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Richard Schaffer Oral History

Richard Schaffer
Raymond College

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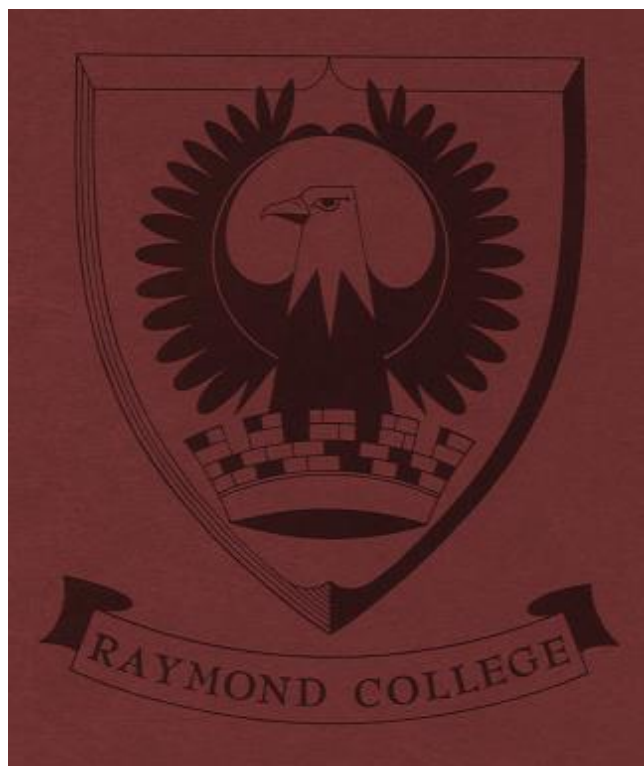
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RAYMOND COLLEGE PROJECT ORAL HISTORIES
UNIVERSITY OF THE PACIFIC ARCHIVES



Richard Schaffer (1964-1967)
Raymond College Student

September 18, 2023

By Lorenzo Spaccarelli

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

Richard Schaffer Interview

Transcribed by: Lorenzo Spaccarelli

Lorenzo Spaccarelli: Hello, my name is Lorenzo Spaccarelli and today I'm going to be interviewing Richard Schaffer. Today is September 18th, 2023 and I'm conducting this interview from my apartment on Stockton, on Pacific's Stockton campus. Can you state your name and where you're zooming in from for the record?

Richard Schaffer: My name is Richard Charles Schaffer and I was in the third class at Raymond so I graduated in 1967. In 1964 I graduated from high school in Reedley, California and that's how I came here. I was a freshman at Raymond. There was no gap or hiatus between graduating from high school and then the next educational thing I did was Raymond College.

Spaccarelli: Perfect, perfect. Then that answers the question of what years you attended Raymond. So let's move on to the next one and that is what was behind your choice in attending Raymond College?

Schaffer: Well my personal motivation was I wanted to get out of Reedley, California because it's a small town. About a quarter of the people were Mennonites. There were about, I think the population when I left was around 10,000. It's about 20,000 now. The great immigration of- well, firstly Mexicans and then Hispanics generally from Latin America was sort of yet to come. I counted up heads after I talked to my brother-in-law, son-in-law about this and he said that- I went and counted my yearbook of the graduating class and there were only about, the largest minority was it was Hispanics, mainly from Mexico, and there were Filipinos there too that I didn't, they were sort of classed in that because they were all Catholics and they were, but we knew they were different but we really weren't... It wasn't a big thing and there were quite a few Japanese kids, a lot of Armenian kids. There were Finns that lived down by the river, not very many, maybe five, but you know, there were Finnish kids that went.

Spaccarelli: Is this to Raymond or is this your high school?

Schaffer: Reedley College.

Spaccarelli: Okay.

Schaffer: Reedley High School rather. So that's the background I came from but basically the town I lived in was also lily white. The rumor was that the only black people that lived there were the kids that were living in the dorms that they had for the athletes and they were, you know, from out of town and they played on the athletic team and it was very inconvenient for them if they had a long way to go because sometimes they'd have a lo- quite a long commute from some other community and then maybe didn't have cars so it would have been difficult. So some of them stayed in the- in these dormitories they had for the junior college. There was a junior college there. It was not- it was a junior college, you know? It

wasn't bad. It was not a big junior college but it was, you know, I'm sure... I actually took a course there when I was in high school. That was my big privilege. Now you can test out and you don't have to go to high school anymore and if you live in a place with the junior college you get it- get in and go there. Two of my nephews, one on my wife's side and one on my side of the family did that and it was a really great program but that didn't exist back then so kind of irrelevant. And I thought the program was very interesting to me and innovative and sounded like new and the kind of thing that excites you when you're that age, you know, 17 years of age for me. And I was, I was thrilled and I felt like the environment I was in was very- wasn't exactly anti-intellectual, it was just a-intellectual. It was not, and the big things were being popular in high school, presumably engaged- you know, partying and having a good time and things like that, I guess. And I was kind of a little bit of a- I wasn't a loner but I was not particularly popular or anything like that. My best buddy was a guy who was a Mennonite that went to, he ultimately went to Harvard, he went to Harvard and I thought that was pretty remarkable and he had very- he was very focused on that and got- made sure that he got almost all A's, if not all A's. He might have got all A's but he was close to it. But I was very, I was not focused. I didn't have any aim in my mind. I was interested in the subjects that were taught, when they were interesting to me. But I wasn't, I didn't have some intent of making the honor roll or anything like that. I just happened to get good grades because there were enough of the courses that I liked and I did things that I'd never, a person now, a kid nowadays would not do like- I took typing class because for the hell of it because I thought it would come in handy, and I got a B or something. I mean you know stuff like that wrecks your grade point average. That was a horrible time. And when I got- well, not exactly kicked out, but when it was thought that I- it was better to separate me from the speech class which I kind of wanted to do because my buddy was a public speaker and I knew another couple of other guys that were on the debate team and I thought I wanted to participate in that, which would have been a good thing. But we had a little- I had a run-in with the teacher and then it had to- the upshot of that was, they thought it was better if I just transferred to mechanical drawing so instead of doing speech, I did mechanical drawing. Which you know but basically both, both the mechanical drawing turned out to be a good thing to know and I would have profited later from being on the debate team and in fact I did. After, when I decided to become a lawyer, I went, I joined the Toastmasters Club. I don't know if you, if that's still a thing. I'm sure that still exists, it's a really good thing to do because that's how you learn to speak in public it's a, it's a great thing. It's stupid but people- it sounds so dorky and rotary...

Spaccarelli: I want to refocus us on Raymond a little bit here...

Schaffer: Yes, okay! That was why I went to Raymond and I thought it would be different, I thought it would be fun and it would be in a different place than Raymond.

Spaccarelli: Yeah.

Schaffer: So I warned you, I could get loquacious here.

Spaccarelli: Yeah no worries. I just might on occasion redirect the conversation back to- because it's all interesting but we have limited time today so I just want to make sure we're getting everything- through everything.

Schaffer: Yeah.

Spaccarelli: So then what were your first impressions of Raymond when you got there?

