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Dorothy Leland Oral History

Dorothy Leland
Raymond College

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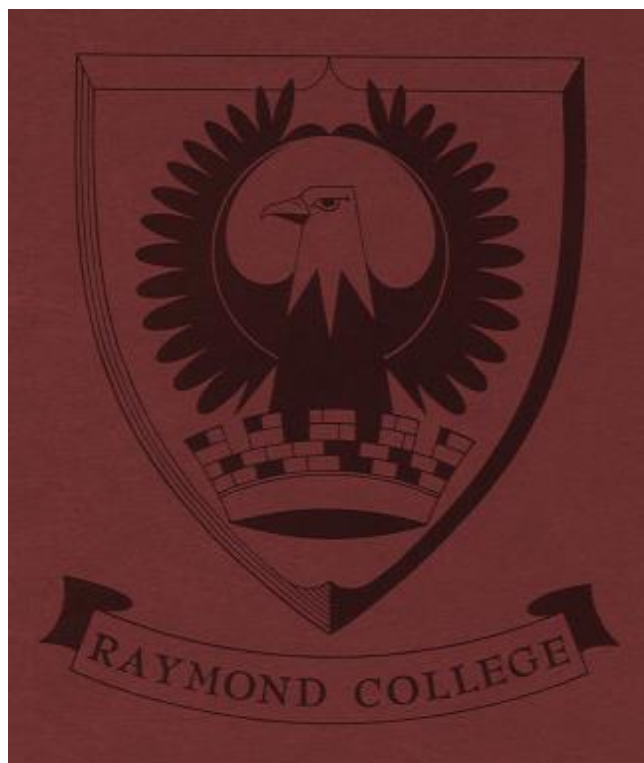
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RAYMOND COLLEGE PROJECT ORAL HISTORIES
UNIVERSITY OF THE PACIFIC ARCHIVES



Dorothy Leland (1966-1967)
Raymond College Student

January 9, 2024

By Lorenzo Spaccarelli

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

Dorothy Leland Interview

Transcribed by: Lorenzo Spaccarelli

Lorenzo Spaccarelli: Hello, my name is Lorenzo Spaccarelli, and today I'm going to be interviewing Dr. Dorothy Leland. Today is January 9, 2024, and I'm conducting this interview from my home in Portland. Can you state your name and where you're zooming in from for the record, please?

Dorothy Leland: Yes, my name's Dorothy Leland, and I am in Petaluma, California.

Spaccarelli: Perfect. Thank you very much. Okay, so to begin, can I ask what years you attended Raymond College?

Leland: It was '66, and I attended that year, just one year. So '66 over into '67.

Spaccarelli: Perfect, perfect. Thank you very much. And then, okay, what was behind your choice in attending Raymond College?

Leland: That's really an interesting question, and I can't say it was a very thoughtful choice. I think it was an impulsive choice. My family was directing me towards... I knew I wanted to go to a small school. My family was directing me towards all of these religiously affiliated colleges, which University of the Pacific is, but I wasn't excited about any of them. And I had a friend who had been at Raymond. I don't think he graduated either, from the small town I grew up in, and he said, you know, you should go up there and check it out. So I went up to Raymond, and it was like this was my place. There was vibrancy, there was intimacy, there was sort of- a lot of intellectual integrity and challenge and a lot of engagement in both the community and in politics, and it just seemed like the place for me. So I knew very little. I grew up in a household where our reading material was the Bible and a condensed reader's digest. I don't know if you remember a condensed reader's digest, but it wasn't very weighty. I mostly read the jokes.

Spaccarelli: (Laughs)

Leland: Yeah, that was me. So I didn't really know how to apply for college. It's- I was first in my family. And I just hand-wrote a letter, sort of, dear Raymond, and told them-

Spaccarelli: Can I come, please?

Leland: Can I come, really, can I please come? Don't make me go to one of those other places. And somehow I got in. And there, I was off to that adventure.

