. Just what are your, what are your thoughts on that?

Chinchilla: Yeah, well, I mean, we, we probably started out wrong with, with, with COP. But we just, we just thought, you know, people were creative and we thought it was fun to, we had a culture from the very. We had a culture, it seems like from the very beginning, that we liked and that we, we kept developing. And one of it, you know, had to do with kind of tweaking COP, I guess. So, but- or competing with are kind of, you know, so I guess it could be seen in retrospect as arrogant, but we didn't see it that way. We saw it as, as a sort of a fun culture, you know, who can... So there was the whole thing about band frolic where we did the gypsy Rosalie. I mean, I thought it was wonderful. I thought it was just great. I didn't know it was going to cause so much problem. I didn't think of it as, and then Leatrice and whoever were instigators. I think you heard about the clothesline.

Spaccarelli: Yes, yes, yes, yes, yes, yes.

Chinchilla: Yeah. I mean, those things, I was just a witness to, I wasn't the instigator for anything like- I wasn't that creative anyway. But yeah, I mean, I could see, well, oh, we don't want to scare away donors, but they didn't talk to us much about donors. So we didn't really feel responsible for the finances of the college. You know, I mean, we just assumed that it was financed. So, what other controversies? Yeah, and I didn't know there was so much controversy with different people about the high table speakers. I just thought it was amazing that we had access to these people, coming to our little college, to give these historic speeches. I thought high table was wonderful and I witnessed the goldfish incident, but I didn't know any of the backstory or any of the planners or so. I was pretty focused. Even though we were a small group, I don't feel like I knew everybody or was in on a lot of things. What other controversies- we did call Burns Tower... Was that built while we were there or something?

Spaccarelli: Right around that time. Yeah.

Chinchilla: Yeah. Well, we did call it certain names. Yeah. Covell College, I guess it- was started the second year we were there? So I already had a real interest in Latin America because I'd studied for two months at the University of Veracruz. And I can't say I spoke Spanish really well, but I spoke Spanish and really identified with Latin America already. And then Covell came and I immediately made friends with some of the Covell guys. I don't know what their gender distribution was, but most of my friends were the guys there. And then Jim Stockford, my boyfriend in the second year, played on their soccer teams and he was a great soccer player and they adored him. They made him an honorary Covellino. And I even got a birthday mariachi serenade under my window in the dorms. A video surfaced a few years ago and they were like, who are they serenading? Well, it was me. And I made a really close, close, close friend, Rolando Arrevillaga, who came home with me for Thanksgiving and my family ended up practically adopting this guy and he would come and visit even when I- and he was Guatemalan. And so

then when I went to apply for the Fulbright, for that reason and other reasons, I chose Guatemala as one of my possibilities. I had three countries, Bolivia, Ecuador, and Guatemala, all of which have indigenous populations. So there were other reasons why I chose them too, but Rolando was, he's like, well, if you get Guatemala, I can set you up with my cousin and you can live with her. She's a law student. She's just exactly like you, only she's Guatemalan. And it was just amazing. It all worked out. And I kept, I have, you know, kept in contact off and on with him over the years and he became a very successful person at the World Bank, very conservative compared to me. We argue completely about- he's a free marketer and I'm not, but we love each other very much. And, and then two of the guys at Covell who are Guatemalan, I did see once or twice when I was in Guatemala, but it was kind of strange because when we were at school, we were all equal. We were all, we were all the same. We didn't know whose family was what, you know, and then in Guatemala, I ran into one of them on the street and he said, oh, you need to come to my house and have lunch. And here's the address. And I took a taxi to this neighborhood where there were these enormous mansions. And I, you know, finally got through all the maids and security and everybody and got to the, and I was like, oh my God, this, this, these people live differently than I, you know, they were, they were hugely wealthy. But at school, you didn't know that.

Spaccarelli: Right. It's my understanding of a lot of the Latin American students who were at Covell is they often came from the upper class families there, right?

Chinchilla: Well, apparently, although Rolando came from a very poor background, my best friend, and he's- his scholarship came from the social democratic- German social democratic party. So there were some scholarships for, you know, in the early years, at least. I don't know how it was later, but there were scholarships for people like Rolando came from real poverty.

Spaccarelli: Right, right, right.

Chinchilla: Yeah. And so I think I took, I think I must have taken a couple classes at Covell or I took, I took a Latin American history class with Walter Payne, who was a history professor, I think at Covell, maybe also COP, maybe came over from COP. So- and he also had done his dissertation in Guatemala. So that was another influence. Yeah. And I, apparently I took Spanish while I was at Raymond. So that must have been a COP class. Yeah.

Spaccarelli: Interesting stuff.

Chinchilla: Um, controversies, you know, I, I don't remember anything else except...

Spaccarelli: Controversies, you've already mentioned about a student running away with her professor and stuff like that.

Chinchilla: Yeah, those are the big ones in my life.

Spaccarelli: Yeah, yeah. No, those, those are, those are plenty. Okay. Moving on here. So we've already talked about this a little bit, but what were your thoughts on the educational style of the Raymond teaching philosophy? How well did it work for you?

