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Jim Lynch Oral History Interview

Henry (Jim) Lynch
Raymond College

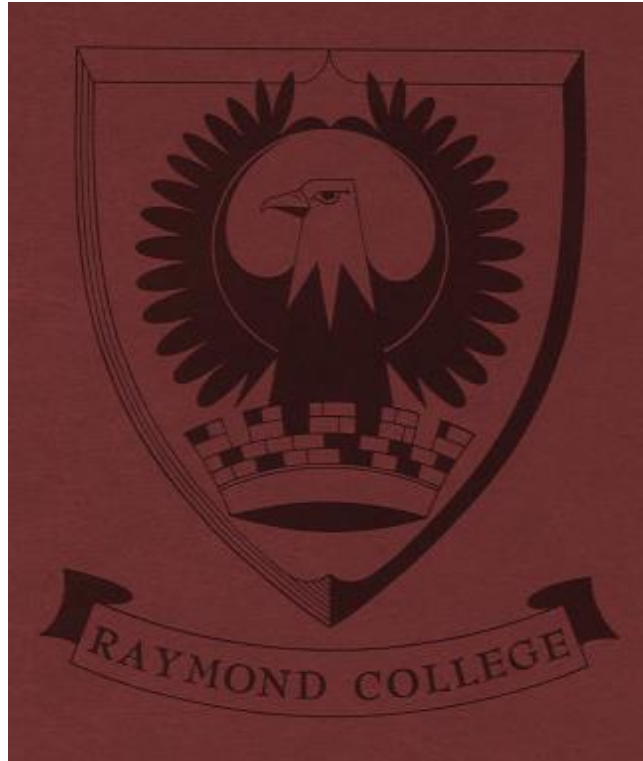
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RAYMOND COLLEGE PROJECT ORAL HISTORIES
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Jim Lynch (1965-1968)
Raymond College Student

May 30, 2023

By Lorenzo Spaccarelli

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

Jim Lynch Interview

Transcribed by: Lorenzo Spaccarelli

Lorenzo Spaccarelli: So, hello, my name is Lorenzo Spaccarelli. Today I'm going to be interviewing Jim Lynch. Today's date is May 30th, 2023. I am conducting this interview from Portland, Oregon. Can you introduce yourself and tell us where you're Zooming in from, for the record?

Jim Lynch: Hi, I'm Jim Lynch, Zooming in from Sacramento, California.

Spaccarelli: Perfect. Thank you very much. Okay. So, to begin today's interview, can I ask you, what years did you attend Raymond College?

Lynch: I started in the fall of 1965 and graduated in June of '68.

Spaccarelli: Okay, perfect. What was your choice behind... No, what was behind your choice in attending Raymond College?

Lynch: In the 60s, the Methodist Church usually had a tour of UOP for people in the Methodist Youth Fellowship throughout at least Northern California and Central Valley. I guess it was my junior year. I fell in love with the place. Raymond seemed to be everything that I was looking for, physically and intellectually. I wanted a small college experience. I really didn't think I wanted to be at some place like Cal, which was sort of my alternative. Once having seen Raymond and learned a little bit about Raymond, that was the only choice for me. It was very simple.

Spaccarelli: Nice. What about it drew you so much to it? It was the size, the intellectual focus, or what was it?

Lynch: Well, certainly, initially on the tour, it was the physical plant, surprisingly. It just seemed to be exactly what a college should be.

Spaccarelli: (Chuckles)

Lynch: But then the whole notion of sort of a step up intellectually very much appealed to me as well. And when we graduated, we were required to take the GRE. And at the time, our scores in the GRE were equivalent to those of Yale and Harvard students. So I felt like I got what I was looking for.

Spaccarelli: (Laughs) Just a little bit.

Lynch: Well, you laugh, but... (Chuckles)

Spaccarelli: Yeah, no, that's, that's really impressive. I had heard that before. And that is just so incredible. So-

Lynch: I have to say, I guess I don't have to say, but one of the consequences of that was that my graduate experiences weren't anywhere near as exciting. I got my master's at Sac State and I was appalled at what they considered seminars. They absolutely did not compare at all. And that was similarly true at UC Davis. I worked on my PhD. My education at Raymond was, as an undergraduate, was certainly on par or above what I experienced as a graduate. And it certainly made- the seminar method certainly made a big difference in terms of meetings. When I went out into the work world, I mean, it was real easy for me to see which way the wind was blowing. Other people would sit there, meetings would go on for hours when, you know, I would just know instinctively after the Raymond experience what, what the conclusions would be. It was really an amazing thing.

Spaccarelli: Because you had a familiarity with that sort of dialogue and discussion.

Lynch: Yes.

Spaccarelli: Interesting. Huh, OK. Where was I going? Oh, I wanted to ask what you got your master's and your PhD in.

Lynch: History. My master's was California history. That was primarily my focus. I didn't complete the dissertation for the PhD, but I was also focused in Western history. My minor fields were in Latin America.

Spaccarelli: Nice. OK. Yeah, I know a lot of other Raymond students have told me that graduate school felt- even felt easy after Raymond, which is sort of funny. Do you, do you feel like it was easy or it was just different or...