Spaccarelli: Wonderful, wonderful. Did you get a chance, so you visited before you came?

Leland: I did.

Spaccarelli: That clinched the deal.

Leland: It did.

Spaccarelli: Okay.

Leland: It did. I mean, it was a beautiful campus. It had this vibrancy and intimacy to it. And the people I met were just wonderful. And I'm sure that's true on a lot of college tours. I didn't do much of those. We didn't quite know about college tours. And so I hadn't really had that experience. I had just been applying to places kind of blindly. So it could have been that, had I had that college visiting experience and known about that, that I could have fallen in love with other places. But Raymond was clearly a good fit for me.

Spaccarelli: Yeah. That makes perfect sense. Okay. And then we already sort of, it feels like we already sort of touched on it. But what were your first impressions of Raymond College when you got there and started attending classes?

Leland: Well, it was pretty amazing. It was so much the opposite of the high school I went to, which was a fairly good high school for small rural Southern California. But the classes were in the dorms. They were very small. They had lots of give and take between the students and the faculty. And there was just a very different feel. There was intellectual engagement right from the beginning. So I mean, that was my impression. I can remember getting up late and going to class in my bathrobe and slippers. You could do things like that. It was okay.

Spaccarelli: Nice, nice. Okay. Yeah, that makes sense. And then I would also imagine coming from a household where there wasn't much reading material, the reading load and the diversity of reading that you were being hit with was probably a lot.

Leland: It was a lot. I worked a lot with a member of the faculty, you probably will hear about or have heard about before, John Williams. He recently passed away. And he was a Faulkner scholar, but he also had studied a lot of theology. And so this is going to get to a story about reading. So in one of my first classes with him, we read Kierkegaard. And in reading Kierkegaard, Kierkegaard had this battle with a philosopher named Hegel. I don't know what field you're in. History I think.

Spaccarelli: I know Hegel.

Leland: Okay, you know Hegel. And so I said to John, I said, I think in order to understand Kierkegaard, I need to read Hegel. I need to know what he's so upset about. And so John said, okay, I'll read it with you. And you know, right, I'll read it with you. (makes shocked expression)

Spaccarelli: (Laughs)

Leland: Just independently, I'll read Hegel with you. And I can remember, and this was actually a life changing moment for me. So it's a kind of a long story. The- I can't remember what Hegel we were reading now, but I started reading it and it was gibberish. I couldn't understand what he was saying, what it was about, why I should care. So I went to John, I said, I can't, I don't... And he just looked at me, he said, keep reading. It's exactly what he said, keep reading. So I dutifully trotted back and kept reading. And about a month later, just rereading the same stuff, the light bulb went off. It was like, I get it. I get what he's talking about. I get it. I was so excited. And the reason that was such an important moment in my life is that it made, I was not very confident in myself intellectually. And it just turned that around. I, from that moment forward, I figured that if I kept reading, if I kept working at it enough, I could figure it out. So that's a lifelong gift from a member of the Raymond faculty.

Spaccarelli: That makes perfect sense. It definitely does... On a side note, so many other Raymond students have told me, Raymond alums have told me the same thing, is they gained intellectual confidence there. That's huge.

Leland: It's huge. You just, I can, you know, I had very complicated and at times very challenging jobs. And for me, it became actually the more impossible the challenge seemed to be, the more intellectually I was engaged in finding a solution. And I think it went back to that old experience at Raymond College. He had this quiet confidence that I could figure it out if I kept working at it.

Spaccarelli: Makes sense. Makes sense. Wonderful. Okay. Moving on here. Were there any memorable events that stood out to you during your time at Raymond? So like high tables, for instance, but it could be anything.