Chinchilla: Well, the fact that, the fact that anything could be debated, you know, that was, that was- that you could look at multiple sides of an issue, that was really good. And that's really impacted me in my life. I always, when I taught, taught, I always had debates in my class, like formalized debates, but also I would always ask students to, if they were arguing for a point of view in a paper to always- part of what I would actually require was what, what would the alternative view say? And then how would you respond to that? So I think that was really good. And like learning to define a question, I guess. I don't know that they would put that in their formal listing of things, but it's very hard for some people to define a question to, you know, to investigate or something. Well, we didn't really, they didn't really-like papers, yeah, they didn't, I don't know that they actually emphasized that too much, but it just kind of seeped through, let's say, like a question that they really loved, the American Studies kind of folks loved was, what was it? Oh, yeah, what, why is America so exceptional? Of course, I totally reject that, but, but, but they, you know, it was a question that you could look at in so many different ways. So you'd read de Tocqueville and you'd write about de Tocqueville and then you'd read about the Puritans and then the frontier, the westward movement, the open frontier. It was all of this, all of this attempt to describe or explain why America was so unique in the world. You know, I wish we had spent some time critiquing that, but nobody, nobody was into critiquing it. On the other hand, it was part of the educational philosophy, I would say, maybe the interdisciplinary part of it, to, to like take a topic and then see, bring in all the disciplines without mentioning that they're disciplines, right? To focus on a question or try to answer it. So I think that was part of the educational philosophy of some people to define a question and then bring all the resources together to, to answer it. And when you think about it, I mean, that's what the great discoveries are, right? That's what the great- nothing in the world is really divided into disciplines that much. Although I'm very much in favor of a grounding in a discipline, having had a PhD in study in sociology. I, and people who don't have that disciplinary grounding, lots of times they're, they're, they're weak, you know, in that way. So you don't think you can do, I love the fact that I had an interdisciplinary undergraduate education, but I also feel that it was important to go deep in a discipline. Of course, I didn't even know what discipline to apply to in graduate school because I didn't know what the difference between anthropology, sociology, I could not get it, could not get it. I did not know. I was like, got me. So my first approach was going to be to apply for a master's degree in Latin American studies. Yeah, a lot of good that would have done me. But anyway, that was actually what I, what I, what I was going to do, did. And then I spent the year in Guatemala. Fortunately, people kind of schooled me a little more on, you know, well, what do you want to do? If you really wanted to do that, you need some kind of disciplinary grounding. So...

Spaccarelli: Right. Right. Right. Makes sense.

Chinchilla: So I liked the interdisciplinary part of it because, you know, it teaches you to think. The other part, the other thing, I like the fact that they required us to study everything, you know, everybody had to study all those things. You know, in retrospect-

Spaccarelli: You liked the structure.

Chinchilla: I did.

Spaccarelli: Okay.

Chinchilla: But I mean, it was pretty- it was pretty grueling to go through and if I'm sure if I hadn't done well, I would have a totally different view of this. I mean, I'm even stunned. I looked at a paper the other day that I wrote for Hugh Wadman. Of course, he was the most wonderful math teacher you could ever have or whatever he was. What was he? Chemistry. You know, just beloved, wonderful human being, very humanistic. And I apparently wrote a term paper on the Gaussian curve. I don't even understand the paper, but- when I read it, I have no idea how. And Hugh Wadman puts on there "Very superior paper. Now you know why I didn't treat the theory of the Gaussian curve in class." How did I do this paper? I have no clue. There was no YouTube video. There was no like Cliffnotes. I sat in some carol in the library and looked at everything. And then I diagrammed the Gaussian curve. And then I found some other stuff where I had to illustrate insulin, the structure of insulin. And my God, you know, how in the world did we do these things? But you know what it did is it made you confident that you could take on anything new and find some way through it. I mean, it must have been miserable at the time because I... But I just remember later, later being so grateful that I could read like a newspaper article about astronomy or something and kind of understand it. I could read. And then I got to graduate school in sociology and I choose it... I choose a department that I think is radical, right? Because certain professors had been there, were there, University of Wisconsin had a, sort of had a radical reputation. I didn't know much about it, to be honest with you. I really went there because I got the four year scholarship, but, and I get to this department that's radical all right in a way, but is going quantitative. And every single year you have to take- of the four years you have to take, you know, statistics using calculus and then multivariate analysis and then doing factor analysis by hand when computers already existed and you could- and they wanted you to do it by hand and you make one mistake and the whole thing falls apart. How did I ever get through that? Only because I had that Raymond background where I had to constantly learn these things. And you know, and I read a review, one of my letters yesterday, I was just done, these things, lots of these things, you know, you don't remember details like this, but so apparently my- whoever taught me mathematics said superior. How did I get a superior in mathematics? 'You plunge in fearlessly, even when you don't have the background and you persist until you finally get it and you ask questions and you do this.' So you're getting all of these, all these kudos for sticking it out and for trying to understand it and wrestling it through. And I mean, you know, yeah, probably wasn't the right thing for a lot of people. And I probably should have been more sensitive to the fact that it probably had a, I probably didn't realize the mortality rate, you know, until more recent times. But for me, it was like, oh, you have to do it. So you have to do it. And then doing it and getting through it somehow. And then also just like, respecting what scientists do. Actually, in some ways for me, poetry and theology are more difficult than some of the sciences. But anyway, but even, even theology, I was glad we had that theology class because the way it was taught was really great. It was like back to Jesus and they had some of the cutting edge theologians. We were reading Martin Marty and people like that.

