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## David Wellenbrock Oral History Interview

David Wellenbrock  
*Raymond College*

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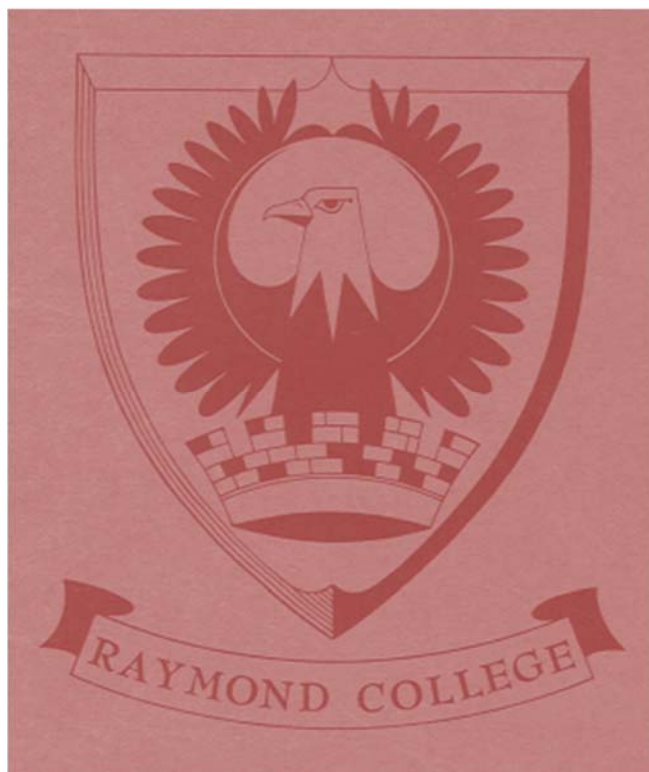
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RAYMOND COLLEGE PROJECT ORAL HISTORIES  
UNIVERSITY OF THE PACIFIC ARCHIVES



**David Wellenbrock (1964-1968)**  
**Raymond College Student**

March 28, 2023

By Lorenzo Spaccarelli

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

David Wellenbrock Interview

Transcribed by: Lorenzo Spaccarelli

**Lorenzo Spaccarelli:** So, hello, my name is Lorenzo Spaccarelli, and today I'm going to be interviewing David Wellenbrock. Today is March 28, 2023, and I am conducting this interview from my room on Pacific's Stockton campus. Can I ask you to state your name for the record?

**David Wellenbrock:** David Wellenbrock.

**Spaccarelli:** Perfect. Thank you so much. And where are you Zooming in from?

**Wellenbrock:** Lodi. I'm from Lodi, California.

**Spaccarelli:** Perfect. So to begin, what years did you attend Raymond College?

**Wellenbrock:** '64. I was in the class of '67. I actually graduated '68.

**Spaccarelli:** You graduated when? Say that one more time.

**Wellenbrock:** I graduated '68. I was in the class of '67 and have always identified and been identified by other Raymond people as in the class of '67.

**Spaccarelli:** Okay, perfect. So then to begin, what was behind your choice in attending Raymond College?

**Wellenbrock:** Well, I grew up in a really small town in Northern California and always knew I was going to college and there really wasn't much choice. I didn't think very much about it. I happened to see it in a Time magazine article and the curriculum sounded like exactly what I wanted. I didn't really know very much. I grew up in a small town and I just wanted a classic liberal arts education. I guess I wanted a classic liberal arts education, although I just said I'd like to study everything there in the curriculum. And so we set up an interview. I came down. I liked the campus. I liked the people that were here. And that's where I decided to apply. It was much more casual applying back then. I think this was like in January, February, even March. I didn't, it may have been earlier, but I remember it wasn't. I didn't start off my senior year worrying about which college I was going to.

**Spaccarelli:** Yeah. Okay. So it was really just an interest in the broad classes that Raymond was promising?

**Wellenbrock:** The broad classes, the small classes. It was a small school, which was probably pretty appropriate for me. My high school graduating class was 36. I went to a very small school. Small school was to be attractive. I also liked the idea of getting out in three years.

**Spaccarelli:** Makes sense. Okay. And then when you got there, what were your first impressions of Raymond College?

**Wellenbrock:** It's a college. It was nice. It was a nice facility. Met people. People were nice. Then you start going to school. They had one summer school at UC Santa Barbara after my junior year in high school. I had a little idea of what college was like, but not a whole lot.

**Spaccarelli:** That's fair. But when you started your classes, was there anything that took you by surprise? What were your first impressions of the classes?

**Wellenbrock:** I didn't have much in the way of expectations. I didn't have much way to evaluate what's going on. There was one lecture course, your first term was the only lecture course, Introduction to the Modern World, which in many ways I think was one of the most important classes you took, not for the content, but us people from the small towns and things like that faced the first coherent, cogent ideology or philosophy that's different from ours. And it caused you to think. And I think in effect it shook some people up, which made them open to the rest of the learning. Although in the end, it moved you some, but it necessarily moved... A lot of people were averted more what you would expect from where they came from.

**Spaccarelli:** So what do you mean ideology?

**Wellenbrock:** Well, I grew up, my parents were Republicans and they weren't Trumpsters, but my mom would have probably be called a Rockefeller Republican, my dad's a little more conservative than that. And so I had that sort of general capitalist attitude. My dad was in management of a lumber mill although he started out as a laborer. And so you run into Mike Wagner, who's a hard Keynesian, that's a little different. And that gives you a pause. And you listen to it and it makes a lot of sense, although it takes a few years before you get enough schooling to be able to really evaluate.

**Spaccarelli:** Right. Yeah. Interesting. So definitely the Intro to Modern World class pushed you and many of your fellow classmates?

**Wellenbrock:** The introduction to modern world, I don't know what- the idea pushed you. It makes you think. People that went to Raymond wanted to learn. The workload was heavy, but nobody ever complained. I don't know if- people might have complained a little bit about it, but basically it was understood you do the work and it's understood... And because they were all, except for IMW, they were all basically seminars. Nowhere to hide. In a way, it's more like graduate school. You're there. The biggest school- class I went in, that I can remember, may have been 12, down to one. And so you're no place to hide. And nobody took stuff personally. So there were interesting discussions. I mean, classes

were'n't always that vibrant, but you really had trouble sleeping in them. I guess you could say that calculus was not so much, it was a seminar, but there was more lecture in it. But because it's small, you could talk. And the same thing with some of the other sciences, but they were still seminars.

**Spaccarelli:** Yeah. Interesting. Okay. Then the next question is, were there any memorable events that occurred that stood out to you during your time at Raymond? So things like high tables or charity events, anything like that?