Leland: High tables are wonderful. I mean, we always had either speakers or performances. They were big things, the faculty dressed in their little coats. And I don't know if we had any women back then. I don't remember. But, and for me, it was really special because you, the, they had like awards. I think they were annual. And they were in different fields. I think it was mathematics. And so it was like the best student paper or something. Anyway, I won it in literature as a freshman. And apparently that never happened before. So I got to be at high table. But here's the funny part of the story. There were all these rumors about high table. There were rumors that if you went to high table, you had to drink a goldfish. I was both excited and petrified. And I had all of this sort of practicing, how would I swallow the goldfish without letting it touch my throat? Or, or how would I secretly, you know, not- pretend to swallow it, but let it live? You know, I just had all these scenarios that I went through. Well, it turned out I didn't have to swallow a goldfish...

Spaccarelli: (Laughs) That's wonderful.

Leland: But so, so there were, there were all kinds of rumors and stories about, you know, what happened because the students were not at that table. We were around of course. And we often met

afterwards, but, but it was, it was a very formal event. And just sort of raised the intellectual and cultural life of, of the campus and the students.

Spaccarelli: Yeah. Yeah. That makes sense. That makes sense. Yeah. No, the goldfish thing is really funny.

Leland: Had you heard that one?

Spaccarelli: I think it came from an actual story.

Leland: Yeah.

Spaccarelli: Several years earlier. I did hear that story. That was very funny.

Leland: I don't even remember if they pretended to have goldfish or if some of them did goldfish. I don't remember that part of it. All I know is I didn't have to do the goldfish.

Spaccarelli: That's the important part. I'll tell, I'll, I'll, I'll talk about it a little bit more maybe after the recorded portion. Okay. Moving on here. Do you remember any controversies during your time at Raymond? These can be between the cluster colleges and the university, between administrators, anything like that?

Leland: Well, I wasn't really involved in them, but there were some, whoever the current, I don't know if it was either the Dean or the president. A lot of the older students at Raymond were very unhappy with that person.

Spaccarelli: That Provost Kolker?

Leland: Yes. They were not happy with him. And the guy I married was not happy with him. But I wasn't there long enough for him to make me unhappy. So there was also some tension between the faculty of the University of Pacific and Raymond. Raymond was, we were smaller and I think we were viewed a little bit, we were sort of outsiders and like we kind of got special treatment. And I think the, there were workloads. I mean, you know, the University of Pacific faculty did not get to teach 10 students in their residence halls. So there were disparities in workloads that caused some tension. On the other hand, there were some very good Pacific faculty who would teach Raymond students because there weren't really enough Raymond faculty to cover everything students needed to learn for the fields that they were studying. So- but I think of those two things. And of course, it was a very volatile time in our country. There's a lot of civil rights activity going on. Many of the students were very involved. But there was not, as you would expect to see today, a deep political divide amongst the students on campus. So you walk on a college campus today, and there's going to be, just as in the nation, a pretty deep and divisive divide between students on certain political issues that can kind of seep into the campus

culture. But that wasn't the case at Raymond. I'm, you know, we were all progressives. So we were all fighting for justice. So- and many of the students were involved in civil rights activities.

Spaccarelli: Okay. This raises another question that just came to mind. You're talking about all the civil rights, progressivism and stuff like that, that you were doing. And you're saying you weren't divided. Do you mean you weren't divided within Raymond College? Because I assume that you are- but what about outside? What about the College of the Pacific at large?

Leland: Yeah...

Spaccarelli: Were there differences there?

Leland: Probably, but I wasn't... Whatever they were, I wasn't aware of them. You were kind of... You could be in your own bubble in Raymond if you chose to be. And again, I was only there for a year. So I didn't get to sort of mature as a student and become involved in- at that level. I think, in my one year there, I was maturing intellectually. And that was my journey.

Spaccarelli: That makes perfect sense.

Leland: Yeah.

Spaccarelli: So then, speaking of, I forgot to ask this earlier when we were talking about the first impressions, but do you remember the introduction to the modern world with Mike Wagner?

Leland: Yes.

