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Group Interview, class of 1966, Oral History Interview

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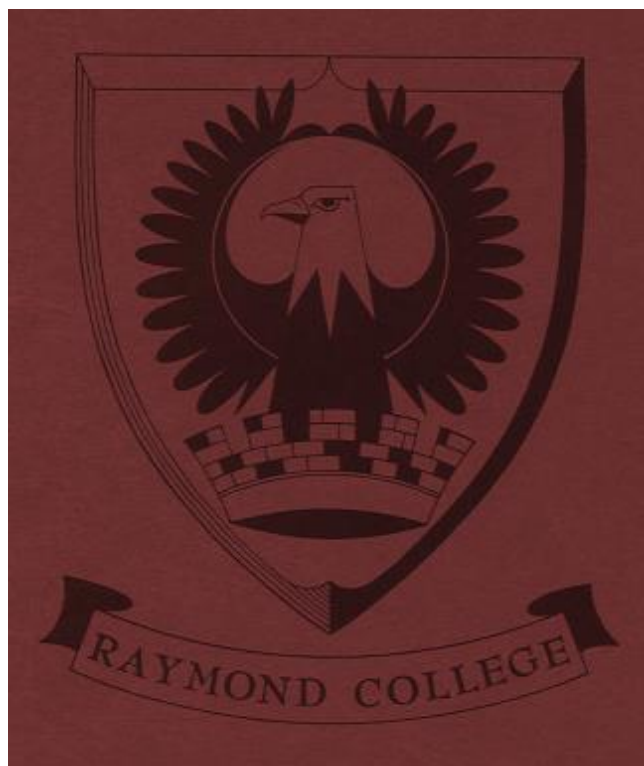
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RAYMOND COLLEGE PROJECT ORAL HISTORIES
UNIVERSITY OF THE PACIFIC ARCHIVES



Ursula Shepherd, Diane Casey, Lou Mongan
Class of 1966
Raymond College Students

June 14, 2023

By Lorenzo Spaccarelli

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

Group Interview. Class of 1966.

Transcribed by: Lorenzo Spaccarelli

Lorenzo Spaccarelli: So, yeah. So to begin, my name is Lorenzo Spaccarelli and today I am going to be interviewing Ursula, Diane and Lou. And we are, we are on campus in the Pacific- in the Alumni House. And today is June 14, 2023. So can I ask you all to introduce yourselves- Oh, and all members of this conversation, all the alums graduated in '66. (*Editor's note: While all students started as the class of '66, only Casey graduated from Raymond in 1966. Shepherd and Mongan graduated from COP in 1966 and 1968, respectively.*) So can I ask you all to introduce yourselves for the record?

Ursula Swent Shepherd: I'm Ursula. I was Ursula Swent at the time I was here. Yeah.

Diane Platt Casey: Diane Platt Casey. Was Diane Platt back then.

Lou Mongan: I was, one time Mary Lou Hack. Some people called me Midge for funny reasons. And now I go by Lou Mongan.

Spaccarelli: Okay. So, yeah, you all attended Raymond College. So to get into it, I want to talk to you all about your specific experiences as a group of women during the 60s and witnessing, you know, the rules and regulations that women had to follow that men, of course, didn- the complete double standard. Men did not have to deal with things like the curfew and the other limitations on behavior. So can you all speak on that? What you remember and what you remember changing over your time there?

Casey: You had to wear nylons and you had to wear dresses. And this doesn't sound like it's a big thing, but it's a huge- oh, in the first day, in the first year. And that changed as we were there. Thank God.

Shepherd: I don't remember that.

Casey: Oh, I remember that.

Mongan: I do not remember that either.

Casey: Oh, thank goodness, because you've been suppressing it, because it's horrible.

Shepherd: No, no.

Casey: Literally, that changed right in the middle of what was going on. So it was great that that changed because that was huge. Having to wear- we didn't have heels, but we did have to wear stockings and skirts and dresses.

Shepherd: You should ask some other people about this because I think you're (gestures), Diane.

Casey: She doesn't remember.

Mongan: My sense of that, I don't remember that. But on the other hand, I had come out of a public high school where you had to- women, girls had to wear dresses or skirts except for gym class. And that was just the way it was. And we never wore anything else. Now we didn't- no high heels, but just dresses or skirts.

Casey: I remember women typing other guys... They were the typists. I do remember that. We got...

Mongan: Did they get paid?

Casey: We didn't get paid. We type our boyfriends'... And I, you know, I didn't have a boyfriend until a year later. So we were all, you know, I'm sitting.... But that changed too.

Shepherd: I suppose that if you had taken a picture of us the first year, we looked pretty damn straight. And as you get to the end of that time, more even after we left, we became much less like that. We're really on that cusp of these people who- we looked quite straight coming in and we looked quite different within a couple of years of graduating anyway. So we're right in that period when everything is shifting over. And I would say, I have one thing about curfew, which was, one of the students that I was kind of dating told me that he was going to kill himself. And I stayed out with him well past curfew because I was very concerned. I'm like 18 years old and this kid is telling me that he's going to kill himself. And, and I got in a lot of trouble. And then Peckham, I told him what had really happened and that was withdrawn. I mean, but it was, but it had to be- you had to come confess to whatever...

Casey: You had to have a reason.

Shepherd: You had to have- you had to be there and really be talking about... But I remember being out late and them out looking for us. And it being a really big, really big issue.

Spaccarelli: They were out looking for you?

Shepherd: I believe, I believe somebody probably had realized we were- either that or they were waiting at the door when I got there.

Mongan: That sounds likely.

Shepherd: I'm sure that, I'm sure they were waiting at the door because I certainly got in a lot of trouble when I got there. But I was going, but Al is, I just, I was talking him down, you know. So I remember that, that particular thing. I didn't remember that the guys weren't supposed to be in except that they were

walking us back to our dorm. So I guess they must have been not, not having to be in, be in there. But boy, a guy being in the dorm was a major, was a major no-no, at all.

Casey: To have the next year, practically, the coed dorms.

Shepherd: Yeah. I mean, they were in the, in the rooms downstairs where we had classes. We could all be there together. But you couldn't be in each other's rooms.

Spaccarelli: Right. Because downstairs would be supervised. There'd be like staff members or faculty...

