



12-26-2023

Doug Haner Oral History

Doug Haner
Raymond College

Lorenzo Spaccarelli
Holt-Atherton Special Collections, University of the Pacific, l_spaccarelli@u.pacific.edu

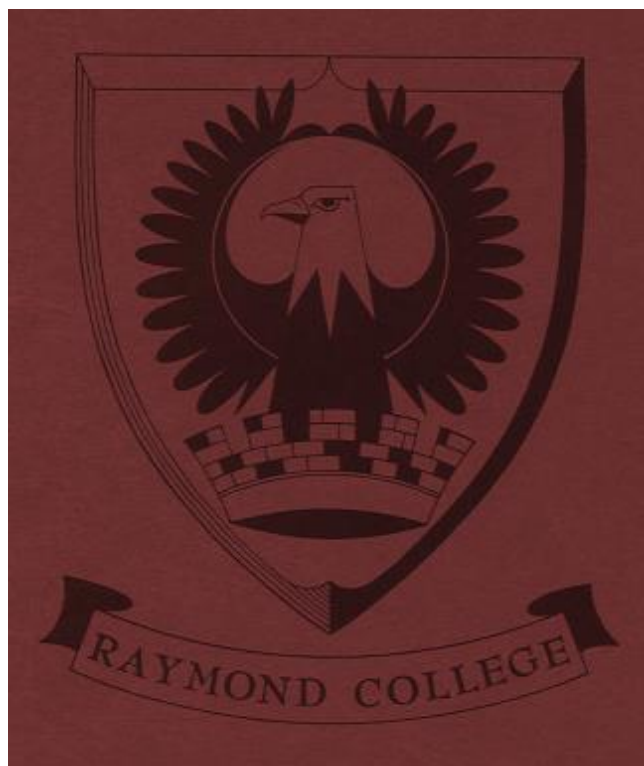
Follow this and additional works at: <https://scholarlycommons.pacific.edu/raymond-college>

Recommended Citation

Haner, Doug and Spaccarelli, Lorenzo, "Doug Haner Oral History" (2023). *Raymond College*. 157.
<https://scholarlycommons.pacific.edu/raymond-college/157>

This Article is brought to you for free and open access by the Colleges and Schools at Scholarly Commons. It has been accepted for inclusion in Raymond College by an authorized administrator of Scholarly Commons. For more information, please contact mgibney@pacific.edu.

RAYMOND COLLEGE PROJECT ORAL HISTORIES
UNIVERSITY OF THE PACIFIC ARCHIVES



Doug Haner (1962-1965)
Raymond College Student

December 26, 2023

By Lorenzo Spaccarelli

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

Doug Haner Interview

Transcribed by: Lorenzo Spaccarelli

Lorenzo Spaccarelli: Hello, my name is Lorenzo Spaccarelli and today I'm going to be interviewing Doug Haner. Today is December 26, 2023, and I am conducting this interview from my house in Portland, Oregon. Can I ask you to state your name for the record and where you're zooming in from?

Doug Haner: My name is Doug Haner and I'm zooming in from Point Reyes Station in California on the coast.

Spaccarelli: Wonderful, wonderful. Okay. So to begin, what years did you attend Raymond College?

Haner: I started in '62 and graduated in 1965.

Spaccarelli: Wonderful. So the first class?

Haner: Yes, first class.

Spaccarelli: Wonderful, wonderful. Okay. So what was behind your choice in attending Raymond College?

Haner: I grew up in the Methodist Church and I had made a decision in high school that I wanted to become a minister. And I knew that University of Pacific was a Methodist school. And I thought I would feel comfortable there. It was fairly close to home, an hour and a half from where I grew up in Oakland. But that was, tell me your question again.

Spaccarelli: What was behind your choice in attending Raymond College?

Haner: Oh, behind my choice. Yeah, basically, I wanted to become a minister. And I knew that UOP was a Methodist school. And that's why I chose going... I had other choices. You know, I got into Berkeley and a couple other places. But my first choice was University of Pacific.

Spaccarelli: Okay, okay. Well, I have two follow ups already. So follow up one, when you say you come from a Methodist family, do you mean just (lay) Methodist? Or do you mean like your dad was a minister? Or?

Haner: No, my, my parents were both Methodists. And we grew, we went to the Methodist Church in Oakland, Laurel Methodist. And no, I had no, no, no formal people in my family were, you know, ministers or anything.

Spaccarelli: Got it. Got it. So yeah, that makes sense. And so that answers the question as to why you went to Pacific, but why did you choose Raymond in particular? I mean, you could have gone to the College and had an easier time with things, right?

Haner: Well, yes, you're reading my dad's mind here. I think we first heard about it when Dr. Peckham came to our church in Oakland, and had a meeting. I don't remember much about the meeting. But I remember leaving thinking that Raymond sounds like a good option. You know, it was new. It was something that sounded interesting because of the small number of people. I mean, I thought UOP was small already when I was looking at UC Berkeley, but to- I think there were 60 some odd people in my class, it turned out, so we knew that it was going to be a small college. And I think Dr. Peckham talked about the small classes, that we would be in small, you know, meeting in our dormitories pretty much. And I like the idea that I could get a broad based education. I like the idea of liberal arts. So that was part of it. And I was kind of interested. I say, you know, it sounded pretty challenging. And so I had kind of mixed feelings about that. But my mom really encouraged me to consider it, because she thought it would be the best fit for me. I told her that going to high school in a large high school in Oakland that I didn't really have a lot of close friends there. And I missed that because I'd had friends in the neighborhood. And when I got to high school, I just, you know, I was playing on different sports teams and in several activities, but I didn't feel really close to people. And I was confiding that in my mom- to my mom one evening, and she said, Don't worry about it, you're going to meet your close friends in college. I think she said, she heard- that she said this before she even heard about Raymond College. My dad, on the other hand, said, why rush it? You know, why go to this school where you're going to, you know, go all summer long, most of the summer, and you're going to have three semesters. And he said, colleges, my- neither of my parents went to college, I'm the first in my family to go to college. But my dad, he said, take your time, have some fun, you know, I know you're gonna be a good student anyhow, but why rush it? So I had kind of both parents... One was, they had other differences, you know, one was a Republican, one was a Democrat, and they both had this feeling that- they had mixed feelings about it. But I like the idea of small, that it was part of UOP. I thought, it's a place that I'm going to make friends. And that turned out to be the big- one of the big things about Raymond for me. And I like the idea of liberal arts, I wanted a broad based education. I felt like, in high school, I'd been thinking a lot about religion. And I wanted my focus to be broader than that. Yeah.