Spaccarelli: Do you have any particular thoughts on that? I know a lot of students found it informative to their time at Raymond.

Leland: Yeah. I mean, it was a great, like, wow. But it didn't stand out to me as being, I mean, almost everything I had was, wow.

Spaccarelli: Okay, got it.

Leland: In terms of just the content, the expansiveness of the content, what you were expected to learn and to master was really impressive. I mean, this was not easy. Raymond College was- really challenged you. And I think that's why it was so good.

Spaccarelli: Makes perfect sense. Yeah.

Leland: You know, we spent a lot of time with faculty out of class. And it's hard in larger universities or it's hard where faculty have, you know, too many committee meetings and they're trying to juggle three

or four classes a semester and research and probably families for younger ones. And it's much more difficult for them to have the time and the opportunity to be really deeply engaged with students. But almost all the faculty at Raymond College were deeply engaged with the students, both inside and out of the classroom.

Spaccarelli: That makes sense. That makes a lot of sense. Okay. Moving on here. What were your thoughts...

Leland: There were some controversies around Chapel. I'm remembering another one.

Spaccarelli: Please.

Leland: You know, Chapel was, every once in a while, Raymond got to pick the Chapel speaker. And we delighted in the students, as students, in putting forward names that would never be accepted. We put the Grateful Dead, we put forward Timothy Leary. So there was a bit of tension around the Raymond College students not having appropriate respect for what Chapel was all about.

Spaccarelli: Interesting.

Leland: And we loved it.

Spaccarelli: I believe that. Okay. Anything else controversies wise? Or are you ready to move on?

Leland: Yeah, I'm ready to move on.

Spaccarelli: Okay. What were your thoughts on the educational style of the Raymond teaching philosophy?

Leland: I think it's...

Spaccarelli: Especially as a university, former university president.

Leland: I mean, I think it was created as a national model. And I think it's an amazing educational model. I think it maximizes opportunities for student learning, intellectual growth, growth in confidence, really an education that is life changing. I think the challenge with the model is scalability and affordability. I don't know how you scale it in a way that could fit, say, a state public university that has 25,000 students. Some institutions try. For example, institutions that are big, but try to have freshmen go into colleges. And so those colleges that they go into are like their campus homes, their smaller communities, their intellectual and social communities, because they often take linked courses together. So I think people try to, and they do a good job of trying to replicate this kind of educational model in the larger context, but it's challenging. It's very difficult.

Spaccarelli: Well, I imagine. I imagine. I don't know if you can say anything about this, but UC Santa Cruz, to my understanding, is somewhat based on a cluster college model. I mean, obviously it's a different scale, but I mean, is that sort of what you were getting at?

Leland: That's one example. I was at Santa Cruz for a while. I was in Kresge College. So I was with a group called the History of Consciousness Group. We had Angela Davis and Hayden White, and it was really fun.

Spaccarelli: I imagine.

Leland: So we did have kind of an intellectual home. We had people that we hung out with and thought with, and our students also. We had students who then were enrolled in Kresge College. You also see it at UC San Diego or CSU San Diego, one of the other public institutions. I think it's UC San Diego. So yeah, there are efforts, and I think they're a bit different. But Santa Cruz, I think some of the people who were involved in founding Raymond were also involved in founding Santa Cruz. Santa Cruz was founded originally to be a sort of high-powered liberal arts campus in the UC system, and sort of smaller, high-touch campus for students. It evolved and it changed. But I think its origins were linked to the same folks who created the model for Raymond College.

Spaccarelli: That makes sense. That makes a lot of sense.

Leland: You know, you're the historian, you can follow up on that, but there is some kind of link there.

Spaccarelli: Yeah, yeah, yeah. No, that makes sense. Yeah. And then affordability, that clearly was a big one.

