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## The Pacific Pageant: An Interpretive History of The University of the Pacific c. 1962

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THE PACIFIC PAGEANT

An Interpretive History  
of  
The University of the Pacific

By Reginald R. Stuart and Grace D. Stuart

\* \* \*

This is the story of an idea--a desire; its emergence, its development, its obstacles, and its implications.

At a time when everything would seem to emphasize the temporal and physical, the founders of this Institution pledged themselves and their modest fortunes to the future and the spiritual. It was a brave attempt which was hardly noticed by the local press, but it would out-last in importance almost every other act and project of the community.



## PIONEERING DECADES, 1851--1871

The genesis of the University of the Pacific was not merely a series of Methodist Conference meetings in 1851. Its beginning was many years earlier. The declarations and resolutions during California's first year of statehood were rather the culmination of the hopes, determinations, prayers, and visions of many people in many places during the long years which preceded the granting of this institution's charter. It was, essentially, the fulfillment of the prophecy, "Learn the Truth and the Truth shall set you free."

The country boy planning his life's work while trudging across the frozen Indiana swamp, was a founder. The pioneer daughter, dreaming of a better life ahead while scrubbing a log cabin in Missouri, was a founder. The Ohio mother bending over her sick baby's crib with a prayer in her heart that he might grow to manhood in his country's service, was a founder. So, too, the young Pennsylvanian, who vowed to lift himself and his family from the rut of endless, aimless toil, was a founder. The circuit rider who had the vision of a healthier, happier, and holier community, was a founder. Thus, the founding in California of a church-sponsored institution of higher learning was essentially the ~~same~~ expression of an in-born craving which was inherent in every serious man and woman from the days of our pilgrim ancestors.

It was but natural and inevitable that this great urge should become a reality in this last western trek. Owen, and Taylor, and Bannister were the triumvirate which expressed the



desires and represented the thousands who saw in the Golden State the realization of their dreams and prayers.

From <sup>strictly</sup> an economic viewpoint, the founding of the University of the Pacific in 1851 was a premature, foolhardy, unrealistic venture. At that time the new State of California was the last place in the world to plant an educational institution of higher learning and expect it to survive.

Honestly, what were the conditions in California during the first year of statehood? For most people, California meant a great rectangular section on the western slope of the Sierra Nevada Mountains. Here in the canyons and rocky stream-beds of a hundred or more creeks and rivers was the gold which had brought them to California. Not every one was a miner, for it took many others to provide the sustenance for the workers.

Few people had much expectation that the seaport town, San Francisco, would ever be a desirable residential area. All those who were not forced to live near the port would choose San Jose, or the coast town of Monterey. In between the mines and the seaport through which came the miners' supplies, were two great distributing points: Stockton for the southern mines, and Sacramento for the northern diggings.

The rest of California made little or no impression upon the majority of the gold seekers. Of course, they saw a few tumbled-down shanties, herds of half-wild cattle and Spanish horses, a few pathetic attempts to till the adobe soil, but generally they discounted agriculture as one of California's resources.



Most of the people were here for one purpose only--to get gold as quickly as possible and to get back home without delay. They cared nothing about the other natural resources of the state, and little about the laws so long as they were not hindered in their quest for gold. The great majority were boys in their teens and twenties. They represented every trade and profession, and for many of them, these years were checked off as necessary digressions in their careers.

In addition, there were gamblers, and criminals, and adventurers. The people in California during the Gold Rush days represented a cross-section of the world's foot-free, male population, both good and bad.

This was California in the early 1850's when Isaac Owen, Edward Bannister, William Taylor, and their friends broached the plan for a Christian college in this area. "The mines are full of boys," said one of the founders. "We'll give them an education during the winter months." It was not until later that they learned that though the mining camps were full of boys, only a few could be interested in schooling. Gold was in evidence everywhere, but generally it was not available for cultural things such as colleges, churches, and the like.

The success of an enterprise depends upon its timing, the vision of its advocates, and the training and experience of its supporters. Even Lincoln as a country lawyer during the inflation days of the 1920's might never have been known outside his county. Likewise, Thomas Jefferson, writing or speaking during the early Credit-Mobilier era of the 1870's might well have been brushed-off as a radical dreamer. Elbert Hubbard in



Time and Chance senses the exquisite timing which gave John Brown the opportunity to become a great, national hero.

In like manner, the successes and failures of institutions are quite as dependent upon these same influences. When we say that a project "clicks," we mean that every factor seems to build it up and progress is satisfactory--sometimes fantastic. If it misses "the beat," then every problem becomes a seemingly insurmountable obstacle.

One way, then, to tell the story of an institution is to recount the times its decisions "clicked," and the times it was caught "off balance."

During the Pioneering Decades of 1851-1871, the University of the Pacific faced several decisions: When to organize? Where to locate? and What to stand for?

There seemed to be no question in the minds of home-making pioneers about the necessity of starting colleges at once. Even as early as 1849, the first steps for an institution of higher learning had been taken. In August of that year the Reverend Samuel V. Blakeslee, a Congregationalist, reached Sacramento, and learning that San Jose had been designated as the capital, secured the promise of a suitable site near that place and pledges of several thousand dollars for the erection of buildings. Early in the next year an application was made to the Supreme Court for a charter for an institution to be named the "University of California." However, due to inadequate financial backing, the application was denied. Before this condition could be corrected and a new application made, charters had been granted



to the Methodists on July 10, 1851, for an institution to be known as "California Wesleyan College," and to the Catholics on April 28, 1855, for Santa Clara College. The institution which later became the University of California had its beginnings in Oakland as "Contra Costa Academy" in June, 1853. It was chartered as the "College of California" two years later.

There is every indication that the thinking pioneers believed colleges and academies to be urgent and vital. At the same time, no careful survey was made to learn whether there were sufficient students who were eligible for college training, or ample funds to support educational institutions.

*In 1896,* Bishop William Taylor, one of the founders of the University of the Pacific, had this to say ~~in 1896~~ about the scarcity of students: "Owen's plan for founding a university had to bide its time for want of pupils to put into it. We had in San Francisco only six or eight children at that time, and not enough in the State to employ and support one schoolmarm."

Wrote C. V. Anthony in his Fifty Years of Methodism in 1901: "Money was plenty at the time and nothing was more natural than for them to suppose that it would be freely given for so glorious a purpose...But very rich men were not so common as one might suppose and those who had a good start toward it were very intent on using it in a way to make a great deal more."

As a result, much of the work offered in all the "institutions of higher learning" consisted of training now given in elementary and high schools.