Lynch: You know, I hadn't thought of it in terms of easy, but yes, it was by comparison. There was an intenseness at- in the Raymond seminars that I never found at Sac State or at Davis. The Davis seminars were by far more interesting than Sac State, but... They weren't as intense. They weren't as in-depth. So yeah.

Spaccarelli: Unfortunate. OK, then we've already sort of touched on this, but if you have anything more to say, what were your first impressions of Raymond College when you got onto campus, beginning of your freshman year? What were your thoughts?

Lynch: That's, that's an interesting question. I had no clue as to what to expect, so it was all very much a surprise. In retrospect, I realized that- well, let me back up just a step. My class was the largest that Raymond admitted. Depending on who you talk to, there were either 99, 100 or 101 of us. There had never been a class that large before, and there had never been... There would never be a class that large in the future. The university was trying very hard to get us up to 240 students, which was the full time

size that Raymond was expected to be. The classes that came before me had an off-site freshman camp. They went to Tahoe or they went here, they went there. My class was way too big for that, so it was on campus. We did activities there, went out to the Holt family for an afternoon, those kinds of things. So it was very different in some respects than what had occurred before. And it was very different- for someone that had no clue as to what to expect, it was certainly very different. And again, I know my feeling was kind of it was neither here nor there. We didn't develop the intense kinds of relationships that the earlier and smaller classes did during the freshman camp. And then we segued right into school. I mean, we were already on campus, we were already settled in the dorms. And then the next day we started class. Pretty much the way it was. But it was interesting to hear others talk about their experiences, getting to know people that first week as compared to ours. It was different.

Spaccarelli: Interesting. So sorry, what was in- what did you do in this on-campus freshman camp?

Lynch: It was primarily getting to know each other and getting sort of attuned to the Raymond way of doing things. I really don't remember a lot about it other than that. And I think that's one of the reasons why I say for me, it was neither here nor there. I mean, it was, you know, trying to get to know the place, trying to get to know the people. I don't know, for me, I guess I would say it didn't work all that well in either respect. It was what it was.

Spaccarelli: Okay. And then you mentioned you didn't know what you were getting into. Were you a first generation college student?

Lynch: Yes.

Spaccarelli: Okay. Interesting. Yeah, that can make it a little bit more... You're not really sure what you're getting into when you- if that's the case.

Lynch: No, you know, and I was ready to go to college. You know, it was time to be gone. It wasn't. I mean, there were no bad feelings or anything in the family. I know- my oldest son went to Berkeley and he was ready to go. I mean, I was ready to go, but he was absolutely ready to go. Because it was interesting to watch him pack off the way I packed off. But no, it was, you know, I, there was, I had no questions about it being a mistake or anything. It's just like, you know, okay, this is what we do. Off we went.

Spaccarelli: Nice. Okay, I had another question. Oh, regarding first impressions. So you had your freshman camp, but then you had classes. What were your first thoughts when you started attending your classes? I mean, because this is, this isn't high school, right? This is something else.

Lynch: No, it wasn't high school. And you know, I hadn't thought about it in terms of my own Raymond experience. I have often thought about it in terms of high school students who go on to junior college or community college, where, at least, my impression is, you're just moving from one set- one set of buildings to another, with maybe more focus on lectures than in high school, but pretty much the same

thing. Raymond certainly was a totally different experience. The- one of the first classes we had was introduction to the modern world, IMW. And it encompassed the whole freshman class. We were broken down into... What is the term, not study groups, but whatever. I am blocking on the term but,3 but we were all in the same group. 100 of us for lectures. That was- and it was very intense, much more intense than I was accustomed to in high school. It was also very different from anything else we did at Raymond. You know, I don't think I had any class beyond that, that was more than 20 people. You know, very small, very intense, you really got to know everybody. You got to know everybody's thinking, you got to know what their points of view were. Let me see, I had IMW, I had a French class, I can't remember what my, oh, my third was an English class. Those were my first three introductions to Raymond. So IMW was very large. French and English were very small. French was an interesting experience. I had four years of Latin and I would actually have gone on in Latin if that had been offered at Raymond. I could have done that over at UOP but chose not to and went into French. The French professor was a Hungarian who had escaped during the Hungarian revolution, gone to Peru and been in charge of the Boy Scouts in Peru and then ended up teaching French for us at Raymond. So he was an interesting character to boot. I had a very good Latin teacher who was very much into classical Latin. The French professor was very much into church Latin. We rather clashed on that almost immediately. (Laughs) So that was kind of interesting. The English teacher, I guess you'd call it freshman English, I don't remember exactly what it was called. She was a travel writer who landed at Raymond for a semester. She took tramp steamers and wrote articles, travel articles about her trips. She was a horror. She failed me four out of seven essays. It was a disaster. That was the other half of my freshman year, or first term freshman, was getting accustomed to going from being sort of the head of the class in all things to being failed so badly I wasn't allowed to rewrite my essays. (Chuckles)

Spaccarelli: (Laughs) Wow.

Lynch: So it was interesting. First semester was interesting.