Spaccarelli: Okay. I have even more questions that popped into my mind. So you say you were a first generation college student, were- did you get pushback when you decided I mean, Raymond was- it's not any old first generation college experience, right? So your parents not knowing what college was like in that in that sort of way, would probably, would have made Raymond particularly interesting, right? Remember anything about that?

Haner: Yeah, I'm not quite sure where you're going with that. But I guess because neither one of them had been to college, they didn't really know what to expect. So they were just going on their own interpretations of what they heard from other people about colleges, I don't think they knew much about colleges at all. And like I said, Berkeley was the place when- when I was in high school. If you did well, Berkeley was, you know, the place that you're going to go. Yeah, I don't know, did I get the...

Spaccarelli: Yeah, that made sense. Sorry, my question wasn't very well phrased. It's no big deal. My next question, this one's easier. So you saying you came from a Methodist background, I've heard other students mentioned that there were a lot of Methodists who chose to come to Raymond, especially in the early years. How significant a portion of the student population was that? In the end? Do you think it was what, 20%, 30%?

Haner: Yeah, I guess. I'm just trying to think of my class. And I mean, my best friend there, Dave McMurdo, his dad was a minister and the woman he married in the next class, Sandy, was a preacher's kid also. Joe Trimble was the son of a minister, and Jinx... I think Jinx and I had met somewhere before. And Joe, I think too, that we had gone to different groups in high school, where the method- that the Methodist sponsored different conferences, different camping trips. So when I look back on one of the pictures, I think I saw Joe and Dave and Jinx all in this picture, and we had been together in a group. And I guess that was part of my reason for going to Raymond because the- I figured it would be a lot of Methodist young people going there. And I liked the people that I've met at the different groups that I've gone to. So yeah, I would say it was probably maybe even as high as 30%. We didn't talk too much religion in, in- among the students as I remember, it was just in class where those things came up.

Spaccarelli: I'll talk about introduction to the modern world and Mike Wagner and religion a little bit more later, too, because I think that that might be interesting to discuss. But first off, before we get there, number seven, what were your impressions of Raymond College?

Haner: Oh, I thought it was great. I mean, we drove up and it was a brand new facility. Everything was, you know, new and clean and, I went into the dormitory and I liked the rooms. I mean, everything was, was beautiful. It just seemed to be laid out well. The classrooms where we met look to be comfortable, you know? They were small, which was a little scary to me because I'm a little bit of an introvert a lot of the times. And so the thought of a small college was a little frightening to me, and small classes. But you know, so my friend- and then I started meeting people and the people that I met, the guys in the dorm, and the people that I first started meeting when we went to meals and in classes. I really liked these people. I thought, I'm going to feel comfortable here. My mom might have been right that I'm going to meet my closest friends in college.

Spaccarelli: Nice, nice. Okay. And then first impressions of classes. What did you think? I mean, you were taking introduction to the modern world. Were there other classes that had an impression on you?

Haner: Yeah, I liked languages. So German was interesting to me. I can't remember which year we took different classes, but I really liked the science classes. I liked the psychology classes. Those were my favorites, I think. The religion class was so-so. I didn't really get off on the religion class, the specific class that we had. But you mentioned Mike Wagner and introduction to the modern world. That was what kind of blew my mind open was seeing and learning about the non-Western world, about different cultures and different civilizations. So I liked, I felt right away that I liked that broad based education. I went to art classes that I liked. I never really studied much art before. So that was there for me.

Philosophy and things like that, I never really got into. I'm not the kind that likes to sit around and debate philosophical issues, but I do my reading and do my best to participate. Yeah, those were, those were the classes that I liked. I mentioned that I was uncomfortable in the small classes and that pretty much played through my whole time at Raymond. I remember Peckham would write the little comment at the end of each of our term letters. And he said, well, you're not really saying much in class. And then, you know, a couple of semesters later, he said, you're still not saying much in class. And can a leopard really change its spots? And I remember thinking, maybe that's just the way I am, because, you know, in high school, you're not sitting around talking about different issues. You're getting lectured at. So I didn't really want any more being lectured to. But I didn't want to be put on the spot and feel uncomfortable in classes either. And sometimes that would happen to me.

Spaccarelli: Okay. But yeah, so you preferred, even despite, you know, your introverted nature, you did prefer the seminar discussion style that Raymond had going on.

Haner: I did, because you learn so much from the other students, you know, wasn't just a professor talking, he would throw out some ideas and then people would respond. And even if I didn't have a lot to add to the conversation, I was still getting from other people. So I guess that's one of my regrets that I didn't come out of my shell more and participate more in class. But that's just the way it was, you know?

Spaccarelli: Yeah, that's fair. That's fair. Okay, moving on, then, were there any memorable events that stood out to you during your time at Raymond? High tables, for example. But anything can count.

Haner: I'm looking at my notes now, the things that I remember most are the social events that happened and Band Frolic was one of the things where, you know, I touched on this in one of the other questions that I'll probably come back to this, but we were trying to prove ourselves, I think, as the first class. I think that we thought that the university and the other students there thought of us as the brainiacs, you know, these are the intellectuals and these are the smart guys and they really can't do much else. And so I think a large part of our time and I don't know whether it was the same with other classes, but we were trying to prove that we were not just the smart guys. We were, you know, we took part in the- we wanted to take part in the Band Frolic and I think we won it, too. I forget how many times but you know, Jinx was- and Joe were creative people that put together things and we had a barbershop quartet that I got to sing in and I was part of the Band Frolic and you know, the memorable event was we were- we went down to the Stockton theater. Part of our Band Frolic was getting a poster of Natalie Wood in a bikini and down at the Stockton theater. I forget what the movie was, but we knew that there was a poster down there of Natalie Wood in a bikini. And so our challenge was to get in the theater and get that poster so it could be part of our program at Band Frolic. And it was, it was quite an involved thing. It involved getaway car where a couple, we would all go into the theater and then we would all leave but we would leave one person behind who went into the bathroom and sat on the toilet with their legs pulled up and just waiting for everybody to leave the theater and the manager would come around and turn off the lights and lock the building up and one person was inside, there was a car outside in the shadows waiting to see the the manager come out and lock the door. And then I forget what the signal was but there was some kind of signal that the person inside got that the

manager was gone and had left. And then that person came out of the toilet stall and got the picture of the poster of Natalie Wood and then opened the door. It wasn't a chain lock and there weren't burglar alarms, I don't think, back in 1962 or 3. And we got the poster and put it in the car and made the getaway and that poster became part of our Band Frolic and it was a popular thing. I think one of the fraternities came over and stole it from us if I remember right so anyhow Band Frolic was one- a memorable event. I played on the basketball team and on the softball team intramurals because I like sports and you know it wasn't heavy competition since there were only probably 30 guys there. And I was one of the tall ones to play on the basketball team but that was one of our claim- early claims to fame was that we won the intramural basketball league that year. And then we competed in softball, so we were just trying to- we wanted to fit in but we also wanted to let UOP students know that we weren't just the intellectuals, that we had other things going for us.