Schaffer: I was a little bit intimidated but I was also very excited and I noticed right away that the things that were being done and the things that- they had an orientation back then and that they brought in professors and they talked about learned subjects and I thought that was very exciting. It was fun to be in a kind of a camp with a bunch of other 17, 18, and 19 year olds and they seemed like interesting people and you were doing all- we were doing all the teenage things of, trying to figure out who our buddies were going to be and things like that. I remember that, before classes actually started, I had this room in hal-something and we were having a full session up in the dorm, because we were already in the dorm. And people were talking about this and kind of- you know how kids brag? Well they were bragging about this, that, and the other thing and my erstwhile roommate was so intimidated by these people, because they were talking about having been class president and all that kind of stuff, he dropped out of school. He got in his car and he bailed out. So for about the first three weeks, I had no roommate which was, I thought this is- I'm living, living large, man. I got my own room, this is the first time in my life I had but- aside from when I was a baby I always was in the same bedroom with my brother. This is- this is a new experience for me and it was a whole bunch of other people that were much more oriented toward the way I was oriented than the kids in a small town was, so I thought it was great. And of course I had a little bit of stars in my eyes. I was very impressed by the fact that I was in college and some serious stuff and people not talking- constantly talking down to you and I thought from the beginning that the teachers- that was one thing that stood out- were very open to listening to what the students had to say.

Spaccarelli: Yeah.

Schaffer: And that made a big difference. And they listened to the students and engaged with them instead of just telling them what, what was what. Plus the students were very focused on learning what there was to learn. I knew there were no grades which impressed me but that people were very motivated anyway and actually there were three grades: unsatisfactory which was really bad- that was really bad, satisfactory which is the middle of the road which most people got, and unsatisfactory (superior). But you got a little blurb about what- how they were- how you were doing which was even better. I mean I used to have those someplace but I can't find them anymore. They got thrown out or thrown away and they'd say really nice things about you if you did really well which was, that was a reward enough for me. Learning- if they had no report, well at least you had to know, you got to know where you stood a little bit. And, you know, you were going to get some- some people who didn't like you for whatever reason. Some of the professors or you didn't like the subject matter or whatever but that was- I've never been the kind of person that is... I can listen to people I totally don't agree with and

listen to them, try to hear what they have to say. Different doesn't bother me. Some people get all undone about that. Although you know like I'm not- you have to draw the line someplace but I'm not- this was a serious college so I wasn't...

Spaccarelli: Yeah, yeah.

Schaffer: And I just felt like it was a jailbreak for me both because I was living away from home and now I was kind of out of the stifled- and everything seemed very exciting and wonderful to me personally.

Spaccarelli: And your classes? What did you think about your first classes?

Schaffer: I've never seen anything like they- what they called introduction to the modern world, which would probably better be called Western Civ if you gave it a more conventional name. But it was taught in an interdisciplinary manner which I thought was a great idea, I'd never... You know, it all sort of, you know, as a person you integrate everything in your own view of the world but I'd never seen it attempted on that- on the scale of a class. I thought of everything in a little box and that's not the way it was being taught. I can't remember what the hard- first hard science class was. It might have been physics but I just don't remember what order those things came in. You know you had three- three classes and the biggest trouble I had in English was had to write a lot and I'm a terrible writer. It was very difficult for me. In fact the whole thing academically, it was a- it was a different level. It was like jumping- guys that jump from playing college football to the pros. You know, it was an order of magnitude of the amount- for when I was in high school, I didn't take books home to speak of. I could do the homework what, you know, in goof off time. And I couldn't do it here. I had just a massive amount of reading. I was a big reader anyway but now I had to read for the class and then talk about it which was great. I thought that was absolutely fantastic and the classes were all seminar type so they were not big lecture classes. We moved in a way- it's very unusual to have a teacher that's a good enough teacher to have a big lecture class. They exist but I even had one in high school but that's unusual.

Spaccarelli: Yeah.

Schaffer: Mike could do it too. Mike Wagner could do it. He was a very- I don't- he was very different from any teacher I had had. He was a very charismatic leader and I think he really found his niche there teaching that and introducing all these people ma- many of them who are from, most of them who were from Northern California or the valley where they came from very closeted environments and they were little middle-class kids that had enough money that they could go to private college. And they did sh- kind of sheltered from the world, if you know what I mean, and he was very big on opening their eyes.

Spaccarelli: Yeah.

Schaffer: And he brought in people from other disciplines into the class in our little college which was very good because he had people that knew more about what he was supposed was being talked about

in the media so it was, that was pretty fantastic. English was just English, except it was all of a sudden on a much higher level, both thinking you were supposed to do and the material was harder. It was all classic stuff. The whole thing was just classics, classics, classics. Nothing but dead white men.

Spaccarelli: (Chuckles)

Schaffer: But no, that's the foundation of our intellectual environment, even today. If you read nothing but dead white man you'd be far ahead of a person that could never read them. Because those are the- those are the pioneers. Those are the guys that started the whole thing rolling. There's other people that are maybe better than them. Know more and learn more but those are the foundational things and there was a big emphasis on that. And I thought that- I didn't know they taught it any other way so I had nothing to compare it with. But they didn't teach it that way and the way they teach it is garbage, even today. In college my sister took some stuff in psychology and she had a background- she wanted to be a doctor for a while so she knew a lot about all sorts of topics relating to the human brain and neurology and all that. And she was showing me the stuff that they're teaching at Monterey Junior College and it's just crap, just- it's like glorified high school. Now there are people, in the United States of America, there are really good universities, really good high schools and all that but that's very much a small minority of the people that are taking those.

Spaccarelli: Yeah.

Schaffer: You're one of the privileged few if you get those kind of courses. Anyway.

Spaccarelli: Okay, I just want to move on here to our next question and that is, were there any memorable events that stood out to you during your time at Raymond? These could be high tables for example but they could be anything, anything that stood out to you in your mind. One thing I will add, we're gonna have a separate question on any sort of controversies, so just events first.

Schaffer: You know, the things that I remember now is, once they brought in a guy who had decorated the whole common room with pictures of- that had been drawn by these schizophrenics and he tried to explain it. And I thought that was fascinating and you know it was a new "wow" kind of experience. I don't even remember the man's name. And there was a guy from Africa who said at one point I've been, I grew up in a hut with a dirt floor and here I am now, I'm a United Nations official of whatever he was. He was some kind of a government official somewhere and a very educated man. And it was kind of shocking to think about that and I thought I was- had come from one of the backwaters of the world but really the middle of Kansas is much more you know, if you go, compared to India or Africa or someplace like that or places in South America like in the Amazon regions. You know it's way different than our experiences, or even Mexico, there's areas in Mexico where people are, where they're out of the Stone Age but not very far out of the Stone Age you know?

Spaccarelli: Very poor.

Schaffer: Although Mexico's really gone up in the world but anyway.

Spaccarelli: Yeah okay, perfect. Anything else other than high tables that you remember?

Schaffer: Well I remember what the students didn't know, we'd go out and party and pull pranks and you know do all kinds of frat boys stuff too. We did, that's the truth. I remember playing football, tackle football, in the, the field- like it's a sunken field now before they- but that's where they got the dirt that they piled up to make Pacific Stadium. There was a sunken field right across the road from Raymond College. We'd go in there and play tackle football after it was raining, it was wet, it was pretty hilarious.

Spaccarelli: Sounds fun.