Spaccarelli: Wow, sounds harsh.

Lynch: After I got out of her class, went into English lit, I'll never forget, I went to the professor when we had to write the first essay and I said, I've had some difficult experiences and I would appreciate any help you can give me on my essays. And he said, you did just fine, don't worry about it. On the one hand, I felt well, but on the other hand, it was so cavalier. It was like, do I really believe this over that? What do I do now? After the first semester, the seminar system really sank in though. I mean, it would have been hard to imagine going back into a lecture classroom. I can't imagine it- having been satisfied. Now I do have to admit when I was working on my PhD at Davis and a TA, I had some excellent lecture classes, just really exciting. I mean, I had an economics professor, you mentioned economics, he was working on a book and he was trying ideas out in his lecture class. And I mean, it was just really exciting stuff. The problem was it was so far over the head of the hundred people in the classroom that it was pretty dismal. His comments at the end of the term were pretty dismal and he did not deserve it. At Raymond, I could not imagine going back to a lecture class.

Spaccarelli: Okay, that's great. I want to pick on one of those classes in particular, the introduction to the modern world because- everyone talks about it and I feel like this class is important to understand when just understanding the first eight years or so at Raymond. So what was your experience in that class? How did that work for you? Yeah. How did that work for you?

Lynch: That's a good question and I don't know that I have any kind of a good answer. As I said before, I was sort of fumbling around that first semester trying to figure out what the hell college was all about and IMW was just one of them. And I'm sure you've had people tell you that it was also known as introduction to Mike Wagner, IMW, yeah, who was very much an important influence on all of us who were there. I think primarily what it- it did two things. I think it prepared us to look at the world in a questioning way that we probably hadn't done before having been in college. I mean, we wrote papers and- I mean, in high school, we wrote papers and that kind of stuff, but there wasn't a great deal of questioning involved. You simply took a topic and wrote on it, whereas in IMW, you were expected to pick a topic and write on it, but you were also expected to question your sources, question the author's attitudes, look seriously sort of behind the scene at what was going on. So it was a bridge, sort of, into the rest of Raymond. I'm not sure I'm saying it very well and I'm sure others have said it much better, but that's kind of the direction I went with it.

Spaccarelli: Right. No, that's great. And that does line up with what other people have said. So that's very helpful. Thank you. Okay, moving on. Were there any memorable events that stood out to you during your time at Raymond? Memorable high table, for example, doesn't have to be- other events, anything that you can think of?

Lynch: One of the events, and there were three of them, that definitely stood out, had nothing to do with the intellectual life at Raymond. Raymond was the victim of three panty raids by the frats over on the other side of campus. I think it was my second year, but I can't remember now. We could hear the noise and whatnot coming from the other side of campus and it gradually grew closer and closer. The women's dorms were already locked. The men's dorms were locked down. The campus filled up with, as I remember, huge muscular guys who were screaming and shouting and carrying on. It's going on for about 10 or 15 minutes. And then the third floor of Farley House, the windows flew open and the women turned on the fire hoses on all three floors and hosed everybody down in the quad. And in about five minutes, the fire hoses were on in all of the other dorms. And that ended that.

Spaccarelli: (Laughs)

Lynch: They came back two or three months later. Well, the fire department came and took the fire hoses up to the roof and cleaned them up and put them back in place and said, don't do this again. Two or three months later, everybody was back. The hoses were turned back on. Everybody in the quad got hosed a second time. The fire department came after it was over and said, if you do it again, you're going to get charged. And the administration said, you know, please don't do this again. The third time it happened, everybody- the quad filled up, fire hoses were turned on. When it was all over, everybody just trooped up to the roof with the fire hoses and dried them out ourselves and put them back in place.

They looked like hell in the cabinets, but they continued to work. That was also sort of an introduction to and a reiteration of how Raymond related to the rest of the university. We were definitely considered easy pickings, but it didn't quite turn out the way they had thought it would. We were quite capable of taking care of ourselves. Thank you very much. There was an annual play just before the Christmas vacation. Before it, my freshman year, it was a film, usually with such a theme that it could not be recorded. Scripts were destroyed. But we had a great old time. Academically... Other than our personal involvement with classes, I don't remember a lot. We had a literary journal. We had that kind of thing. We had our own art shows. But for me, it was primarily the interactions with the rest of the university and our college that was significant. We- one year, we needed art supplies. Someone dragged an old Renault into the parking lot, and you got three swings for a dollar or something to batter the old thing up. We had a great time with that, made a lot of money. I don't know. In fact, I guess that sort of moves into what I was saying earlier about we were just a bunch of college kids, too, that were doing college kid sorts of things. There's a lot of interaction with faculty, too, especially in the early years. Later, I don't think there was as much. The place was built... I mean, the provost was expected to live in the provost lodge and did for the first three years. My freshman year, there were still two faculty members living on campus. They ultimately decided that really wasn't what they wanted to do, and I think I understand. Work and job sometimes need to be separated. There were always interactions with faculty members. There was not infrequently at least one party a year at a faculty member's house with the whole college. I mean, it wasn't just a class, but everybody went. I can distinctly remember the freshman year, the faculty party at the provost's house. I don't remember whether it was that year or the next year when the professors had a faculty party for 200.