Even so, the establishment of the University of the Pacific proved both timely and important. What it lacked in numbers of



students and advanced subjects, it made up in hopes and plans for the future.

Though the University of the Pacific was chartered on July 10, 1851, the actual class-work in the "Preparatory Department" began on May 3, 1852. The management of the school seems to have been a triumvirate made up of Martin C. Briggs, Edward Bannister, and William J. Maclay. At that time it was not co-educational. Theoretically, Briggs was the President, Bannister did the teaching, and Maclay directed the separate "Female Institute." Soon Briggs resigned and Maclay was elected President for a short time. Briggs continued as President of the Board of Trustees. Early in February, 1854, Bannister resigned. His report for the previous year showed that 145 pupils had been enrolled.

Shortly thereafter Alexander S. Gibbons was elected President and "Professor of Pure and Mixed Mathematics," with William J. Maclay as "Professor of Latin and Greek." The President was also to give instruction in "Theology," providing there were applicants.

Probably actual college work began with the school year of 1854-5, since the first graduation exercises of the University were held on June 9, 1858, with five young men and five young women receiving diplomas at two separate commencement services.

In the meantime a feverish hunt for funds had taken place under the leadership of the devoted Isaac Owen. Super-charged with his great mission, and endowed with unusual ability both as a speaker and a conversationalist, he was, unfortunately,



almost wholly lacking in the fundamentals of business economics. To a large extent, it was he who had raised the required endowment for the Charter. Tragically, this money was "borrowed" by the Trustees to pay building costs and other expenses. Owen was then appointed the business agent of the University to raise more funds to replace the depleted endowment. Bishop Taylor wrote of him: "Isaac Owen was considered in his day the greatest beggar in America."

These new funds were raised largely through the sale of scholarships. The scholarships were transferable. For \$100.00 one could buy a scholarship for 6 years; for \$200.00, for 25 years; and for \$300.00, in perpetuity. This policy was pursued for years. The economic implications were obvious to the editorial writer in the Daily Alta California of June 23, 1854:

"The result will be to make tuition ultimately nearly free. This is a noble effort of the Trustees, and will enable almost any man to leave a perpetual legacy of intelligence to his posterity, or he can open a Fountain of Knowledge for the indigent for all coming ages. We understand that the success of the plan in the hands of the practical men is no longer doubtful."

This well-meaning, though ill-advised procedure, brought about the first crisis in the history of Pacific.

On April 3, 1858, President Gibbons wrote to his parents:

"The debt upon the institution in the form of Scholarships is so heavy that I am satisfied we cannot teach them out, and something must be done to relieve us or we must suspend and sell out."



There is an old record book in the archives of the University which spells out the tragic fiscal details during the late 1850's. More than two-thirds of the matriculating students were presenting paid-up scholarships in lieu of cash. Ironically, the enrollment thrived and the professors almost starved for there were no funds with which to meet current expenses. Very generously the ministers of the Conference came to the rescue with donations from their congregations and the University squeezed through the crisis.

Greenberry R. Baker, native of Pennsylvania, and a layman who had come to California for his health, was the hormone which infused new life into the desperately ill situation. He suggested that the University buy a tract of 435 acres, known as the Stockton ranch, situated between San Jose and Santa Clara and fronting on The Alameda. The price was \$72,000.00. The proposal was met with sarcasm and incredulity by many members of the Conference. However, optimism won and the tract was purchased. Twenty acres were reserved for the new "College Park Campus." The remainder of the tract was subdivided, and within two years the sales had increased the institution's assets by \$125,000.00. It would seem there was a lesson which the Trustees might have learned. Unfortunately, a habit once formed is likely to continue--endowment funds were soon diverted for current needs.

There were at least three other factors which adversely affected the growth of the University during these years. The first was the financial panic of 1857, the second was the Civil War, and a third factor which was bound to affect the University



was the removal of the California State Normal from San Francisco to San Jose on June 14, 1871.

Bannister returned as President in 1859 and remained in that position until 1867. Reverend Thomas H. Sinex became president in 1867 with 38 students registered in the Male Department and 52 in the Female Collegiate Institute.

By June, 1871, the University was again on financial rocks. Sinex was reelected President on the following terms: He was to meet all expenses out of his own funds, pay taxes and insurance on the buildings, and request no help from the Trustees. In 1872 Sinex resigned!



## COMPLACENT DECADES, 1871--1891

We come to the years in beautiful College Park. The financial difficulties had been partially and temporarily adjusted. Once more Dr. Alexander S. Gibbons had been persuaded to pilot the destinies of the University.

The new surroundings were more to his liking. Pacific was now a truly coeducational institution. This decision had been left to the President as the Trustees feared the complications which might attend the innovation. Actually, conditions improved and the happy President hurried forward to adopt as many as possible the trappings and ceremonials of Eastern institutions. A classic example was the procedure worked out for commencement. The conferring of degrees was carried on exclusively in Latin phrases. To the proud parents who still remembered their own struggles in coming to California and their early pioneering days, this procedure did not appear absurd. It emphasized the progress and the advantages which the years had brought to their children.

In the University archives are worn and well-thumbed copies of Dickinson College Register and Celebration of the Fifty-sixth Anniversary of the Belles-Lettres Society, both dated 1842 and bearing Gibbons' signature. A commencement program from the same college, dated July 9, 1846, shows Alexander Severus Gibbons as a member of that class. In this it appears that Gibbons had presented a "Philosophical Oration--Inspiration of Greatness."



Undoubtedly, this Pennsylvania college exerted a weighty influence on the president in his plans for the new University of the Pacific.

New conditions had come with the years and many of them aided Pacific. The Civil War was over, the railroads had come, the State was now controlled by home-owners--not transitory miners, the secrets of the soil were slowly being unlocked for this semi-arid, rainless-summer commonwealth. The rush and hardships of the days of arrival were over, and in part, people were experiencing the joys of living on the Pacific Slope. Unfortunately, there had been, as well, an easing-up of business and political morals. The country found itself dominated by a single political party--a situation which was bound to foster corruption in high places.

At the University, the new location was delightful; a comprehensive plan for landscaping was underway. The buildings were new and commodious. San Jose was still the cultural capital of California and many of the founders of the State had their homes in beautiful Santa Clara Valley. The new railroad between San Jose and San Francisco touched the corner of the campus and the station was near at hand.

During these years the music department developed into an inspiring attraction with the construction of the conservatory building. The first Naranjado--annual publication of the students--appeared in 1886. All seemed well.

It was the place to educate young gentlemen and young ladies. The records show it did an excellent job. Lawyers, bankers, statesmen, judges, artists, musicians, and other



leaders of the West received their training during these halcyon days at Pacific.