ALL: No...

Shepherd: There wouldn't necessarily be a staff member there. But it was, it was considered, it was considered public space. It was space. I think having the faculty in the dorms was another major thing which you just made me think about. Because...

Casey: That's right. I forgot that...

Shepherd: Because we had generally...

Casey: We had proctors.

Shepherd: Mike Wagner and Pat Wagner lived in the dorm. Who else lived in the dorm?

Casey: I can't remember. I forgot about.

Mongan: I have forgotten her name, but she was in Farley House.

Shepherd: Oh, yeah.

Casey: That was Jane. Jane Taylor, was it?

Mongan: No, no...

Casey: Or Sayles. No, I can't see Barbara doing that.

Mongan: Barbara Sayles.

Shepherd: Barbara Sayles, yeah, must've been Barbara Sayles.

Casey: On campus?

Mongan: Yeah.

Shepherd: Yeah. Yeah. So that was pretty unusual, so...

Spaccarelli: Right, of course. And those were like- those weren't dorms, those were apartments, right? In the first floor?

Casey: She had an apartment. But that, that came in. They didn't do that the second or third year, did they?

Shepherd: Sure they did.

Casey: Did they really?

Shepherd: Oh, it was later. I am going when did we start? Anyway...

Casey: We switched to proctors.

Shepherd: Yeah, we moved over to proctors. But I think, but see, there were rooms on the first floor, too, it was just that there was like a door between those two.

Mongan: Yes, that's right.

Shepherd: Anyway, I don't... I'm going to say my experience of Raymond is the following, at a very gross level. We were pretty damn puritanical and we were puritanical about intellect and about social things. So we had some pretty big conflicts when Toni Novak got pregnant.

Casey: Oh, yeah.

Mongan: Yeah.

Shepherd: Oh, God. We go into apoplexy over whether she should be thrown out or not. And, you know, and, and that was an ethical question, that was about... Had she- that she had lied about it. I mean, that's, I just, I really think of it, we were pretty...

Casey: Puritanical. (Laughs)

Shepherd: Pretty puritanical. And I remember when Carol Betschmitt hadn't written papers on time for like two years, we all grabbed her one night in the dorm and said, you're not going to turn in your paper late this time. We're sitting up with you all night until you get it in on time, dammit.

Mongan: I don't remember that...

Shepherd: Well, you may not have been in that particular meeting.

Casey: She never got it on time.

Shepherd: No, I mean, she- I think there was one paper she got in on time. But that was the one we sat up with her all night.

Casey: I don't want to jump too far ahead. But she was someone who became a teacher, retired from being a teacher and became a minister, a Methodist minister, just like her dad. And of course, I'm stealing her story. But her story was, was, you know, stopping the trains from doing, bringing in arms to Berkeley. So she ended up in jail. Because she was, and, and the person there, one of the ladies of the night helped her through the staying there and tell her how to how to survive that couple of days. And of course, you know, Carol's going, you guys have to do this all the time. And I only- you know, she, her heart was going out to them. She, Carol, is just an amazing, amazing.

Shepherd: This is the one who never brought her (picture?)

Casey: So I'm telling her story. I wish she could be here to tell her- some of her story.

Spaccarelli: So I want to ask a follow up question to go back to what you're saying about pregnancy. Was it the fact that she was pregnant that was the problem or the fact that she lied about it?

Shepherd: Well, I think there was a big discussion on campus about which it was.

Spaccarelli: Oh, interesting.

Shepherd: I mean, that's what I think it was. I know for me and I was very, very puritanical about this. For me, it was that she had lied about it. And, and I think the group was there. I think there were like three factions, one that said, this is ridiculous. So what? This shouldn't be an issue. One that- which I would now be in the category of. (Laughs) One of which was, she went through her whole pregnancy being asked if she was pregnant and she never admitted to it.

Mongan: Denied it.

Shepherd: And she denied it and denied it. And then the third group was just, anybody pregnant shouldn't be here. OK, so...

Mongan: I think in that third group, anybody pregnant shouldn't be here. There was some feeling of concern for health...

Shepherd: And for the health of the child.

Mongan: Well, yes, right. Because she had her health and the child. Yeah. So I don't think it was 100 percent puritanical. I think it was mixed.

Shepherd: I think it shows the- I think the community as a whole really thought we were exceptional. And that we use- we needed to use exceptional standards for ourselves.

Spaccarelli: Got it.

Shepherd: I really think- I have a friend who talks about how Americans think they're exceptional. And I think it's a good term for, for this kind of idea. Would you not agree with that? That we thought that we, we were told we were exceptional.

Casey: Yeah.

Shepherd: By the, by the start of the school. And we accepted that we were exceptional. And that meant a whole bunch of things about what were the standards we were to hold ourselves to.

Casey: But it wasn't just- I don't mean the students. I think it was the... What I remember hearing was how exceptional this opportunity was.

Shepherd: Well, yes, right.

Casey: That's what I do- I don't remember thinking that I was exceptional. I think there's nothing...

Shepherd: No, no, no, no. We all thought we were failures all the time.

Casey: Yes. Thank you. Thank you. I'm sitting there going, what the hell did that come from-

Spaccarelli: Well because it was so intense. And you had to do every single discipline.

Shepherd: That's right, that's right.

Spaccarelli: Like you couldn't just do the thing you were good at.

Shepherd: Well, it was so intense. It was like literally. What do you mean you didn't hand your paper in on time? It was like, it was- everything was a failure if you didn't do it. And when he said today that students today are finding it more intense, I would have said absolutely not. Absolutely not.

Spaccarelli: That's Callahan not knowing what he is talking about.

Shepherd: Well, I mean, because, because the goldfish one in there does not mean that it wasn't super intense because a lot of people left because it was too intense.

Casey: It went from, we started 70 or 60 something. And I graduated from 22. I mean, that was huge.

Shepherd: And I got thrown out.

Casey: And she got- she didn't even graduate.

Shepherd: I didn't even graduate.

Spaccarelli: Oh wow.

Casey: Yeah. A lot of, a lot of the important people who should have graduated didn't, god damn it.

Shepherd: I got, I moved to Pacific. Remember when I said that my grades got transferred? That's how come my grades got transferred, actually, was because when I went on the third year and found out that the biology thing that they said I had failed was a C going to Pacific. I went, really? Really? But it turned out to be a lucky thing.