And later on, I was able to hold my own in conversations, people who, you know, philosophy people who- So, I don't know. I like those parts of the educational philosophy, I think probably... Can't imagine being a faculty member and having to spend all that time with students. I don't know. I- that would wear me out.

Spaccarelli: That's fair.

Chinchilla: So I now understand why, why students rebelled against it later. For a while, I just thought, oh, yeah, right. They just didn't tough it out. You know, if they tough it out, they would have gotten a good education. And then you can't help but feel like people aren't getting a good education. But I suppose there's more than one way to educate people. Yeah.

Spaccarelli: Yeah. And that's interesting what you were saying as well. Do you think it was true that... I'm just- what you were saying about your math course and the fact that you got a superior. Do you think it was true that because it was a smaller environment and there weren't, you know, grades necessarily, it was those term letters instead, that professors could, you know, take into account more the level of effort into the process because they knew how hard you were working, even if you were struggling relatively. Do you think that was the case?

Chinchilla: I think so. But I do think that that achievement was, was- outcome was there.

Spaccarelli: Oh, of course.

Chinchilla: But yes, yes. Smallness, I think there's a lot of things you can do with small classes. You know, you even read about K through 12 when they, you know, interesting experiments that they do with reduction of class size by 10, by 10, and then how they can get reading results that are dramatically different without changing the methods sometimes. And I think that definitely is the case here. And also, we peer educated each other. I think that's something they forget about. When you're, when you're, when you're living together, you're talking about this stuff after the faculty go home.

Spaccarelli: Right.

Chinchilla: And you're helping each other. Yeah, yeah, I think that peer education is underestimated.

Spaccarelli: Yeah, yeah. No, I remembered one of the alumni I've interviewed talked, said how Martin called it the co-curricular experience of living together. Do you remember that term?

Chinchilla: Yeah. I'm not sure I knew what it meant. But yeah. Yeah. But it's that's, that's probably should be emphasized even more than than we have in the past. Yeah.

Spaccarelli: Just the fact that those conversations continued after class, or even at lunch when your professors were there with you, right?

Chinchilla: Yeah, yeah. And we- I mean, we debated everything. I remember in the dorms, you know, in the dorms or at midnight or you know, I remember. Yeah, we talked about stuff all the time.

Spaccarelli: Yeah, yeah. That's great. Okay, moving on here, if you're ready. Who were the individuals that Raymond that were most memorable to you and why? So students but also faculty, administrators, anybody?

Chinchilla: I don't think I felt as close... I don't think I felt close to any particular faculty members like some people talk about, you know, like having a real mentor. I mean, I'm very close in philosophy to Mike Wagner, and he always liked me and I liked him. But after a certain point, I also felt like I outgrew him. So I was really looking for somebody who had Latin America as a focus, who had a global focus and there wasn't really anybody. It was very, it was very, an American focused curriculum. And so, you know, I liked many of the faculty members, didn't like some of them. But I can't say that I felt close to them, which is probably unusual. Um, I, I was, I was very close to Peter Windrem, because we were- and Bob Sullens- because we, we were political together. And we, we got chosen to go to the National Student Association as representatives of the whole UOP. But of course, that's probably because nobody else applied. I'm not sure. I doubt that anybody else was as gung ho to go as we were. And so I shared that experience with them. I shared two, two years of- and that was incredible because, you know, Stokely Carmichael was there, the first appearance of SDS, Students for Democratic Society, filling out membership cards, I got my membership card for SDS. And it was, and there were some representatives from student associations from around the world and very, very political and the civil rights movement. And so then we came back to campus and we tried to, you know, educate everybody else and some people were interested, some people weren't. Oh, I think another thing that I really did admire was the role of the Y, the YMCA, because the Y was where political activity often bubbled up or we would organize political activity around the civil rights movement or things like that. And the Y coordinated, there was a call for people to go to Mississippi for Freedom Summer. And I really wanted to go and I went through all the training, the nonviolence training, people from Stanford came over and, and trained us and I got ready to go. And they said that you had to get an affidavit signed by your parents that they would bail you out of jail if you got jailed because the movement couldn't sustain all that legal, you know, getting you... There was no way I was going to be able to go to my father and get him to sign this letter. He would have pulled me out of school completely. So instead, I think I stayed back for a while and maybe provided part of the support group for the, Bev Moon went to Mississippi and I forget who else went to Mississippi. So I really respected...

Spaccarelli: I think Peter said he did.

Chinchilla: Who?

Spaccarelli: I think Peter said he did.

Chinchilla: Oh, really? Wow.

Spaccarelli: I remember something. He told me something about how he went down to engage in the nonviolent protests with the voter registration. So yeah.

Chinchilla: Okay. Oh, wow. Well, I admired Peter, you know, and Bob Sullens and Bev Moon went down. So- and Peggy Gunn, I think maybe went and we would put pins in the map at the Y of where they were and we would disseminate news bulletins about, you know, what was happening there. And I found some of them in a file. I think I'm going to write something about it. But, you know, every once in a while in the newspaper, even when I was home, there would be like, local person beaten up in, you know, this town or that town. I mean, it was something I was very, very much identified with and wanted to be part of.

Spaccarelli: Right. Right. Right. You wanted to be part of that change.