Leland: You know, affordability is huge. I mean, I look back and really, you know, it's too late to thank my father because he's long gone, but I'm not sure how he afforded to send me. But I desperately wanted to go, and so he did. He found a way to do it. He had, you know, five kids. He grew oranges on a small farm in Southern California. He didn't have a lot of money. So yeah, I didn't recognize at the time the affordability issue because he never complained about it. He just said, he just said, yes.

Spaccarelli: Yeah, that's great. That's great. Yeah, that makes sense. And it also raises questions to me, like the Raymond family money, how crucial was that in paying for daily operations?

Leland: Yeah.

Spaccarelli: And I mean, there's a million and one answers to the question of why Raymond had to close, but one of them could be just that they were spending more than they were making throughout the entire time there, and the family money was running out.

Leland: Yeah, yeah, and if you're not, if you're, if you're dipping into the corpus of an endowment rather than, you know, if you're dipping in, then it's, it's not going to sustain whatever it was created for. So, and I'm not sure, I was totally unaware of the finances. There also could have been a change in, you know, it's really, you know, University of the Pacific, it's gone through periods where these entities are, that are not linked to the main campus, the main educational center. They've struggled with them financially. So they've struggled financially from time to time with the law school, the dental, and I think Callison and Raymond were the same kind of things. They weren't, they weren't moneymakers and at some point they were bleeding money.

Spaccarelli: Right. Yeah, and they became- and institutional priorities shifted.

Leland: Yeah, yeah, shift in priorities. But you know, I think that, I think that educators should keep trying to... I mean, my, my last year at, at University of California, Merced, we built new residence halls where we could make sure we could create living-learning communities when we brought students in, knowing that our trajectory was going to be like any other UC campus, we were going to be big one day.

Spaccarelli: Right.

Leland: So how do we try to get it into the DNA of the institution that these smaller, more intimate- not for every student, but for many students and for many students who are like me, first generation, sort of needed that extra support, that extra touch, needed the sense of- the most important thing we can do for this student is build her confidence in herself.

Spaccarelli: That makes sense. That makes a lot of sense. The only reason I'm talking with you about this is I'm not trying to get way too off topic, but I know you have so much awareness of these issues, right? So I was just wondering if you had any thoughts.

Leland: I've lived them for quite a while.

Spaccarelli: Yeah, exactly. Okay. Moving on then, if you're ready, who were the individuals at Raymond who were most memorable to you and why? The professors, students, administrators?

Leland: I don't know how many of the students I remember. The two, of course, I already confessed, I remember Gene [Bigler]. So, but the two people I remember the most are Dr. Wise and Dr. Williams. Gene Wise was American Studies, and that was a very interdisciplinary field. And in fact, I got my master's degree in American Studies. So that's how influential Gene Wise was in my life. He just, I really got a feel for what kind of perspective and knowledge could emerge at the intersection between disciplines when you are looking through multiple lenses at an issue. And the other one was John Williams. So John definitely was the one who helped me become confident in my ability to, in my intellectual abilities and taught me how to be tough. And just, he was a great guy. So it's, he, this is how much Raymond faculty are connected, were connected to their students. When I came back from Georgia, as president of a college in Georgia, and I came out to UC Merced, John called me up and we

talked for a while. And he said, you know, I want to read Faulkner with you. So John, we met- and he did this with other students. You know, we met, we got out the obligatory bottle of bourbon, or scotch, or whatever, you know, we had a few drinks and we'd all read and we delved into Faulkner. So, and I know he did this with other students too. So that's just sort of a lifelong commitment to your students.

Spaccarelli: Yeah, yeah, that's fantastic. That's absolutely fantastic. Okay.

Leland: He found out I was not as smart as he thought I was when I was a student.

Spaccarelli: Okay, moving on then. This, this might be something you only- didn't really have a lot of time to develop because you were only there for a year, but what issues were you involved in that stood out in your mind as important to the growth and development of Raymond? So just like internal stuff, were there any, was there anything?