Schaffer: You know, we had a lot of, we had bull sessions that were really, used to where you talk about the big issues and you actually had some material to work with. And I, of course, I was in awe of the seniors. In a way, I still am. I thought that those guys that took the plunge to go to a completely experimental college with the completely experimental program were kind of- outstanding individuals and they were and I think their subsequent careers tend to bear that out. And each year got a little easier and when I was there there were seniors to talk to and be awed by, by how much more they knew than I did but when they went there, there was nobody, they had to make it all on their own. I understand that the attrition was pretty frightful too but I don't know that's- I was not aware of that when it was going, when I was doing that I was unaware of that.

Spaccarelli: Yeah yeah, okay. Cool. Then let's move on to our next question and that is... Do you remember any controversies during your time at Raymond? These can be among the students, among administrators, between the students and administrators, anything like that?

Schaffer: We knew, well first of all, I do remember a couple of incidents that happened right when I first came there. There was some kind of a thing that caused a procession of the girls, see with the girls and boys dorms were separate, men's dorms- women's and men's. And the women had to be in by some ridiculous hour like 11 o'clock. It was before midnight. Anyway they were all marching in kind of white garments, carrying some kind of signs about something. And somebody had organized, got some surgical tubing, and made a catapult and put it between the windows of one of the men's dorms and started shooting water balloons at the women. And I don't remember, I think Ross Kersey was the one that organized this whole craziness. Not the shooting the water balloons, but the women to march. And exactly what they... There was one time when they strung women's undergarments between the dormitories. I don't remember what the controversy was that it was.

Spaccarelli: I think Harrie talked about that. I'll reach out to her.

Schaffer: Yeah, I wasn't at the bottom of that. After I left there, Lee Jackson rented out the student body to be extras in RPM. I think you've heard about that, I thought which was a brilliant stroke. There were some controversies about people getting thrown out for various reasons and why they got thrown out

and there was a great Peggy Gunn in the gonorrhea disaster which I wasn't really part of but I knew it was going on. Or- and involving some promiscuity and we knew our fates were being decided all the time at the faculty meetings and tried to get people to try to spy on them in various ways. And some of the professors were favorable to us and some of them weren't and we considered ourselves... You know, this was the beginning of the 60s, the root of the 60s, so everybody was very convinced that our generation was going to take over the world any- and really soon- and change everything and everything would be great. Really, that's what we really believed, deep down inside. But we didn't, it wasn't organized on philosophical lines. Now some of the students already had become active in politics but that wasn't me. And I- that was something that people, people were doing outside and Vietnam was not an issue, if you believe that. In 1965, Vietnam was not an issue. Everybody had a 2-S deferment so we were like you know, this is terrible that this is going on but. In fact, I was- got concerned about Vietnam when I was in high school and I did it- then you had to do a term paper on stuff. That was a subject I chose. I don't know why I chose it but I did and I was very alarmed at what was happening there but there was not much organized until the flames, until it became, we got some skin in the game and people were getting drafted. People we knew were getting drafted and that started to happen and Vietnam was just growing and growing. It was getting worse and the war was escalating and escalating and escalating. But I don't- you know, I think that if you took a vote, the student public population in Raymond was very much against the Vietnam War but you go to Berkeley and protest, honestly. Not Stockton.

Spaccarelli: Right. Well, we'll get to some of the controversies with like outside events later but I'm talking more internal. Was there anything else internal to Raymond or the university that you...

Schaffer: I think there was continuous discussion about everything academic and whether things ought to be required, and whether students should take in- to be able to take independent studies, whether they could... One thing is math and hard sciences were part of the curriculum and some people had a real... Well, they had problems with it [unknown]. My wife Jane, who was a Raymond, at Raymond College then, had terrible trouble with especially physics and didn't like Neil Lark and etc. And so I know- there was definitely a conflict between the liberal arts and the hard sciences and people basically wanted to get around the requirements or change them to be something that would be more- less math oriented and less, less like the traditional physics course. Because of- that stuff was, I don't think they taught it in Raymond that much differently. Although we had small classes which was great and so- and we had hands-on with the professor in the lab which was great. But it was the same kind of textbooks, everything would be the same as it would be if you went to Pacific. Although I think we were a little more creative in the textbooks we had but I don't have anything to compare it with. It could have been a lot better in that respect but I, I'm not about to start arguing with the physics- with the hard science and math- the math requirement was tough for some people too. It was tough for everybody because it's hard. If you haven't taken calculus, it's hard to take.

Spaccarelli: Yeah.

Schaffer: It's a very few, select few that are just, snap at calculus.

Spaccarelli: Right, yeah, that's fair. That makes sense to me.

Schaffer: And a lot of people were constantly screwed that were liked, were popular, were constantly either pushing the envelope or skating with the- getting kicked out really. And that was always an issue and having- people were very outspoken about everything, in class and... I think that was sometimes an issue. People felt they were not getting a fair shake with some professors, that's for sure. But that's always the case, truthfully. It was- the thing was, it was such a small community, everybody was talking to everybody. Everybody knew the faculty members. You had taken classes or knew about people that were taking classes from every one of those people. So you knew who was hard- you didn't need to go on the net to find out whose classes... you could just ask somebody that was taking them and they'd tell you. And some of them did not get along for, you know, all- all the reasons that people don't get along with each other, everything.

Spaccarelli: Yeah, no. Makes perfect sense. Okay, let's move on to the connected question and that is: what were your thoughts on the educational style of the Raymond teaching philosophy?

Schaffer: Compared to, to- my only thing that I could compare it with was what I had had before then. I didn't understand that this was so radical in the way of having every class be small and having the professors actually teach them and all that. The rigid curriculum... Actually I liked it, because I didn't have to make any choices. If you've ever looked at a college catalog, it's very daunting, it's very difficult and you really have- it really makes a difference because it isn't made... Or at least the ones that are- the last ones I ever looked at were not made to make it easy to figure out what the hell is going on. They were made- and that's why, one of the reasons, when my daughters were going to school, they had trouble getting all the courses they need to get their major within four years because certain things only were offered every other year and, you know, all that crazy stuff that goes on. And it's all very much for the professors' and department heads' convenience and not- well, it used to be. Maybe it's different now. I can't speak to that, either and I thought not having letter grades was a great idea. Just seemed wonderful and radical and you know, the teacher would say nice things about you, maybe if you were nice or whatever. That was a very innovative... I don't think, maybe they do it somewhere else, I don't think it was common and I thought that was better. I liked it and I- once, after about the first semester, trimester rather, I started to do better academically so I was getting good things on my term letter, not bad things. Which makes a huge difference of what you think of the system. Because the people are, you know, say you did a good job, pat on the back, it's great. And when you're struggling, you know, you know you're struggling, you don't have to rub it in.

Spaccarelli: Right, right.

Schaffer: And so yeah, I liked that part and I didn't have a- I didn't have a comparison. I thought that was the way all all school- colleges ran. Well, that's totally wrong, so I didn't have to endure big lecture classes till later. And I've really never- I've never been a fan of those because like, as I said before, a person who can give good lectures is rare. They're just rare, period. And some people are so good that

they make videos and people watch them and- but that is unusual. That's not... And a person can be a perfectly good teacher one-on-one and a perfectly good researcher and all these other things and be lousy at giving a lecture.