Spaccarelli: Wow.

Lynch: Yeah.

Spaccarelli: Okay. Interesting. You mentioned a lot there. It was all very interesting. I don't think you mentioned high tables at all.

Lynch: High tables...

Spaccarelli: They were still going during your time, right?

Lynch: Oh yes. Oh yeah. High table was very serious. We dressed for high table. Of course, the meals were all sit and serve. There was usually a break. They pushed the tables aside and set up the chairs for high table. It was not infrequent and I remember, was it John Kenneth Galbraith? He came, he spoke at high table and he also came in the early afternoon and met with whomever wanted to meet with him in the common room. We just sat around for a couple hours and talked to him, about whatever we wanted and then went into high table for the formal lecture. It was a pretty good... Some of the people that came to high table weren't necessarily all that interesting, I have to say. I can remember times thinking I could do better sitting in my room reading than going to high table, particularly because I worked in the kitchen, because it meant going back up to my room and getting dressed and then coming back down to

high table. But the whole notion of high table, it was very much a part of the notion of living the life of the mind, that it wasn't just college, you weren't there just to attend classes and get an education. You were there to broaden your mind and hear and listen to topics that may be way different than anything you were ever interested in, but would stretch you some in the doing. I don't know whether that, I mean, yes, I didn't immediately speak of high table, but that very much was what it was about. And it sort of went along, it really was an extension of Raymond lunches and dinners. I mean, there was an expectation that at lunch and dinner, you'd sit with your peers and talk about these things. It wasn't just fun and games, even though you're eating a meal. It was very formal, very formal.

Spaccarelli: Okay, that's perfect. Yeah, thank you so much. Glad we got to talk about those. Okay, so do you remember any controversies during your time at Raymond? These can be anything. These can be between the cluster colleges and the university. These can be between administrators, anything of like-anything controversial.

Lynch: The biggest controversy in my time was the decision on the part of the administration to move from a three-year college to a four-year college. That was announced to the student body in my senior year. And three years may have gone on for one more year, I don't remember, after I graduated, but that was hugely controversial. And I think we all at some level understood it or came to understand it pretty quickly. It was during the Vietnam War years and male students couldn't afford to only have an deferment for three years. And it was beginning to impact, well, it was beginning, it was impacting enrollments. That was, I mean, again, in retrospect was a major change that I don't think Raymond ever quite recovered from. I think students who came later felt equally strongly about how unique Raymond was, but it was certainly very different than what I and the classes before me had experienced. Other controversies, there were, there was controversies with faculty members. We had a faculty member who appeared to be pretty anti-Semitic, which was kind of interesting in a college where there were a number of Jewish students. Once that came out, he didn't last, that was-

Spaccarelli: Especially as I think you were hiring Berndt Kolker to be your new provost.

Lynch: Yes. Yes.

Spaccarelli: That was funny.

Lynch: You'd heard that before?

Spaccarelli: No, no, no. I hadn't heard that there was a professor who was anti-Semitic. I knew Berndt Kolker was a Jewish guy.

Lynch: Yeah, yeah.

Spaccarelli: That's what I knew. So that's why it was those connections, that connection was amusing.

Lynch: There was a lot of controversy about the Dean of Student Life, who was very much an integral part of Raymond College and what Raymond College became, but was very controversial with regard to the student body. And those feelings did not die easily. There are some people, what, 60 years later now, who are still caught up in that mess. The university, it's interesting. I don't feel as badly about the university as I did when I was there, but it was amazing how, and even then, I mean, we could talk about how sort of the university that spawned us, gave birth to us, we had so many difficulties with. I mean, it just seemed to go on and on. The Panty Raids was just sort of one example of how that relationship never quite came off. And I don't know how it was with Covell and Callison, but there was real animus at Raymond.

Spaccarelli: So, sorry, continue. Were you going to say more? I was just going to ask, was that between the students, between the university and Raymond, or was that like administrative decisions that the university made that impacted Raymond? What was the tension there?

Lynch: It was both. It was both. I'm trying to remember. The only thing I can remember was the administration, and this was my senior year. And I know there was more, although I can't think of quite what they were, but the Wendell Phillips Building, it was- then it was called the Academic Facilities Building because it didn't have a name yet. And the university insisted that all our classes be moved over there. And I understood it as a means of collecting money, you know, because the damn thing costs some money to build. But we had been just fine having our seminars in the lounges and the basements of the dorms. And it was such a small thing, but it was such an inconvenience to have to get all your clothes on and walk out of the quad to go to class. And it was just a classroom. I mean, here we'd been having seminars in couches and chairs for several years now, doing just fine, thank you very much. And suddenly we're sitting in desks and on the floor in a classroom. It's a small matter, but it was really irksome.

Spaccarelli: Yeah, I would imagine.

Lynch: The student body, there just was, actually, there was interaction with the student body. There just wasn't much. I understand a year after I left, I think Wendi [Maxwell] probably talked about it, the year Raymond did the yearbook. And that would have been unheard of. She didn't mention tha-?