Spaccarelli: Nice.

Haner: There were things like getting thrown in the fountain on your birthday. That was a big thing- it just made you feel like you were part of the whole, the whole class and during rainstorms we- Raymond was right next to the practice field for the UOP football team at that- I don't know what it's like now. But the rains would come and that practice field would flood so it'd have like a foot of water on it and that was our big event, hey it's- the field is flooded, let's go out and play tackle football and so guys and girls would go out and we just had a lot of fun you know splashing around in the water.

Spaccarelli: That still happens.

Haner: Still does? Oh good and the fountain too with the-

Spaccarelli: I don't know about the fountain. I don't think anyone gets thrown in the fountain anymore.

Haner: I don't think there was water last I went there, but the other thing was- one of the most memorable events was, was Jinx was the valedictorian of our class and we had a big dinner at the end of our senior year. And Robert Burns, the president then, came to the dinner to present the award for the valedictorian and several months prior to this he had- I don't know if he kicked Jinx, I don't think Jinx got kicked out of school but she was reprimanded for being pregnant and she had to leave campus I think she was not allowed to stay in the dorms and so it was Burns that made the final decision that she was going to have to live off campus and to see him come back we all just, we wanted to clap when he had to stand up there and give Jinx the award for the valedictorian. So that's one. And then you've heard about the fish in the glass.

Spaccarelli: I have.

Haner: At the high table, that was one of Warren Bryan Martin's- kind of let us know that he was a really human guy and had a great sense of humor, that he would just down that. Yeah I think there was another part of that stealing the thing of Natalie Wood in the bikini, that the fraternity that came over

and stole that back from us. I think we ended up going up and either taking the door off of their fraternity house to pay them back or we brick- put some bricks in front of their door and mortared them in. We got payback and so it- to them and it kind of let them know that we could fight back too. I think that's it on memorable events...

Spaccarelli: I will say, it doesn't sound like you mentioned any high tables. Do you remember any standing out to you?

Haner: You know my memory is failing me and I do not, I don't have a really good memory about high tables. I just remember not liking to have to get dressed up to go there but I'm sorry. I don't- I know that was on your- one of your questions about high tables but I didn't, aside from the fish, fish story that was- and I remember that we had some important people that came and talked to us but I don't remember the actual events.

Spaccarelli: Yeah, yeah. No worries, no worries. Okay moving on here. You already touched on one of these, namely Jinx's pregnancy, but would you remember any other controversies during your time at Raymond?

Haner: You know, I- I struggled with this one because the, the only controversies I remember were that we wanted to prove, like I said, to the university that we had other talents other than being intellect. We wanted to make sure that they knew that. And the only controversy I remember was when we came around the last year and we had to take final exams for all the classes and we had to take a final for German, we all kind of made a vow to each other that that was crazy to have to go back to German that we had learned two years before and try and study all of that so that we could pass an exam. As I remember, there was a fairly large group of us that just said we're not going to do that. If we all fail one final exam what can they do to us? So I was one of the ones that failed German because I just stubbornly refused to go back and try to learn something. It's not a controversy but, speaking of German, that was one of the regrets that I had in terms of classes was that in German, in the foreign language they were wanting us to take German or French or Latin because they thought it would get us ready for graduate school, when we would be be reading texts in the original languages which I never had to do and never did. And I think I knew that ahead of time that I would never be doing that and there was very little spoken German in the class and I have a regret that I spent 15 units of time learning a language that I never really used and could never really speak. I mean I remember a few words but it just seemed like a waste and I think that was part of the reason that we, you know, we weren't- I think I wasn't alone in being unhappy with the language classes. So it wasn't hard to get together a group of people that said no we're not going to study for that, it didn't mean much at the time anyhow. So in terms of controversies I don't remember a lot of controversies either with the university or even within our, within Raymond. I was, I was a pretty diligent student and I had my nose in the books a lot of the time and so I missed some things. I also had a girlfriend, a pretty serious girlfriend while I was there that took a lot of time, and so I missed a few things like that. But I don't remember controversies.

Spaccarelli: Yeah, that's fair. But, okay. Just, at least then, even the Natalie Wood cut-out. Did you not get yelled at by Dean Peckham for that? I mean, that would be unsurprising to me.

Haner: It would be unsurprising to me too because Peckham was pretty straight. He wanted us to do all the right thing. I don't remember it but it wouldn't surprise me if he, if he had a problem with that but I don't recall.

Spaccarelli: Yeah, yeah. Okay, okay. Well, okay, moving on then. What were your thoughts on the educational style of the Raymond teaching philosophy?

Haner: Well I put it- I found it pretty challenging on the one hand because like I said we were just 10 people sitting around in a small room so you knew that you had to prepare and I think I always wanted to do the right thing, I wanted to be a good student. I was there to learn and I wanted to learn so I spent a lot of time on my studies. I found it challenging but I also found it very thought-provoking, that the professors would raise questions that I had not thought of that came out of the readings. And I appreciated, like I mentioned, my fellow students being a- people were able to express any kind of point of view that they had and it was, it was welcome. That if you had a point of view that was different than the professor or different than somebody else in the class, that you were allowed to express that and kind of argue that position. So I- while I found it uncomfortable and challenging, I also found it very rewarding because it opened up different avenues that I had not thought of before. I liked it in that I was not being lectured at like I had been in high school and that was just a totally different approach to me and I think it's some- part of the reason why I was uncomfortable with it, because I went to a large high school with large classes and was never really called on to do much speaking in class or defending any kind of position. It was more how you did on the tests and how you did on, on the writing. And so I like the the philosophy of teaching that the professors had, that they didn't have all of the answers and they were- you could tell that when people brought up ideas that they hadn't thought of, that they were open to new ideas and I think I found that they appreciated their jobs because they were learning at the same time that they were teaching. And that, that had a big effect on me to see that the professors were also learners, not just the teachers in the classes. Yeah, I don't have much more to say about that.

Spaccarelli: That's perfect. Okay, I have a quick follow-up. One of the things that you mentioned is these professors are learning as they go, same with the students. A lot of these professors if I recollect are- other people have mentioned- were relatively young too, right? They were, a lot of them were you know right out of grad school or only a couple years after they finished their PhD, right? So how did that impact the classroom dynamic? Did it make it feel less hierarchical sometimes in the classroom?

Haner: Yeah because and when going to high school, my teachers were all older and so it was really refreshing to come into a classroom with- I think Mike was probably one of the oldest there and I think he was in his maybe mid or late 30s at the time and I didn't quite realize that how close we were in age really. I mean we were 19-20 years old and our professors, some of- some of them were even in their late 20s.