Gibbons remained as administrator for 5 years, to be followed by Dr. C. C. Stratton who remained a full decade.

Probably, the College of Notre Dame, a Catholic institution, and the State Normal School under Principal C. H. Allen, were challenging and competing factors. The popularity of Vice-principal Henry Brace Norton who taught during the week at the Normal and preached in the Congregational Church in Gilroy on Sundays, is still remembered with deep affection after three-quarters of a century. Stratton, Allen, and Norton were close friends.

Despite the apparent success of this period, there were several unresolved problems: a realistic review of the courses suggests changes which would be more beneficial to the average student; the endowment of the University was still woefully inadequate. What would happen if a temporary deflection shut off the tuition receipts? An unfortunate administrator might be held responsible for conditions over which he had no control.



## TROUBLED DECADES, 1891--1911

Dr. A. C. Hirst was elected president on June 1, 1887 at a salary of \$3,000.00. His predecessor had lived for ten years on an annual salary of \$1,800.00. The new President was a gifted and polished speaker. He proved most popular with California audiences. The attendance in 1888-9 was 553 students in all departments, with 92 in the college proper, 100 in the commercial, 110 in the Conservatory of Music, and probably the remainder in the academy.

One could hardly guess that the new executive was sitting on a keg of powder. From this distance it is not certain what sparked the fuse. Perhaps it was the organization of a new contemporary, Stanford University, the deflection of important students, or even slighting remarks by jealous faculty members.

Be that as it may, the President took upon himself the duty of suggesting to the assembled students how they could improve conditions. What was needed, advised Dr. Hirst, was a greater display of college and class spirit. It proved to be an unfortunate suggestion. It was soon evident that no eastern college could exceed Pacific's loyalty and enthusiasm. Class officers were ducked in the horse trough, paraphernalia was stolen, houses were broken into, and within weeks the entire campus appeared to be an armed camp with seniors and sophomores barricaded against a winning junior and freshman contingent. Finally, the freshman class was ordered to restore sophomore canes, and when this was ignored, the whole freshman class was



suspended for 30 days. Eventually, after weeks of worry and unfavorable publicity, compromises were made and peace was restored.

However, the damage was done. Dr. Hirst had lost face with the students, faculty, and the community. It was probable that the President's bad judgment was over-emphasized by indiscreet remarks by certain members of the faculty. This unfortunate affair came at a time when Stanford University was starting. Here within 20 miles of San Jose, and in the same county, was a well-equipped and modern institution with one of the largest endowment funds in the country, necessitating at the time only a nominal tuition fee from the students. The effect upon Pacific was so disastrous that the University was hardly able to survive. It was due to the continued devotion of the Conference, the self-sacrifice of the faculty, and the loyalty of an active alumni organization that the institution kept operating. The most obvious casualty of this outburst of class spirit was the President, himself. Undersized in stature, and with a sensitive nature which magnified all affronts, the catastrophe seemed overwhelming. The President resigned.

From this vantage point, a few obscured factors are in evidence. America--perhaps much of the world--stood at the frontier of a great, new social era. The Victorian age of repressions, of make-believe, of half-truths, of evasions, was being left behind for a new age whose attributes were still undisclosed. Consequently, the opening of Stanford University meant more than another worthy competitor. Its president, David Starr Jordan, "shrank from approving any form of coercion,



or threat of punishment as a means of inculcating good morality." He felt that "it was highly inappropriate that an institution of higher learning should usurp the functions of a reform school." Even so, at Stanford between 1904 and 1906 "a veritable reign of terror seemed to characterize a considerable segment of student life." There was breaking-up of furniture in Encina Hall, the tubbing of freshmen until they "bubbled," and students armed with clubs barricaded themselves in their rooms. There, too, were pleas to desist from the harried President--all without avail. Apparently, it took the 1906 earthquake, with a loss of some \$3,000,000.00, to bring Stanford students to their senses.

Jordan believed that instructors and professors should have absolute freedom in expressing their political and social views. Yet when a professor of sociology gave a public address in which he made statements not pleasing to the University's founder, Jordan reluctantly asked for the professor's resignation.

This same spirit of rebellion found expression in many institutions of learning, including among others, the San Jose High School.

Dr. Jordan and Dr. Hirst were hardly men of the same caliber, still their handling of problems was similar. Perhaps our rating of these men is different because the one stayed on the job--the other quit under fire.

Consequently, shall we say, aspersions have been heaped upon Dr. Hirst for his handling of student problems. That period in the University's history has even been designated as "The Hirst Trouble." Although he wore the same beard-cut as did his



predecessor during the "Era of Good Feeling," and had a distinguished career both before his coming to Pacific and after his leaving, he, unfortunately, happened to be the man in charge during an administration which saw a few of the unhappy trappings of a new social era.

Dr. Isaac Crook was elected president in August, 1891. Added to all the other problems, was the severe financial depression of the early 1890's. By February 1, 1893, his services were needed elsewhere and one of the professors, Wesley C. Sawyer, was made acting-president. Then came the attempt to bolster-up the University by adding thereto a small Methodist college located in Napa. It was an intensely religious institution with a published list of 13 specific prohibitions, the last "shall-not" of which was "The Use of Tobacco in all forms and of all Intoxicating Liquors."

A grand plan for Methodist colleges was worked out by an ambitious committee. The University headquarters were to be located at San Francisco under Chancellor Frank F. Jewell, while Dr. J. N. Beard headed the two coordinating institutions at San Jose and Napa.

All the difficulties of the past were inherited and a lot more acquired. Finally, Napa College was closed and its student-body--theoretically--transferred to San Jose.

Beard's resignation came in August, 1896, and the Reverend Eli McClish was elected president. McClish was a friendly, understanding man who undertook the herculean task at this most fateful time in the institution's history. At first he had



hoped to teach some classes, but the University's financial responsibilities, including a debt of \$69,000.00, soon forced him to give his entire time to Pacific's business affairs. Dean Moses S. Cross managed the educational work. Almost every Sunday found the President speaking in some church of the Conference, soliciting support for the University.

Finally, the earthquake of 1906 dumped a lot more problems at Pacific's door. East Hall was badly shattered. McClish resigned on September 14, 1906. Cross continued as Acting-President until 1909.



## TRANSPLANTING DECADES, 1911--1931

When big, square-jawed William Wesley Guth visited Pacific preparatory to accepting the presidency of the institution, his trained eyes observed a lot of partially hidden problems. First, Pacific was not a university, and probably it never had been. Second, a lot of moss-covered precedents needed to be swept out, and finally, he quickly perceived that a small coterie of teachers and professors had acquired, during a long period of years, a sort of proprietorship in the school. So he wrote the Trustees: "I am naturally conservative, yet I should want to be in the position to act freely according to my own initiative, after deliberating with due caution and with such advice that would be proper and reasonable in the premises." The Board gave him a free hand in the administration of the affairs of the University.