Spaccarelli: Wendi was interviewed by my predecessor in this role. I don't know.

Lynch: I think she worked on it, but I was surprised the university gave, allowed Raymond to do the yearbook. And I'm surprised that Raymond did the yearbook. We always played at, god, I can't think, was it Band Rush or...

Spaccarelli: Band Frolic?

Lynch: Band Frolic. Raymond always- usually played at Band Frolic. There were a couple, I think there were a couple of intramural teams that Raymond always had, you know, had representation. But that

was really about it. There wasn't much else going on. We didn't, generally we didn't go to their dances. I went to a lot of the football games my freshman year. I sort of stopped after that. There just wasn't, there really wasn't interaction. And of course, our schedules didn't jive. We were pretty much in our own quad.

Spaccarelli: Okay. Yeah, that makes sense. So yeah, Wendell Phillips Center, still the same, still those uncomfortable desks. Don't worry, you're not missing much. But I did want to touch on the Dean of Students. Are you talking about Ed Peckham?

Lynch: Yes.

Spaccarelli: Okay. Yeah, no, I've heard about Peckham.

Lynch: I'm sure you've heard a lot about Peckham.

Spaccarelli: Okay. So yeah, just making sure we were talking about the same, same individual.

Lynch: He... like I said, he was very much a polarizing person. He very much, I think, almost as much as the first provost, shaped Raymond College. I never had the experiences with him that others did. I ended up having an independent study with him, I think probably my senior year, it was my senior year. And I think he was probably forced into that. I think the faculty was pushing him to teach. And so my independent study with him fit quite comfortably into a lot of people's notions. But I got along very well with him. I didn't have the kinds of experiences that others did. But he was also a man... He had a sense of humor that- I remember, it was my freshman year or my intermediate year. He had like a '63 Pontiac Bonneville station wagon. The thing was as big as a bowling alley. I mean, it was just this huge, huge car. And the edict came down, well, you were talking about administration, the edict came down from university administration, that all the Raymond students had to get the booze bottles out of their windows. Rather than throwing them away, everybody just lined their window shelves with them. And so Peckham was given the task of telling the Raymond student body that all this stuff had to be gotten rid of. So the student body did. Somehow they wrangled his keys and they filled his Bonneville up with alcohol bottles. And he drove them to the dump.

Spaccarelli: That's funny. Okay, perfect. I don't think I have any follow up questions. So if we're ready to move on.

Lynch: Yeah.

Spaccarelli: So what were your thoughts on the educational style of the Raymond teaching philosophy? And how does that connect to what you mentioned previously about the whole life- the idea of the life of the mind?

Lynch: You know, I became, and I think probably like almost all the other Raymond people. Raymond people either developed, quickly developed an affinity for the teaching style or they left. My class, like I said, was about 100 people, 33 of us graduated. So two thirds were gone by the end of the third year. And I mean, there were lots of reasons why that happened. But an inability to adjust to the seminar process has to be, sort of, at the top of the list. I think if you became attuned to it, if you got into that style and mode of learning, I think there were incredible benefits down the road. And at the time, like I said earlier, you know, I couldn't imagine going back to- through a lecture-style learning experience. It just was what it was. And in fact, I mean, even like the, it's hard to imagine a science class being taught as a seminar, but they were, you know, we'd have science lectures and then we'll go into- er, science seminars and we'd go into the lab. Was just the way of it. And like I said, I think there were incredible advantages. I know I worked, I had, I worked with people that were very bright people, but I never thought they could think very well. And I think it goes back to the kind of college education they had. Being able to think in depth and broadly just wasn't a skill that you got other places. I always used to laugh when I graduated, after I graduated from Raymond, I could talk to anybody about anything. And that was my Raymond education, you know?

Spaccarelli: Yeah, that's impressive. Just you had that broad enough knowledge base.

Lynch: Yeah. Yeah.

Spaccarelli: Okay. Interesting. I don't really know what to follow up to that, with that about because that feels like it covers it. And that aligns with what a lot of other people have said. They've said similar things. So I'm glad that that all fits. So next, who were the individuals at Raymond that- who are most memorable to you and why? These can be professors, students, administrators, anybody.

Lynch: Well, like I said, for me, Raymond, for me, Edwin Peckham was very significant. And I, you know, I could kind of feel his touch in much of life at Raymond. And again, as you know, most people, many people, I should probably say, don't have good thoughts about him. Mine were not bad. Gene Wise, Professor Wise was my academic advisor. He was very significant to me. I didn't take advantage of what he had to offer, probably as much as I could have. And I've often thought since that- sounds sort of contradictory, but I didn't get as much out of Raymond as I might have. But I got as much out of Raymond as I could have. So you know, Neil Lark, physics was very significant. Mike Wagner in his way, he, I had him for economics. I wrote my first 50 page paper for Mike Wagner. That was a really significant event for me.

Spaccarelli: That's a lot of pages.