Leland: No, I, I think I stayed away. I let, I let my boyfriend take care of those issues. I think I was too consumed with trying to master Hegel. And then doing other neat things like going off, which I never would have. I, you know, the, the guy I ended up marrying, we had a motorcycle and we took off to the Monterey Jazz Festival and slept on the beach and we'd go to San Francisco and go to the Fillmore Auditorium with, you know, Janice Joplin and Jefferson Airplane. So I had all of these kinds of experiences that I could have at, at Raymond just because people were, were active out there connected in multiple ways, culturally and politically. There's another interesting story about Raymond that you might want to hear, which is that, when I was there in the mid-sixties, they, they were really restrictive. And I think they were particularly restrictive for women. And I remember I didn't have a phone. Were there cell phones back then? I don't know. I didn't have one.

Spaccarelli: (Chuckles) I don't think so.

Leland: We had to be in the dorms by, I don't know, 8:30, 9, pretty early. And I, well, I had a boyfriend. And so I remember, and, but you were a community, so there was a community room and there was a phone there. And I remember placing by the phone, if Dorothy's parents call, she's in the library studying. That was the message just pasted to the phone. It was, and of course, people would dutifully say, yes, you got a call and we relayed your message.

Spaccarelli: I bet you, sometimes, you actually were, right?

Leland: I was, I was. And I, I think, I think that what we did was okay. It was, it was really a ridiculously early curfew. And I think those kinds of rules actually restrict student learning. You've got to make mistakes and you will make mistakes at that age. And it, it's, it's a time in which you should be able to make mistakes and, and not have to suffer dire consequences for them. You should, you should be able to learn. And so you can't do that if, if you're too restricted.

Spaccarelli: Yeah. No, that makes sense. That makes sense. Oh, well, yeah. Okay. Sounds good.

Leland: You may not want to put that in the interview.

Spaccarelli: No, no, no, no, no. That's, that's, that's perfectly fair. Many other people have mentioned the curfew and everything like that. And if you're comfortable with it being in, I, I would...

Leland: It's all right. It was, it was kind of, it was kind of silly. I, you know, a number of people had messages pinned to that phone. So...

Spaccarelli: No, it makes perfect sense. Makes perfect sense. Yeah. Okay. Moving on here. We were talking a little bit about it, the engagement with some of these issues, social issues of the time, but I want to get more into it. And that is, the question is, what was the conversation around civil rights, feminism, community activism, and the war in Vietnam? And how did Raymond as an institution support those conversations?

Leland: Well, there are really active conversations on campus around the war in Vietnam. A lot of, really, really about- around the civil rights movement, that is what I remember. And it was at the tail end, but there was still a lot going on. Feminism hadn't quite been born yet. We- like I said, they, I don't remember if there was a female professor. There were a lot of women students at Raymond, but it was at the time in which women were just beginning to enter higher education in larger numbers. And sort of a lot of the recognition that there were challenges that these women were facing that were linked to the fact they were women, hadn't yet been realized. Not enough had happened to kind of raise the consciousness of that. So I kind of remember my Raymond experience being gender neutral. And it wasn't until I actually got to Purdue University that I went, oh my gosh, that there are issues and there are issues that need to be addressed. And I became quite actively involved in feminist issues there.

Spaccarelli: Right, right.

Leland: But not at Raymond. It hadn't arisen to be a problem. And it could be in part simply because I felt so respected as an individual and as a student. I didn't feel any, I didn't feel like I was treated differently. I didn't feel like I was treated poorly. I didn't feel like I was held back on anything. I felt like I was encouraged. So that was my experience there.

Spaccarelli: Yeah, that makes a lot of sense. And that fits with what other people have mentioned as well. It's a little early for feminism, but nevertheless, they were, you know, thinking about... And that's the thing as well, is like, to an extent, I'm trying to understand, even if the word feminism wasn't being used, right? To what extent were the beginnings of stuff like- conversations around gender. I mean, I'm thinking of, what's that famous book, *The Feminine Mystique*, right? And you know, some of that stuff was coming out, right? So I'm just trying to get at the core of what was going on there.