Chinchilla: Yeah.

Spaccarelli: But before we get too much into the change aspect and the activism aspect, any more individuals, and then we can keep going. You don't have to come up with every single individual who mattered to you at Raymond. Like that's... (Laughs) But just a couple of- if you have any more off the top of your head.

Chinchilla: Well, I mean, I admired some of my professors like, like Hugh Wadman. I mean, he taught chemistry and he was just hilarious and you could not- it was hard not to learn chemistry, taking it from somebody like Wadman. I mean, he was just a crazy professor, but he had this wonderful teaching style. So I admired that. I always like people who can be the bridge between specialized knowledge or something really great that they've done, but then communicate it to other people. I have a special place in my heart for those kinds of people. And I had, you know, Theo McDonald, but I didn't, I didn't quite relate to him the way a lot of the students did. I mean, he was, he was a gifted teacher, too, and crazy. But yeah, I am- I'm having a hard time actually thinking of people.

Spaccarelli: No problem.

Chinchilla: To be honest with you. It's funny because I don't- trying to think. Gene Rice was a sociologist, and so in that sense, I identified with him, but he was very- and he took a lot of... He would be the closest thing to somebody who was mentoring me academically, but his sociology was more cultural and, you know, he combined religion and sociology. I didn't share the religious view at all. And I didn't, I felt like his sociology was too mainstream and all that. So while I kind of admired him as- I didn't, I couldn't... I didn't identify with his intellectual path. And I would have liked to have had a really good Marxist professor there, but there was nothing like that. Barely any mention of Marx. So I guess what I was looking for was something like I had in Xalapa Veracruz and there wasn't anybody like that there. I got lots of, lots of encouragement, support, awards, so forth, from faculty, but there was nobody I wanted to be like, exactly.

Spaccarelli: That makes sense. Yeah.

Chinchilla: Yeah. And then from the students. I admired a lot of the students, but I liked them or I, or I appreciated their gifts. There were, there were- so I really loved being around people who did things well that I didn't do, like they were creative or they were scientific or they were. They had a great sense of humor, like the people that pulled off the Gypsy skit. I just, I admired all that stuff, but I can't think of. Yeah, it's interesting. I don't know.

Spaccarelli: Jinx told me about the, about the Gypsy skit from a firsthand perspective.

Chinchilla: So I'm glad you got that.

Spaccarelli: Yeah. Yeah. Okay. Perfect. Are you ready to move on then?

Chinchilla: Yeah.

Spaccarelli: Okay. So what issues were you involved in, besides the ones we've already talked about, that stood out in your mind as important to the growth and development of Raymond?

Chinchilla: I didn't hear the first part.

Spaccarelli: What issues were you involved in?

Chinchilla: Oh, what issues?

Spaccarelli: Yeah, that were important to you and important to Raymond as a whole, like as a community. Besides the ones we have already talked about.

Chinchilla: Yeah. You know, I was involved in the student council and kind of setting up student government, I guess you would say, to the extent that we had it. I was involved in relationships with COP. So for example, when Pete ran for student council- for Student Body President, I don't know if he was on their student council first, but I was part of that. I was involved in the civil rights... Most of the things that the Y did, I was involved in. I was involved in the South Stockton Project. In fact, apparently I helped to set it up, so I don't remember too much about this, but it was our first community active, what do we call that today?

Spaccarelli: Outreach?

Chinchilla: Yeah, I was volunteering in the community. So we linked up with a reading literacy program, Laubach Literacy program, which was a method for teaching reading in English. And they recruited somehow the Y, or somebody who was already working in that neighborhood, identified candidates.

And I got to teach a young Mexican boxer to read in English. And this guy was 21 years old. He couldn't read any of his contracts that he had signed. He was constantly getting exploited. And he had a three-year-old child, I think, or two or three-year-old child. And the child was starting to ask him to read books to him, read to him. And he, I think we spoke in Spanish maybe. And he said, I just, I try to, I don't, you know, I try to tell him to go to his mother, but I'd like to be able to read to him, and I'd like to be able to find addresses on streets. When somebody gives me an address to go to a certain place, I'd like to be able to find it. And then I'd like to be able to read my contracts. And that was so powerful for me. And then to be trained in this method that actually worked. It was just, it was really one of the high points of my college career, to be able to be part of that project. And to know that, you know, somebody had already figured out methodologies for this. So then I recruited other people. And I think Gene Bigler mentioned that he was part of it, and Ursula Shepherd. And they said, they said, they were the first ones that said to me a while back, they said, oh, you were the one that started all that. No, I wasn't. But yeah, I actually found a newspaper article, I was. So yeah, I mean, I'm sure it wasn't the only one. But I just love that community outreach part. I mean, that was the part that was missing from Raymond for me.

Spaccarelli: Right.