**Wellenbrock:** Well, high tables were interesting, I guess. They gave a certain solemnness to the process. You go to college, you tend to be willing to dress down and all that. And you had to put on a coat and tie. So you remember some of those things. I don't think there, I mean, you remember football, you play intercollegiate, I mean, intramural sports or something. But I guess that probably one of the most memorable things actually happened in my, in '68, in the spring of '68, when pretty much all the world was going revolutionary. Raymond College, the faculty and the administration were thinking about getting rid of the core curriculum. And we didn't want to do that. So Raymond College probably had the only student protest in 1968 to keep things the same. It worked. And, you know, we were thought to be the most liberal and crazy ass liberal leftists. But that was a pretty conservative move, because we thought the fact that the system worked. I'm still convinced that it was a great system. And that the failure was due to the inability of UOP to recruit for it. They didn't know how, and didn't do a very good job about it. We actually tested that in the spring of '68. We went to a school in Marin County where UOP had allegedly been there. And we found a number of students who were interested in Raymond. They, some of them were previously committed, so it couldn't count. And they had been recruited by UOP and they hadn't heard of Raymond.

**Spaccarelli:** That's unfortunate.

**Wellenbrock:** Yeah. And you know, a lot of, most of the other things, I mean, well, Timothy Leary came by and talked and we had some interesting speakers. So you had those kinds of things. I knew a small group of faculty and students who went to South Stockton and taught reading for part of the spring of 65. You know, it was all pretty good.

**Spaccarelli:** That's great. And then just to clarify, just timeline wise, so you said it was spring of 68 when there were the protests?

**Wellenbrock:** Yeah. And that wasn't really a protest. What we did is we told the faculty we wanted to meet. We had a meeting. We wouldn't let- people didn't put out signs or anything like that.

**Spaccarelli:** Okay. But,- got it.

**Wellenbrock:** Yeah. That's when that was.

**Spaccarelli:** And that, was that Provost Martin or Provost Kolker?

**Wellenbrock:** Kolker.

**Spaccarelli:** Okay. Got it.

**Wellenbrock:** Kolker, who has the record of having been the president of two colleges and both of them closed.

**Spaccarelli:** Oh, geez.

**Wellenbrock:** Yeah. And you had those kinds of things. And there were political machinations and things like that in the faculty, but they didn't come to our level. Or they didn't come to my level. I guess Gene Bigler knows, no doubt.

**Spaccarelli:** Yeah. No, I've had a conversation with Gene Bigler. He's an interesting guy. He's one of the first people I interviewed.

**Wellenbrock:** Yeah. He was sort of the RA, or he was in the dorm I was in the next couple of years. He lived across the hall from us. And we had kind of an unsung pact. He wouldn't look too close, and I would try to, I would try to be restrained.

**Spaccarelli:** (Chuckles) Okay.

**Wellenbrock:** You do remember that, I mean, it started out, the dorms were male, female, separate. They weren't joined. They were single sex. Although there were people that transgressed on that. The women had hours. We didn't. That was really not good. So there was a lot of time that was transitioned. I do remember when the freedom of speech movement happened in Berkeley. And at least my own reaction was, you know, they're right, but we've got all that here now. And you can say whatever you want.

**Spaccarelli:** Right.

**Wellenbrock:** We were kind of a backwater in that.

**Spaccarelli:** Well, I mean, from what I know, what I've heard is that the Raymond women did a ton to loosen up restrictions in terms of like the hours and curfew and stuff like that.

**Wellenbrock:** Yeah, it took a lot.

**Spaccarelli:** Took the lead basically within the university on that.

**Wellenbrock:** Yeah, it just sort of transpired. I just, you know, yeah, they took the lead. We didn't take the lead on that. Some guys did.

**Spaccarelli:** Interesting. And then this gets right into our next question. And that is, do you remember any controversies during your time at Raymond? So like between the cluster colleges and the university, between administrators, just how did that work?

**Wellenbrock:** Well, people that stay close are going to know more. My reaction, there was, we called it the eucalyptus curtain because you had Raymond, you had Covell, and later you had Callison. And beyond that, on the far side, that'd be on the east side of those groups, there were a couple of rows of big eucalyptus trees. And we tended to not go east of that, except to pay our tuition, go to the bookstore, and maybe play an intramural sport. Other people even took classes over there. So it was, you know, so we got along. I mean, I got along, but I just didn't know very many people. We had a couple of UOP students in our dorms, and they fit in pretty well. We didn't have any problems. There were controversies, but we had somebody that stayed in touch with us.

**Spaccarelli:** And how significant was that dividing line? I mean, how, let me figure out how to phrase this. What I understand is that there were big differences between how the college operated and the students at the college versus the students at Raymond, and how they looked at what they were trying to do with their collegiate career.

**Wellenbrock:** Well, they viewed us as a little bit aloof and as brainiacs. And I have a feeling there's certain concepts we had towards them. But that varied a lot with students. But a lot of people went over there and then went back and forth. There were a lot that just stayed at home. There were people that got very involved in student government. We had a couple. Pete Winder was the president of the Associated Students Union in his third year. I think we had a couple others that did the same thing. So there was a group that was really involved, and then there was a group that was significantly less involved. One of the big things that happened in the spring of '66, that the faculty was going to disband IMW. What they didn't like was IMW was four lectures a week plus one day that you broke out and the professors would hold a little seminar to go over the stuff. And we heard that they really didn't like the breakouts. And so we, a few of us went to the administration and said, you need to keep it because it's important for the reasons I articulated. And that we students would be willing to do the breakout session to take that off of them. And they already read their lectures. They don't need to do much. And we sold the idea. That was, I would say, a fairly significant. Faculty was pretty responsive to it. But we presented a pretty good case. And so they ended up selecting, I think it was eight of us to lead classes.

**Spaccarelli:** That's fascinating. So students were actually leading these classes.

**Wellenbrock:** They're just like TAs. So we would, you have a breakout session, you try to lead a discussion session. I'm not sure how great they were, but the idea was pretty good. And we had no real training on what the hell we're doing. But we've been through a couple of years of classes. That's pretty good. At least you see what good people do. We had some people who were really good instructors and