Mongan: I think there was a great sense among the students, especially because we were, you know, ours was the second class, probably then even more so for the class before ours, that it was, you know, not just an- not just students were exceptional, but it was an exceptional experience. It was an exceptional opportunity.

Shepherd: And we were building something special.

Casey: So we killed, we killed off Warren. We killed him off. That- the first class was a Raymond "Rah!". He could come in and go, Raymond "Rah!", he'd get that. Our class came along and went "Rah?". And we did not have the same... I was just talking to Pat, who's part of that first class. I was saying their class was so cohesive, so gelled together. So one, one of a, one of a personality and ours, and ours was on the verge of the revolution, on the verge of- we didn't know that, but we were on that verge. And we're also not quite anywhere near as cohesive, I don't think.

Shepherd: I think we've been more cohesive with the first class.

Casey: No, I don't think so.

Shepherd: I said our relationship to the first class, I think.

Casey: Yes, exactly. That's what I said to Pat. And I said, if we had any cohesive, it was because of them. And, and it wasn't our own cohesion. It was, you know...

Spaccarelli: And would that be because they had to- they were there by themselves for an entire year as a class?

Casey: And being really focused on, yeah.

Spaccarelli: Right, right. And, you know, getting inundated with, this is the life of the mind. Yeah, I'm sure you all heard that.

Casey: Yeah, this is special.

Shepherd: Oh, all the time, all the time. Yeah, I will say- this is not directly on your question, but when we got to school the first day, Sherna Huff and I were supposed to be roommates and Sherry Lattin and somebody else were going to be roommates. And I couldn't stand being in a blue room. I just was not going to have a blue room. Don't ask. I still don't like to live in blue. But anyway, couldn't- I wasn't going to do it. And Sherna and I got the thing about how we couldn't live together. And we went to Peckham and said, Sherry and whoever she was with and, and Sherry and I are going to live together and Sherna and, and somebody else are going to live together. And he said, no, you're not. You are going to do what I told you. And we went, no, we're not. I'm not living in that blue room. And Sherna likes that blue room so she can have the blue room. And we're moving over here. And he went, no, you're going to do what I said. And we camped out on his sofa. We said, we're not going to do this.

Casey: And these are the least revolutionaries in the whole (expletive) world.

Shepherd: We finally got our way. I don't remember how we got our way, but I think we were on his sofa for a day or two.

Casey: Oh my God.

Shepherd: And I look back and I go, Sherna is a lovely person.

Casey: Oh yeah.

Spaccarelli: That's funny.

Shepherd: OK, so there was this- there was always this sort of, you have to do it. You have to do it right. And...

Casey: Yeah, and Peckham, it was down to Peckham. He had to do the laws and the rules.

Shepherd: Oh, I think he was comfortable doing the laws and the rules.

Spaccarelli: Well, we'll get to Peckham in a little while, but I want to mention one other thing, because I think it's so interesting to hear about, you know, situations like a pregnancy because those break the structure. Right? And so I remember I heard a story once from a later alum who was repeating it to me. And she just told me this a couple of weeks ago. And she said that apparently once upon a time, there was a woman at Raymond got pregnant, a student. And all the women at Raymond started wearing baggier dresses to hide the fact that she was pregnant. Do you, do you know anything about this story? So it was just a style.

Shepherd: No, no. She was always wearing, she was always wearing a coat. She was always dressed. And she was definitely called into Peckham's office and asked if she was pregnant, and she told him no. OK, don't ask me where this comes from. But, but I don't remember that... I think maybe one or two people knew. But certainly we didn't all know.

Spaccarelli: Right. Right.

Shepherd: We- that, that was not true. Did either of you know?

Mongan: No, I wasn't paying attention.

Casey: Me neither. So clueless.

Shepherd: No, but I think it was because, because of the way she was dressing, because of a couple of things, she was called in specifically, at least once and maybe twice during the pregnancy. And I don't remember...

Mongan: Which dorm were you in as a freshman?

Shepherd: I don't know.

Spaccarelli: That's, see, that's, that's interesting because... Yeah. No, that's interesting. OK, but maybe it's a different person then or a different story.

Shepherd: Yeah, I just, I mean, well, Jinx was pregnant later.

Casey: Jinx was pregnant when, when she graduated.

Shepherd: But we all knew that.

Casey: Yeah. But she was married. Quickly. (Laughs)

Shepherd: Right. Right.

Spaccarelli: And, and that was OK. And it was OK for her to be...

Casey: By that time, it was Jinx. And she was basically...

Shepherd: You got to know Jinx was a special case.

Casey: Yeah.

Spaccarelli: Got it.

Shepherd: Jinx was always a special case.

Spaccarelli: Jinx was brilliant to talk to. But I'm just- so was it because she was married and so it was OK?

Shepherd: First of all, she married another Raymond student.

Spaccarelli: Right.

Shepherd: So there, so there there's that. It was Fred Sanders.

Mongan: Were they still living in individual dorms?

Shepherd: I think, I think they moved out and they...

Casey: They lived off campus.

Shepherd: They moved off campus. Right. So that must have been the last year. Right?

Casey: And he- actually he dropped out at that point, Fred did. And then not... Yeah. And anyway...

Shepherd: So why, I don't know. Let's just say that Jinx, Jinx was an extraordinarily good student. She was well liked. Toni was well liked also. But there was really- there was a different feel about the whole thing. And it was a couple of years later.

Casey: Yeah.

Spaccarelli: Got it, got it. So, so Jinx was able to navigate it better because she was so respected and liked.

Casey: Yes, exactly.

Shepherd: And she may have gone to them and- I'm sure she would have gone to them and really lobbied, which hadn't happened.

Spaccarelli: Right, right, right. Right. Yeah. OK. Interesting. Interesting. Yeah. OK. Any other things that you can think of in terms of just the differences with that sort of the... What I have heard is that it wasn't very, you know, it was pretty equal in terms of general treatment in the classroom between men and women. Is that- did you all feel that that was the case?

Shepherd: Yes, I did.

Mongan: Yeah.