Guth had had a colorful career and was, perhaps, the most versatile administrator who had come to Pacific during its first 60 years. As a boy he had been in Pacific's academy and in 1895 he had been a member of Stanford's first graduating class. He had studied at Hastings College of Law and had been admitted to the bar. He was also a talented artist and felt a personal conviction that he should enter the Christian ministry. For this latter work he had studied in Boston University. His Ph.D. had been granted by a German university. He had been a Methodist minister at Cambridge for 8 years previous to his return to California. His recommendations came from the highest sources, both from the Conference and from the educational leaders of the country.



Having duly been placed in charge of affairs, he proceeded to exercise his "free hand." Dr. Cross, the current vice-president, was dismissed. Several well-trained men were added to the faculty, including B. J. Morris, Allen Kline, Roland Neal, and J. William Harris. Scholarship standards were improved, and finally, he advised the Trustees that the name of the institution should be changed to "The College of the Pacific." This final recommendation was approved and went into effect on May 17, 1911.

During Guth's administration several new buildings, including Helen Guth Hall (the women's dormitory), the gymnasium, and the president's home, were erected and others were modernized. A nearby tract of land was purchased for extension purposes. A campaign was inaugurated for bringing the Endowment Fund to \$300,000.00.

In the midst of these various projects came an invitation to Dr. Guth to become president of Gouches College for women in Baltimore. The invitation was accepted in 1913.

Despite the progress made during Guth's administration, he failed to win the whole-hearted, enthusiastic support of either teachers or students. It could be he lacked the ability to make and hold close friends.

Dr. Bert J. Morris served as Acting-president during the following year. Very tactfully, he considered himself the Chairman of the Faculty and consulted them on all matters of policy.

Dr. John L. Seaton was elected president in 1914. He was a native of Iowa, a graduate of Upper Iowa University, and



held a doctor's degree from Boston University. He was another Methodist minister who had taught for a time in Methodist colleges.

Dr. Seaton examined the curriculum of the college and, taking cognizance of the tremendous increase of business education and other practical subjects in the country's high schools, recommended an extension of business education, domestic science, social sciences, and teacher training. These recommendations seem long past due.

As usual, there were many unforeseen difficulties which arose with the passing of time. Central Hall was burned. Then World War I burst ~~upon the world~~ with all its fury and endless tragedy for years to come. In 1915 West Hall was also destroyed by fire. Since the library had been housed in this building, the loss was particularly disastrous.

Dr. Seaton was one of the first practical business executives to become president of Pacific. He applied cost accounting to the college records and gave much time to the relative cost of maintaining the various courses. His carefully prepared reports to the Trustees are masterful efforts in precision and detail. It was as if he always held in mind that "a penny saved" was as good as a penny donated to the college.

With the war, came the phenomenal rise in wages and salaries, together with the accompanying cost of repairs and material. Again in early 1916 came another campaign to establish the \$300,000.00 endowment. By Christmas the amount had been pledged.

After America's entrance into World War I, a contingent of the Student Army Training Corps was assigned to Pacific's



campus. Along with the training corps came the "flu." Neither proved satisfactory nor welcome.

Despite some evidences of going along with the times and changes, the following rules were laid down by the faculty:

"No queening during class hours.

No dancing on the campus except that which involves the girls alone, in the privacy of their dormitory, or the men alone in the privacy of theirs.

Non-attendance upon any dances except when given in a private home, and then only with the consent of parents."

During these years, however, there seemed to be a recognition --almost for the first time--that the institution owed the students something in social opportunities.

Dr. Seaton was a hard-working, pains-taking executive, but he lacked some things which a president must have to get Pacific off the launching platform. In 1919 he accepted an invitation to become Assistant-secretary of the Methodist Board of Education.

During this period Pacific had been most fortunate in having a very strong Board of Directors. One member in particular stands out for his dynamic personality--Rolla V. Watt. He was a trustee for 36 years and President of the Board of Trustees for 15 years.

On April 2, 1919, Tully C. Knoles became president of the College of the Pacific. His administration proved to be the longest in Pacific's history. Knoles lacked some of the characteristics of his predecessors. For one thing, he told



the Board of Directors he had no love for finances and no desire to change his attitude. He was an ordained minister of the Methodist Church, but would not accept a permanent appointment. There were things about a minister's duties, such as church calls, that were distasteful to him. He impressed one as having perfect poise, absolute confidence in what he was doing, an exquisite sense of humor, and a winning personality that held friends. He was one of the best extemporaneous speakers of his day. Every remembered incident of a boyhood in Sangamon County, Illinois, and Ontario, California, helped to enliven and illustrate his speeches. As a young man attending the University of Southern California, he had held down three jobs simultaneously: he was the minister of a small charge in Los Angeles, he was a beginning instructor at U. S. C., and (to earn money to support his large family) he had worked for the Bixby Ranch as a trainer of horses. This was the man who was to guide Pacific's destiny for twenty-seven years. During that time his erect carriage, dignified bearing, and professionally-trimmed beard that never hid the contagious smile, became one of California's best-loved educational landmarks.

Pacific's admission requirements had become a farce. Almost anyone who wanted to enroll was accepted. Dr. Knoles recommended that these requirements be immediately stiffened. Contrary to the expectation of faculty and Board, the enrollment increased. The new President's advice had been good.

Dr. Knoles found, too, an institution which was musty with traditions. Every male member of the faculty owned not only



the usual academic robes for processionalists and the like, but a tuxedo and dress suit as well. He not only owned them, but he was meticulous about wearing the proper outfit for each occasion.

At the same time, the new President found ample evidence that the institution was suffering from starvation, or malnutrition. Pacific was, in fact, dying of starvation. The educational pattern in the San Jose district reminded Tully of a batch of new-born puppies with one more mouth than the necessary food outlets. The comparison may not have been elegant, but it was apt.

Santa Clara College was Pacific's nearest contemporary. It was supported by the powerful Catholic Church. The San Jose State Normal, thriving on Washington Square (once offered as a site for Pacific), was within a few blocks in the opposite direction. To the north, Stanford University, with its seemingly unlimited millions, was within easy access. A few miles farther to the northeast was the University of California. Finally, during this critical period, the public schools had begun their great program of adult education. Many of these institutions had their noses in the tax feed-bag. At one time Pacific might have fortified itself against these worries. Now it was too late at San Jose. The College must move.