Spaccarelli: Right.

Haner: And others were, I would guess that most of them were in their 30s? Mid 30s? Maybe early 40s? And that was very refreshing because I don't know, I felt more at ease with younger, younger professors like that. It wasn't- I don't think they thought that they had all of the answers and because they were new at it too and they were- I think they were proud of that to let us know- I haven't been doing this too long but I feel really happy to be in this kind of a learning setting where I can you know challenge people and not feel these big gaps in the age. So...

Spaccarelli: Yeah, that makes sense, makes sense to me. Okay, moving on then.

Haner: Oh, I wanted to say one other thing...

Spaccarelli: Oh, of course.

Haner: It wasn't so much teaching style but it was the liberal arts philosophy that Raymond College was grounded on. I had no idea that I would like economics or that I would like you know physics or chemistry, art history, all of these things. It's not so much the teaching philosophy but it's more the, I guess we'll get on to that later in terms of the curriculum.

Spaccarelli: Oh this is a great place to talk about the curriculum. If you want to talk about the curriculum, please.

Haner: I found it to be just very rewarding to learn about all different things and I don't know what it would have been like if I would have gone to UOP. My focus probably would have been more on religion because at the time that I was going there, I wanted to be a minister. And I probably would have focused on religion classes as much as I could and Raymond you couldn't do that until you know later on when you had independent study. So I really enjoyed that it- I liked learning new things and there were a lot of new subjects that I hadn't even thought of, that I was able to gain, gain knowledge of. So yeah.

Spaccarelli: Yeah, no, makes- makes perfect sense. I mean it was, in your time, it was very- you did this and then you did this and then you did this. It was very orderly and regimented, right?

Haner: Yeah.

Spaccarelli: How did your professors and the university leadership relate to that idea? Like professor- no, sorry, Provost Martin was very passionate, if I remember correctly, about some of these ideas of a liberal arts curriculum, right? What do you remember was the messaging there? What do you remember about that? Were all the professors on board with everybody doing everything?

Haner: Oh I don't know. I doubt it. I mean if you come from a particular discipline, you want to make sure that, you get enough of... Science, if you're a scientist, you want to make sure there's enough science classes.

Spaccarelli: Right.

Haner: If you're a philosopher you want to make sure that there's a broad range of different kinds of philosophy classes. I don't know whether, whether the, the professors had a problem with that. I would assume that they did if they wanted, you know, that they had their own focus and they wanted to go deeper into that and I imagine that people were bothered that you feel like you're kind of skimming over a lot of different subjects rather than getting in depth. And the philosophy was when you decide what you want to- really want to go deep into, then you go to graduate school and this is kind of the the playground, where you're going around trying all the different things on the playground, all the different classes before you decide, well what I really like is the swings the best, you know what I really want was economics. So, yeah, for me, it gave that broad- broad base that I wanted and I didn't mind- I thought we got deep enough into each one so that you could start exploring and see what you were really interested in and I guess I found out at that point that I was interested in religion but there were other things that I- that I was interested in and I was happy to get my perspective broadened because... I really, during high school and the first year or two of college, I was really focused on religion and I was dealing with, with the issues of what do I believe and what don't I believe and so I really wanted to go deeper into religion and Raymond forced me not to focus on a particular area until later on, until I kind of sampled everything. So that part of the philosophy I really appreciated was... But I can see that, yeah, Martin was- he was strong and he wanted that liberal arts background and I don't know what kind of pushback he got from, from the professors. I don't know if I've heard of that before.

Spaccarelli: I'm just asking if you remember anything. I mean if you don't, don't worry about it.

Haner: I don't really remember anything like that.

Spaccarelli: Okay. Okay, moving on then. This is- this question is an interesting one every time. What issues were you involved in that stood out in your mind as important to the growth and development of Raymond? You're the member of the first class, there's stuff going on, Raymond's figuring out what it's doing. What do you remember from some of those- the concerns that came up?

Haner: Well... Can you focus it a little more for me because I'm having trouble grabbing a hold of it.

Spaccarelli: Sure, sure, sure. So okay so maybe I'll give an example or something. So like the first time round, the first time that they did the freshman evaluations, the freshman exams at the end of the year. I've heard that there were some issues for example with that. Not everybody performed as well as the professors had hoped for. That kind of stuff. Stuff that happens with you being the first class, you being the first time through and them trying to figure out how it's done. If that makes sense? You remember anything like that?

Haner: I'm having trouble getting my head around this one.

Spaccarelli: You were the first class so there must have been things that came up that the structure of Raymond was not prepared for right?

Haner: Well I don't know. This is one I hadn't thought about before. I don't see any notes here that I've- that I've got.

Spaccarelli: Or I mean, even stuff like the term letters. Those were the first time that term letters were being done, right? Written evaluations instead of letter grades, that's not the normal.

Haner: Yeah.

Spaccarelli: Right? So probably there were discussions about that. How did that go down?

Haner: Oh I think there were concerns that you, you didn't really know how you were doing because in high school, you got an A through F grade and this was much more open, much more flexible in terms of satisfactory and unsatisfactory and superior. And I think that was one of the issues of- I mean we talked about it, when- later on when you apply to graduate school and they want to know, how did you do and Raymond is based on the term letter kind of a thing rather than grades. And so I think that was one of the things. We didn't know how that would go over later on when we wanted to go on to our next educational adventure, whatever it was going to be.

Spaccarelli: Like that's the kind of thing I'm trying to get at. I'm not trying to put words in your mouth with regards to the term letters. That was just an example but things that were sort of new that Raymond was trying out for the first time with your first class that maybe didn't go quite the way that was planned and so had to be adjusted. If there's nothing, we can move on too. It's not a big deal.

Haner: Nothing's jumping out at me so yeah I don't really know where to go with that.

Spaccarelli: Okay, okay. Does it at least make sense what I'm trying to get at with that question?

Haner: Yeah, I think for me it's a memory issue. You know going back and trying to remember these, these things and yeah, I don't know.

Spaccarelli: Okay, okay. Moving on here. This one's a little bit more defined. It's placing Raymond in its social situation. And that is, what was the conversation around civil rights, feminism, community activism, and the war in Vietnam, even though that was sort of at the end. And how did Raymond support those conversations?