we had some that were mediocre. But basically on the whole, it was pretty good. But even the ones who were lesser were able to, I think they performed above task because of the structure. And it's easy to be a good teacher with good students. And everybody there was a pretty good student. It had a high wipeout rate. The ones that didn't like it, really didn't like it. When we started with 96 in the class, or 93, I think, my freshman year, and we had 36 graduates. Some people came back a little later. People that left after their second year, they always felt they were still Raymond, I think. And we have a number of those people there that never finished Raymond or didn't even go all that long, they'd go to Raymond reunions. I mean, you got to really, when you got to know people, you got to know 'em. I mean, Gene Bigler did a reading group of mine. My reading group has three of us. The other reading group has four of us, plus a former instructor. Everybody stayed in more- A lot of people I know stayed in a lot of contact with people. I got a call a couple of days ago, some- couple of people, somebody from the first and somebody from the second class, who decided maybe we ought to have a get-together for the first three classes, which were really somewhat different than later on. And the class, the structure of Raymond, as far as I could tell, the tone of it changed. When they got, when they did get funded, they just got rid of the faculty curriculum. They simply waited, the people protested, they waited us out. And then they changed. That was about 1970. But we're going to have a get-together here in Stockton in June, it looks like. And just, I think we're going to get a room at the, at the campus. We already got, they're going to all get, most people getting the hotel. And then we'll probably spend one afternoon and evening at my place, and maybe the next morning. And we've had a lot of those reunions. They really, they, in frequency, they picked up after 2000, when Jinx, in the first class, decided she'd have one. So she organized it in about, oh, two, three months by the internet. And we held it up at Gualala. And counting spouses and faculty, we had 100 people there. And there were only 100 graduates in the first three class. People came from as far away as Europe, New Mexico, several from Boston. I mean, it was a big, that was a big deal.

**Spaccarelli:** Yeah. I've talked to Jinx. She's, she's great, very helpful. I learned a lot from my interview with her. So...

**Wellenbrock:** She was in my reading group for a few years.

**Spaccarelli:** Oh, yeah. Great. So actually, that gets towards another question I'm going to talk about later. But before I get there, I wanted to ask you one other question. So what were your thoughts on the educational style of the Raymond teaching philosophy? We've already talked a little bit about how the seminar style worked. But how did it work in terms of just like how the classes would go, how they- how, you know, you would work with your instructors, that kind of thing?

**Wellenbrock:** You know, the typical format was, the class, you get the three years, get your BA in three years, and they had two- three 13 week terms. And the classes were 60 minutes, not 50 or 52. And so- and they were rigorous. And you expected to read. And typically, a lot of classes, you read a book a week and met four days a week, and you wrote a 10 page paper. So it was rigorous. But everybody was, you're also on campus, you had to live on campus. They also- lunch and dinner were sit down meals, where we were served. And they gave faculty lunches, so they would eat with us. And so you had a lot of



interaction. And those tables were six person tables, not the logs, you know, that you see at luncheons, lunch areas. So you had a lot of contact with people, which means that discussions could continue from class or, and you could build up, just you had a lot of contact. And so a lot of the dinner and lunch conversations were actually fairly academic, which was really good. And there were a lot of discussions in the- I know, in Wymess Hall there's a, that's where all the laundry was, but it's also, we had a room, we had a ping pong table. I know, there are a lot of times you were down there doing that. So people had a lot of, a lot of contact outside of class. And so, some people couldn't take the social pressure. You know, like you're- it's just, you're right there, that small town, and that's everybody knows everybody's business. But I liked it. And, you know, instructors had their different views, some were better than others. It takes a while to get adjusted to it. I mean, a good seminar actually has blank times in it. Because people are thinking about what they're going to say. And I think that discussion gets heated if they pass away. But if it's on some of that work, it's better than being lectured to, in a lot of ways. You know, because they were trying to also really make sure you thought. You had to think, if you took a position, you would be asked about it and not just by the professor, somebody else would be questioning you. It was pretty good. I mean, I think the structure is probably one of the best things about school. It took a lot of very young instructors, young professors, and some of them had some experience, but not all, but I mean, Mike was about 40. He was our Econ professor. And from different styles, some of them were running on the job too. But the structure worked... You're silent. I can't hear you.

**Spaccarelli:** Hear me? Can you hear me now?

**Wellenbrock:** Now I can.

**Spaccarelli:** Perfect. Sorry. So yeah, I mean, I think that's one of the advantages, one of the strengths of the seminar style is that it forces students to think instead of just simply like trying to remember what the professor says. They have to think about what it is and respond back in a way. And do you feel like that was your experience?

**Wellenbrock:** Yes. I taught law school as an adjunct for four years. And that's what you're trying to teach there, because in law school, you don't have to just learn black letter law, you need to be able to think and express yourself like a lawyer. I also taught a couple classes in that school, the paralegals and in the court reporting school, they just, they hated it because they wanted to know what the answer is going to be. I don't think they liked me as an instructor that much.

**Spaccarelli:** Right. Well, interesting. Yeah. So next, the next question is getting at some of your earlier questions, just continuing, elaborating. Who were the individuals at Raymond that were most memorable to you and why? Professors, students, anybody?

**Wellenbrock:** You know, there are professors that I remember. And part of, I remember some of them because I kept contact with them afterwards. Like Mike, at some point, Pete and Phyllis, they were classmates, and I decided to set up a reading group because you find that after you leave school, part of

the pleasure of reading a serious book is talking about it. You leave school, you don't have those folks. And so you tend to dumb down what you do. So we've been out of school for a while, 14 years, more a decade, decided to set up a reading group. And we talked Mike into joining the group. So we had great contact with him after that. I'd had intermittent contact with some, had contact with a number of other professors, like the literature professors in the other reading group. And so sometimes it's hard to sort that out. And I'm not sure how much I, I just, they were basically professors for me. I wasn't in so much in the evaluation mode. And a lot of my evaluations really developed later. I remember them, some of them really ungodly enthusiastic, Jerry Gaff and Gene Rice were just enthusiastic. I actually visited them back in Boston, I mean in Washington, DC, once. But I didn't, I went there, I didn't know what I wanted to do. I never, never did know what I wanted to do after school. It was, that was Vietnam time. And you really didn't necessarily make a lot of choice. I applied to grad school because I didn't want to go there. But I made the mistake of telling them that's why I was going to grad school, so they didn't take me. So, but other things intervene. So, you know, and Peckham was a, Dean Peckham was kind of an anomalous figure. He really liked the school, but he was a devious son of a bitch. And he really screwed some people over. Those stories stay with Raymond folks, but he was- but he, after he left Raymond, he went down to Long Beach State. And that was an era they were having protests. Even though most faculty, most of the professors, schools, they just, they would've let him go, he filed charges.