Lynch: The 50 page paper was- it was sort of a rite of passage at Raymond. It seemed like, at some point or another, everyone did a 50 page paper or ended up I mean, we would end up so involved in whatever the hell it was we were looking at that 50 pages just came. I was always a little bit iffy with Mike, because Mike didn't give your papers back. He kept your papers. So if you wanted to keep a copy of your paper, you didn't have copy machines, you did carbon copies. So doing a carbon copy of a 50 page paper

was much more monumental than it sounds like. But that was, that was a- and he, in fact, Wellenbrock was his reader that, that term and he, I remember, I remember at the time he thought my paper was just really interesting. So I assume he got through most of the 50 pages, but I still got that damn thing around here somewhere.

Spaccarelli: Wow, cool.

Lynch: People- Edna Turner, I don't know whether you've interviewed her, she should be on your list.

Spaccarelli: I think her new name is Edna DeVore. And yes, she's on my list.

Lynch: I'm sorry. Yes, Edna DeVore. She's always been Edna Turner. I don't know.

Spaccarelli: Don't worry about it.

Lynch: She was pretty influential. There were others.

Spaccarelli: I- at the end of this interview, I think I mentioned it before we started as well. I'm going to ask if you have people who you think I should talk to. And I'll cross check it with my list of future interviewees and we'll get everything squared away. So but yeah, after we're done with the recorded session, because we don't need to talk about everybody's contact info right now. So moving on, what issues were you involved in that stood out in your mind as important to your growth and development at Raymond and the growth and development of the school as a whole?

Lynch: I pretty much had my head down. I wasn't involved in a lot of the activities that one might have been involved in. I mean, like I mentioned earlier about being involved in community affairs. I tried it. It wasn't really something that I was interested in. So I didn't do a lot of that. And it was interesting, Gene Wise again. One of the years I was there, he decided to run for city council. And a number of students were involved in his campaign. I was not one of them. But it was- I mean, people were heavily involved in working very hard to get him elected to the city council. And he went down in flaming defeat. It wasn't even close. And it was a real eye opener. And it was an eye opener for Dr. Wise as well. And I'll never forget him saying that there were those people who needed to be out and involved. And there were those people who needed to be in the ivory tower observing. And that really rang a bell with me. And I, you know, I'm involved in some charities now and this and that. But I have always felt that I and others like me are better at observing than the doing. That lesson has always stuck with me. Hang on a minute. There's somebody at my door. Can we take a five minute break?

Spaccarelli: Yes, of course. I'll pause the recording. (Pause) OK. Where were we? We just finished the question on growth and development at Raymond, right? So now. Continuing on. What was the conversation around civil rights, feminism, community activism, and Vietnam? And how did Raymond as a whole support those conversations? I know you talked a lot about how Raymond, you felt like you

were more of an observer than like an activist. But even as an observer. What was- what were you observing about these issues?

Lynch: It's- let's see, I was there from '65 to '68. So the, the summer of love was occurring. The whole uproar with the hippies was going on. Vietnam was going on. In some respects, Raymond was, was rather divorced from all that. I mean, we were sitting in Stockton and all the activity was going on at Berkeley in San Francisco. We were certainly aware of what was happening, but we weren't necessarily a part of it. Having said that, there were a number of people who were going down on the weekends and being involved in the (heyday?) or being involved in the activities at Berkeley and whatnot. It was- so I mean, both things were sort of happening at once. Certainly... I mean, there was no question that we were all involved in, in pop music, which was an immediate, immediate and regular reminder of what was happening in the city, what was happening in Berkeley. And the same with the Vietnam War, although again, we weren't probably involved... How shall I say it? Again, we were sitting in Stockton together. Whereas we like- a neighbor of mine, a couple of years younger than I am, died in Vietnam.

Spaccarelli: Wow.

Lynch: So, I mean, I was aware of that, but I certainly wasn't as aware as if I had not been at Raymond. You know, it was, it was much more immediate for a lot of people than it necessarily was for us. And we all had our deferments and, you know, were pretty divorced from all of that. Feminism... I think the majority of Raymond students would have considered themselves- certainly I considered myself- as socially aware as anybody else and sort of in the advance of those kinds of things. I've often had to laugh because we were I mean, we were very much a part of feminism and women's rights and all those kinds of things. And yet at the same time, I had a number of, a number of my female friends from the third floor of Farley House, and everybody knew them as the third floor Farley girls, which is such an unfeminist title. I mean, it's like it never happened, but it did. We were- I mean, we were outraged- and it came to outrage- at the fact that the women were locked up at night. And in fact, you know, it was not uncommon in the most innocent of ways for a woman to be out after eleven o'clock and could not get back into the dorms until the next morning. I mean, it was just absurd. And there was a point at which the men I mean, we petitioned the administration to open the women's dorms and they said no. So the men locked themselves in their dorms. And once administration found out that, they decided that was probably not a good thing to be advertising the university. So they did finally give the women keys. But you know, it was, it was a different time. It was like I said, third floor Farley girls. And yet, you know, we were, we were out there leading the vanguard at the same time in our own way. Civil rights, much the same thing. That was... It was hard to believe, it was hard to accept and to know that, you know, college students elsewhere in the country were dying in the South for civil rights. We weren't, we weren't involved in that. But at the same time, maybe like some of the community activism was sort of aimed and geared at the same kinds of issues on a local level. I was going to say something else, but now it slipped my mind. But so it was, it was a neither here nor there kind of situation. We were observing and aware, but there were those who were out doing it at the same time. Oh, I knew what I was going to say. '67. The... seven days, was it '67, the seven day war in Israel.