Spaccarelli: Yeah yeah. That's true, that's true.

Schaffer: It's just another, it's another art form and not everybody is good at it. And the workload was like, all of a sudden, two or three times as much as it had been so... but I thought it was all worth it. I was interested in the material. Most of the classes, I'd say two out of every three, were fascinating or interesting or new material. Some of the- well, it was all organized as though everything was kind of equal whereas that it really could have been done a little bit differently. And we were out of sync, I think, on purpose with Pacific. John Williams told me he thought Burns did Raymond to shake up the, shake up the, the faculty there and improve the faculty by, you know, getting them to just kind of break out of the rut they were in.

Spaccarelli: Yeah, step up.

Schaffer: And I think probably- he may have- that may have been true, that he both did it, and that it worked. I don't know how well it worked or not. I- I think it, it's not as conservative and kind of stick-in-the-mud as it was when I went there. I didn't realize Pacific was a little bit laggard in that respect, academically. Not, not in every field but you know I think they were thought of as being kind of a backwater academically.

Spaccarelli: Well cool, cool, cool. Let's move on then. And that is, next question is: who were the individuals at Raymond who were most memorable to you and why?

Schaffer: Well I told, I've told Bill this. Bill Kenah was memorable because he was my buddy and he was a buddy of every- he was a super, very social person. I remember it, so he was a- made a vivid impression on me that he was really having a good time. He didn't make it- I don't think he graduated from Raymond and- I'm almost certain he didn't- but yeah he had a big influence on me, just as a buddy. He was somebody that was very... And almost all the students at some time or other, actually showed why they were there by doing something pretty remarkable. Almost everybody, not everybody, and sometimes you're kind of not paying attention. And some of the, some of the stunts they pulled... Oh, you know they took the, they climbed up the tower out there in Rio Vista where those three... They might not be there anymore, they had radio towers, climbed up to the top of them and I believe they put a Raymond College flag up there.

Spaccarelli: (Chuckle)

Schaffer: Wow that's a, that's a prank and a half. Parkinson, Gaylord Parkinson did that and Wellenbrock may have helped him, that was his roommate, so you'd have to ask him about that. But they were up there for a long time, they didn't know we were there, it's crazy. Anyhow, maybe... Things were way

different. Anyhow we pulled a lot of stunts, some of which are- the best one, the best stunt I ever pulled, me and Pete Pumphrey did. We were, we're not- Pacific had a dry campus. Well, forget that.

Spaccarelli: (Laughs)

Schaffer: What he was sneaking out of the levee and so forth and and we decided a good place to- you know, once the cans are empty or bottles or whatever, they're not, they're not alcohol. So we had a whole bunch of them [?] our dorm room. Well Peckham got after us and said we had to do something about that so... Well we did, we all waited till he was uh you know working, after classes were over, put all the cans in the feeder in his car and he walks out there- he's the kind of guy, kind of oblivious to things, and he walks out there. We are watching out the window, and he opens the door, and all the cans (Chuckles). Cause we already previously shown him the cans before, because- look, we've cleaned out our dorm room, now you're gonna be happy, we will get it and that was- I had no idea how much trouble that could have gotten me into. I didn't care at the time. I was very confident, self-confident- cocky, not self-confident, that's different, cocky.

Spaccarelli: (Chuckles)

Schaffer: Other individuals... I was really impressed by Karl Van Meter. He's like six eight, he's a huge guy, he's a good athlete but he was kind of a- they kept- the university, regular Pacific wanted to get him to play on the basketball team because he was so big. That was big then, six eight was big and he was a good athlete too. He didn't want to do it but I found out later that the only way- he had made a deal with his father, who was the base commander of some Navy base down in Southern California, that if he played football... He did something like that- in high school- then he could do some kind, he starts some kind of a reading group or something maybe. He cut a deal like that. He's a very radical guy, everybody thought he was great. He had the best girlfriend for sure, Sandra [?], equally- very 60s kind of figures. You knew that they were gonna... It's like our watered-down version of the merry pranksters. And, and he was good academically and in all fields. He ended up going to- I don't know if you interviewed him or not, he could tell you more of his exploits. He did a lot of stuff though and he was politically active in kind of leftist politics and started a journal in- simultaneous in French and English on mathematical methods of sociology. Perfect... Man, you- how could you get- be more French than that. That is about as French as you can get. And lived in Paris, not when he was a student of course. So he was a very impressive person. Who else...

Spaccarelli: Can I ask if you can send me contact info for any of these people?

Schaffer: Okay, I'll see what I can dig up. Bill, I can, I can give you his...

Spaccarelli: Bill I've already talked to, but Karl I have not had a chance to talk to, and I've had a couple people mention him, so...

Schaffer: Yeah, well, he was just a real impressive figure to me.

Spaccarelli: I would love to be able to sit down with him.

Schaffer: In fact, going back- the last reunion after I met, ran into you. I was impressed by what other people had done later. That and especially- well, that, well they did all kinds of interesting things and kept their nose to the grindstone and were really successful in academia and other, other areas. Not so many in business, a few were, I think, but anyway.

Spaccarelli: Okay.

Schaffer: And as far as professors go I could- Mike Wagner, like I say, was a charismatic figure and he was, he was a little bit left, not real left and who else was- but I learned the most actually from- I learned a tremendous amount from Neil Lark, which is shocking. Oh, Theo McDonald there's another guy, outstanding person, everybody loved Theo. He was just exactly the nutty- he's the kind of guy that would, you could barely see he wore such thick glasses and you know, he was like the nutty professor from nutty professor land. And everybody loved him, he was very witty, he was a flat-out communist I believe at some point in his career. And good on math, lots of people thought he was a great teacher. I didn't particularly learn- I learned a lot from Neil Lark about philosophy, science, experimental design, measure- what measurement is and how you measure things scientifically and how you really go down to the nut- on the nuts and bolts level of what- they give you this kind of idiots version you know? Hypothesis then you take, make it an experiment to test your hypothesis, and then the hypothesis is proved or not proved. But to actually do it and what you have to do and, and there's other people that are good on this subject but it's not really something that... I don't know why I was paying so much to it. And he encouraged us to play with the, with the equipment too, and just do stuff which it really appealed to me and to see what the limits are. And the idea of limits on a scientific theory, that every- there is boundaries of what scientific theories can prove and what they can't prove and that had- that was a new, new thing to me and I think it's a very important- most people don't understand it and it's, it really solved a lot of philosophical problems. I learned a lot from Lewis Ford because I argued with him all the time. He turned out- I was reading, Dana Smith gave me a copy of the book he wrote- to look at. You know, he was, he was in love with Whitehead and enamored of Whitehead's philosophy and I- totally baffled me why anyone would be interested in it. But that's it, so I learned a lot from arguing- by arguing with him and trying to see what the weak points in this philosophical system are and have somebody that really knew their stuff refute what I was trying to say, too. You learn a lot, you learn by making mistakes and that's a good place to make them is in the class- academic classroom when you're having a seminar and discussing things and you have to defend your views and find out that they don't work out so well. That's a, that's a real- that's very important. To be proved wrong is a very good thing for most people, because they're not used to it and it's something you have to get used to. The real world does that to you all the time and so that's a valuable life lesson. I wish they'd had a- I didn't like either the sociology or the psychology. So sociology is not a big deal to me and I don't see that it- I don't know. I just- maybe I didn't learn it. Gene Rice turned out to be kind of an important- he was in the organization and site- our national organization of sociologists and the psychology stuff, we had Sigmund Freud and you know. And I wasn't, I think I- because it was, it was one and done with me, that