Casey: Well, um, no? I mean, I think, I think it was small enough that when, when the professors were coming on to you, it was pretty well known. So now, you know, I'm 77 and I have my stories to tell. And of course, it has nothing to do with truth. But seriously, I think, I think there was a few times when, you know- and, and I was totally clueless about somebody could come on to me and I'd go what?

Shepherd: Well, I wasn't talking about that. I thought we were just talking about equality.

Casey: Well, that's equality. How many, you know, this is a lot- the women are going to be more- and not necessarily, but still.

Shepherd: I will say there was a woman faculty who was coming on to a male, so I would not...

Casey: Yeah, that's true. I forgot. You're right. Absolutely. Oh, yeah. Yeah, exactly.

Spaccarelli: My understanding is there were even affairs and a marriage as well. Right? I guess, in the early years...

Mongan: How early years, the first three years?

Casey: Now, the first one, there was somebody who dropped that was a marriage, yeah.

Shepherd: John Tucker married for Thornton, Janet, Janet Thornton. But that was not until later.

Casey: That was much later. That was after we graduated, I think. Right?

Shepherd: Yeah. But, but marriages amongst that first... There was somebody right at the very beginning before we got there. I think it was the first year.

Casey: Yeah, someone...

Mongan: There was, yeah.

Shepherd: That first year, they just, they disappeared. Yeah, they both disappeared.

Spaccarelli: Yeah. My understanding is that Provost Martin fired him, basically.

Shepherd: Yeah, I'm sure, yeah.

Spaccarelli: Yeah, yeah.

Mongan: So Diane, you had an experience later?

Casey: You know, now I'm just sort of trying to focus on how- at the time, I don't think- like I say, totally clueless, somebody could come on to me and I'm going, oh, what? But it was, I think, in putting... I mean, anyway, yeah.

Spaccarelli: And that was in part because the professors weren't that much older. Right? A lot of them were straight out of grad school.

Casey: Yeah, oh my gosh, they were like five or ten years older than us.

Shepherd: They're at the most 10 years older than us. And often they weren't even that much older.

Casey: They weren't even that much older.

Shepherd: Mike was the, was the exception to that.

Spaccarelli: Yeah, right. He was in his, like 40s or something like that. Where everyone else is in their late 20s.

Shepherd: Right, right, right.

Casey: Yeah.

Spaccarelli: And I mean, if it's that close an age, I could imagine it being easier to imagine affairs and relationships developing.

Casey: Yeah.

Shepherd: And people were living really closely.

Casey: Yeah.

Shepherd: We were really intensely living together.

Spaccarelli: Right. Right. Right. Yeah. OK. I remember this was an interesting thing. Gene Bigler thought it would be interesting to talk about information and criticism sessions. Do you remember these? Or IC sessions?

Mongan: I don't remember those.

Spaccarelli: No? Okay.

Mongan: That's not the sort of thing that I would have gone to.

Casey: Criticism? I don't do that.

Spaccarelli: Well, didn't you have group discussions about like different issues facing Raymond? And what did those look like? Like in the Great Hall or something like that? Or in the common room?

Shepherd: I don't remember that. I would say to you, we spent all our time in the dorms talking about everything.

Spaccarelli: Right.

Shepherd: But I don't remember... Well, I'm not going to say- we certainly had things in the common room about things that were going on, if it was important. Like we probably talked about Toni in the common room at some time, you know, at that kind of level...

Spaccarelli: Would that be just the students or were their faculty in those kind of discussions?

Sheperd, Casey, Mongan: (Expressions of not remembering.)

Mongan: You know, what I remember from the early years was Martin Luther King was set to come to high table and he ended up in jail. And so he did not come to high table. And that was- I mean, I was very excited for that.

Spaccarelli: Then I think he was scheduled again and then he got the Nobel Peace Prize.

(General chuckles)

Spaccarelli: That's funny. That's funny. No, but you had some good speakers from what I rem- yeah. There's another question. What- what speakers do you remember at high table or just...

Casey: Jazz? What's his name? Great.

Mongan: Oh yeah.

Shepherd: David, David Brubeck?

Casey: Brubeck, not David Brubeck, the guy that his cheeks would go out when he played the... Why do I have trouble with them? Anyway, jazz player, poets. We had several poets because of Sy Kahn, who was a poet himself on our- amazing guy. Who else?

Shepherd: Sy Kahn was really very special.

Casey: Yeah.

Shepherd: And we talk about Mike a lot, but Sy Kahn was really... Not Sy Kahn. Paul Ramsey.

Casey: And Paul Ramsey.

Mongan: Yeah.

Casey: We had, we had, we had nationally known people on our staff.

Spaccarelli: Poets, both poets?

Casey: Poets. Yeah.

Shepherd: I remember sitting in, in the seminar room and he's reading either the Iliad or the Odyssey to us aloud.

Casey: Yes.

Shepherd: And I can just remember seeing the sunlight coming streaming in the room at the same time. And he's just- he was a fine performer, in the whole thing. And just, just sitting there just going, oh, my God.

Casey: His, his stepdaughter was in our class. Star.

Mongan: Yes.

Shepherd: I don't know that he was her stepfather.

Casey: Stan Ramsey was in our class. Usually she comes to these reunions. I don't know why she didn't come. But it was like, you know, I think she was... I mean, this was her stepdad and she was there and I think she was in awe of him as well. But then there was that combination.

Mongan: I didn't realize he was her stepdad.

Shepherd: I didn't realize that...

Casey: That was her stepdad. That was her stepdad. Yeah.

Shepherd: Anyway. Ask us more questions.

Spaccarelli: Interesting. Sounds good. We can talk about the... So we can- first off, any other speakers or...

Shepherd: I don't remember spea-. I mean, I remember speakers all the time, but I don't remember that very well.

Mongan: And it was unusual, you know, you might have heard of them. They might be famous or maybe not, but unusual. A mix, as you said.

Casey: Yeah. Music, performers.

Spaccarelli: OK, well, we can move on to areas of conflict then, and that means onto Dean Peckham. So my understanding is he's always a controversial figure. Some people thought that he was interesting and they were able to work with them and they thought he was a good professor. But...

Casey: I forgot that he was a professor.

Spaccarelli: My understanding is that he taught.

Mongan: He might have the first year, but I don't remember...