Chinchilla: I was, I was just not, I just was, my, my world was the world, you know, I was already thinking about the world, I was thinking about Cuba, I was thinking about immigration, to some degree. Who are the Mexicans? Who are the people that are living around Pacific? How come Pacific isn't involved with them? I mean, I didn't articulate it really clearly. But that was that, that was my frustration, I guess, is that we were in such a bubble, and I just, but it didn't, I didn't have the language for it. I didn't think of it, like, we could reorient the curriculum and make that part of the curriculum. I just thought of it more as volunteer work. Yeah, so those are the things that inspired me as opposed to particular people in, in, in Raymond, I think, but anybody who was involved in, in that kind of thing, I liked. What else? I met, yeah, I didn't know much about COP, but I did meet a Nigerian student who is a COP student. And later on, I realized he was part of that. There was a whole movement after colonial, after independence to give scholarships to former- to people who were going to be leaders, you know, national leaders, Native leaders, after independence, so Kennedy promoted that, the whole goal was to have them be friendly to the United States, but I didn't know that. But anyway, I did make friends with that person. And I went places with him, like to conferences that the African students had at Berkeley and stuff like that. So I was kind of an important person to them.

Spaccarelli: Oh interesting.

Chinchilla: But mostly, I guess, Rolando, Rolando Arrevillaga, my Covell friend, I mean, he just was, he just really became a member of my family. And everybody adored him. And he was hilariously funny and, and irreverent, and yet so smart. And, and, you know, the fact that he'd come up from poverty and I don't know, I really admired him a lot.

Spaccarelli: Well, those are the kinds of connections that, you know, college should be for. Big part of college. Okay, moving on here, connected to this, but going on to some of, some of the other issues

here. So what was the conversation around civil rights, feminism, community activism, and the war in Vietnam? And how did Raymond support those conversations?

Chinchilla: I don't think there were any conversations around feminism. I can't remember a single thing about that. I didn't even ask why there weren't more women faculty. I think they, they assumed also, but I mean, I think there could have been more women faculty. I mean, it's not like- there weren't very many, but they were there. I think there would have been a lot of women who would have loved to have a college where it's focused on teaching, but I don't think it occurred. I mean, things happen through social networks.

Spaccarelli: So to clarify, do you think it was, there wasn't as many women faculty because at that point in time especially, there weren't that many women getting PhDs. So that's just how it turned out. Or do you think it was some sort of conscious, like we don't want- we want to prioritize hiring men?

Chinchilla: I think, I think, I think they could have found women faculty if they wanted to. I think back East, you know, the women's colleges were producing, but it wasn't natural. You know, it wouldn't have happened naturally. Yeah. They would have had to identify it as something they wanted to do.

Spaccarelli: Seek it out.

Chinchilla: Yeah. So like Barbara Sayles, for example, you know, she was German, right? Although she, I think she got her education... I don't know if she got her PhD here or there, but people like that existed probably, but not in their network, not in their friend networks and in their professional networks. So, you know, when I went to graduate school, I only had one woman on the entire graduate faculty in sociology and she wasn't really respected. She wasn't. So, and I took it, I mean, we just assumed that it was because there weren't any women available. We didn't even critique it. We didn't even, I didn't even think feminism applied to me until after I got out of graduate school. I didn't know that I was rebelling against and suffering from was a hugely sexist culture in graduate school. Hugely. I just, you just start thinking, oh, I'm not adequate. Oh, well, maybe, you know, and like in the case of Wisconsin, there were a lot of, there were a lot of kids from East Coast families, radical Jewish East Coast families. And they went to Wisconsin because there weren't enough schools in New York and New Jersey that were affordable for the number of kids that wanted to go. And Wisconsin was really affordable and it had a radical history of sorts. So I'm thrown into classes with kids whose grandparents, you know, organized for the IWW or were members of the Communist- or parents were members of the Communist Party. They're, you know, they came from Russia from the fleeing from the pogroms and came from Poland. And I am a little kid from the suburbs who knows the difference between Republicans and Democrats, sort of heard about some other things in Mexico. But I don't know what Rosa Luxemburg and Lenin argued about it. Oh, imperialism. You know, I mean, I don't even know how you spell Luxemburg to look it up. Is it like Luxemburg the country? I mean, it's like another world. It's just another world. So you think- you easily go to the oh, well, what I'm experiencing here is, hmm, oh, I'm just not adequate. Or if I'd grown up in a family that talked politics at the dinner table, I'd know more. Maybe, you know, you think of all these things like, oh, I didn't go to an elite Eastern school,

maybe. And you don't realize really what- I mean, what's really going on, partly what's going on is, yeah, that's true. What I just said, they have an education I don't have. But the other part of it is sexism. It's just totally and completely the men bullshit, you know, and they talk, even though they didn't do any of the reading. You did all of the reading, and you're not saying a word, because you're totally and completely intimidated. Right? And because, you know, they're more articulate in some ways, they're used to being dominant. And the faculty member's male, and he's reinforcing that. He's like, you know, extremely articulate and not like your Raymond professors at all. And so that's why you don't know that. And then you and then the girls are starting to drop out or they're dating the professors who are married and then that goes awry. And then somehow, he's the chair of her committee, and he's the this and he's that and he's the recommended, you know, so of course, they drop out, right? But you don't quite know that that's why it's happening until some horrible thing happens, like some female fellow student is looking for an abortion. Why is she looking for abortion? Because she got pregnant by this faculty. Oh, my God, you know, I mean, like, how do you interpret any of that? I was unprepared for all of that. Thank God I was unprepared for all of that. Yeah, so. Okay, so back to Raymond. Don't remember any discussions of sexism.

Spaccarelli: Okay.