one psychology course. And I think, I couldn't- I just got the very surface of it and really bounced off and I didn't learn very much from that. And I think as I got older, I became more and more interested especially between the, what's known about the brain and then you know the actual nuts and bolts of mental function. Not that, necessarily the biological brain, but the mathematical, or just the way the brain is actually organized, the way we actually think. And that was not something that was covered that much but it's too, it's just a little too deep for the way we got. You know we were getting a shotgun approach to intellectualism and everything is like the introduction to something and you have to dig a little deeper. I would say that was the flaw of the whole thing. It was an interesting idea. It's great for education for a lawyer. Fantastic, couldn't be better, because lawyers are always concerned with the superficial things. You know, having been a lawyer for a long time, I realized you're trying to persuade somebody about something and you don't much care what the, what... What way you do it but you're only concerned about convincing. That's very, it's kind of the intellectual equivalent of a bar fight. You know, you just grab the, grab a chair if that's the only thing you'd find to hit somebody with. That's, that's the way you have to roll because you have to win your case.

Spaccarelli: Right, right. Okay, well, that was great. That was fascinating. Let's move on to our next question then and that is what issues were you involved in that stood out in your mind as important to the growth and development of Raymond? And we are gonna have a separate question about civil rights and feminism and all that kind of stuff later, but before that, just how did Raymond develop while you were there?

Schaffer: Boy. I wasn't more- I was accepting the program pretty much as is and not being critical about it. And I had a kind of a very idealistic and naive approach to- I was just curious about these things and the fact that I could convince my parents to pay for most of my education this way and that I was learning it all, that was good enough for me. And I know that there were debates about various things and about what subjects were important and about what value should be cultivated but the whole thing was so exciting and wonderful to me, I wasn't thinking to tinker with any of it. And it wasn't any big objection to anything. Even when I had, didn't feel like I was learning a lot in some class, or it was too easy, or too hard, or I didn't get along with the professor, I kind of accepted it. That was my point of view. Now some people did try and get things changed. I know for a fact that Bill Wacker (?) got Lewis Ford to introduce Wittgenstein into the philosophy curriculum and I've never heard that before since. There's probably examples of it, especially in grad school, where people- where students have actually convinced a professor to change the curriculum. And I- as far as what, what the students were required to read- and I was just, I was amazed. I was on the floor and of course I thought this is- he's very deep and at the same time very accessible which is almost, it's almost impossible to do. He was a very troubled guy too. He wasn't the greatest example of mental health but he was maybe a better example of somebody who's a little too smart for their own good and he basically invented logical positive and I've got a book about that someplace around here which is like... It's very German and he wasn't as impenetrable as, say, Heidegger or somebody like that, that's just really hard to understand and you really should read German to be reading this stuff and I think he fell in- well, he fell in more with the English philosophers, that were a little more, who have a little more practical... But he brought the

element of very, being very, trying to make deep thoughts as simple as possible, which is fascinating to me, absolutely. I've always been fascinated with the idea of simplicity.

Spaccarelli: Right, right.

Schaffer: And he- in a way, he has that but in a way he doesn't. He's hard to understand. I can't, I'm making no claims about my brilliance in philosophy. But he's a guy that made it so I did- I didn't have to keep asking those questions of myself and maybe that, maybe it ruined an academic career I could have followed but I don't- I think it was a good thing. Anyway, moving right along.

Spaccarelli: Sounds good. So what was the conversation around civil rights, feminism, community activism, and the war in Vietnam, and how did Raymond support those conversations? I know we touched on it a little bit but what else is going on?

Schaffer: Yeah, the Vietnam War went from being a little cloud in the horizon, it was kind of somebody else's problem and "you know, America ought to really do this" kind of thinking, to an existential argument because pretty soon they were very likely to go ask you to pick up a rifle and go fight in the war. Yeah, the Vietnam War went from being a little cloud in the horizon, it was kind of somebody else's problem and "you know, America ought to really do this" kind of thinking, to an existential argument because pretty soon they were very likely to go ask you to pick up a rifle and go fight in the war. And so all of a sudden, it went from being a philosophical discussion to be a very practical one. It was about survival rather than what's the best ideal thing and so that was- and it happened in, really it happened in three years. It went from me being a naive student and knowing a little bit about Vietnam and thinking it was a bad thing and thinking this is so terrible, our country ought to do something about this to ending up with no 2-S deferment and having a whole bunch of other people in the same boat and they were... At Raymond, I don't remember any Vietnam protests but there could have been. It was not my- and I'm sure people went to Berkeley and did things like that.

Spaccarelli: Yeah.

Schaffer: I mean, gone to Livermore, but I wasn't one of those. I have to admit, I was not one of those. And what happened to me as far as that goes in general as I became- because of the failures of the United States, what are I- considered to, to get out of Vietnam, to solve the civil rights program- problem in a constructive way. Nixon was president, everything, it's like- I just became completely alienated from the whole thing. I did not want to have anything to do with this. I wanted to drop out of society and be a hippie and that's finally what I did. I was a hippie for about a year and then my girlfriend got pregnant and so that was the end of that, basically.

Spaccarelli: (Chuckles)

Schaffer: It's very difficult to survive economically unless you have money and you have to have some kind of a scam and I wasn't, you know, I didn't have any kind of a really great business plan so I just got a job so that was, that's what- that was my response to that.

Spaccarelli: And then with regards to.... And we touched a little bit on civil rights but do you have anything more to say on that? And feminism.

Schaffer: Well civil rights- and I know it was an issue that we only- we, every year we had one black guy in the student body. It was like, come on, what's going on here? You know, it was pretty obvious that we were- and I was, from where I came from and living in Stockton, it was very easy to think that civil rights was somebody else's problem that you wanted to help them with. And, because you weren't in the middle of it and Pacific was kind of a lily white enclave where the only black guys on the campus were the basically student-athletes. And that was changing and the whole thing was sort of, it- over those three years the world changed as much or more than I did. And I know there were people that were freedom riders that were on campus and that was very much... They were admired, I can tell you that, and not envied- and, and people realized that they hadn't had the courage of their convictions to go and do that, some of them. Or else you know they were ignoring the big problem.

Spaccarelli: Right, right.

Schaffer: And I'm sure they were- honestly I, it wasn't a big part of my life so I shouldn't talk about it too much, except I don't recall it being a big real issue where people were going to go and do something. Although people, when they graduated afterwards, I know they went and did something about it. I was a Vista volunteer. That's something, it wasn't- pretty pretty vanilla as opposed to really getting out there and well supposedly I was supposed to be an organizer but not really, not- truthfully I wasn't, anyway.

Spaccarelli: And then feminism?