Shepherd: Almost never.

Casey: I think by the time we saw him, he was too much of an administrator. He had to be the administrator. He couldn't, didn't have the time to be a professor...

Shepherd: So shall I tell you my story of Dean Peckham?

Spaccarelli: Please.

Shepherd: Because it's pretty- My second year, I went to him and said, I'm essentially having a breakdown and I need to leave. And he said, no, you don't want to leave. And I said, I'm going to therapy. I'm getting out of bed, going to class and going back to bed. And that's all I can do. And he kept saying, you shouldn't quit. You can't quit. And we came to the end of the year and I had flunked two courses. And, and I went to him. I said, you know, I stayed, but I couldn't do it. And, and I went- actually I didn't go to him. I went to Mike Wagner and I said, you know, I really think I should be readmitted to the school. And Mike said, only if you will come before the faculty and a faculty meeting and tell them what is going on. And I said, I will never do that. I will not go to the faculty and tell them about my personal situation. And I said, you can do that. You know, you're on the faculty and I've been talking to you enough. You can do that. But I will never, ever go and take my personal thing before the faculty. And that's what I transferred to COP. And I don't know how much of that was Peckham and how much of that was faculty as a whole. I don't mind that it happened in the- in retrospect, but I know that certainly at the time I had gone to them repeatedly and said, I, I can't do this. I'm not going to be able to do this. How do I, how do I pull out of this? And I might have flunked anyway, because I was not a very good student up to that point. So, but I, it was a part of this whole, this whole, where, you know, we set these things and we're in this- in this place. So that was, that was my personal story from... How much of that was Peckham, how much of that was the, this whole thing of, you know, everybody's got to- everybody's got to be exceptional in some way or we've got to, we've got to do this. But I don't know.

Casey: So, so- I'm sorry. Did Mike ask you to present it in front of-?

Shepherd: Yes!

Casey: To me, that just shows how much they understood students at that point. They knew nothing about students. That's horrible.

Shepherd: I'm going, my parents are getting divorced, and I am not able to function. And I am not telling my parents' story in front of the faculty. I'm not doing it.

Casey: Oh my god. That's...

Shepherd: So that was that was my, that was my experience of that part of... And I think they probably lightened up a fair amount over- after a few more of those things happened.

Casey: Yeah.

Spaccarelli: They ought to. That's tough.

Shepherd: But anyway, so that- that's, that's one for your book, is that particular one... And I don't think most of the students ever knew that that was what had happened. Judy kept saying to me, because she's my roommate, going, what are you doing? And I'm going, I would just go to bed and say I'm not talking. I'm not telling you. And I'd go and see, go and see the therapist over it, over at student services,

and I'd go and see the therapist. And I'd go and see the therapist over in student services and come back and go back to bed and go to class and come back to bed. So, yeah.

Casey: Wow.

Shepherd: Yeah.

Spaccarelli: I'm sorry.

Shepherd: That's all right. It's been a good life since then, but it was really... And I played along. I have to say, I didn't want to go home. So when you tell me not to- not to pull out, I'd go, OK, somehow it'll be OK. So it was and I will tell you that I've spent my life out there, working with students who, when they're in trouble, saying, let's get you out of here, and how do we do this?

Spaccarelli: Right.

Shepherd: Don't, don't put yourself in that kind of position. And it's been a- it's actually paid off. It's been a good thing in my life.

Spaccarelli: Right. Right. Right. Any other stories about Dean Peckham?

Casey: I don't really have that many.

Spaccarelli: Okay.

Mongan: He was the one who interviewed me when I came in. So senior high school student, showed us around the campus and told us what it was all about. And, you know, I didn't have a lot of interaction with him while I was a student there. And I didn't have any particularly negative interactions.

Shepherd: I thought he was a pretty engaging character, actually, most of the time. I mean, he was- I would say he was a bit charismatic in his own way. You don't think?

Mongan: I just, I remember his stance. He was the most erect human being I had ever seen, with his nose slightly up... (Straightens neck and spine to demonstrate)

Shepherd: Yeah. (Chuckles)

Casey: Oh, yes. That's right.

(General laughter)

Mongan: I do remember that, that's what I remember.

Casey: I had forgotten that part, thank you. (Chuckles)

Spaccarelli: So to what extent do you feel like... Provost Martin played the good cop and Dean Peckham played the bad cop in the- Raymond College, do you feel like that was- I mean, because I don't get the feeling that the stuff that Dean Peckham was doing was done like, without Provost Martin knowing it.

Shepherd: I'm sure, I'm sure.

Spaccarelli: So I mean, there was definitely there was awareness. Right? But Provost Martin was willing to let Dean Peckham take the blame for that. Is that...

Mongan: At the time I didn't have any awareness of their interactions or any problems. I mean, you know, I was focused on...

Spaccarelli: No, right, of course. Studies.

Mongan: Studies, dorm mates. But it's been a...

Shepherd: But if you've been an academic since then. First of all, they- he would have known. Right? He would have known. But secondly, we're all imperfect humans, and they were imperfect humans trying to do something they thought was utterly extraordinary. And I, and I like to grant the fact that they really- you know, plenty of other people would have made all of those mistakes, too.

Spaccarelli: Right.

Shepherd: And, and I look at it and go, they, they really did, were trying to build something utterly extraordinary, and they were deeply committed to doing that.

Spaccarelli: Right. Right. No. And that's admirable.

Shepherd: Right. So it's important. You know. Yeah. Did he make things that I didn't like? Sure. Did it- were the things that I think didn't really work in the end? Yeah. But I think it's too bad it didn't continue longer and get sort of sorted out from that. I think we used to talk about how Martin was that visionary that had- and you had to have that visionary in the beginning. And that he was not appropriate to stay. But you needed the Kolker. You needed the next generation to stabilize the situation. That had been so much vision and not enough, how to just do every day in a calmer kind of way...

Spaccarelli: Right. Right. Right. Operating.

Shepherd: Yeah.

Casey: One of the reasons I went to college was that my father saw Martin speak. It was just, oh, my gosh, this guy. And so I think they really wanted my father to go to college. (Laughs) And, and it was in the Kennedy time. And here are these guys of Kennedy charisma. And he was- Martin was another charisma kind of person. He could, he, you know, you didn't... Oh, my goodness. I do. You know, by the end of his speech and and he wasn't really necessarily an administrator or- it was time for him to move on. He was the visionary, going onto another visionary (role). And we got Kolker. Amazing guy. Yeah.