**Spaccarelli:** (Chuckles)

**Wellenbrock:** But he, he was, he's a good professor. He did a good job. If you weren't on his shit list, he was okay. If you're on his shit list, he could cause you a lot of problems and would do so. But he did that, trying to keep the reputation of Raymond up. Martin was a good provost. Larry Jackson was the interim provost. And I thought he was great. He later, he was the interim provost. They had him do that in the period before Callison. So he was there for about 18 months, I guess. And he did a great job. He managed it. Things just kept going right along. But I don't remember that. Mike was a big, big... I don't remember the individuals, but I remember a lot of students that were memorable to me. And you know, you're in college and you're young. People can make impressions, but you don't need to... They may fade. I'd have, I knew of a couple students every semester, they would just be avid about one, at least one of their classes. And somebody told me these people, oh, that guy, he's just a kiss ass. But I've later, I later decided he would get in the class and really get into the class. And that's why he was enthusiastic. Pete Morales, I knew Pete well. I liked him a lot. My roommate Finnegan, I kept some contact with. He's now over in the Bay Area. And if you need history, he often has, he's got a record. He's really, oh, the next thing to a hoarder. He was a librarian, head librarian. He's an anthropologist. Harvard's Anthropological Library, he ran that. He moved back here, he had to get rid of 10,000 of his own books. So he only has 5,000 left.

**Spaccarelli:** (Chuckles) Sounds rough. What was his name again? I might want to reach out to him.

**Wellenbrock:** Greg Finnegan.

**Spaccarelli:** Okay. Thank you. Afterwards, if you wouldn't mind sending me his email, I'd appreciate that.

**Wellenbrock:** Send me a note to remind me to do it. I don't like just the onus, responsibility on me. I don't want you, you told me to do it. Or you told me we're going to contact you, so I can blame you too.

**Spaccarelli:** Sounds good. Sounds good. Okay. Perfect. So I had another question. So Dean Peckham, I've heard him mentioned a couple of times, and a lot of people had said he was really strict. Can you give me any examples of that? Why was he so harsh?

**Wellenbrock:** The reason he did some of the underhanded things he did was out of a misguided way to try to keep the college reputation, the- Raymond's reputation unsullied. And we were competing, in a lot of ways we would compete with pretty well-known schools. In 2000, the new president of UOP went to a convention of college presidents and university presidents, happened to sit by Derek Fox, the former head of Yale. And they sat down, they introduced, and Fox turned to the new president and said, tell me about Raymond College, which had been closed for 21 years.

**Spaccarelli:** Wow.

**Wellenbrock:** It was pretty unique. So, so I don't know. He was a conservative. He was not necessarily conservative, but he, morally fairly conservative. And we pushed, the women pushed to get their hours, we pushed it, and so, the war stories don't need to be spread around too much.

**Spaccarelli:** Yeah. But I mean, from what I've heard, the changes between, when Raymond first began in '62 and the changes even by 1970, in terms of what was allowed, what was permitted, it's just a huge transformation.

**Wellenbrock:** The social side changed a lot, but that was part of the times. I mean, letting women have the same hours, we were ahead of some schools, but that's a big change. It just seems stupid to us. If you're in a class with these women, they were perfectly as competent or more competent than you were. And that doesn't always come out. And, and because in some sense, the seminar may have contributed to that, because when they talked up, they were treated the same. You go to lecture courses, you don't necessarily know who's worth a shit. You know, they find that out at test time. Well, in the seminar, you find out within a couple weeks who's bullshit. And so there were, these people got taken fairly well on that.

**Spaccarelli:** Well, that's, that's, that's great. I mean, yeah. So then moving on here, what issues were you involved with that stood out in your mind as important to your growth and development while you were at Raymond?

**Wellenbrock:** Well, it was just, sometimes it's just infusion in the atmosphere and you learn certain habits. That was a big deal. I didn't get terribly politically involved or anything, but I was involved in the IMW, which I told you about. I wasn't particularly, I did run for office once, so that was to split the votes so somebody I didn't like wouldn't win. (Chuckles)

**Spaccarelli:** (Guffaw)

**Wellenbrock:** It worked.

**Spaccarelli:** Nice.

**Wellenbrock:** But he never knew that. That's what I- But yeah, that's, you know, in a low political sense. No, I mean, I played in a couple, I played intramural softball, I mean, I played basketball and football, but that's trivial. There was no particular kind of issues that came out because you're doing school. You had, you didn't have a lot of extra time and I was young. So a lot of what I was doing was social, growing up. I mean, I went to Chester. So I was 17 when I started. I was 18 in a couple of months, a few months, but in Chester, it was a different situation. I don't know, as I would say, I was involved too much in any, you know, you do that, stuff came up, you took care of it.

**Spaccarelli:** But you did mention, and I want to follow up on this, the Vietnam War. I'm sure that was like impacting everyone's thought processes. Were you thinking about it much?

**Wellenbrock:** Well, actually, to give you an idea about it, it wasn't that, it didn't have an impact. Peggy Gunn basically left after or during her second year to go protest in Berkeley. So she left, it's obviously a big deal there. But I do know in September of '65, right, start of my second year, Pete and I posted a petition, saying that, you know, we don't belong in Vietnam and we should negotiate and get out. And it got, it was out of 160 people or something, got three or four signatures. It wasn't that big a deal. It was below the radar. The real stuff started in '65, '66, and, you know, particularly when the lottery came in. The lottery really affected those well-off urban areas. They wanted, that's why they set it up. They wanted to protect them. When I started school, I should never have taken a deferment because if you were a 1A for a year, you're free. Well, they, each county had their quota. The quota was comprised of draftees plus enlistees. Well, I went to Chester, seven of my classmates enlisted. They never would have drafted me. I don't know if they have to draft anybody ever until the lottery came along. Marin County, nobody volunteered. Now, they all, everyone there was drafted. So Vietnam was, it was an issue, but it was, a lot of that stuff's Bay Area. If you wanted to do it, you had to go over there. I know in '66 and '67, my girlfriend went over to the Bay Area pretty frequently because you go to, we could go to the old film world. You know, you go hear bands, Jefferson Airplane, and Paul Butterfield, and you hear three, three live bands, and it wasn't crowded, and you paid \$2.50.

**Spaccarelli:** That's a deal.

**Wellenbrock:** Yeah, and I had a friend, we had a friend, Raymond people that lived over there. We used to bunk there on a weekend. Vietnam was, well, not too much. It was pretty- people were not necessarily that involved outside of the school. It was fairly insular. I told you we went to South Stockton, and you'd have a couple of these places. I think a few people were friends of SNCC in '65. Those friends were the northern folks would be sending their money or food or clothing down south to

support the Student Nonviolent Coordinating Committee. But that was pretty much over by then. By the end of that summer, SNCC was a different place. It was over. Civil rights was something people thought about.

**Spaccarelli:** I was just going to get into my next question, and that is, it goes really smoothly. How important were the Raymond High Tables in that discussion around civil rights, feminism, activism?