Leland: None of my classes- I had all male professors, and they probably had not read those books. I suspect that some of them, if they had, they would have integrated some of this into the curriculum,

because knowing it would be important to their students to be aware of this literature and this research that was beginning to come out. But you know, I was there for a year. I had Gene Wise, and I had, well, we've named all the people I had, basically. I had somebody from mathematics, I can't remember who it was anymore. But they were all guys.

Spaccarelli: Right, right. No, yeah. Was it Theo MacDonald?

Leland: Yes, it was Theo. And he was a great teacher. He really was. He was a kick. So, but they, you know, they, all of them treated me with respect.

Spaccarelli: That makes sense. Okay. Moving on then, question 14. This one's a little bit, the answer could be none that you know of, but what contributions do you feel Raymond made to the local communities?

Leland: You know, there was, there's quite a lot of involvement. I don't remember in detail. I remember there were some partnerships with the local community college. I remember how close it was, actually, to the campus. It's still there, right?

Spaccarelli: Yeah, yeah, yeah. You're talking about Delta, Delta Community College.

Leland: Yeah, Delta. So there were some community engagement projects, but you know, I just wasn't involved in those. And I'm sure I would have become involved. But as I said, I was, I was reading Hegel. So I, you know, I was fully, something else was happening in my life at that point in time. And so I wasn't part of those initiatives, but I was aware of them.

Spaccarelli: Right.

Leland: And I was aware that students knew there were a lot of resource disparities in, within the Stockton community. They were aware that relatively, Raymond College students were privileged, even though not everybody came from wealth. They all were attending a private, really good university that was expensive. They were aware of some racial issues in the community. So, and all of those were woven into community outreach efforts, but I just, I can't be any more specific than that.

Spaccarelli: That's, yeah, that's fine.

Leland: And I'm sure you will talk with people who were actually involved in those projects and how they went.

Spaccarelli: Yeah, no, yeah. I have talked to a good number of people about this stuff as well, but I just wanted to hear your perspective.

Leland: Yeah. So I heard about- so there was chatter about this, the community we're in and opportunities for engagement with the community. And I'm sure I would have become engaged in my second and third year had I, you know, once I got my sea legs.

Spaccarelli: Right. That makes sense. Okay. Moving on then. Has Raymond College met your expectations as an institution and as an education and why or why not?

Leland: I think I probably already answered that question. It- I don't know what expectations I had, other than to get me out of a very small community that had begun to feel repressive to me and that my biggest fear was to be stuck there the rest of my life and to open my mind and myself up to a much larger, more diverse, more interesting and challenging world. And Raymond certainly did that for me. I didn't know at the time that I needed this boost in self-confidence and intellectual ability, but I clearly did. Because I experienced the transformation in myself there. And as I mentioned before, that was a lifelong benefit. There's just nothing that I've encountered in my career where I haven't gone back to keep working at it, keep looking at it, keep trying. So, amazingly beneficial.

Spaccarelli: Yeah, that makes a lot of sense. Okay. And just wrapping up here, how has your education at Raymond influenced your career or life choices? Obviously, this is connected with many of the other questions we've talked about.

Leland: Yeah. Well, I think I'm going to describe another intellectual experience and that was in reading Kierkegaard. So we'll go back there. This is freshman year. Not many freshmen get to read Kierkegaard in depth. And so that took me to Hegel and all of that, but it also did something else for me. I grew up in a very conservative Presbyterian church that- the Presbyterians became too liberal for them, so they became the Bible church. And when I read Kierkegaard, and he gave his interpretation of Abraham and Isaac and talked about faith and morality. It was like life-changing in terms of, oh my gosh, there's another, this is exactly what I've been feeling. What is this? How could we gloss over this moral dilemma of being asked by God to sacrifice your son? I mean, really? That's horrible. Not the way we heard about it in church. There was no horror there. And so part of what happened to me was it taught me to never trust dogma. It taught me to always look through other lenses. And I think that's just been beneficial and gosh, do we need that now.