The decision to move the college to a different base was exactly the same as were the decisions made by thousands of the pioneers when they, themselves, made up their minds to come to California. Sacramento, Lodi, Stockton, Modesto, and Turlock in the great Central Valley; Oakland on San Francisco Bay; and a

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site in the outskirts of San Jose were all being considered. Stockton was selected.

Several tracts were offered Pacific by the J. C. Smith Company of Stockton. At length the present site on Pacific Avenue, bordering the Calaveras River, was chosen. The Harriet M. Smith Memorial Gate and the Harriet M. Smith Memorial Campus are testimonials to the generosity of this Company and family.

In keeping with the Trustees' pledge to Dr. Knoles, efficient financial agents were provided. Chief among them were Dr. John L. Burcham and Dr. Adam C. Bane whose services were invaluable.

The migration from San Jose across the state to Stockton was a major operation. Many of the faculty members owned their homes in San Jose. These had to be sold and new ones purchased or built in Stockton. An organization was formed by the Faculty and other employees and a tract of land adjoining the new site was bought for \$50,000.00. It was named Pacific Manor. During the long, dry, and extremely hot summer of 1924 work moved steadily forward on the many new homes, as well as on the original buildings of the College.

In the meantime long-range plans were carefully worked out through faculty and administrative committees. Deep wells were sunk for Pacific's own water system. The architects' plan for the new college called for six main, ivy-covered brick buildings. Electricity was distributed throughout the campus by underground conduits (rather a novel procedure at the time), a comprehensive landscaping plan was adopted, and many trees--particularly conifers and sycamores--were planted. At the time



of purchase there were five large native valley oaks on the campus and these trees today still give a charm and feeling of age to the beautiful surroundings.

Tully Cleon Knoles was primarily a teacher and whether he was in the classroom or on the lecture platform, it was in this field that he excelled. For decades, his speaking program was prodigious. Often his engagements filled every night of the week. The following mornings he was in his office to handle the thousand and one problems which always faced the executive.

The move to Stockton, following so closely the end of World War I, proved to be good business. Everything "clicked" and the College grew in numbers and influence. The faculty was enlarged, the courses extended, and this old college rapidly took on new life and enthusiasm.

No man, even in perfect physical condition, can work all the time. Neither could Dr. Knoles who fought a chronic ailment from boyhood to the grave. He needed recreation, and he got it on horseback--riding along the levees of the Calaveras and in heading innumerable rodeos (in which he took an active part), and in leading countless pioneer parades for which California is noted. From one end of the State to the other, people knew and loved the witty, story-telling, sincere president of Pacific.

We recognize now that the late 1920's were inflationary in character. It had been almost 40 years since the last prolonged financial depression. There were many who thought that

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"hard times" had been conquered through legislation. People were urged to buy--and to pay later.

There were some, too, who felt that this plan should be the policy of the College. Though the President disclaimed any special adroitness in finances, he did hold to one main idea: "Buy only what you can pay for." There was another factor which entered into the financial picture. It made mandatory the cancellation of all debts. The General Education Board required as a preliminary for financial aid that all buildings must be paid for by June 30, 1929, and that an endowment of at least \$500,000.00 be in invested funds.

Accordingly, an army of workers covered the state to secure pledges in the \$1,000,000.00 campaign to liquidate all of Pacific's debts, plus a half-million endowment fund. At 5:30 o'clock on the afternoon of June 30, 1929, the goal was reached. Pacific was a solvent, going institution for the first time in its history.



## REORGANIZING DECADES, 1931--1951

"The Depression of the 1930's undoubtedly started at night. Someone over-bought--extended his credit beyond reasonable limits. Debts could not be paid. Other obligations could not be met. Sales decreased. Inventories piled up. Clerks were let out. Sales became more restricted. Industrial plants shut down. Savings were withdrawn from banks and other loan companies to cover current expenses. A spirit of pessimism, like a tule fog, spread over the country. People lost confidence in their officials, in their employers, in their friends, in themselves. Delinquent taxes increased. Mortgages were foreclosed. Farms were lost. Wild-eyed agitators shouted their phony political panaceas. Drinking increased--it was an avenue of temporary escape. More money was taken from banks and stored in tin cans, old socks, "safe places." Bread lines started. Everyone with funds "holed up" for the duration. Distress, hunger, sedition, despair, pervaded every part of the community.

"This did not all happen in one night of worry; it took several--in fact, it took months and years of idle factories, empty stores, fruitless hunting for opportunities to work, pinched rations, frustration.

"This was the situation at the depth of the Depression in the early 'Thirties."

It was fortunate for both the College of the Pacific and for the people of Stockton and San Joaquin County that this institution was in excellent financial condition when the Depression struck in late 1929. As weeks and months passed with



the situation becoming increasingly more grave, people lost not only their homes, but their faith in others and the determination to succeed.

A great San Francisco church lost its home and valuable business property. Scores of private colleges closed their doors. Home owners swore that never again would they invest in California real estate. Almost everyone had had bad luck with investments. Greater than all of these losses was the hopeless despair which prevailed. Today no person under forty years of age has any concept of the hopelessness which was engendered during this bleak period.

It has been said that every adversity carries with it an opportunity for service. We have stated the Problem. Few people seem to remember the Service which the College of the Pacific rendered during the Depression days of the 1930's.

This service was <sup>given</sup> ~~rendered~~ to two different groups: The first was to the boys and girls who graduated from high school during these desperate years, and second, to the men and women who lived in the great Central Valley of California.

The first obvious effect on the College of the Pacific was a falling-off in attendance. Parents could not pay the modest tuition fees. The complications might easily have proved disastrous to the College.

Here was a new plant, new buildings, new equipment, and a full corps of trained instructors. It would ~~have~~ been catastrophic to discharge these teachers. At the same time, it was all too apparent there were thousands of high school graduates



who were hunting for jobs which did not exist. Many of these graduates did not have the necessary credentials to enter college.

The fitting-together of this jig-saw puzzle became the major factor in the training of hundreds of boys and girls. At the same time, it helped to hold Pacific's faculty in tact.

In this emergency a Junior College was established at Pacific, side by side with the regular institution. Both student bodies were on the Campus at the same time. Teachers might be teaching College classes exclusively, Junior College classes only, or have a program in which they gave part time to one group and part time to the other.

The distinct characteristics of a Junior College are: high school graduates may enroll regardless of past grades; the courses are often vocational in nature, two years in length, and are either terminal or college preparatory, depending upon the quality and nature of the student's work.