**Wellenbrock:** Well, feminism was not, people enacted, they wanted to get equal, like the women, the hours, they restricted our social life. But I do know that when I taught, when I was one of the IMW seminars, I had an unrequired recommendation that they read the last chapter of the Second Sex. That was the closest I heard any part of feminism at all. Partly because I don't think there was, I'm sure there was a whole bunch of sexism, but it was not in the order, you know, when you're in high school, that's nothing. Civil rights, there was some, I don't necessarily remember everybody that spoke there, but I'm sure we had a couple of those. And it was, it was patterned sort of on Oxford, so they would bring in speakers. And it's just who happened to be around. We got, we had Timothy Leary, he was a fool. I mean, he just, you know, drop it, drop it, drop in, drop out, didn't make much. Galway Kinnell came, he was an American poet, and read a poem he picked to write one of the great poems on the civil rights, which nobody, I've never heard anywhere else. You can find him, Beechwell alone. That was a great poem, I remember that. But it was pretty, we couldn't, we had trouble drafting for, or getting people to come. There was one in a class, the second class, it was a black in the class behind us, but there weren't many black students. And Yvonne was in the class behind us, she was a friend of mine. I kept in touch with her when she was in Washington, D.C., we saw her back then. And then she moved back to Stockton. But it was a pretty white school. There wasn't much we could do about it, because it's an integrated facility, I guess somebody that A, would apply, B, could afford it, or, well, there were, I'm sure if they were the right candidate, they would have found money. I know they got Pete Morales, who is a Hispanic, out of San Antonio. But it's largely California folks.

**Spaccarelli:** But having said that, Covell, of course, was much more diverse, and so was, was Callison also more diverse?

**Wellenbrock:** I don't know if Callison, Covell was two-thirds Hispanic students.

**Spaccarelli:** Right.

**Wellenbrock:** The classes were in that, but they recruited for that. And the Spanish students that came up here tend to be from the upper class. I know Gene Bigler, I think he took classes over there. And they tried that. So it was diverse, but it's also used, but if they came from Peru, you're pretty sure they lived, they lived out of Lima, that up at the top of the end.

**Spaccarelli:** Right.

**Wellenbrock:** It was pretty quiet. Well, I decided it must have had CIA exchanges, but I had no evidence of it, but I wouldn't have been surprised. Callison, its attraction was a year overseas. So a lot of folks didn't come back for that, stayed over there. But I don't remember seeing a lot of, but there weren't many at Pacific at all. Many, particularly Blacks, there were none. I don't remember any South Asians. There were a couple of Asians. We had one who lived on the floor, but Pacific, it was pretty white.

**Spaccarelli:** Stockton is very, very diverse now.

**Wellenbrock:** It was very diverse then.

**Spaccarelli:** It was still the, okay, got it. So it was, so campus was not representative of Stockton.

**Wellenbrock:** Oh God no. It's always been diverse. It was a hub for dispersing things into the gold country. It had a deep sea port. It had obviously some roads, and then it ended up having two railroads going through it. And so it was, almost any place like that draws people. And we were the hub for various immigrant groups that came in. You had a German immigrant that came to stay in Lodi. You had Italians who were farmers. You had a Japanese influx, Filipinos, Chinese. There was even a Greek camp. It's always been a diverse- but it's not representative of what we have at campus.

**Spaccarelli:** Okay. Interesting. Okay, and then just, is there anything more you want to say about what Raymond did as a whole regarding civil rights?

**Wellenbrock:** I don't know what Raymond did as a civil rights- I do know that a couple of people I knew, Yvonne was in the fourth class, and she came back when they had a community involvement project in the early 70s. And there was just the Raymond participation there. And under Cesar Chavez, there was some support for the grape boycott, but it was, you can't claim that we were anything like Selma. We didn't do a whole lot on that. We all thought, we all had politically correct thoughts at that time, but we didn't get out. We were pretty- stayed on campus a lot.

**Spaccarelli:** You were busy.

**Wellenbrock:** We were pretty busy. In the, when you're 18, 19, 20, 21, you're going to want to, on your weekends, your date stuff. I remember that a lot of people had connections in the Bay Area, so people would go there. I remember that John Leland, he got a group together and we went into Berkeley in late '65 and saw Bob Dylan's first electric concert on the left coast. That was kind of trippy. And in late, in the '67, '66, maybe '66, the COP had a, they had a summer dance. I mean, the spring dance and somebody got Jefferson Airplane to come over to play it. Well, we really liked that. The UOP didn't like it at all. They were like, oh man, they didn't like it. If you're thinking about the school, what we don't know is how it would have endured. Experimental schools tend to not endure very well. And part of the, first of all, it was not, if you didn't publish, you'd perish wouldn't work there because not many people did or even had the time to publish. It's just that this was a big workload for faculty. Four days a week, you've got class. And the fifth day you've got stuff. It wasn't a typical level. And so some were, they were

academically ambitious. A philosophy professor was, Ford, Ford was there academically and he would leave after a couple of years. He had some, and then you have some turnover because I don't know whether it's the administration or not, but how long they would have endured is another tough question. And a few of them, later on they merged. Some of them went over and taught at UOP. Mike did, Hugh Wadman, our chemistry professor, John Williams, the literature professor, and others went over there. But you never know how it would have endured. That would have been a real tough question. And for the ones that liked it, they're teaching the same kind of stuff all the time. On the other hand, we would, you didn't have, see 23 of your courses were required. You only had a few. And if you weren't able to start in calculus, 24 were required. And so sometimes the extra classes would be really incentivized and do those kind of things. And the professors would involve you. I know what, Maury Bateman was the art professor at the time I was there. He was going to have an exhibit in San Francisco. And Pete Phillips, Pete Morales and I helped him load his truck and haul his big artworks over there. But a lot of them, we turned over, a fair amount of turnover. And I don't know how it would have endured, but it certainly was a great experiment.

**Spaccarelli:** Yeah. Okay. Yeah. Well, still definitely an open question how Raymond could have continued.

**Wellenbrock:** I don't think that's as big a deal as people, but they didn't know how to recruit for it. They didn't. And it's expensive. But had they continued, they would have had incredible academic chutzpah. It was fun. The class of '67, at Raymond, you know, if you go to graduate school, you have to generally have to take the GRE, the graduate exam, record exam. And you take it in your area. So if you're in physics, you take the math, physics, science one, or you take the humanities or you take the social science. Raymond College required everyone to take the GRE. They held somebody's diploma because she didn't. The class of '67, I'm told as a class, 97 percentile in all three areas.

**Spaccarelli:** Holy smokes, in all three?

**Wellenbrock:** All three. And everybody else is just taking in their area. It was incredible. I don't have much verification of that, but I've been told that. So if it's an urban myth, I've been spreading it, but pretty good sources. Yeah. Pretty amazing. Because they were really, you learn your shit. And a lot of things like graduate exams, some of it's knowledge, but a whole lot of it is simply being able to think like in that area. And so the classes were not surveys. You did calculus, you did calculus. Physics was five units and you had a lab. It was like, it wasn't a survey. Yeah. So it was remarkable. I think there were a couple of Woodrow Wilsons out of the first hundred graduates. I think there were three Rhodes Semi-finalists, a couple of Fulbrights, and a couple of Woodrow Wilsons.