Haner: Well the civil rights issue was a big one at our time and equality and it was something that came up in our class discussions. Vietnam was for me was a big issue even though it didn't come up until later but it forced me to think about how do I really feel about an issue like this and how do I feel about you know when I have to make my decision, what am I going to do because I- all of us young men at that time, that was always looming over our future you know? What we were going to do, how we were going to handle the draft, whether we were going to go and fight, what the issues were. I think I became aware of a lot of different issues like this that I had not really thought about before and it came up in class, it came up in discussions with students in class and after class. You know, we knew what was going on with civil rights and for me I didn't really get involved in any of those issues when I was at Raymond. Like I said, my focus was on my studies and the issue that came up for me was how- when we did our reports in the non-Western world on different countries and we became aware that you know my worldview was pretty small growing up in Oakland and to learn about different countries and the, the political issues that they were facing and making those... In terms of our own culture, how equality happens, the tremendous differences in wealth and opportunity between different cultures. I mean the more you learn about something like that, the heavier it grows on your mind. You want to do something about it and I think that's what Raymond was good for, was because it started us thinking about issues like this and we were pushed then to think about what are we going to do about this? How are we going to get involved? What kind of a stand are we going to take? And I didn't really get involved in any of those issues at Raymond like I know some, some other people did in my class. The student non-violating- non-violent coordinating committee, SNCC was... You know, there were student groups that were happening around the U.S. that we became aware of. I got a lot of it through Bob Dylan. Every time you walked in the common room, there was Bob Dylan music playing and that got me thinking about a lot of different issues. So it wasn't just in class but it was also in discussions with other students and in things that they brought in terms of music and other readings that they would suggest that we look at to get a balanced opinion. I think that's- we wanted to get a balanced view of what was happening so we knew the positives and the negatives so we knew different points of view and how you communicate with somebody that thinks really differently than you do.

Spaccarelli: Yeah.

Haner: Yeah.

Spaccarelli: So they were very supportive of those conversations and...

Haner: Oh yeah.

Spaccarelli: Good good good. Yeah, see and that's, that's the thing that I was- I'm trying to understand better because you know there's a lot of contention going on in the world during this era, with civil rights, you know some of the women have told me that they couldn't wear certain- like they couldn't wear pants or whatever. And it's like, so it's like, there's so many changes that were happening at the time so I'm trying to understand how Raymond was grappling with that. And it sounds like they were pretty open to having discussions about those kind of- about most of those topics.

Haner: Yeah, they were open, but at the same time it was, it was closed. You bring up the whole thing about the clothing that women could wear and couldn't wear. And I remember, when I first got to Raymond, it was 11 o'clock at night and I don't know, we were just in our second or third week of classes and somebody came in from one of the other rooms and said hey a couple of us are going down to Henry's Donuts on the corner down on Pacific Avenue to get some donuts and cup of coffee. And I thought wow it's, it's 11 o'clock at night and we can just walk out the door. I don't have to check out with anybody like when I was at home. I just felt this tremendous sense of freedom and the women didn't have that. I mean you know I could go out with my girlfriend but- and I could stay out as late as I wanted but she had to be back at- I know it was 11 o'clock, maybe that was just weekends. Maybe it was 10 o'clock-

Spaccarelli: Wow.

Haner: During the week. It was, was very tight so at the same time you're getting your mind enlarged by thinking about big social issues, Raymond had kind of a tight- you know at least for the women, it was a lot tighter. I remember we all thought this isn't fair. I don't remember whether it went anywhere. I'm sure you know as time passed, it was much...

Spaccarelli: Eventually. It did eventually.

Haner: ... living in the same floor, in the same dorms. And so it seemed pretty closed in that sense while we were there. And there was no, there was no real ethnic diversity, you know? We were learning about civil rights but you look at our class, I don't think we had one African-American. We might have had a Hispanic student but I can't rememb- and Asian, I don't remember. I mean I just remember looking back thinking, wow, we were just... At the same time as we're trying to learn all about the world, we're in a culture at the university where there's not a lot of diversity. I think that Raymond would have benefited greatly from that, if we would have had people from different economic groups or different racial groups in our classes to give us that, that slant. We were I guess a little narrow in that, that we all pretty much came from middle class, white backgrounds and we were all, looking back on it, all my friends were Californians. I don't remember there being people from out of state. There must have been a couple that came from out of state but everybody that I knew, all my close friends were from the Central Valley or Bay Area, maybe up north a little bit but so it wasn't a great environment to get that slant from, you know, different groups of people when we were there.

Spaccarelli: Yeah. That makes sense, that makes sense. But that's unfortunate as well, yeah. Okay, moving on then if you're ready. I think we accidentally skipped one and that is who are the individuals at Raymond who are most memorable to you and why? We missed that one.

Haner: For me, it was the students. Frankly, you know, I found what I wanted there. I didn't realize- I mean I knew when I went there that I was looking for friendships to develop there and to get to know people on a different level than it happened in high school. So for me the memorable individuals at

Raymond were the other students in my class. I really- I don't know if this will come up later but my lifelong friends I found at Raymond College and for me, that was, that was the best part of Raymond was you know for 25 or 30 years, four of us got together regularly in Richmond. And we realized that it was four of us from our same class at Raymond and we often joked, looking at each other, we said we have 10 percent of our graduating class here in Richmond in this room and we've been doing this for 30 years just getting together. And these became my lifelong friends, my closest friends, the ones that I traveled with, that I hung out with, that I backpacked with... We were all backpackers and when- I bought a cabin up in the mountains and right after I bought it, a tree fell right through the middle of it. And my three friends were the ones that helped me rebuild it and, and when we would take vacations, we would often take vacations and travel together through the southwest and northwest wherever. So my, my closest friends, like I said, came from Raymond College and I think you probably saw that in our reunion, when we had the reunion last, last June. We were trying to figure out, why is it that we are, that we feel so close to each other that... And we realized it was because we had so many shared memories together, our shared past for the three years that we were at Raymond and those of us who kept in touch with each other after that. We, we just, it was so wonderful and I'll put it on the recording but I helped organize that one in June because two of our classmates were near death and unfortunately didn't make it to the reunion, but after the reunion, people said we should do this again and we don't want to wait five years or ten years, we want to do this every year. We want to see each other every year and because we're going to be 80 next year and if we wait five more years we're going to be 85. So my most memorable people at Raymond were the, the students in my class and in the class, class or two below me and this is where I can talk about Mike, Mike Wagner.

Spaccarelli: Oh yeah, professors too, not just students.