The Junior College proved to be the solution to a difficult problem, both for Pacific and for the citizenry of Stockton. The Stockton Board of Education was financially unable to organize a Junior College in September, 1934. During the following years Pacific gradually surrendered this school to the public school system and it became the nucleus of Stockton College which is presently located on an adjoining campus. Both Pacific and the Stockton public schools have been greatly benefitted by this cooperative enterprise.

There was another way in which Pacific aided the community. President Knoles recognized that a depression is, in part, psychological in character. Alter the people's thinking and



the depression is overcome. Specifically, that was the great contribution which Dr. Knoles made to Stockton and Central California. He brought a message of confidence and hope to hundreds of gatherings throughout the state.

"This depression is not the end of things. There have been many 'hard times' in history."

Paradoxically, his own experience and training provided his message. As the senior professor in the Department of History and Economics at the University of Southern California, he had always given new instructors their choice of subjects. They usually took the more popular economic courses. As a result, for many years the classes in European History had fallen to his lot.

Now in the late 1930's, with the emergence of Hitler and the new Germany, everyone was demanding authoritative information about European countries, and Dr. Knoles was an authority. Before Knoles came to Pacific, he had acted as an understudy for President Bovard. He had represented the University of Southern California in hundreds of speaking engagements. He was an easy and convincing speaker.

Thus his years of teaching European history, together with extensive travel on the Continent and in the British Isles, provided him the background for these "depression" addresses. He quoted from the pages of history, reported on his European experiences, cited favorable situations in other parts of the country, told interesting and pertinent stories. Perhaps he said nothing directly about the College of the Pacific, but his hearers did the rest. They found out more about this man who



had courage and faith when others were frightened and discouraged. Gradually the president of Pacific became a symbol of hope and renewed determination for the people of California.

Said James H. Corson, who was the Dean of Men during the depression years:

"...this man on a horse who rode out into a pioneer country, leading his fellows onward, was of such stature, and achieved such recognition that he became 'Mr. College of the Pacific,' 'Mr. Higher Education,' 'Mr. Man of Letters.' It was his personal stature, together with the loyalty of those about him whom he inspired, that made possible the continuance of the college through those trying days.

"Young faculty members were loyal to his leadership, their wives were inspired by the sacrifices and the great human compassion of his wife, Mrs. Emily Knoles, in our opinion, the greatest first lady any college ever had. With such a team at the helm, making sacrifices together with others, placing self after the good of the college community--this is the lifeline and the true saga of the College of the Pacific through those trying years."

The material expansion of the College of the Pacific since the move to Stockton is impressive. In the original plan were the following six major buildings: Administration, Weber Hall (Science), the Library (now engineering), the Conservatory, and two dormitories--North Hall for the men and South Hall for the women. Other major buildings were soon added: Morris Chapel, Anderson Hall and the Y. M. C. A. quarters, the West Infirmary,



and the Gymnasium. Secondary structures included the President's home and fraternity and sorority houses. During World War II a number of quonset buildings and other temporary structures were added to the campus. Other additions were an outdoor swimming pool, Baxter Stadium, Knoles Field, (an addition to the campus through the efforts and generosity of Amos Alonzo Stagg), Smith Memorial Gate, Owen and Bannister halls, and other minor buildings.

During his "spare time" while a student at U. S. C., Knoles had played football and he also had been a pole vaulter of parts. He always retained his interest in athletics. When, therefore, he learned that Amos Alonzo Stagg, the University of Chicago's noted football coach was being forced into retirement on reaching the age of 70 years, he wrote Stagg suggesting that he was needed at Pacific. Stagg, who was a Methodist, jumped at the chance. Incidentally, it was a master stroke of publicity. The arrival of the veteran coach on Pacific's campus ushered in a new era for athletics. The College of the Pacific's football teams became known from one end of the country to the other. Stagg remained until 1947 when he accepted an invitation from Susquehanna University for an active coaching position. He was then 85 years of age.

During these years, too, almost every department thrived. The Department of Education became the School of Education, and deans were appointed for both Education and Music.

World War II brought as an aftermath the "GI" bill, providing educational opportunities for returning veterans. There were 632 veterans registered in Pacific during the school year, 1948-9.



An important and significant event for the future of Pacific was the emergence of Robert Edward Burns during these decades of reorganizing.

Both Knoles and Burns were Mid-westerners by birth--the former being a native of Illinois, and the latter born in Missouri. (Their immediate predecessor, Dr. John L. Seaton, was a native of Iowa.)

As a child, Bob Burns was brought to California. In 1927 he was graduated from the Richmond High School with honors and that same fall, registered at Pacific.

His college experience was outstanding and highly satisfactory. His student activities were numerous and rewarding. During his senior year he was president of the Associated Students.

Upon his graduation in 1931 he served successively as field secretary, placement secretary, alumni secretary, and registrar. In , as a result of most excellent work for the College, he became Assistant to the President. In that office his duties took him to all parts of the State, and to many important national gatherings.

When, as a culmination of many overtures, Burns was offered the presidency of a mid-western college, Dr. Knoles, who was on the point of retiring, went before the Board of Trustees and urged the election of Robert Burns as his successor.

On June 16, 1947, Robert E. Burns was inaugurated President of the College of the Pacific. He was then in his 37th year. All his educational and business experience had been connected



with Pacific. Similar training in great industrial concerns has produced successful and dynamic leaders. Would it prove as fortunate for an educational institution? It is only frank to say that many doubted the wisdom of the Trustees. Perhaps a final estimate cannot be made until years after the end of his administration. However, 15 years should furnish a few clues.

This is the Dedicatory Paragraph of Robert Burns' "The First Half-Century of the College of the Pacific," 1946:

Dedicated  
to  
President Knoles and the Faculty  
of the College  
Who have succeeded in Building a Fire  
Under my Heart which has caused me to  
Love my Alma Mater beyond Measure.



## NEW HORIZONS, 1951-----

Robert Burns was the first layman to be elected President of the University. Most of his predecessors were Methodist ministers. Two of them, Bannister and Knoles, were primarily teachers. Some of the others had had limited experience as executives in other Methodist colleges.

What are the responsibilities of the president of a Church-related College? It seems probable there are, at least, five main duties:

1. The president must interpret the functions, the needs, and the ideals of the institution to the student-body, to the public, and to the Methodist Conference.
2. Just as an industry hunts for new products and new markets, a private-college administrator must always be alert to discover and provide new and untapped community and world-wide services.
3. A teaching leadership is imperative.
4. Since public schools are tax supported and private schools are not, an ample endowment, or other means of support, must be procured.
5. A college is often one of the largest business enterprises of its area. That it operates efficiently is a most desirable goal.