Spaccarelli: So I have another question. But in terms of running to university- and I don't know how much you all can speak on this because it's probably something that you all weren't focused on. But my understanding is that Provost Martin made a lot of decisions with the faculty, right? He would have those faculty meetings and he'd make a decision as a group. Is that, is that what you all remember?

Shepherd: I thought so and I guess I would say I think so in retrospect, even more, by talking to those people over the years. So I certainly knew Mike personally for a long time afterwards. And I just think my sense was that they, they talked a lot.

Spaccarelli: It's sort of a democratic leadership style. You would... OK. OK.

Casey: I think you knew Mike better than the rest of us. Or at least a lot better than me.

Shepherd: Well, maybe than the two of you. Not- that there are some other people, but I would say certainly... And then I've talked to Jerry Gaff and Gene Rice over the years. My sense would be that they would say, more than in a lot of other places.

Spaccarelli: That's what, that's what Gene Rice said as well. He said it was really... I was just wondering as to your perception. OK. And then high table. I wanted to ask another question, about like rules and regulations. My understanding was that there was a dress code for high table.

Mongan: I think that's right. Yeah, I think we were supposed to dress up for high table.

Casey: Yeah. Yeah. I had one shirt that I could wear. I did have stuff below, but I- yeah.

Spaccarelli: Thank you for clarifying. (Laughs)

Casey: Isn't that fun? I can still make people blush. I'm 77... But yeah, no, I remember thinking that's what we had to do.

Spaccarelli: But what about the dress code day to day? How strict was that?

Shepherd: I have no recollection of this.

Casey: It wasn't a dress code, but it was the times- at the time people wore. That's what it was.

Shepherd: Oh, that's different.

Casey: Yeah, you're right. It wasn't them saying that we had to do it. That's important.

Shepherd: I went to boarding school, we had a dress code. I don't remember a dress code.

Spaccarelli: So say you put on a pair of jeans. What would the response have been?

Casey: You didn't do that. You could not put on a pair of jeans.

Spaccarelli: Okay.

Casey: "Go get dressed!"

Shepherd: Well, people didn't wear jeans. Wait a minute, people didn't wear jeans in 1960s.

Spaccarelli: Okay, pants generally.

Casey: Yeah, no, no, no.

Shepherd: I'm not, I'm not going to say nobody did, but that was not.

Casey: You didn't do that.

Shepherd: That was well beyond the school's thing. That was...

Spaccarelli: Right. Social norms.

(General agreement)

Casey: Yeah, that's right, it was social norms, it wasn't someone saying you had to be that way.

Spaccarelli: Okay, okay. Interesting. Interesting. Yeah. And then I wanted to talk about, I suppose, Mike Wagner and the introduction to the modern world. You know, you all get there and there's this dynamic, talkative guy on the stage giving a lecture to all of you at the same time.

Mongan: No stage.

Spaccarelli: No stage?

Mongan: No, no. We met in the common room, sat....

Shepherd: In the comfortable chairs...

Mongan: Or couches or whatever with our little notebooks. And Mike was right there at the front of us, but kind of wandering around and moving and, yeah.

Casey: There's that picture of the stage.

Shepherd: Sometimes there were podiums, but yeah.

Casey: Yeah, I can still remember literally some of his lectures. They were so amazing, making these connections between evolution and the body and economics. And how can you do all of that? And how can I understand it from what he's saying? That was so exciting. He was an exciting man.

Spaccarelli: Yeah, no, I mean, my understanding is he was incredibly dynamic and engaged...

Casey: Yeah.

Spaccarelli: It was also one of the biggest classes you had, right?

Casey: Yes, that's true.

Shepherd: Cause all the freshmen had to take it at the same time.

Casey: Yes, that's true. I forgot about that. Yeah.

Spaccarelli: Interesting. Was there discussion ever in this class?

Shepherd: Oh yeah, absolutely. All the time.

Casey: Yeah.

Mongan: Yes.

Spaccarelli: It wasn't just lecture?

Shepherd: Oh, no, no, no. There were, there were no classes that were just lecture, really. And, and I remember him one time and I'm going like this (raises hand) and he goes, Ursula, what is the burr you have under your bustle now?

(General laughter)

Shepherd: What is it? And that was just- he would have been that way to everybody in it, in different kinds of ways, right?

Spaccarelli: Right. Right. That's great.

Shepherd: But he was- you know, he was short. He was red haired. Yes, he was originally redheaded.

Mongan: I guess I always think of him the last time I saw him.

Shepherd: He was, he was, he was gray very soon. But he was, he was originally a redhead. And definitely, definitely had a dynamic aspect to it.

Casey: I think he was the epitome of what Martin want- wanted in a professor. I might be wrong.

Mongan: I would- yeah. I would think that might be so.

Casey: Charismatic, broad scholar...

Shepherd: Well, he was really the person, I would guess... Certainly for me, but certainly the person who brought on the issue of religion versus non-religion. And, you know, a lot of people came in pretty religiously oriented and left, left at least really questioning that. And that came right out of that class. And what he was talking about.

Spaccarelli: That's pretty impressive.

Casey: Yeah.

Spaccarelli: Like that's hard- It's hard to do that in a class. So...

Shepherd: I think, I think there was a lot of sitting up at night and talking about what came out of the classes during the day. And that would have been one of the places.

Spaccarelli: Can I ask, like, what particular concepts he was focusing on that were so challenging to people? Well, like evolution as a concept was something that was well known enough. Right?

Casey: Not always accepted... But it was, you know, connecting it with economics and political stuff and, the body, create...

Shepherd: Was it really- in 1963, when we got there, was evolution really? I mean, yes, we were- evolution was something we all believed in, but that didn't mean we knew what we were talking about.

Mongan: OK, but you know, I have to say, 1963. Let us not forget that our president of the united states was killed. And we heard about it on the loudspeakers...

Shepherd: That's right.

Casey: Yeah, that was, that was a huge thing. Losing Kennedy. Yeah, that was one of the biggest...