Haner: Mike was- became a very close friend of mine. We stayed in touch over the years but he was the one that- of all the professors, he's the one that I was the closest to. And I don't know if I was close to other professors. My religious- religion professor that I did independent studies with, I never felt like I got really close to him on a personal level but with Mike it was... He really started me thinking in a way that nobody had really done in the past and I remember he came into our class one time and he was sitting there and this was in the introduction to the modern world and maybe it was when we were learning about the non-western world but he came in and he he sat down at the table and we were all around and he didn't say anything. He was just kind of looked at all of us, which was very uncharacteristic of him. He was usually, you know, talking and emoting and doing everything and center of the stage, but he just sat there and we said what's going on Mike? And he said I woke up in the middle of the night last night and he said I laid there trying to get back to sleep and what I was thinking of was all of you. And he said I have such fond feelings for all of you and for the work that you've done here and all the work that we've done learning about the non-western world and the hard work you've done in, in choosing a country and sharing the information with all of us and he said when I was awake, I couldn't get back to sleep because I thought, I'm afraid it's going to end here. I'm afraid that these students, these people that we've worked so hard to educate are going to go out, they're going to go on to graduate school, they're going to get married, they're going to have families, and they're going to forget all about the people in the non-western world and all of the needs that are there. And he said I

just hope that doesn't happen. I'm hoping that because we've learned now about how people are different in different cultures and how different things are done that, you know, that's going to stick with you but he said I'm just afraid. I know how life is, you get focused in life and you start with your family and you forget that there's a whole world out there and for me that, it just- it never left me and I, all the way through the rest of Raymond and the rest of when I was at seminary I started thinking, what am I going to do to answer Mike's, Mike's problem? Not his problem but his concern, that- what am I going to do and so it really really motivated me and that that never left me. And it's, I think it's why in my class, I was one of at least three or four people that went into Peace Corps. Dave, my closest friend, went into Peace Corps. Joe Trimble, another one of my closest friends there, that went into Peace Corps and was the one that introduced me, ended up introducing me to my wife because they met in Peace Corps in the Philippines and he introduced me to her when they got back. Sully, my other good friend, went into Vista and actually did an extra year there. People got Fulbrights and went to Guatemala and different countries so I was just having the reunion... Really, I had forgotten that people had really gone off and done things like that and so anyhow Mike was... and Mike also was the one that really helped me think about religion. He kept putting his thumb on me saying Doug, how- what do you, what do you believe? What do you think about this? What do you, what do you believe? And it was for me trying to reconcile what I was learning in my science classes and from Mike in economics about the rational approach to thinking... that the scientific method, how do you prove this? And that was one of the best things he did for me, kept challenging and pushing me because he knew I was different from him. He knew I was religious and he, in the traditional religious sense, wasn't and I think I was a curiosity to him. How can you, how can you believe this? You know? You really can't see this? And Paul Tillich has this phrase the leap of faith that you have to take that really was the only thing that I could hang on to. You know, I can't, I can't prove it scientifically but I know that you have to take this leap of faith if you're going to believe in religion and believe in a different way of looking at life. So Mike was the guy that really affected me the most. The other professors I had relationships with but nothing, nothing like the one that I had with Mike. So I would say that the memorable people were, were Mike. Course, Peckham and Warren Brian Martin were memorable people but it was the students who became my friends over the years and are still my friends and it was Mike Wagner.

Spaccarelli: That's great. That's perfect, that's perfect. Okay. Good thing we didn't miss that question, that had some good stuff in there.

Haner: I think you'll find from my conversation probably that I was not one of the strongest intellectual people at Raymond. I had the skills, you know? I could understand, I could figure things out but having to choose between the philosophy... What's the word? The academic approach and what I saw as more of a social and emotional approach, I was more on that side. That's where my interests were, was on developing relationships with the people that were around me and I don't think I stood out as one of the big intellects in my class but hopefully I stood out as one of the people that you could talk to and you know spend- have a good friendship with. That was my, that was my contribution I hope.

Spaccarelli: Wonderful, wonderful. Okay, moving on then, if you're ready.

Haner: Yeah, I just want to see if I missed anything...

Spaccarelli: Sorry about that out of order there. My mistake.

Haner: Oh no it's okay. I'm just going back. Yeah, I mean, my, my career was one of trying to help people you know? Help-

Spaccarelli: We'll get more to career in a couple, in a couple questions too, if that's okay.

Haner: Yeah that's fine. I just wanted to say that Mike was a big influence on me in terms of the career that I chose.

Spaccarelli: Wonderful, wonderful. Okay, question 14. What contributions, if any, did you feel that Raymond made to the local communities?

Haner: You know, I made notes on all of it except that, that question because I was not involved outside of Raymond College in any community issues. I remember we did go down to South Stockton to a church that- we didn't really become involved in but my roommate and I would for some reason we- on the radio we heard this revival hour on the radio. Turns out that it was coming from a church in South Stockton. We thought we gotta go see this church and so we hopped on our bikes and drove down, rode down to South Stockton. That's where- I don't remember having to worry about your safety as you do now. I think we felt, I felt pretty free just to go wherever I wanted on my bike at nighttime down to the African-American community. And for me it was just I had never seen people speaking in tongues before. I'd never been in a black church and I didn't really get involved in that church other than to meet a few people and go there a few times but to me it was just an eye-opening experience to see in my community in Stockton that there was a whole different world out there that I had only seen in the university and I'm sorry that there weren't more formalized activities for us to get involved in, in terms of you know doing things that would help the community. I think there's much more of a focus on that now. Maybe it developed at Raymond College too, finding ways... Like out here where I live in Point Reyes, I want to get involved in environmental issues and there's all different kinds of groups and things that are going on where you can volunteer your time, work on community projects in the environment, and that's what I enjoy doing and I'm sorry that wasn't part of my education at Raymond College. I don't know did- I'm curious, did other people find more- a lot more community involvement or was that kind of a common theme was that..?

Spaccarelli: It depends on the year. As it got later into, into the later years the engagement increased a little bit but generally speaking a lot of people are in the same boat as you and they were focused on their studies and they were focused on- you know, because it was rigorous, right? Yeah I mean, I don't know, you tell me what you remember, but a lot of people have told me you know you were reading a book a week or something like that for some of these classes, right? So there was a really heavy workload that kept you busy.

Haner: Yeah I think I mentioned that earlier. I wanted to be a good student. I mean I put a lot of pressure on myself to do well and in order to do well at Raymond you had to work like hell. And you couldn't just because the class met five days a week, if you didn't feel like doing your sociology on Tuesday night, you knew the next day you're going to go into a class with 10 people and you had to know what the subject- you had to have read, you had to have thought about it and if you didn't, it was a very uncomfortable situation. And because there was no place to hide.

Spaccarelli: Right.

Haner: With 10 people around a table and they're saying well what did you think of that Doug? And I'm going, oh crap, I didn't- you know I was focused on my German last night. I didn't have time to do this one. But I do want to say that Raymond made me a really much better writer. I think that's one of the main things I got from Raymond because we didn't have tests and multiple choice things that we had to study for. There were long papers that you had to write and I remember a high school teacher that I said that really focused us on writing, he said the only way you become a better writer is to write. And Raymond you had to write. Now it didn't work for me in terms of being more outgoing, in terms of sharing ideas and philosophies verbally. I'm still a little uncomfortable doing that outside of social situations, when it gets into academic issues. I don't, I still don't really enjoy that. But the writing part, boy I didn't realize that until I left and you know you have to write things. People said oh you're, you're a good writer. You pulled, you pulled together these things... in my job in teaching I had to do a lot of writing kinds of things for the different facets of my job but pulling together a lot of ideas and trying to get at what's the core idea here and then to be able to write that down. So I guess it wasn't just writing, it was being able to sift through and pick out the main, main ideas that we just had to practice and practice because you couldn't get away from it.