When this institution was small, the president was saddled with all of these responsibilities. Quite naturally he favored the ones in which he felt best qualified. Since many of the presidents were ministers, the first task was <sup>usually</sup> well done.



Prior to the Knoles administration, there was little evidence of pioneering in new fields of study or service. This may have been due to the relatively short terms of the presidents. Presently, the University has the following major divisions: Liberal Arts College of the Pacific, Conservatory of Music, School of Education, School of Engineering, School of Pharmacy, the Graduate School, and the Summer School. It also maintains a Marine Station at Dillon Beach, and a Summer Speech Laboratory and Fallon Theater at Columbia. In the building stage is Raymond College.

With the continued growth of Pacific, no one man could administer all the duties of a college executive. Currently, the last three responsibilities are assigned to assistants. In 1959 Dr. Lloyd Bertholf was advanced from Dean of the Faculty to the position of Academic Vice-President and assigned the active control of educational functions and policies. When Dr. Bertholf resigned to accept the presidency of Illinois in , Dr. Samuel Meyer was selected to fill the position.

Assistant to the President, Jess R. Rudkin, has headed the program of promotion, development, and public relations during the entire Burns' administration. Promotion and Public Relations are vital functions of a private college. The sinews of operation and the news of college activities move along, hand in hand. In Arthur Farey became Director of Public Relations. When Farey was needed by ~~the~~ <sup>Tippett</sup> Bishop/for similar work in the Northern California Conference, Edgar W. Crigler was appointed to this important position. From the days of Dr. Knoles, the business affairs of the College have been in



capable hands and this situation has continued ~~during the~~ ~~past~~ to the present time. With the tremendous building expansion in 1961, Business Manager Robert Winterberg's position was expanded to Executive Assistant to the President.

There are a number of auxiliary organizations which contribute immeasurably to the University's growth:

The Pacific Associates were organized on October 10, 1953, and the first Annual Meeting was held in 1954. Presidents have been Al Anderson, Alex McRae, Simpson Hornage, William (Bill) Linee, and the incumbent, Stuart C. Gibbons. This organization has been a tower of strength behind all of Pacific's endeavors. The members have been far more than "fund raisers." They have put joy and good fellowship into giving, as exemplified by the Annual Barbecue.

In 1959 Pacific Women Associates came into being with charming and vivacious Mrs. Howard G. Bissell the first president. They are filling a long-felt need.

Pacific's Alumni Association has always rendered loyal assistance. This work is currently guided by Donald B. Smiley.

Student Supervision is vested in Edward S. Betz, Dean of Students, in Gordon G. Zimmerman, Dean of Men, and Catherine Davis, Dean of Women.

There still remains an acknowledgment for the devoted and conscientious effort of many other executives and office workers and the maintenance and grounds employees who have made Pacific a beautiful and enjoyable place in which to teach and to study.

Pacific has been blessed with devoted and efficient secretaries. Dr. Seaton brought Miss Grace Carter to Pacific as his



secretary during his term of office. She continued during much of the Knoles' administration. On her marriage to Leslie V. Richardson, she was elected a member of the Board of Trustees. Then came Mrs. Elois Grove who remained until her marriage of Leon O. Whitsell. Miss Alice Saecker has been the President's secretary since .

Through the years Pacific has been blessed by the loyal and devoted assistance of scores of laymen whose names only can be mentioned here: Judge C. P. Hester, Captain Joseph Aram, W. Grove Deal, David Jack, Captain Charles Goodall, Greenberry R. Baker, Thomas H. Lane, Judge John E. Richards, J. L. Batchelder, George D. Gilman, Irving Martin, Thomas F. Baxter, G. E. L. Wilhoit, C. N. Bertels, N. M. Parsons, O. D. Jacoby, and also many scores of devoted ministers and members of the faculties.

Theoretically, a small, church-related college should produce leaders. What are the facts? Does Pacific measure up, or not? Quite obviously, not every graduate will become a person of superior accomplishments. No one expects such results. It should be supporting evidence if the list is impressive with some few leaders of national and even international prominence within the scope of Pacific's activities.

Here are the names of the first dozen men and women whose pictures hang in Pacific's "Hall of Fame":

Dr. George Mehren. Pacific student, 1936-7. Chairman Grannini Foundation of Agricultural Economics, U. C. An expert in market theory, price theory, Organization and agricultural marketing, Statistical price analysis. Member of several world-wide committees.



Jo Van Fleet. Theatrical training at Pacific's Theater. Superior achievements in theater, motion pictures, television. Awarded an Oscar as best supporting actress in 1955 for her work in "East of Eden."

Dr. William J. Miller. Class of 1900. Outstanding geologist. Long career at U. C. L. A. Author of widely-used textbook.

Dave Brubeck. 1942 graduate. National leader in progressive jazz. Has distinguished himself for his stand in refusing to accept engagements which would discriminate against colored members of his organization.

Wayne Hardin. 1950 graduate. Coached at Pacific in 1952. Head coach United States Naval Academy, 1959.

Janet Leigh. Student, mid-1940's. Distinguished achievements in motion pictures.

Dr. Bernhard Anderson. Class of 1936. Dean School of Theology, Drew University, during the past seven years.

Joseph R. Knowland. Student 1890-91. Publisher Oakland Tribune. U. S. Senator, Director California State Chamber of Commerce, California State Automobile Association, State Commission of Beaches and Parks.

Dr. Richard Pedersen. Class 1946. Counselor on Staff, U. S. Mission to United Nations. Named one of the "Ten Outstanding Young Men of the Nation for 1956."

Eddie Le Baron. Class of 1950. One of the greatest names in College and Professional football for over a decade. An All-American during college years.

Bishop Gerald Kennedy. Class of 1929. Bishop Los Angeles area, former president Council of Bishops, Methodist Church. Member State Board of Education. Author.



Dr. L. Eugene Root. 1932 graduate. President Lockheed Missiles and Space Company. Recipient Distinguished Public Service Award for his key role in development of Polaris missile. Also Exceptional Service Award from United States Air Force.

Every David needs a Jonathan. Not infrequently in the history of the University, the current Jonathan has been the President of the Board of Trustees. This was true in the days of organization when Annis Merrill as President of the Board, assisted materially in securing the Charter. He was a San Francisco attorney. It was true, too, for the Knoles administration during the Transplanting Decades when Rolla V. Watt held the presidency of the Board. He was a prominent San Francisco business executive. Again this has been doubly true during much of the Burns administration with O. D. Jacoby President of the Board for ten years and Ted Baun since . Mr. Jacoby is an Oakland banker and Mr. Baun is an engineer and business executive of Fresno, California.