Schaffer: I'm sure that that, whatever that march was had something to do with feminism and what was an issue was, again the nuts and bolts issue of the girls not being able to have a much limited- I think they had, when I was first there, I think there were dress restrictions. But again that wasn't impacting on me. Because it wasn't impacting on me and I was kind of, you know, 19 year old. I wasn't a very mature 19 year old either, and I wasn't as concerned about that as I could have been. And I was a little bit, you know, that was a very sexist world we grew up in. You had to be, you were making- it was a very radical thing to be a male feminist at that time and there were people like that and I know that was an issue. And all the way down to the girls who were- had different restrictions on them, restrictions that the men did not have. Not just in the outside world, but on the campus, those were issues and of course when you're that age, people are seeking mates and that's a big part of your life then. And you know feminism really was getting started then, it was to me- I mean, I don't... That was the next wave, after the 1919- the women's vote, then there was kind of a big... That wasn't to the fore anymore, and there was about 20 years of quiescence and then whether it was the war that started it, or the baby boom- I think it was the baby boom. And the birth control pill, whoa, that was an atom bomb in society. That was really

significant because 19 year olds and 20 year olds all want to have sex. And, at that time, you know getting pregnant at that time was a social disaster for a woman who wasn't married and being married isn't one of the requirements of having sex ever in any society. There were rules against it but they just punish the people that do it anyway and that was pretty severe and there were cases of that going on. I was involved in a little bit of that on the very personal level. And so, that was one of the root issues that really really caused the change and one of the things that... I swear, I think that's a big factor in feminism, when women finally got control of their own bodies and from their own point of view, the man- they could see more clearly that men were controlling them even, even more. You know the- but getting control of their own bodies because of chemistry gave them a huge amount of power that they didn't have before, so I think that was an issue and that was a big thing. That happened like that when I was, it seemed like it happened '66 and '67. But that- and people were- and then, in those days, you had to get a prescription to get birth control pills. I don't know if you still do or not. And it was much more efficient and practical than the other ways of birth control and that was a big issue, a huge issue.

Spaccarelli: Yeah.

Schaffer: And of course all these women who were being trained very well at Raymond College. They weren't going to be satisfied with the life before- they weren't looking for a husband and that was very- I mean, looking for a husband. They didn't go to college to get a husband.

Spaccarelli: Right.

Schaffer: They went to college to get an education. The people that were there were making too big of sacrifices to support... if that's what they intended to do, that was a poor way of doing it so there weren't so many people that were like that. But that- but sexism was still in charge, not- and I don't know, I can't remember if there were actual protests about the dorm rules, but I think there were actual protests. There certainly were complaints about it and they're probably were some people who... just confronting things and demanding them but that's an awful small group of people to... it isn't a lot. It's too, too small for a real... you know, you're- it's, the whole situation was very intense that way socially and I know that there was agitation about that. I'm sure there was some protests but I don't specifically remember much about that at all truthfully.

Spaccarelli: No worries, no worries. Okay then, are you ready to move on?

Schaffer: Yes, I am.

Spaccarelli: Okay, what contributions do you feel that Raymond made to the local Stockton community? And the answer to this can be none that you saw.

Schaffer: I thought it was very separate but I know in, on an individual basis like my girlfriend, when I was in college, had a thing when she was doing tutoring down at Edison High School. And I'm sure there were other people doing that on an individual basis. I know there was concern and talk about the fact

that Pacific in general was not involved with the local community because it was a very sharp cutoff because these students were coming from all over the valley and there wasn't a big enough nucleus to have a, you know, have like- used to exist, well still does- there's a whole bunch of businesses oriented towards the students there and the students here... I live in Berkeley now and they, they're not- it makes a difference that there are a bunch of students here.

Spaccarelli: Yeah.

Schaffer: It really does and- or in any other place, like in Cambridge Massachusetts, any place where there's a university like that. And I don't think that the- even, even now that Pacific is- has engaged somehow and I don't know exactly what it is, but I think at that time there was actually a desire... It was felt that there was a desire on the part of the administration of University of the Pacific to keep them, keep their hands clean, not to get down in the mess that was, was Stockton back then because there were lots of things that- things that were, you know... They were having a busing- school segregation was an issue, de facto segregation just based on what, because people had already been ghettoized. They had the Mexican area and the Okie area, the blue collar is very- Stockton was very ghettoized at that time and people in charge were very conservative and the school board was very conservative and it had to be a court order to get them to desegregate the schools, it was a big issue. And I don't think the school was being progressive in that respect at all.

Spaccarelli: Okay.

Schaffer: But Stockton has a lot of problems. I mean, still does.

Spaccarelli: Yeah, still does.

Schaffer: They're underserved as far as education goes. There's a lot of poor people there. There's a lot of problems.

Spaccarelli: Yeah, yeah. Okay, next question. Has Raymond College met your expectations as an institution and as an education and why or why not?

Schaffer: Well this is where I start to get the point where I'm being a little- looking at- but I feel that when I went there, I was very naive and I hadn't picked out a career choice yet. And made those kind of decisions and I wasn't focused on some even academic career and so I, I just loved the education I was receiving there. But I wasn't connecting the dot as to what I'd do and I don't feel like- I think it was supposed to be a pipeline to grad school and that wasn't what I wanted. I didn't want to become an academic and so that was not good. There's a lot of other things that could have been done but I'm- I thought it would have been have to, have- I would have benefited from counseling about that, talking about what my future was going to be, and what I was going to do with this. Okay, you've got your education. Where's, where is this going to lead you to? I know that when I was in high school, the counseling I got was atrocious. Just nonsense and it was a waste of time but so I'm asked, it's a big ask

and I think the people there had... They were busy teaching for one thing and I think they expected it to sort of happen naturally and I think sometimes it did happen naturally and I think a lot of the people that went there had a very focused idea because I... The program that Martin came up with was very very rigorous, difficult but he had a- it had a purpose and I wasn't aligned, I didn't know what the purpose was and I wasn't really aligned with it. I mean, you could have said it would be a great place for rich guys to send their kids to and it would have been a great place for rich guys to send their kids to but they sent their kids to Harvard and Yale and places like that. I don't think it was a competitor on that, in that- the rich guys' kids, there'll be where they can afford to get them the finest education without necessarily having any purpose to it. And I think the students that Raymond had were much more focused on- because, relatively speaking, college education was a bargain back then and in fact you could get an education, you could get a PhD and all you'd have to pay for is room and board. And that's not true anymore.

Spaccarelli: Yeah.

Schaffer: And so the whole thing is much- and they- you got room, and you had to board at Raymond College and I'd learned later, this amazed me, that they were making money off the student housing which I thought was, what? It's like running a beer bar and charging you people to use the bathroom. It's, it's like what is this? I could drink all I want but I can't- so it was sort of, kind of crazy and maybe, you know, I hadn't really thought about this before but it might have been, I think they had to do that to make it work out, to pencil out. But it may have been that that was the reason that they wanted to have the three years- and made it more. They could do it- it was financial reasons. Not, you know, because I think, I was talking to Dane about this. He brought this up, he said he felt that his education there was too superficial. He had wanted- because he went into classics of all things. If he had wanted to, if he had known, he would have started studying Greek and Latin- Greek especially- sooner. He felt like that by the time he got to grad school, it was too late. He was trying to compete with people that were already good in ancient Greek and so he was not prepared in that way and you really would have had to be creative and very individualistic to figure that out. And I think it was true in other, certain other academic fields you can tell, you could kind of fudge it. But certain of them also require very precise, very exacting things, things you have to actually have to know. I mean, for instance, if you want to be good at history really, you almost always- unless it's American studies and even then you would want to be fluent in some foreign language like French, German, Russian, whatever. Whatever the language of the, of the area that the language or languages that you want to- and acquiring a reading knowledge so you can read the archival material for history is really really important. And there really really isn't any substitute for it. Especially back then, now we got auto- Google Translate to get some idea what people are driving at. It's difficult and because I was not focused on a goal, I was just there living large and thinking this is great, I'm learning all this stuff, it's really great to know all this stuff, I'll be really smart when I get out. That was true but I wasn't putting it, I didn't have an ulterior motive like I could have. In my, I was not, my parents were not millionaires so I wasn't a trust fund kid.