Spaccarelli: Yeah yeah. That makes sense. Hey, writing is a useful skill.

Haner: No, yeah.

Spaccarelli: Yeah yeah. Okay, moving on then. We're getting towards the end here. Has Raymond College met your expectations as an institution and as an education and why or why not?

Haner: Yes it definitely met my expectations, both in terms of a broad liberal arts background, it, it provided me with, you know, knowledge in a number of different subjects that I never would have touched if I had gone to a traditional college. And I did learn to speak out more and try and defend my ideas though it's always been uncomfortable for me because I was forced to do it there. I did get better at it and in terms of well like I said my life, my lifelong friends came from, from Raymond and so it's definitely met my expectations of giving me a good broad-based education, forcing me to think, to be more verbal, to be a better writer... Yeah, I don't, I don't know where else to go with that.

Spaccarelli: Well that, that's fine, that's fine. That just goes right into our next question if you're ready and that is how has your education at Raymond influenced your career and your life choices?

Haner: Oh my golly.

Spaccarelli: This, this is a big one.

Haner: This is the hot spot for me because I came to Raymond, like I said, wanting to be a minister and believing in Christianity and all of the different beliefs. And it got- everything got challenged at Raymond you know? Everything that I- I mean I came in trying to figure out what is God's will for my life? And I left not sure that there was a God and if there was a God, how could he have a will for my life and another you know how many billion people on the planet, how could he keep track of all of these people? So it really forced me to think about, oh, this, this God, it can't be the one, the God that I've grown up with, thinking about in Sunday school and in church services and things like that. So a lot of what I believed just got blown out of the water at Raymond College and I knew it was happening. I knew that I still wanted to go to seminary. I still want to- thought well if I'm going to be a minister, maybe I could be a minister that does not have to focus on the religious part so much but can deal with the social part, the helping people, the counseling, all of the different things that didn't involve having to believe all these things that I thought...

Spaccarelli: To be a minister without the belief portion.

Haner: Yeah, yeah, exactly. So it was a struggle for me trying to figure out what do I do now after Raymond College, because I don't think I believe these things anymore but I've all through my life I've been leading up to this being a minister and going to seminary so I thought I have to go to seminary if I'm going to be able to clear my mind and live with myself. I have to figure out if this is really the beliefs that have been challenged whether I really don't believe them or whether if I get to seminary and take a different tack and some classes and learn more and get around a different group of people, different group of professors, that you know I'll get steered back onto the course that I had set for myself. So I decided I was going to go to seminary. I thought about Peace Corps at that point because Peace Corps just started, you know, started in '63 and when I was in college and meanwhile in the back of my mind I've still got this Mike nagging me, nagging at me, what are you going to do to help people? What are you going to do to be a person of the world? How are you going to do this? And I, so I had always thought about Peace Corps since I first heard about it, was that that was one way that I could give back and I really wanted to do that, but first I needed to figure out my religious beliefs. So I did go to seminary and I got into good seminaries. The, the worries that I had and I don't know whether other people in my class found it the same, but when I applied to seminaries and my professors wrote letters and they got copies of our term letters and everything, I got accepted at, I got accepted at Harvard Divinity School, Yale Divinity School, Pacific School of Religion in Berkeley, Chicago Theological Seminary, and Union Theological Seminary in New York. And Union was, as I read about them, Union was the one that I chose. It was non-denominational, I thought it had a real emphasis on taking your- I don't know where I got this out- reading about it I guess- taking your Christian values and seeing how they're going to work in the world, what are you going to do to make the world a better place, which tied in with what Mike had been nagging at me in the back of my mind. So I did go to Union. We didn't have enough

money to fly there so I took the Greyhound, three days across the country and got to Union and started seminary and started my classes in September. The end of September, we got assigned to fieldwork churches and I was going to a church out on Long Island. After I'd been visiting there a few Sundays, the minister asked me if I would start participating in the service and do a pastoral prayer. And he said, would you go write a pastoral prayer, next Sunday deliver it, before I deliver the sermon. So I went back to the seminary on Sunday night and Monday night, Tuesday, I worked for three nights, I worked on a pastoral prayer. And I'd write it out and I'd say no I don't believe that, and I'd write out another one in the form, no I can't say God and Jesus. I just realized that I did not believe. It became crystal clear to me that I was in the wrong place, that all of my college studies had led me to this place where I had a much more rational approach and I could not believe things that I didn't see there, that you had to accept on faith. And it was, it became just very clear so I called the minister and I explained to him and he said well don't bother coming back to my church. You know, I don't really- I was running the youth group and he said I don't really want you coming back here and working with my youth or participating in the church anymore. So I went to the dean of the seminary the next day and told him. And he said, well, I want you to relax. You're not the first one that has come to seminary and realized that, you know, either you don't believe these things or that this is not the right place for you... So I said, so I need to drop out. It's just the middle of October, but I know this is not where I belong. So he said don't drop out, it looks bad on your resume if you go to another school, so drop any classes you don't want and just go to the classes that you do want, don't worry about grades or anything. He said you're a California boy, you're new to New York, take your time. Go around the city, get to know New York City, and so that's what I did, went to Harlem, went to the opera, went to the museums, did everything. And still kept my Christian ethics class, the New Testament which I liked and maybe those were the only classes I kept. But anyhow I- so I left the seminary at the end of the semester, came back and went to San Francisco State College and wanted to work on a teaching credential. I thought about teaching and decided I wanted to teach and that that was going to be my career and I like kids. So I figured elementary school and then I found out, then I got the bad news about what Raymond College had not prepared me for and that was that even though I had graduated, had a BA, I had no major and no minor, and in order to get a teaching credential you needed a major and a minor. And I went to State College for one semester and was taking classes to make up major and minor. There were 200 people in my class, there were TV screens because the professor was in the next room. And I toughed it out for the semester, again thinking, I'm in the wrong place. This is not me, this is not who I am. And so I went to my advisor at State College and said I want to be a teacher but I don't know if I can do it. And she said, well you've got two and a half more years left. You have to make up major and minor, you've got to take a year of teaching classes, you've got to do student teaching... And I said I can't do that, I can't stay in the school anymore. I said I'm ready to go out and do something and she said well this is, this is what you have to do if you want to be a teacher in California. So I left her office not knowing what I was going to do, feeling pretty lost. And then I passed a Peace Corps recruiting table on the campus of San Francisco State. And there was a big tent there and there was a huge poster of a brown skin kid sliding down a coconut tree and above it, it said Peace Corps goes to paradise. And I went up and I started talking to the woman. I said where is this and she said oh it's Micronesia, it's out in the middle of the Pacific. And she said we're recruiting teachers right now, and I said oh god I really want to be in Peace Corps but I just, I'm not a- I can't be a teacher because I got two and a half more years. She said well, the good news is if you come to Peace Corps and teach for two