Spaccarelli: You all probably know where you were when it happened...

Casey: Oh yeah.

Shepherd: I can tell you which sofa I was sitting on in which...

Mongan: There was, there was...

Shepherd: Angst.

Mongan: Well, a lot of despair, just a lot of our earlier time.

Shepherd: Yeah, and that's November of 1963, so we've just gotten there. We've only been there a couple of months.

Spaccarelli: Right.

Mongan: So that really colored and flavored a lot of our freshman year. I mean, because that was the unthinkable.

Shepherd: Right.

Mongan: I mean, that happens in previous centuries. Doesn't happen in our century. Doesn't happen.

Shepherd: And, and Mike, Mike was experienced enough, as opposed to everybody else on the faculty, really. He had been through World War Two. He was a returning vet who went to get his Ph.D. after he came back. And he really, I think, he had a level of wisdom that you wouldn't have found in most of the rest of the faculty. There was, there was a life experience going on there that was, that was broader. And I might even say...

Casey: He had an enthusiasm for life.

Shepherd: Yes, absolutely. Absolutely.

Spaccarelli: I mean, everybody tells me about how it shook people up and how it transformed people's perspectives. And I keep asking how did it do this? Because it's such a remarkable thing that a class- that there's this class that for so many people is like a turning point in how they viewed so many things. And I'm just baffled as to how and if there's any insight you can give me...

Shepherd: I'm going to say, having taught in honors for many years, I think having that freshman experience. First of all, we went off to- we went off to wherever, Tahoe together, to Lake Tahoe together. And we come back and we start this one class in which we're all together. And we've got this person who's very dynamic and who really sets about to say, I'm going to shake up your world. And I think a good, a good faculty member can do that, particularly at the front end, particularly when he pulls everybody together. And it's a small enough group to do it. I mean, I really do think there are just people who are that gifted that they can do it and that putting, putting this intense situation together. You- and literally we're going home at night- upstairs, one floor- and we are sitting there. What do you think about what happened today in class? We're not all going to separate places. I mean, I really think, having taught in a non-residential school, with a residential thing, I'm going- that residential position puts everybody in a place to communicate at a level that does not happen when you go home to mom and dad. And they are still the major people who are giving you your world view. You have to- we're like in this intense thing where somebody is now coming in and saying, you know what your mom and dad told you?

Spaccarelli: It's wrong.

Shepherd: It's just not necessarily right. I'm not telling you you have to accept it, but it's not necessarily right. And we're all sitting here together...

Casey: Not in so many words, but yeah.

Shepherd: And we're going up there at night and we're going, what do you think about blah, blah, blah, blah, blah.

Mongan: I think something that was very worthwhile was that the college's insistence. I guess you'd have to say, idea or insistence that the faculty people would lunch with the students every day.

Shepherd: Right. Right.

Mongan: They would sit on the school days. They would be there...

Shepherd: They were there.

Mongan: And one or two at each table, a table about the size of this one, maybe, what, six, eight people at most. And, and we would talk. Not about this class or that class or, you know, but just interact. Maybe the day's news or. That was very useful. That was very important.

Shepherd: Actually it's kind of brainwashing. You think about it, it's got a model in brainwashing, put you all together, keep you all together all the time. Have you interact with the...

Casey: No...

Spaccarelli: But do you think it didn't emphasize critical thinking skills a little bit more than...?

Shepherd: Oh, absolutely. I mean absolutely. Yeah. And when I say that, I'm being jocular, but I'm also saying it is still the image, you're putting us all together so much...

Spaccarelli: Right, right, right.

Mongan: It was really, I mean, eye opening to me, because you're not just in a room getting a lecture. You're talking about stuff in the room and then you go to lunch. And maybe not that professor, but some other professor or a couple of professors.

Spaccarelli: Where you discussed the same ideas...

Mongan: Yeah.

Casey: I do remember, you know, I'm speaking for someone that's not here. But she was my roommate, Carol, my- the one who became a Methodist minister. And she was having, she took these things very seriously. And it was really tough for her because that was saying, like you say, what your parents isn't always necessarily, you know, and she believed that so completely. But she was so... It was important to her. It wasn't something she could slough off, you know, and I, I came from, oh, yeah, evolution is it and I'm a liberal and- it wasn't new to me. So what was wrong with her? And, you know, it took me years to realize, oh, my goodness, of course, she was coming from a very different thing. And, you know, when she did her wonderful, when she went off to her, her, her parishes, I call them parishes, you know, her community, when she became a minister in a new, very conservative place. Here she was doing that wonderful job of saying, well, maybe there's some things we can think about here. God comes in many different ways. But it was really tough for her at the beginning. She was taking all of that very, very seriously. And I was sitting there going, what's the problem with you? You know, of course these things are, you know. But yeah, no, we did. I forgot, we talked and we talked and talked...

Shepherd: We talked all the time, all night long. All the time.

Spaccarelli: I get the feeling you all like to talk.

(General laughter)

Shepherd: You've noticed?

Casey: We haven't stopped.

Shepherd: We were schooled in talking. I'm telling you, Covell danced and we talked. I'm telling you...

(General laughter)

Shepherd: I've always thought we made a mistake, guys. (Laughs)

Spaccarelli: And then in terms of my- having class in the dormitories, did that make you feel more disconnected? Because I know Raymond felt insular in a lot of ways, right? There was the eucalyptus curtain. Everybody talks about how you felt separated. You think, you think, you know, having the classes in the dormitories is part of that? Because you might just be going up and down all day.

Mongan: Not all the classes were in the dorms by any means.

Casey: We had the big ones in the common room. But we had-

Shepherd: Chemistry was over somewhere else.

Casey: We went to other buildings that were on the campus not that close to us or other...

Shepherd: But that was more- that probably wasn't very much that first year.

Mongan: I know that's- I know we were in- maybe this is why I remember it. I know we were in one of those...

Shepherd: Quonset.

Mongan: Quonset Hut rooms. The day somebody came in and said that the president had been killed.

Casey: Oh, that's where you- I was. I was down- we must not have been in the same classroom, because I was down in Wemyss.

Shepherd: Yeah, I was in one of- I was downstairs in Wemyss.

Casey: Yeah.