Chinchilla: But among the students, it seemed like, it seems like we were kind of equal numbers. You know, I mean, there was two dorms and we were both- the dorms are full. So that was cool. I think that helped. Racism, I don't remember any discussions about racism. I think we thought, you know, segregation was in the South. I don't think we knew yet. I mean, we started to know because Stokely Carmichael talked about it. And he also said, we don't want you anymore in the civil rights movement. Go back home and talk to white people. And I'm like, who would want to do that? That's boring. That's, you know, I mean, it's like, why would you want to talk to white people? They're not very advanced. Why? You know, it's like, why are they saying that? Well, of course, the North was, you know, as segregated as the South in some ways. And then we began to see, you know, controversies over busing and all that sort of stuff. I- yeah, but I think that the Y always had programs on things like that. I think we had speakers and I don't know what else they had, but I felt like the Y was the moral compass, you know, where the campus, my moral compass was. What else? Well, we would always talk about whoever, you know, was at high table. We talked about that a lot.

Spaccarelli: Right, right.

Chinchilla: But I don't remember too much about the war yet.

Spaccarelli: It was early.

Chinchilla: I don't think when I went to Guatemala, I didn't, I really- I think I believed that we only had like a tiny number of advisors in Vietnam. You know, they were lying to us.

Spaccarelli: Well, that was true at some point, right?

Chinchilla: It was but they also were already lying to us. And maybe actually Kennedy himself was, had been lied to. I think I think I read that somewhere that, you know, he's- he only began to discover into his term. What really, how really involved we were. And he thought he was, he was putting a brake on it. But the CIA basically was operating on its own, kind of. Apparently we, we sent the Marines to the Dominican Republic in spring of 1965, which was when we graduated. So that apparently happened in April, March or April, because I've been trying to reconstruct it, like what did I know when I went to Guatemala and what didn't I know? What was I naive about? Well, there was a- there was some debate over that, sending the Marines to the Dominican Republic because the excuse that was given was that we had to, we had to protect American lives there. But the reality was there was a coup. And we were trying to intervene in the coup. No, I'm sorry. What was the reality, anyway?

Spaccarelli: Were we trying to create a coup? I mean, that could have happened, too.

Chinchilla: Yeah, well, we were on the wrong side, that's for sure. We were on the non-democratic side. Yeah.

Spaccarelli: So, you know, probably they elected a socialist or something like that.

Chinchilla: Right. Exactly. Exactly. That's exactly right. Yeah. One Bush was- anyway. Yeah, the wrong guy got... Yeah. Anyway, we were on the wrong side, so we don't- I don't know what, why. It seems like that would have been a big issue on campus, at least with those of us who followed those things.

Spaccarelli: Yeah, nobody pays, but that's the thing is, I think, especially in that era and even still to a large extent today, people weren't, people don't pay a ton of attention to Latin America. But anyways, we're supposed to be talked about Raymond.

Chinchilla: Yeah, I mean, we got a lot of politics filtered to us from Stanford and Berkeley. Students were in touch with us. So they would send us pamphlets and news bulletins and stuff like that. But I have a feeling that because we were going towards the end of our senior year, you know, of our last year, that may be also that possibly. And Lyndon Johnson, you know, he had a way of explaining things away. I did have an experience where I was asked to start a communist club at Raymond- at UOP, but I never intended to. I met some guy at the National Student Association meetings who was a member of the Du Bois Club. And I thought he said the boys club of Chicago. And then he was talking about how the police were always repressing their club. And I kept saying to a friend of mine, I said, why would the police be against the boys club? Well, is it because it's black people or what? What is the reason? Finally, I went with this guy to several houses and stuff. I think this was in Indiana. And there were all these posters up and it finally dawned on me. Oh, my God. This is the Du Bois club. Oh, dear. Okay, well, by that time, he'd already gotten me to agree to receive some pamphlets and some stuff. And he said, you know, we're going to have somebody from San Francisco contact you about starting a chapter. And I didn't want to say anything. I felt like, oh, my God, I think there's been a misunderstanding here. But you know, so I go back home. And all of a sudden, this guy, Tao Hallahan, turns out to be a famous, from a

famous communist family in San Francisco. And Tao is called Tao because he grew up being a champion wrestler or something like that. His dad is like the attorney that defended all the communists in the 1950s and stuff like that. So he has five kids, Irish-American family. Anyway, so he sends me this box that I'm supposed to use to start the chapter. And I'm like, terrified, because I read all about how J. Edgar Hoover, you know, monitors all this stuff and you get on blacklists. And I'm like, oh, my God, now what do I do? This is a Methodist related campus still, and I never intended to. Yeah, I'm a leftist, but I'm not a communist. But oh, my God, what do I do now? I could get- I don't want to get in trouble with the communists. I don't want to get in trouble with UOP. I think I'll just say, addressee unknown, return to sender. That's what I did. I didn't open the box and send it back. I told him that the conditions were not right for establishing a Du Bois club on the campus. That was just my mistake, you know, my... But we did have a lot of people that came. They would come. I mean, they saw us as part of their organizing network.

Spaccarelli: Right.

Chinchilla: From the other campuses. Yeah. And apparently, I think some people went there. Maybe there were some demonstrations at Berkeley and some people might have gone, but I didn't- you know, I never, I rarely left the campus. I didn't have access to a car. And yeah...