**Spaccarelli:** Wow.

**Wellenbrock:** And we didn't think necessarily that the best students had applied. Some of the best students didn't even apply.

**Spaccarelli:** Wow. That's so impressive. It is really unfortunate that Pacific wasn't able to maintain that high quality educational experience for longer.

**Wellenbrock:** If they had that, they get through another four or five years. By the early 70s, this would have been seen, this is, you know, you want this? That would be a place to go. It would shame Antioch and all those midwest places that got all those great reputations.

**Spaccarelli:** Yeah. Well, I mean, this gets right into our next question, and that is, has Raymond College met your expectations as an institution and as an education for yourself?

**Wellenbrock:** Oh, yeah. It may have been the best educa-. For me personally, I fit perfectly in because I didn't have any particular aspirational goals. So I took more anthro classes than anybody. Yeah, it met mine. And you could supplement, they would let you take an extra two and a half unit, a half unit course, a half course as an extra if you wanted to pick up something special. So I did one of them on Spanish Civil War, and a couple, three of us took Modern American novels. So you could do all that. Yeah, it did what I wanted. I thought I got a great education. My mother wasn't so happy. But yeah, so it met my expectations. I didn't necessarily have that many expectations. I just, I wanted to get an education.

**Spaccarelli:** But why was your mom unhappy?

**Wellenbrock:** Well, because I became a commie pinko or something. I could- she told me I could go to any school I wanted in America, except I couldn't go to Reed or Berkeley because they're commies.

**Spaccarelli:** (Laughs)

**Wellenbrock:** She would not go for that. And so, yeah, and so later on there, I didn't, I didn't do much. You couldn't do much after college. If you're a guy, unless you had some sort of deferment, that's why people did a lot of special different things. And, or you didn't do anything because you were draftable until 26. So I was sort of, I was sort of a disappointment for a while. And then by a strange method, I became a lawyer and I've come back to good graces.

**Spaccarelli:** And so then the next question is, and this is from your suggestion is just, what do you think about Raymond looking back on it now? And how has your view of Raymond changed over time?

**Wellenbrock:** Well, I thought pretty highly of most of the professors. And then later on, my evaluation moved around. I thought they did a really good job. I thought it was a good school. I thought the structure was really good. And knowing some of the students afterwards, because the way you know people in school, they're still kids. And until they get out in the real world, then you find out who they are. So some of the people that I just thought, oh, so-so, had really pretty impressive careers. And I've been fortunate enough to stay in contact with several of them. And that's been really useful. Pleasant. You know, it's not like we have the same connections that you have out of Yale. But, you know, I've kept



contact with some of them. (Relief?) I kept contact with him. And so I think the change in your evaluation and the attitude that most folks that I know had was they're enthusiastic about learning. And they always, that's a, and they carry on reasonable conversations. I just thought it's a really good education. I did, while I was there, I never understood why it changed at all. And I always thought that when Kolker wanted to change, get rid of the curriculum, he was just bowing to conventional wisdom and being trendy. And that's, you know, everyone had the courses that were, yeah. And they did move to that. And afterwards, I always thought it was not as good. They still got really good education because of the faculty and the close contact. But they went to work. Basically, you can build your own education, you know, so you find people, or professors being offered courses that you'd select them on. But at 18, I didn't know what the hell I would, I wouldn't know, I'd pick what they had, because I didn't know anything about any of that shit.

**Spaccarelli:** Right.

**Wellenbrock:** And some of the professors, it was interesting. They were pretty new at this. In my second, at my second year, I think they, early on, they dubbed IMW, it was introduction to Mike Wagner. And part of the fact was particularly on the humanities, thought that he was having too strong an influence on the students. Because a lot of people were, you gravitate towards him cause he's a strong guy, and it's pretty interesting. And so they ended up hiring a guy named Russell Bodley (?), who was kind of a didn't like kind of guy, who was just really a bullshitter. He was only there for a year, as to be a counterweight. And I do remember that after Mike passed, oh, 2000, or 90s, that Jean, Lewis Ford, who was taught philosophy, wrote that they didn't understand Mike's role in the school, which was basically to get people in the frame of mind to learn from everybody else's courses.

**Spaccarelli:** Yeah.

**Wellenbrock:** So they, people knew it was good, but I'm not sure if the analysis of it was really accurate. And I think the counseling, you know, or having a mentor, that it was almost left up to the students to do that. They assign you a counselor, but I never, Sai Khan was my counselor, and all he did was ratify what I wanted to do. Never had any real discussion. And I assume that happened to a fair number of people. I think that's my first roommate, Bob LaBelle (?).

**Spaccarelli:** And so then speaking of that structure a little bit, one of the questions that just came to mind was, if the structure was set, does that mean that you and your class basically took all the same classes together? So like, you took Intro to Modern World, and then the next semester you took the three classes that were for the first years, or?

**Wellenbrock:** You didn't, it wasn't that, that's- what it was is that first year, your first semester, or first term, you had to take a language, you had to take IMW, and then you either took, you took Calculus or Algebra. Then the next semester, because IMW's gone, you would put in either World Lit or World History. And so you made a selection at that point. So some of them you could take in different order, and even though it was small, the classes were really small, so there were lots of groups. So you would

end up getting mixed around some, but that was really, you didn't have much choice on those things. I mean, you were taking Calculus, Physics, Chemistry, and Biology, and it was just that much. And you were taking, I would say the one weakness I didn't, there were a couple of things I didn't, upon reflection, I think that I didn't, the language requirement I think was not as, very useful. A lot of people liked it, but I don't think it was a great choice. And there's not, the history, US history and law, and Con Law particularly, should have been in there as a class. Later on, people don't have that, enough appreciation for that. I know I didn't know shit about law until I went to, started law school, and I only started law school because I made a devil's deal with my dad.

**Spaccarelli:** Nice.

**Wellenbrock:** We were going to have a beer bar, but we were broke. Dad made a deal, he'll loan me money for the beer bar if I went to law school. And the long and the short of the story is, I never got my beer bar, and I never dropped out.

**Spaccarelli:** (Chuckles) Wow. Clearly, yeah, you made it through law school, and so, yeah. Next question, we're getting towards the end here. Okay. I just don't want to keep you forever here, so.