Spaccarelli: Right, that makes a lot of sense. Not very moral of the benevolent God to ask that, huh?

Leland: It was just, oh, well, I mean, I'd always felt that when I heard this story in church. I mean, really? Really? You're going to do that? You know, now Kierkegaard did it to talk about faith. You know, it's a really different thing, morality. It would have been immoral, about the most immoral thing by human terms you could do. But never had it presented in the way in which he did. And I was like, oh, yeah. So it gave me, it's another kind of confidence. You know, if you're feeling like something's wrong or horrible, but the whole world is telling you it's not, keep questioning, keep, keep...

Spaccarelli: Probably someone else has also had that thought, as you learned, right?

Leland: Yeah, yeah. Of course, we were all wearing distrust authority t-shirts back then.

Spaccarelli: Yeah, yeah. Makes sense. Makes sense. Okay. Well... Actually, before we, before we finish this up, do you mind tracing like just a brief path of where your life has gone after Raymond? So the, you sound like you've done a lot, but like, yeah, a little bit about the path so that the audience can...

Leland: Sure. I went from Raymond, then I got married. I went to Purdue University where I eventually received three degrees, but in between I stopped out during the Vietnam War and went in the Peace Corps, and I was in the Peace Corps in India, and then came back and finished my degrees, undergraduate degree in American literature, a graduate- that was John Williams. Master's degree was Gene Wise in American Studies, and my PhD was in philosophy.

Spaccarelli: That's wonderful.

Leland: Yeah. And then I really have been in public higher education my whole life. So I went back to California for a while in the CSU and then the UC system, and I was a teacher, taught philosophy, but then I became involved in women's studies in administration. Went back to Purdue, director of a interdisciplinary doctoral degree in philosophy and literature, so in philosophy department and literature department, and then that's the time I became involved in building the first women's resource office, became a founding member of women's studies, went off to Florida to lead women's studies program there. From there I became a vice president of a Boca Raton campus at Florida Atlantic University. From there I went to Georgia, became president of a public liberal arts college in Georgia, and from Georgia I went to the University of California at Merced where I was chancellor there for eight years. So it's always been public higher education, and Raymond has always, even if you can't do it the way in which Raymond did it, finding a way to make sure that every student has an aha moment, a moment of sort of- empowerment, intellectually, has always been critical to me, just like if we can do nothing else, do that for them.

Spaccarelli: Right, that makes sense.

Leland: Yeah.

Spaccarelli: Okay, well, yeah, thank you very much. That's it for my questions. Turning it over to you. Is there anything more that you want to talk about that we didn't cover?

Leland: I think you tapped all of my knowledge of Raymond.

Spaccarelli: That's the point of these questions, get it all...

Leland: And then some. I won't tell you about our social activities.

Spaccarelli: Well, by that time they shouldn't have been too illegal, right?

Leland: We had engagements on the levy, but I think the students had a good time. They knew how to have a good time, and yet also, obviously we had to crack the books. We had no choice. You couldn't sit back in the classroom silently. The teachers knew how to engage you. So yeah.

Spaccarelli: No, that's always impressed me as I've learned more and more about it, especially as it gets into the later years, the devotion of Raymond students to their studies, but also engaging in all these activities outside the classroom, community work, as well as recreational substances.

Leland: Timothy Leary and Chapel. There you go.

Spaccarelli: Exactly. You would think one might get distracted, but somehow everybody remains such an incredible intellectual community, and that's impressive.

Leland: Yeah, it was. So you've made me miss it all over again.

Spaccarelli: Okay. Well, thank you so much. I'm going to end the recording now.

Leland: Okay.

Spaccarelli: If we could stay on for a second more, that would be great.

Leland: Okay.