Spaccarelli: Yeah, yeah. That's fair, that's fair. That makes sense to me. I've heard other people tell me that Raymond didn't translate into careers very well.

Schaffer: No, and I mean, it would have been a great education if I'd gone back, if I'd want to follow my father's footsteps and be a businessman in a small town- and that was his plan for me- that might have worked. But he wasn't ready to retire when I was graduating etc, etc, etc and I didn't think, I didn't want to be a small- small-town businessman and that was not because- I just didn't want to be, just that this wasn't for me. I saw what he was doing, I don't think he was very happy with it really, way down deep. But that's what, that's what he sort of fell into so that's what he did. And anyway...

Spaccarelli: No, yeah. Makes sense to me. Okay so then this next one continues off- on the same track and that is how is your education at Raymond influenced your career or life choices?

Schaffer: Well I thought it was an ideal- I, ultimately I ended up going to law school at night. I was a night, not at night- yeah literally at night, at night school. I was working 40 hours a week and at night, went to law school and it was an ideal education for that because it was so general. It gave you a little, little bit of every- you know, I wouldn't want to call- it wasn't superficial but you had enough knowledge about everything to get a start in it. And what lawyers have to do is jump around from one thing to another, going about auto accidents- you know, you have to be an expert in many, ideally you're an expert in a whole bunch of things or you have to pick up what you need to pick up and get a logical answer was ideal. And plus you had to write and talk and that, and both of those things- and argue- and both of those things are invaluable for lawyers. So that was really a godsend when I, when I, I can't claim any special intention to do that but I knew people after I graduated who became lawyers and that was a good choice and it was an excellent career as far as I... You know I'm not, didn't make a fortune but I never intended to make a fortune, well, you always, everybody wants more money pretty much. Even Elon Musk wants more money, so... I had, I certainly... It was a good career for choices, remunerative, it was rewarding psychologically and socially and everything else. It was a good thing to do, I felt like they was performing a...

Spaccarelli: And Raymond helped with that, yeah.

Schaffer: Yeah so that was good and it was an ideal education for that. I think it steered me away from the academics because I saw what the reality of what was going on at a university was, and a little of this academic stru- no, the administrative struggles that they had. You know, they were having these faculty meetings where we knew they were going on deciding our fate and I thought that it was kind of crazy. And no way to run a railroad, you know, kind of thing but I wasn't in charge of that and I didn't want to get... You know, I found out what- the politics of academia. How they are from the outside, very superficial. I thought, I don't want to get involved in this. I think I could have and been successful at negotiating the politics of it but I don't think that's what I wanted to do.

Spaccarelli: That's fair, that's fair.

Schaffer: I mean I was so very idealistic about research and all that stuff and learning about various things and, and I didn't have the discipline at that time. I was like 20, you know? I was just a kid, I didn't

know what- and I, I sort of thought the world would just deliver itself to me and I think that was a common feeling. We just felt that we were the- we were going to run everything in no time flat and we would have brilliant ideas and solve all the world's problems because we can see the world's problems very clearly. We just hadn't been involved in actually kind of the nuts and bolts of that kind of stuff and I certainly, it was all new to me. Anyway, it was good, very good in both the positive and a negative way.

Spaccarelli: Okay, well, perfect. That's all the questions I have. So now I'm going to turn it over to you and ask what have we not covered in this interview that you still want to discuss today?

Schaffer: Well, to me, the whole thing was a really fascinating social and educational experiment. You put- I came from a small community, a small town, where everybody knew everybody and went to an even smaller community, the kind of an enclave with a wall- almost literally a wall around it, with the quad in the middle. And that was before Callison College. The only college there was Covell and all those people were South Americans who spoke Spanish primarily, and there was a little interaction but not very much between those people and us. I thought that was- you know, kind of, in retrospect, it's kind of odd. Some people did interact with those but that was not, not the typical thing. They, we didn't do, have joint things together. It was a very bishops of opposite colors kind of thing and the, the number of people there, which was between 200... You know, there's a theory, social theory that a hundred and fifty people is the ideal group to manage. And that just happens to be about the size of a company in the army, among other things. That's about, that's about 250 men but in there, in, somewhere in that you can have an organization where the leader or the leaders not only know each other but they know every single one of those people as an individual. And the Gore company, the [...], even made it a practice that when they got a working group that was more than 150 people, they- when it got to be say 200 people, they'd want to split it off. Because those groups are really more manageable and I think that's true. However, you'll also find that when you get small groups like that, they're very susceptible to a charismatic leader taking the whole works over and that really happens sometimes. Small tribes become very- get involved in very odd things and that could be catastrophic for the community. And so it's a very explosive situation. And then you had, of course, both young men and women who were at the- they're just starting to get off the thing that happens with puberty where all of a sudden you become an adult and they're not yet, they're starting out in the world, so they have a lot in common in a lot of ways. You know, universities are hotbeds of everything and everything, I mean everything. And then you combine that with a very rigorous, very rigid curriculum...

Spaccarelli: Yeah.

Schaffer: And it's not- you would think it would explode and I think in some ways it sort of did and they had the first explosion where I think they, they loosened up the curriculum quite a bit. And I don't know if that was- you know, John Williams was a great fan of Berndt Kolker and that, he was the one that did that. I think that was practical, he was kind of the opposite of Martin. Martin was an idealist, and in fact I was looking a little biography of him and he didn't do much after Raymond College. And he got out of here before they were, you know, before- he set this thing up and then he just, he just flew the coup. I don't know exactly why, maybe you could find out at some of this, but I think the whole thing was very

interesting, the way it happened and the way he set up this organization. I've read a little bit, a few accounts- it's not, I haven't made a study of this but I've read a couple of things by people that- one guy that just loved Cambridge because it was set up like that- except it was all boys when this guy was there, or nearly all boys, which is- takes a whole element out of the equation. So it's kind of an abnormal situation and I think that was what was Martin's idea, kind of. He was going to have a system with the whole, little dot cluster colleges somehow that would interact. I don't know. I haven't studied the thing that much but it seems to me it was kind of, even more fantastic than my plans for the... Because he tried to make it actual. And I don't, I have a hunch- the closest thing I can think of is Santa Cruz which modified it quite a bit and actually I understand that was modeled on Raymond College. I don't know if that's really true or not. But my daughters went there and they did have some features of it, that's for sure. And maybe, and, but they had- it was a UC so they had to have many, many, many more students and they had, they were operating on the publ- you know, on the public draw.