**Wellenbrock:** I can go on longer than you can.

**Spaccarelli:** What contributions do you feel that Raymond made to the local communities?

**Wellenbrock:** Well, I've described a couple of things, you know, like the reading in South Stockton. Not a lot. It was pretty insular. Now, some students did, I know John Couples did a study of farmworkers, so he got out of the community with some local people, but went to school here, they got out into the community. But there wasn't a tremendous, I'm not even sure High Table lectures were open, or any of our guest speakers were there. We were pretty insular. That's also true of UOP, it was true of UOP at the time anyway. We were not particularly different from that. But, and you know, there may have been a lot of people that were more involved than I was. Because even if it's small, you don't know what everybody's doing. You know, you've got plenty of occupied time. But I didn't have the impression we did a whole lot. I know that one of our faculty, Jerry Briscoe, taught poli sci, was involved in a recall campaign for the city mayor. He got kicked out. And I found that out later. What was going on, I didn't know about it. I was in school at that time, I didn't know about it.

**Spaccarelli:** He got kicked out of Raymond because he was-

**Wellenbrock:** No, no, no. The mayor got kicked out.

**Spaccarelli:** Oh, okay, got it.

**Wellenbrock:** Yeah. So Jerry stayed there, he taught a long time.

**Spaccarelli:** Interesting.

**Wellenbrock:** And he and I had, head to head all the time in his poli sci class. But it didn't matter. I mean, he actually had me go to high table. And all I've done is argue with him for 13 weeks. You know, that's a pretty tolerant attitude. And so you can look at some of the courses and say they could have been done differently. I mean, the philosophy, we spent an awful lot of time on Alpert North Whiting. I've never hardly ran into him since college, when there were other people who had a lot more value to learn about the pragmatics, the existentialists, stuff like that. But you were going there and you got a pretty good fund of knowledge, you really did. But it was more you learned how to think and to talk.

**Spaccarelli:** Interesting. And so, I mean, clearly, then the professors were, ah, I want to figure out how to say this. They didn't take it personally either, right? When students responded to what they said and argued with them and, you know.

**Wellenbrock:** Pretty much, yeah, because nobody meant it personal. Very rarely did you have anything personal. Once in a while, you'd have something personal, but... They were pretty, everyone's pretty tolerant. And it starts off because Mike Wagner's course is basically a frontal assault. You know, it's not phrased that way, but you're taking this in and, you know, he's just talking to everybody, so it can't be directed at you. And everyone is pretty polite in class. The professors are pretty polite and they didn't condescend too much. And that's a real big deal. You know, if somebody has to condescend to it when you speak up in class, you're not going to do it again. But if they say, that's an interesting point, and what do you think about this? And turn the question around, that's much harder to get pissed off at.

**Spaccarelli:** Right, right.

**Wellenbrock:** So that, that pretty much everybody's able to do that. You can see it come out once in a while. Lewis Ford and I had a disagreement. We didn't have grades, you got term letters. And mine was pretty scathing. I didn't ever engage any significant religious issues. My rebuttal was, I didn't really see any.

**Spaccarelli:** Interesting.

**Wellenbrock:** So that was one of the, although I've done a lot of work in that since.

**Spaccarelli:** Cool. And then this next question is a big one, but just how did your education at Raymond influence your career and your life choices?

**Wellenbrock:** I had a really good education, but I've never aspired anything where I had to present where credentials would make or break to get. So it never hindered me to have gone there. And right after college, the first thing I did was work at a reform school in Oregon. I got a little bit of a contact out of the local youth authority. And one of those guys got me the job up there. I didn't even have to look for a job after college. It was handed to me. I got up there July 1st. And so that, I guess you would say

that's what had happened. So the influence has been a lot of contact with other people in my class. And so that, like Pete and Phyllis, we set up a reading group. Well, that reading group's because Mike Wagner, the Econ Professor, when he retired about 80, he became, we had to talk him into joining the group. He became avid for this and he would call and make sure we were meeting on that. And then these people all had fluid minds, and he was a hard Keynesian. While in the reading group, we read Adam Smith's Theory of Moral Sentiments, one of his two great books. And this adjusted Mike's basic fundamental view of economics, and wrote a book based on that in '84, switching his fucking views. And he basically wrote it for the reading group. You know, that was pretty interesting. So reading groups become a real important part of, you know, that's, that just sort of grew out of it. It's sort of, you get, it's the whole gestalt and effect. That's what you become.

**Spaccarelli:** That's fascinating. It's interesting that his perspective changed so much. And he was, he was, so you, so you, he really did go into those conversations with a willingness to critique his own perspective as well.

**Wellenbrock:** Oh yeah. And because I remember I hadn't seen him for, oh, eight, ten years after Raymond. We met at some mutual friend's house. We immediately continued that argument we had had.

**Spaccarelli:** That's funny. (Laughs)

**Wellenbrock:** Yeah. I got to know some people pretty well. I, when I ran into Edna, we talked about Chester and (Sadly?), little towns in the north. She grew up on a ranch. I grew up in a lumber town. Now, there's a certain camaraderie out of those people that you grew up with. That's one of the reasons Tom and I got along so well, is he grew up in Yreka. Then you understand growing up in a small town.

**Spaccarelli:** Interesting. And then, next question. Just going off of that. Now I'm forgetting what I was going to say. I was going to ask you. I think I was... Oh, yes. I was going to ask you how Raymond prepared you for law school. I know some, some alums have told me like grad school felt easy after going through Raymond.

**Wellenbrock:** Grad school. There are people that thought grad school was easier than Raymond. I'm not talking people that went to like Syracuse. But for law school, Raymond is absolutely, in my mind, the best education a person can have. It teaches you to communicate, it teaches you to write, it teaches you to think. It gives you a really good fund of knowledge. And what's really used, like the sciences, I've never been intimidated by an expert. You can learn that stuff if you've got the fundamental understanding of how chemistry, biology, and that shit work. Yeah, so I thought- I went to law school. I think a good liberal arts education is the best thing you can get. I mean, you only could have been better if you had a little bit better U.S. history course. And something on the Constitution. You don't even need that for law school because you learn that at law school. So I think that for law school, it's a great preparation. And I was out of school for four years before I went back. So I went up, worked in Oregon for a year and a half. I didn't do much for a year, bummed around, screwed around. Then I was broke, so

I went back and worked in a lumber mill. And then we had the harebrained idea of the bar and ended up in law school.

**Spaccarelli:** Interesting.

**Wellenbrock:** Where are you from?

**Spaccarelli:** I'm from Portland, Oregon.

**Wellenbrock:** Oh, really?

**Spaccarelli:** Yeah.

**Wellenbrock:** My sister, I mean, my niece is an attorney in McMinnville.

**Spaccarelli:** Nice.

**Wellenbrock:** And my first job was in, I worked at Woodward in the reform school.

**Spaccarelli:** Nice.

**Wellenbrock:** My mother and father were, my mother was from Eastern Oregon. That really is over there.

**Spaccarelli:** Yeah. Yeah. No, it's, Eastern Oregon has definitely very different vibes than Portland, especially these days it feels like a whole different country sometimes.