years, we'll train you how to teach. You'll teach for two years overseas and when you get back, the state of California will give you a lifetime teacher's credential. I said with no student teaching, with no major and minor? She said, you don't need any of that. California wants returned Peace Corps volunteers to come to California. They know you're committed, you're going to work hard, and you'll have a multicultural approach. So that's what I did, I joined Peace Corps and went out to a- lived on a small island, a very small village on that island. There was no cars, no electricity, no toilets. There- it was very primitive, but I just found it to be wonderful and I was a teacher in the village elementary school. It's a good school, I had a good principal. Not all schools were like that but I worked really hard in Peace Corps teaching English. Because in order for kids on any of the islands to get more education, they had to pass an English test to get into the high school, which meant they had to leave their island and go four hours away and live there. So I did that, I taught there and I got back and they gave me a lifetime teacher's credential and I started teaching elementary school in San Francisco. And I spent my career, 37 years with the San Francisco schools, did all kinds of different things I won't bore you with. But I got into computers, outdoor education, science education, training teachers, worked in school integration projects, helping to train teachers in how you deal with kids from different cultural backgrounds. Because the schools were really segregated in San Francisco, and when they got integrated all of a sudden teachers had kids from all different backgrounds and all different ability levels. So anyhow that's, that's a long- a long way of saying that that was my career was- and Raymond wanted us to specialize. I think that was one of the big things, that you would go on and develop a specialty, go on to graduate school and at least that's the way it was when I was there. But I became exactly the opposite, I became a jack of all trades. I was a stay at home dad for seven years when my son was young. I took three years off from teaching in the middle of my career because I wanted to learn how to build houses and be a carpenter. And I had a friend that was a contractor. So I guess what- it's coming back to me, one of the things I got from Raymond College was kind of a confidence, that because I'd taken all of these different classes and been successful at them that I could, that I was interested in a wide variety of things in life and that I wanted to- and I felt free that I could do this. I could be a stay at home dad, I could do the other things, be a carpenter, be an elementary teacher, learn about the ocean and train teachers in that. So I guess it gave me a confidence that I'm realizing now that opened up a lot of doors. But I was never a specialist really at, at anything that I really got really deep into but I've been kind of a jack of all trades in that sense and no regrets.

Spaccarelli: Wonderful, wonderful. Sounds amazing. Okay. I had a follow up question, I'm trying to figure out how to say it. Were you, I mean you were teaching elementary school, but were you able to apply anything that you learned from the Raymond teaching philosophy and educational philosophy into elementary school? I mean it's different levels in such a dramatic way. But I was wondering.

Haner: Well, I knew what it was like for a kid to feel uncomfortable in class. Because I had felt uncomfortable at Raymond in some of my classes. And so when I saw kids that were struggling or that didn't quite fit in or were being taunted by some other kid... I think that made me a better teacher because I sympathized with them. And I felt like I had something to offer to them as a sympathetic ear, I guess, at a time like that. I also had kids that, early on, knew what they wanted to do. I had a kid that in my fourth grade class was a real behavior problem. And the only way that I could get him to focus and to

settle down was to get him books on planes because I knew he was interested in airplanes. And I saw him a few years ago in San Francisco and I said, so Aaron, did you ever follow your passion for airplanes? And he said yes. He said, you helped me by feeding me all those books. But he said I became a commercial pilot.

Spaccarelli: Wow.

Haner: So that's rewarding to have been able to affect a life like that. What did I get from Raymond in terms of making me a better elementary teacher? I don't know.

Spaccarelli: No worries.

Haner: Aside from the sympathy of a kid that's sitting there a little uncomfortable in class. I guess it was elementary school because I taught elementary school because one of the things I enjoyed is because I got to teach all subjects. I wasn't a specialist. I didn't have to- not didn't have to but I didn't go deep into any one subject. I liked covering a broad range of subjects which made it hard because again I spent a lot of time preparing for classes, trying to get- well learn everything I needed to in all the different subject areas to have things for the kids to do the next day. Aside from that I can't think of anything.

Spaccarelli: No worries, no worries. That's- that, that works. It's a good answer. I feel like I have another question but it's not coming to me. So we'll just move on. So this is the last... That's it for my questions. Now I just want to turn it over to you. And what have we not covered in this interview that you would still want to discuss?

Haner: I was trying to think of that. I think I have said pretty much what I wanted to say.

Spaccarelli: Wonderful.

Haner: I'm happy that I went to Raymond College. Really happy. And it, it has wonderful memories for me. I feel like I got a good education, that I got exposed to a lot of different disciplines, and that I learned how to learn because I- you know, because when you dabble in different things through life, it means you have to learn a lot of different things. I mean I had to learn how to become a carpenter, when I hadn't swung a hammer before, but I knew that was something that I wanted to learn and I had an opportunity to do it. And I guess I got a confidence, like I mentioned before, that I could go into different fields that I didn't know much about, and that I could learn what I needed to learn to, to move on in those fields.

Spaccarelli: Yeah. Makes sense to me.

Haner: I'm just really happy to be back in contact with my old friends. It's like I have a curiosity about people's lives, what they, what they- what they did with their lives and what choices they made. To come back and to see these people, you know- 50, 60 years. God, 60 years later now. We met when we

were- I was 17 years old when I started Raymond College. And to meet your closest friends at 17 years old and to keep them through life, that's been my greatest blessing I think.

Spaccarelli: Yeah. Yeah. Wonderful. Well, I will say you're not the first person to mention confidence. A lot of people have mentioned that Raymond gave them the confidence that they could, if they tried, they could figure out anything, basically. Regardless of the discipline.

Haner: I think this interview helped because I hadn't really pulled that together until we started talking and looked at the different things that I'd done and been interested in and, you know, didn't feel like I had to shy away from it because I couldn't learn something. If I worked at it, I could figure it out and learn it. I'm still trying to learn Sudoku and all the tricks that go with that. That frustrates me sometimes.

Spaccarelli: That's fair. That's fair. Well I think I'm going to end the recording here. We can keep talking afterwards. I have a couple more things I want to mention but I'm going to stop the recording if that sounds okay with you.

Haner: That's fine.

Spaccarelli: Thank you so much.