Spaccarelli: I think so.

Lynch: One of my friends was a Jewish student. And actually, for the length of that, we were attuned almost minute by minute to what was happening in Israel, as opposed to daily in Vietnam. It was much more immediate. The seven days war...

Spaccarelli: Six day war in 1967.

Lynch: Yeah. Six day war. '67.

Spaccarelli: Yeah. That's right. I remember this, this war. I remember it was so interesting because basically everyone declared war on Israel and then Israel just won anyways.

Lynch: Cleaned their clocks. And at the time, it wasn't so certain that was going to happen. So, yeah, we literally were listening minute by minute to what was happening in Israel.

Spaccarelli: Yeah. OK. And how did Raymond... OK, so the Raymond student body were talking about all these issues. How did Raymond as an institution support those? I mean, I know the high tables brought in some speakers who sometimes would discuss these issues. But were there other ways in which Raymond supported these conversations?

Lynch: I think it was more a, more a decision on the part of students than it was on the part of administration. And I think, again, maybe it goes back to what Gene Wise said that... The whole notion of broadening our education, the administration was bringing in high table people, people to speak at high table. And like Galbraith, occasionally they would come. The individuals who come in the afternoon and there'd be sort of a common forum in the, in the common room. But I don't remember much in the way of official sanction. There must have been some, but I wasn't aware of it because... Was it DH close there? Was it still there or not? It was a, not a penitentiary, but a... You know, school for rough kids.

Spaccarelli: There's, there's an adult education school pretty nearby at the end of Pacific Avenue.

Lynch: Well, there was this- there was dual vocational institute, and then I think it was called close (?) and it was out east of Stockton somewhere, which I think was more of a boys institution. There must have been some official sanction to get people in, but a number of students went out weekly and met with... People out there that they thought they could do something for. Gene, of course, was all involved in, in, the, the Hispanic community. Like I said, I wasn't- I went out to one or two times, but that just wasn't something that I was that interested in doing. Which is ironic, because they ended up as a social worker, but... Somehow it's OK years later, but it wasn't at the time. I don't know. That reminds me. Having gone to Raymond. My, my first boss in the welfare department, they started right out, right out of college. I graduated in June and started in November. And my first boss started in the welfare department in 1949. He was a, he was an old timer even then. And I was, I was in a class of new workers and I had to write a letter to a client. I think it was something simple like I need you to come into the

office. I don't remember exactly. And my boss said, I want to see your letter before you send it. And I'm kind of grousing to myself. You know, I'm, I'm college educated. I've been to Raymond. I don't need to be told how to write a letter. And- hang on just a second.

Spaccarelli: No worries. No worries.

Lynch: So anyway, my boss says I- that he needed to see my letter before I sent it out. And I was sort of grousing around and wrote the letter up and gave it to him and he comes back and he said, this is a good letter. For someone that's college educated, but your clients have a second grade education. They will have no clue what you're saying. So rewrite. It was a rude awakening to the real world after having been at Raymond, but it was a valuable lesson and one that I've made use of frequently since.

Spaccarelli: Right, right, right, right. OK, cool. I think we've covered that question here. Just a couple more here. So what contributions do you feel that Raymond made to the local communities?

Lynch: Well, I think the outreach that the student body did was significant. You know, it's one of those, it's one of those things like social work. You don't necessarily see results immediately and you don't necessarily ever know that what you've done has been of any consequence. But I think there's a value in going back in doing, in doing. And there were a lot of Raymond students who did. So yeah.

Spaccarelli: So did Raymond- has Raymond College met your expectations as an institution and as education? And why or why not?

Lynch: I think I got the best education that I could get. I was not... To this day, I don't think I was prepared for an institution as large as Cal. I don't think I would have survived ther-. That's a stupid thing to say, but I really needed and wanted something smaller and Raymond fit the bill. And I think my education was every bit as good as what I could have gotten at Cal. And I think that I got other lessons out of Raymond that I would not have gotten at some place like Cal. I think the seminar system was really significant in forcing me to look at what was being said and analyze and assess it and look at what my response would be or could be in, in responding appropriately. I think it definitely helped me to read people. It wasn't just an education of ideas. But reading what people are thinking in a way that allows you to respond appropriately, that you don't always get from other forms of education. And like I said earlier, I was not prepared for what I faced as a graduate student because of it. There was another part to your question...

Spaccarelli: That was it. Just did it meet your expectations as an institution and as an education.

Lynch: Yeah, it did. It did. I was very happy. I had a roommate my freshman year who ultimately graduated from UC San Diego. I guess I'm still not sure quite why he left. He has all- and I've maintained contact with him. He's always felt that his education at UC was improved by the year he spent at Raymond. Which is interesting. I think that someone could go to Raymond and leave and feel that they got, were much better off because of it.