Mongan: So, you know, I feel like we were in different places, different times and, and not so many classes in the dorm. And when it was in the dorm, it was in that downstairs meeting area, which would be a social area too.

Shepherd: Right. So when I moved over to UOP, I moved into the dorm on the other side of the quads. So I wasn't far away, but I was on the other side from there. I don't remember what that dorm was, but it was a very different living experience...

Spaccarelli: From the other side?

Shepherd: From living, from living, from living on the Raymond Quad, moving just- I mean, literally just across to the other side there. And it was different in that there were sorority people there. There was a- band frolic was a big deal that we were all supposed to be engaged in, which at Raymond, we were engaged by stealing stuff. (Laughter) Jinx- never mind. Anyway, I'm just saying there was a completely different social atmosphere moving over there. And most of them would not... But it was like, wow, this is like a completely different space from what we were doing. And I'm still close enough that I can walk over and say hello. And have lunch with you if I really... But it was, it was really just a very different sense about the place.

Spaccarelli: OK, and then the last one, I think, though we brought this up in advance, because I think we have to wrap up is just the interdisciplinary focus and the crossing between disciplines, you know, that jumping around. Can you speak more on, more on that? And just, you know, if you studied one thing or thought you were going to do something and then you got to Raymond and changed it, and you went to grad school and it changed again.

Shepherd: Lots to speak on. This is a very big topic for a couple of minutes.

Spaccarelli: Yeah, no, sorry.

Shepherd: No, it's alright. OK, OK, I will, I will come in and speak because I would say it's guided my life. And that is to the point that this- that the Honors College that we- that I was the leader of, was interdisciplinary. Founded... I felt like I had come home to a larger view of what happened there and- and to me, looked like what should have happened here for it to have worked, because the stress of being in it was quite, I think, quite a bit less for the students, because they were engaged in the whole university and there part of the time. OK, but that interdisciplinary focus, that saying, like I taught biology to people who were going to be lit majors. All right? The person teaching history was teaching to engineering students so that- and every classroom was intentionally set up so that the engineering student, the history student, the math student, all were in the room together. And so it was like- I just felt that this was, this was a Raymond, as close as you could get in the current, current situation. And looking back and saying it was, I just think a stunning, stunning way to get educated. Just really. And I never wanted to do the sciences when we had to do 'em. I didn't do them well, but it opened- No, I didn't do 'em well. I flunked biology. I barely made it through chemistry. After I took physics, Neil Lark said to me... No, it was before I took this, it's when I took his math class, he said, Ursula, I don't know if you should come back. I don't think you can do the physics. And I went to summer school and took philosophy, which is going to sound weird, and came back and I could do the physics. And it had-don't ask me why. But but the relationship between physics and philosophy, Tom might have something to

say about. But but I'm just saying, so I was never good at that. I didn't really want to do that. But I would say it led to a life that wouldn't have been that way. And I would, I would think that you would say the same thing anyway about going on in neuroscience, that having, having said you're going to do this made it possible to go on.

Mongan: Well, yeah, the science part-neuroscience, I mean, was always interesting to me. But I came from a home where the mother was the English teacher and the father was the engineer. Yeah, and, you know, girls can't do science. And, and so here's, here's a college where you not only can do, but you are expected to take these classes. And so it did kind of open it up. I didn't know- it was some years later before I thought, well, what am I really interested in? I mean, writing is all very nice, but- English literature is all very nice. But what am I really interested in? Turned out for a variety of reasons, I was interested in the brain and the human body. So I think- I'm sure Raymond helped me get there. I didn't think of it for a few more years. I think, you know, well, I can do this. We can talk about these things.

Spaccarelli: Yeah.

Casey: And for interdisciplinary, it was perfect for being a librarian. And I didn't think I was- I think I wanted to be a librarian, even after I was getting my credential in being a teacher. But that took a couple of years before I finally got serious and got my library science degree, and it was the best training. I used every single ounce of what was going on at Raymond there because it was- to be a good librarian, you need to know a lot about everything. And I knew a lot about everything in little bits and pieces. And it worked out just perfectly for me. I loved it.

Shepherd: I would like us to have time to talk about activism at some point too, though.

Spaccarelli: Sounds good. Maybe after lunch, but I want to have one follow up question about the interdisciplinary approach. I think my understanding is a big portion of why Raymond was so successful in getting everyone to- in setting everyone up for success afterwards, there's also a sense of confidence, right? Is that, hey, you know, if you could make it through all of these different disciplines that weren't your natural inclination and, you know, make it through this, there was a sense of confidence that came with that. Did you all feel that way about it?

Casey: I don't think I ever felt confident.

Shepherd: Yeah, but you can. That can all be true. And I would say my suspicion is we all suffer imposter syndrome.

Casey: Yeah.

Shepherd: It's a part of life. But I, but I would say, yeah, you know, you've done it and you sit and you say, so half the world is saying I can't do this or I shouldn't do this. But I did this boot camp. I did this boot camp.

Mongan: Yeah. And and the classes were small. We had so much interaction with the faculty and and, you know, even high table. You know, we were included in that. And it was, you know, I think, I think that was about what the few students per teacher and the amount of time we had to converse with them.

Shepherd: How would one see this university making that possible within the structure that now exists?

Casey: The interdisciplinary stuff? Is that what you're saying?

Spaccarelli: Or just the connection with the professors?

Shepherd: I would say the interdisciplinary, the, the, you know.

Spaccarelli: Well, that seems like a good conversation for after we are done with the recorded portion.

Shepherd: You know, sitting in this room are three of the people who came back to Callahan and said, we have put together a proposal for an honors college that says we want, you know, we would like to see- not Raymond come back again. That's probably not a reasonable thing. But we would like to see a commitment to programs that students could graduate from that gave them a requirement to go through international programs, that required that they did, did basics in the arts, and where they did a whole broad spectrum of that. And, and I think that's that is a question for- it grows out of the commitment that most of us have. You know, there were several people. We worked for almost two years on setting that, setting that up. And at one level, I feel like that's not our right because that's a faculty right. But at the same time, what we were doing was saying, this is what we would propose coming, coming from the future.

Spaccarelli: Well, yeah, I think we should stop the recorded portion if we are going to talk about that. But anybody has any final thoughts or we can continue this even after lunch or something like that as well.