**Wellenbrock:** Portland and Bend and Ashland and McMinnville, they're part of California.

**Spaccarelli:** Yeah.

**Wellenbrock:** And where I'm from is part of Oregon. You've heard of the state of Jefferson?

**Spaccarelli:** Yes.

**Wellenbrock:** Yeah, that's my country.

**Spaccarelli:** Yeah. Well, I guess just to wrap things up then is, what have we not covered in this interview that you want to discuss?

**Wellenbrock:** Well, I'm mostly like a counter puncher in boxing. You know, you wait for someone to give you a question. But I guess I forwarded some of the things about, you know, we, people not necessarily

thought that much about what, how it would have gone, had it gone, had they drafted for it right. But, and nobody gave a lot of thought is what would the faculty have been like, because the faculty endured more than the short period of time. Those kind of questions. But as to the school, there's not much I would have done different. When we were, we were spoiled in a lot of ways. And I'm not sure we appreciated it. And I'm not sure the faculty appreciated it. Jerry Gaff was a, he taught psychology. And then he ended up going into education. He's still alive and he's still in the New York City. I mean, Washington, DC. He, I don't know if you talked to him about Raymond, but he's somebody I would give your contact. Both he and Gene Rice went into education and then back there, and they've done work on it and written stuff about it. And they might have another interesting perspective for you on that. And John Williams was, he, I don't know if he was on the board of regents, but he prepared for it. And he worked on trying to save Raymond and then later to preserve UOP. He might give you an interesting perspective.

**Spaccarelli:** Okay. Sounds good. I'll ask, I'll send you a follow-up email and ask you for some contact info.

**Wellenbrock:** Yeah. I don't know if I got Gaff's, but I can give you Finnegan's at least. He can probably find it or I give you Tom Preece. He's now in Washington. Yeah.

**Spaccarelli:** It all works, so...

**Wellenbrock:** So yeah, those are interesting.

**Spaccarelli:** The nice part about Zoom is that I can work with anybody, anyone, anywhere.

**Wellenbrock:** Yeah. Raymond's got a website. I don't know if you know that. Sort of the Raymond Phoenix Institute. And I got off of it because my program got kicked off when they did it once. And I just never signed back up because there's so much shit on it. I can't do all that. There's a real difference between the newbies and the old OGs, the old gangsters. And the break point is about '70. There's still people like Wendi and a few others that are old school in a sense. But they recruited differently and the curriculum was a little different. But the OGs are a real sui generis.

**Spaccarelli:** Yes.

**Wellenbrock:** Sandra and Wendi are still, I would put them, Karen Larson. And the first three classes have an identity. The second, the fourth and the fifth were fairly akin. But after that, they moved south. They don't like it when I call them the newbies.

**Spaccarelli:** Yeah. Well, interesting. This is great. This is great stuff. Any other odds and ends or are you ready to wrap it up here?

**Wellenbrock:** It's up to you. But you know, somebody you might, Pete Morales was in my class. Had a really, really interesting life. And he's now retired, lives in Washington. And I've kept contact with him.

But when I was 50, he contacted me and wanted to know if I'd write him a letter of recommendation. Now, we've written, he and I have written our philosophy together. And I don't particularly believe in, I'm not very religious. But he wanted me to write a letter because he's going to go become a Unitarian minister. So I wrote him a letter and all that. Well, he became the head of the Unitarian Church for the world.

**Spaccarelli:** Wow.

**Wellenbrock:** Okay. And he... (Off screen: Who you talking to?) Oh, some redneck that wants to know something about Raymond...

**Spaccarelli:** I'm interviewing everybody. Yeah. But yeah, no, I've talked with people from people, you know, like I've talked with Jinx. She was first, the first class. And I've talked with people like Christian Jutt, who was like one of the last.

**Wellenbrock:** He was just about the last. Yeah, he's out of Chile.

**Spaccarelli:** Yeah, no, I've talked with everybody here. Spanned the whole...

**Wellenbrock:** And we all recognize its Raymond. That's not a problem. I know Christian. He's been, we've had a number of reunions, especially since 2000. I don't know if we've had six or seven since 2000. We're going to have one in two, we're going to have one in about two or three months for the first three classes.

**Spaccarelli:** Wow.

**Wellenbrock:** And somebody had the idea last weekend, and it's already, they've got the venue. And their contact of people we expected is the first or second week in the middle of the week for us.

**Spaccarelli:** Wow. Nice. Sounds great.

**Wellenbrock:** If you want a target group to talk to you there it would be.

**Spaccarelli:** No, you know, you know, if, maybe it would be a great idea for me to see if I can come and visit, talk to you all. I'm sure I would learn a lot.

**Wellenbrock:** That's probably, probably an insular group. I don't know.

**Spaccarelli:** Yeah, probably not. Yeah, okay.

**Wellenbrock:** Because Raymondites are dying. First class, a couple of them passed, I think this year.

**Spaccarelli**: Yeah. And that's one of the primary goals of this project is to talk with alums, you know, make sure that we can record their perspective. So that, you know, in 15, 20 years when a lot of the, when there's not as many people who were in the first class.

**Wellenbrock**: In 20 years there ain't going to be hardly any of us.

**Spaccarelli**: Right, right. And so that's why I'm trying to, trying to get that recorded.

**Wellenbrock**: And there's some great people that are coming that I know are coming. First, first class, Doug Diener, I think Ursula Swenson, second class. Ed is in the third.

**Spaccarelli**: Okay, well, I don't want to take up too much more of your time. So if this is everything, we'll call it quits here. And if you ever want to talk with me again, we could definitely schedule a follow up.

**Wellenbrock**: You'll have to call me.

**Spaccarelli**: Okay.

**Wellenbrock**: Oh, actually, there were, there's a couple of, Raymond actually put out a couple of documents, you know, a little journal or something like that. Did you, are you aware of that?

**Spaccarelli**: Uh, you mean like the Phoenix Institute?

**Wellenbrock**: No, I mean, at Raymond College, the first couple of years printed and a couple of things.

**Spaccarelli**: I'm not, I don't believe so. It's probably in the archives, but what's the name?

**Wellenbrock**: I don't even remember. I have to go downstairs and find it. I have a couple of things because I had some of the functions of my house. So I got a big picture of the class. You know, the Raymond Eagle on the Blue Shield, you know that.

**Spaccarelli**: Yeah, of course.

**Wellenbrock**: So, and if you've got more questions, you can call back.

**Spaccarelli**: Perfect. Thank you so much. Okay, then I'm going to stop the recording. We can keep talking, but I just want to stop recording because that'll be the interview.

**Wellenbrock**: Okay.