Spaccarelli: Right.

Schaffer: They could have a solid budget and they didn't really, you know- they had to attract the students, they had to hire the faculty, had to do all those things, but it wasn't as much of a business. You might know, I don't know, how the Raymond College worked financially. I wonder if it was a loss thing or not. I just really don't have the answers to know that, but I'm curious about it. I think it was a fascinating experiment and that idea of having this intense- there were so many intense things about it. Short time period, lots of time together, everybody lives under the same roof almost, you eat together, everybody takes the same classes. And yet, it was a rigorous curriculum that required a lot of reading, it was not easy academically. I don't know if it's- maybe it's harder at University of Chicago or someplace like that, but I thought it was, for me it was a huge step up. And I think, seeing what other people did other places, I think it was a huge step up and so that's a lot of- that's a not a big ask. It's a, it's a really, there's a lot of energy put into that to hold it together. And a lot of energy is going to come out of it, it's like compressing everything into a tiny volume, you know? It wants to spring back and it's going to, it's going to change and wiggle on you. It's not something you can control. And it was experimental too, and if you read the- when I read the literature, that time before last time with the reunion... When I was maybe, I don't know, I was still living in Stockton. I think I was in my 60s maybe. I read the literature about it, he was so idealistic, it's unbelievable.

Spaccarelli: Yeah.

Schaffer: It deliberately said that this is not practical. This is life of the mind, this is, you know. And we're trying to make well rounded persons, all that stuff. And that's, that's kind of a hard sell to private individuals that are running a university, and to maybe parents, especially with the novelty of it and the sort of inherent radicalism in having all these seminar classes and it attracted a bunch of people that were interested in interdisciplinary studies and things like that. Young people that had a lot of ideas. Every, everything is so concentrated and intense. It's hard to see how it could have survived.

Spaccarelli: Yeah.

Schaffer: Especially after the mastermind of the whole thing took flight. Because Martin, as I- he was kind of a remarkable guy. And he was charismatic too, but he didn't use his charisma on students very much.

Spaccarelli: Right, right. No, I get the feeling that he was so foundational to the school, along with President Burns, and their vision for what they wanted the school to be like.

Schaffer: Yeah it's hard to see if Burns... You know, it would have been really great, I think the other thing is to turn University of the Pacific around from being kind of a place that upper middle class kids can go get an education and don't have to rub shoulders with the great unwashed at Cal is not a very practical thing. It's hard to make something that needs kind of momentum or something and... And when you do experiments, you're bound to have unexpected consequences. And I, you know, it's very unusual for any radical change that hasn't been worked out very carefully where all the parts- even where they do fit together. I was just reading the thing with the, about the, some sociologist and, and the traffic engineer and some people were talking about what they thought would happen with uber went in. And the guy basically said, well, we didn't realize that, when you- by bringing an uber we made it really easy to drive around in a car without having to own one. And actually all the things we thought that was going to reduce traffic and things like that. Well, when people could take uber, they just didn't take the bus, because it wasn't that much more expensive. And so it didn't happen like they expected. And that's with something that you sort of, you know, taxi cabs have been around since cars have been around. And so putting these things together and, was going to take a lot of administration, a lot of fiddling, and a very smart, powerful and a very decisive leader who actually could lead, lead things. And maybe Martin wasn't the guy to be the leader. It was a good idea, it was an interesting idea and maybe... but maybe some of- there would probably need to be some major tweaks, I don't know. We sure- I sure liked it. I think it could have been, you know, in my mind, it could have been fixe- I wanted to see, I wanted it to succeed and if it required some changes, I wish the changes had been made. I felt like, when they, as soon as Burns was gone, it was basically doomed, because somebody was going to come along and it wouldn't be their little baby, and it would need, it still needed some nurturing and it was almost impossible to establish something that was going to last so long, and the whole thing kind of fell apart.

Spaccarelli: Right, yeah.

Schaffer: Seemed like a good idea at the time.

Spaccarelli: The question of its financial stability is something... right, yeah. I was just going to say, the question of its financial stability is one that I can't really find any specific answers on.

Schaffer: I don't think you will cause that's a military secret. There's so many bodies buried out there and so many people wasted so much money on various things. It's very difficult to find a justification for why a college education costs as much as it does right now.

Spaccarelli: Right.

Schaffer: And why is it so different...

Spaccarelli: I mean, it's- it's the fact that we have twice as many staff as we do faculty but that's a whole -nother thing to talk about.

Schaffer: Mark Twain said- Mark Hopkins said a teacher on one end of a log and a student on the other. That's his idea- educational ideal and sort of is... A good teacher and a good student and you have the, you're gonna learn a lot, but, and I sort of felt...

Spaccarelli: Anyway, is that everything you...

Schaffer: I was gonna say, it really made an impression on me. Really changed me as a person and I have a lit- really a lot of good memories about it. I was very happy when I was here, most of the time. More than happy to be here, thought I was at the cutting edge of something and I was at the cutting edge of something but so it goes. I know you got to do something besides listen to me.

Spaccarelli: No, don't worry at all. Things, things are going okay. This- we're fine on time. I was just wanting to confirm that there's nothing more and then I was thinking we could wrap it up.

Schaffer: Okay, well, the- you know, I should tell you that the first, my initial reaction when I heard about this, was that let's just tell you all, all the crazy pranks and stuff like that that we pulled. And, but you know, on reflection, after I thought about it for a few days, after I actually had gone to the reunion... And there's a lot of serious study and I, and I think that this was an experiment that should be, is worthy of study.

Spaccarelli: Oh, yes.

Schaffer: I hope it's not too late to kind of, pull those things together and so you can come up with something that maybe is useful. Of course, your generation is very different from my generation in a lot of fundamental ways. When I went there, you know, a computer was something that was in a build- big building with a lot of nerds that ran it. Now it's something you carry around in your pocket and the connection in the world is so- the communication is a order of magnitude better. And the amount of information is two or three orders of magnitude bigger. It is absolutely daunting how much information is available to the average person now and that is a huge change and plus it's free. Anybody can throw their ideas out there, anybody. You could start a blog right now and if you're lucky, all of a sudden, literally be a millionaire overnight by doing that. That's- most people just, and just to get thousands, hundreds of thousands of people listening to what you say, even though you- just because you put it out on the net is something unprecedented in world history. You couldn't do that before.

Spaccarelli: Yeah, that's true.

Schaffer: The result is right out there, thousands of pictures of cats and cute animals and people's dinner and all the other things that you would take... You know, it's like- I used to say it was like as if they took all the books in all the libraries in the world and just threw them in a big pile and anybody could go out there and throw more books in or pick them up or read them and there's no index. Well that was what Google did. It's a whole different world and I think people are going to change and adapt to that just like they've had to change, adapt the iron age and now we're the age of the- electron age. Good luck on that, cause you are going to need it.

Spaccarelli: Yeah, yeah. Thank you, thank you so much.

Schaffer: The challenges are completely different from us then they are for you.

Spaccarelli: Yes, that's for sure. But if that's it for Raymond, then I will stop the recording. Can I ask you to stay for a minute more though?

Schaffer: Sure.

Spaccarelli: Okay. I'll stop the recording though, so...