Spaccarelli: Right. I mean, I get the feeling that... I know that there's people who dropped out of Raymond even after a year or two who still view that Raymond experience as very valuable. So yeah. Okay. Moving on here. We've mentioned this a little bit over the course of random- it coming up a couple of times. But how has your education at Raymond influenced your career and your life choices?

Lynch: Life choices. Well needless to say, although I know it's not true for everyone, but needless to say, I came out of Raymond very liberal. I have great, great deal of intolerance for conservative people. I hope that isn't you, but if it is, I'm sorry.

Spaccarelli: (Chuckles)

Lynch: Married into a very liberal family who feels I'm the conservative in the group, which is- I find always very humorous. And I look at them with the same eye that came from Raymond of tolerance. (Laughs) They don't know what they're talking about, but that's okay.

Spaccarelli: (Chortles)

Lynch: The ability to think, and I don't know that I have honed my skills to the extent that other Raymond people have, but it has served me very well. And like I said once before, I mean, sitting in meetings, which are just among the deadliest of human endeavors, to be able to quickly assess where the, you know, which way the wind's blowing, and then have to sit there till they all get to that point too. But it comes from Raymond. I'm picking up knacks of what people are saying and how they're sitting there. The breadth of knowledge has been extremely... Well, in terms of personal development, I mean, the range of things that interest me is probably much greater than the people around me. And I know it comes from Raymond, having been exposed to everything from philosophy to biology to, you know, who knows what. I still don't know that I fully grasp quantum physics, but I find it as fascinating now as I did 60 years ago. You know, and I'm still reading articles on the latest discoveries. Just having a huge body of knowledge on which to draw, I think makes one's life more interesting. I hate to use the term better, but I think it is. And just being able to deal with people. I mean, it's just, like I said earlier, it's always amazed me, I can talk to anybody about anything. It just, it comes naturally. It's not put on. It's just a part of me. I've always, there's never been a day when I didn't feel like I had the best possible education. I've never felt there was anything I missed.

Spaccarelli: Yeah, no, perfect. Thank you. Okay, I think then that's it. So then is this when I turn it over to you and I say, what haven't we covered in this interview that you still want to discuss?

Lynch: Well, I was an awfully good bridge player when I was at Raymond.

Spaccarelli: (Guffaw) Okay, okay. Taking notes.

Lynch: I don't know that, I don't know whether people at the rest of the university still play bridge, but I remembered the day I was sitting there with Edna Turner DeVore and suddenly realized I knew where every card in the deck was. That was an amazing insight. I can't play bridge that well now, but there was a time. (Laughs)

Spaccarelli: Wow, nice.

Lynch: It was hard to leave Raymond. You know, it was an all-inclusive sort of experience. Vacations were not, I mean, it was always nice to not have work to do and be at home. But there was always a real joy in going back and being with the crowd, being with people, like-minded people. I'm not quite saying that right, but that was probably the hardest thing about graduating from Raymond. It's like, where do I find... Oh, that's, that's the thing I should mention. Community. I don't know whether other people have talked in terms of community.

Spaccarelli: You mean within Raymond?

Lynch: Yes.

Spaccarelli: A little bit, but please, please elaborate.

Lynch: It very much was a community unto itself. Raymond people... Well, there were Raymond people, and the term that's now used is the tribe, is still being used. We didn't have to be alike. We didn't have to agree on anything. But if we were Raymond people, there was a sense of community that allowed us to belong and be comfortable with each other no matter what. And one of the ways that evinced itself was that it expanded beyond the physical plant. There were Raymond people like I was in the- well, I started after the first class graduated. So the first class was already out and about. Some of those people were at Berkeley. If you needed a place to stay at Berkeley, they would put you up. It's- there was a time in which I actually needed a place to stay in San Diego or in Los Angeles. And there were Raymond people at UCLA that put me up, you know, it's just like I need a place to stay. Here I am. And that was that. That was, the community grew like that was with the people that were in it. I personally have- I recognize later in life, I have always been looking for that sense of community. And when I got to the point where I was in management, and I had some control over the people that were under me, that were with me, you know, it was always important to me to develop a sense of community among those people. As different as we might have been, and those groups of people I am still in contact with. And I know that grew out of the Raymond experience, a sense of community and development. And it makes life easier. I mean, it's, you know, I've had some whiz bang groups work for me that, you know, would just go out and get to it and get stuff done in ways that others wouldn't. And I know it was because they felt like they belonged to something partisan, something bigger than they were.

Spaccarelli: Right. Okay, cool.

Lynch: That was and that was, you know, and it came out in a lot of different ways. The panty raids and the fire hoses, that was community at work.

Spaccarelli: Right.

Lynch: The reaction to going to four years, the initial reaction, that was community at work. There were lots of ways in which that influenced us, I think.

Spaccarelli: Yeah. Okay, cool. Anything else that you want to mention with regards to Raymond before we wrap up?

Lynch: No, I think I've talked a venture here long enough. It's probably enough.

Spaccarelli: Okay, perfect. Then I will stop the recording now.