Spaccarelli: And they kept you busy.

Chinchilla: Very busy.

Spaccarelli: Yeah, yeah. I understand. OK, moving on then, what contributions do you feel that Raymond made to the local communities? We've already talked about the South Stockton project, but if there's more that you can think of to say on this, then that's great. If not, we can...

Chinchilla: Yeah, I don't, I don't think I know any other. No, I was kind of concerned about the lack of connection between the campus and the community. I just. I always wondered, you know, like, well, what about Delta College? They're right there. How come we aren't? You know, I kind of, even though I was focused on my academics, I, you know, I kind of had an organizer perspective on things, at least, even though I didn't have time to do organizing. But, you know, I knew what organizing was and I'm...

Spaccarelli: Right. Right. You were aware of it.

Chinchilla: Yeah. Yeah. And I would have if I'd had time. I think, why aren't we? Yeah.

Spaccarelli: OK. OK, moving on, then. Has Raymond College met your expectations as an, as an institution and as an education? And why or why not?

Chinchilla: Oh, I mean, I got the best of the best. It was a perfect match for me and I've had a great life because of it. I've struggled and I've had conflicts and I've had, you know, different points of pain. But

it's, it's, it was a great foundation for me. It was a protective environment where I could, you know, gain confidence and get my, sort of my north, south, east and west as a person where I could, where I knew what it was like to feel respected and encouraged. And so I always had that, even though I went through some rough periods after Raymond. And I am so grateful for the quality of the faculty, their dedication, you know, what they gave to me, gave to us. I'm really grateful to the students. Some of whom dropped out, you know, or were forced out, but are really brilliant, creative, incredible human beings. And fortunately, we've reconnected in, in years, later years. I'm just so amazed about what different people from, who went to Raymond did with their educations. I mean, what they did in, not all of it has to do with the fact that they went to Raymond, but it was, I think it was a place where, sure, some people were brilliant coming in, but many people were just bright enough, you know, dedicated enough, able to learn. And the difference was they went to Raymond or they went to Raymond for part of the time. So like Bill, my partner of the last 16 years, I mean, he was one of those that was pushed out of Raymond. But he, you know, and he ended up graduating from Berkeley. But he benefited from Raymond hugely. So even though the approach didn't work with certain kinds of people, like especially people who- those comprehensives at the end of the first year, you know, they never took into account people who were ADD, people who, you know, there are many different learning styles, as we know now. It didn't, it didn't work with everybody who was really, should have, it should have worked with, but anyway. Yeah, I feel, I feel like...

Spaccarelli: It worked for you, is what you're saying.

Chinchilla: It worked for me, and it worked for probably people like me, and it probably could have been modified to work with a lot of other people too. I am, you know, I got into Wisconsin to a PhD program. I had no idea what I was walking into. It was the sixth highest ranked program in sociology in the country. It was going into a highly statistical part, together with the traditional social theory part. It was a struggle, a tremendous struggle to get through. I got through. I learned a lot. It was the middle of the anti-war movement. A lot of things were wrong, and I had to, you know, focus pretty hard to get through, but I got a political education there, in terms of, that I didn't get at Raymond, in terms of what was going on around me. And then, and of course I had the year in Guatemala, which was very formative too. I'm sure I got that Fulbright because, you know, I mean, there was unusually high number of people, Fulbrights from our class. I think there were three, I mean, out of a class of, I think only 30 people graduated out of the 60, and three Fulbrights, and then how many Peace Corps people, you know, they pushed us to apply for those things. I never would have applied on my own. I didn't know that you could just have a BA degree and get a Fulbright. At that time you could. It wasn't teaching English or anything. It was just being a university student. And then I got my first teaching job at a college that was sort of like Raymond, you know, private liberal arts college, somewhat innovative, but it didn't, I thought I would be there the rest of my life. Well, it didn't turn out that way. My contract wasn't renewed. The other person's contract wasn't renewed. We didn't fit somehow. And then I taught for eight years at the University of California, Irvine. My professors at Wisconsin were very excited because it was a Research 1 university. I had horrible, horrible, some horrible experiences there. You know, my-political, I was trying to start a women's studies program. My male colleagues freaked out. My two Marxist colleagues who were my buddies turned against me. They were Maoists. They decided I was a

revisionist because I was trying to start a women's studies program and I was questioning traditional Marxism. I mean, it was just crap, crap, crap. Very sexist on and on and on. Long story. And I ended up finally, by pure luck, at a place that was perfect for me. It's Cal State University, Long Beach, a Cal State campus, first generation students, lots of Latinos, lots of other students from working class backgrounds and compatible colleagues and a joint appointment in women's studies and sociology. And Raymond, you know, once again, I mean, I obviously had to have a different teaching approach than Raymond because, by that time, students actually, my students wanted lectures because they didn't have the background to discuss. I tried just discussing, didn't work. I had to combine teaching approaches, combine learning approaches. But anyway, found my place, found my niche. And fortunately, things went well. So there's no way for a college to prepare you for the world you're going to be in. Things change really fast. But I feel like my ability to land on my feet after a lot of conflicts, and I was politically active during all that time. And you know, there's a lot of things that happen when you're politically active. You know, you have idealism and then it falls apart and then people attack each other. It's not always a pleasant experience. I feel like, yeah, I'm glad I got the education I got. I feel very privileged. I feel like I got something I didn't deserve or something like that. I didn't earn. I just happened to be there at that moment.

Spaccarelli: You got lucky to be there. Yeah, no, no, that's fair. Okay. We already sort of covered this in the last question, and that is how has your education at Raymond influenced your career or life choices? If you think we've covered it, then we can just move on.

Chinchilla: Right. Well, I think we have... I mean, I've always tried to. At different times, I've tried to imitate the seminar system, but it doesn't always work in large settings and it doesn't always work with all students. One thing I realized is that in those days when I first started teaching, you could count on students having graduated from high school with a certain core knowledge or certain core skills. And then if you had students who didn't have that, you'd have a whole class full of them. So it wasn't a problem to switch. By the 80s, when I went to Cal State Long Beach, you couldn't count on anybody having anything. And so you'd have students who were extremely good writers, extremely good readers. And in the same class, you'd have students who, you know, missed out, from urban schools and you got to- and you have 30 of these students or 40 of these students or 45. And you have no idea. I mean, you've just got to figure it out for yourself or figure it out with your friends and- or figure it out with the students. So the teaching methods you can't reproduce, but the, you know, focusing on questions that are really important, transcending disciplinary boundaries, all of that worked. I just had some other idea about, you know. And I think I've always been in the- one of the problems of in life, in academic life is being, doing something new. They never like anything new. You never get rewarded for anything new. You always get dinged, you know, like if you're coming up for tenure or promotion or something like that. Unless the- obviously you have a college that's dedicated to doing something new, but- and in the, in the academic professions, you know, where do you submit a paper that falls in between the cracks? It's like trying to have a, like you have a CD you want to sell and it doesn't fit into the jazz category, this category, that category, and they don't promote it. Yeah, but, but on the other hand, that's the most interesting place to be often, right? It's- right? Yeah. So. Yeah, I think, I think learning how to learn that's, that's- and not being afraid of new, new things and struggling, having the confidence that if you

stick to it, maybe you'll get it, that those are the things that have most helped me from my Raymond education.

Spaccarelli: Yeah, no, makes sense. Okay. Perfect. That's all the questions I have. So now I turn it over to you and I ask you, what have we not covered in this interview that you still want to discuss?

Chinchilla: I think we eventually did cover it. I'm- I wasn't sure which so the National Student Association conferences that Sullens and I and Windrem went to probably were in 1962 and '63. So we can easily look up where those were. I do have a kind of- not sure that it has much to do with Raymond, but at one of those conferences, I met a Palestinian student who was studying in the University of Hawaii. And I really liked him a lot. He liked me, and so we ended up writing each other afterwards and we had planned to meet, but we never ended up meeting. But he sent me gifts and it was a little romance that came out of that. And years later, many years later, well, during COVID actually, digging into the archives of my garage, I find letters from this person. I'm like, no, he couldn't have been a Palestinian student studying in Hawaii. That doesn't make any sense, Norma. So I try looking his name up on the Internet and pops up. Dr. Galilee, Israel. And has published three books, graduated from medical school in Harvard and got a degree also in public health from Harvard and human rights fighter. Oh, that's interesting. Wow. Gee, maybe I'll try to find him. So I try to find him on the Internet, find a way to contact him. Didn't work out. Didn't work out. Putting notices on bulletin boards of these books that are published, they don't go anywhere. They turned out to be old bulletin boards. Try to contact him on Facebook, but of course, they have the wrong last name and everything. Anyway, eventually a year or two later, I managed to contact him and I said, oh, you know, I met you when I was a student at Raymond and duh, duh, duh, duh, duh. And it seems like you've had an amazing career and fighting for all the good fights. And, you know, I identify with this and I tell him. So he writes back and he said, well, I checked you out and I saw that you have your own admirable human rights record. So why don't you come and visit? And I'm thinking to myself, I would never, I would never invite somebody, you know, like that out of the blue to my home without knowing a whole lot more about them. Why don't you and your partner come and visit? And we're like, well, we'll never go to Israel and see it through Palestinian eyes. We probably won't even ever go to Israel if we don't go now. So we went. He and his wife took us all around. The village that they live in was one of the few that managed to maintain its Arab character during the occupation. And it's not in the occupied areas, it's just in Galilee. What an amazing experience. And I'm thinking that would have never happened if we hadn't, if I hadn't gone to NSA, you know? And so I know we tried to bring that back to the campus, but the benefits of that, I think, were primarily for us because we couldn't communicate to the rest of the campus what it was like to be with the SNCC workers and sing songs with them and cry. And, you know, well, now I'm starting to cry. It was just it was something beyond Raymond, beyond COP, that we were trying to bring back. But, you know, it's kind of hard when you're in that little- when you're in that town, in that place. But for some people, and I know the people who went to Mississippi. It wasn't just a cocoon. There were tentacles that went out to other places. Right?

Spaccarelli: Yeah.

Chinchilla: Anyway, that's, that's final. Yeah.

Spaccarelli: Perfect. OK. Thank you so much. That was brilliant. A lot of interesting stories there. If you're good then, I- then I'm happy to stop the recording. If you're, if you're willing to stay on a minute or two afterwards, I'd appreciate it.

Chinchilla: Yeah.

Spaccarelli: Perfect. Thank you so much.