Thus with an able and cooperative administrative council in charge of many of the University's functions, the backing of a strong Board of Trustees, and the sympathetic support of many allied organizations, it has become possible for President Burns to explore new fields--to push back the horizon--and interpret the functions of the Institution.

Robert Burns is a historian--an authority on the life-story of his University. From his student days he has thoughtfully and earnestly studied the problems of college organization and administration. For 35 years--one-third of the life span of Pacific--he has been intimately connected with the institution.



The question has been raised by some unacquainted with the facts, whether his training and experience may not be too limited. Dr. Burns, himself, has been well aware of this potential criticism. In reality, his training and experience have been very broad. He has visited European countries many times; has studied at close range conditions in Asia, Africa, and South America. As a member of Methodist's Educational Senate for many years, he knows at first hand the problems and policies of many other similar institutions throughout the United States.

Ultimately, the ~~x~~ validity of training and experience boils down to this: Is it better for an educational executive to have a few years' experience--a mere smattering--in several different institutions, or to know thoroughly the detailed history of his own organization, the lives of its faculty members, its alumni, and its supporters; to know intimately the reasons for policies and decisions by being a participant, or to guess at what happened by reading incomplete or slanted reports? After observing Robert E. Burns as President for almost 15 years, the Regents, the Faculty, and the Student Body of Pacific appear to be completely sold on results.

In physical appearance, Robert Burns is of medium height, with just a little tendency to put on weight at the belt line, though generally he carries his fifty years easily.

In dealing with others, he is discerning, friendly, cooperative, and understanding. His attitude toward life is idealistic, progressive, and democratic. When the occasion demands,



he can be dignified, firm, determined, and an expert with repartee.

As a speaker, he is forceful and serious. He reaches the core of his address without unnecessary delay. He holds his audience with the vitality of his message. His illustrations are drawn from his surroundings and <sup>when the exigency of the case demands,</sup> ~~sometimes are more apt than~~ <sup>he never</sup> ~~minces words.~~ His approaches are novel and his conclusions are challenging and energizing. He is in such demand as a dynamic and thought-provoking speaker that he often says to his friends: "I'm simply a monkey; my associates pull the strings, and I go here, there, and everywhere."

Burns makes close friends easily and holds them for life. Probably there are few men in public affairs who have so many friends who would give the "shirt off his back" if it was needed.

His wife, Mrs. Grace Burns, is a talented, cooperative, and most gracious First Lady. Dr. and Mrs. Burns have two children: Bonnie, who is now a sophomore at Pacific, and Ronald, who is a at Stagg High School.

The Burns have a weekend home in the old Mother Lode mining town of Columbia, where also are held the Faculty Annual Retreat in February, and the Summer Speech Laboratory and Fallon Theater. They also maintain a summer home at Tahoe.

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One of the problems which face an expanding institution is: How to grow and yet retain the advantages of being small. Dr. Burns has challenged the absurdity of measuring excellence in terms of bigness. "After all, no man measures love by avoirdupois." Theoretically, this has been known and reported many



many times in the past, but huge state institutions have been forced to ignore the truism. Each year brings to them bigger and more unwieldy student-bodies. Once a president knew every student on the campus, but no more. The same thing may be said of the acquaintanceship between professor and student of those same institutions. If the trend continues, one can only guess what relationships the 1970's will bring.

"Pacific can never equal nor excel a state institution's enrollment, nor the number of its classrooms, nor the amount of its expenditures, nor can it equal the quantity output in graduates.

"On the other hand, it can provide the intimate student-professor relationships, the personal contacts, and the suburban atmosphere, in place of the congested, tenement-house surroundings of a great public university. It can induce, perhaps, the inspiration necessary for the production of great leaders. It can challenge the quality output of its graduates."

The solution, believes President Burns, is the "cluster" type of small colleges, for the most part, complete units in themselves with a maximum enrollment of 250 students. Here, within their own quarters, the students will live, work, and eat. Friendships formed under these conditions will thrive and remain for a lifetime. The relationship of students and professors will be a truly rewarding experience. A great central library will serve the entire University. So, too, will business offices, laboratories, auditorium, chapel, and recreational facilities.



The first of these cluster colleges--Raymond College--is now building. The first class will enroll in September, 1962. (Actually, students are now signing the waiting list almost twelve months in advance of the opening date.) Undoubtedly, the friends of Pacific will continue the thrilling task of building up the necessary endowment which will permit the overall expansion of the University and still retain the advantages of the small college.

Our discerning administrators believe that the needs of the under-privileged of other countries are quite as much the problem of a modern college as they are of the statesman, the philanthropist, and the missionary. Months before the national concern centered on the Latin American countries, President Burns and Academic Vice-President Meyer had worked out an interchange of teachers and students at several key locations with our Spanish-speaking neighbors. The plan is in operation with the beginning of this college year.

The plans call, too, for a greatly expanded Department of Inter-American Studies at the University and ultimately (1963) the second cluster-type college, which has been announced during the present month. Here a group of students, using almost exclusively the Spanish language, will live, eat, study, and think as do our close neighbors to the South. Perhaps we shall learn how to avoid some of our past blunders in Latin-American relationships.

Finally, What is a church-related college? Does it offer advantages not available in a non-sectarian institution?



In endeavoring to interpret this relationship, the writers have considered much which has been written on the subject and talked with those who are charged with the responsibility of formulating and administering policies. We have found many negative, but few positive statements.

It seems to us that the religious experience finds expression in two ways: through the belief in certain dogmas, the learning of catechisms and formulae, and the exercise of rites of worship. With this phase of religious experience the church-related institution is not concerned, providing, of course, that in the exercise of these privileges the rights of others are respected. Pacific encourages and fosters the organization of student groups on the Campus of many different churches such as the Y.M.C.A., the Newman Club,

Religious experience also finds expression in the lives of the students, themselves, and in their relations to their families, neighbors, and associates. Generally speaking, this experience should profoundly awake the recipient to the seriousness of the better things of life, his own responsibilities to others without reference to race, religion, or occupation, and eventually produce a tolerant attitude in all human relationships. With this phase of religious experience, a church-related institution is vitally concerned.

How can an educational institution foster this phase of religious experience?

It can be encouraged, we believe, through the selection of a sympathetic and cooperative faculty. Pacific is a Christian, church-related University. It is reasonable to presume, then,



that a great majority of the members are also active, participating members of Christian churches. This, indeed, is the case. A recent check shows that on the present faculty are active members of the following churches: Methodist, Presbyterian, Congregationalist, Friends (Quaker), Brethern, Baptist, Episcopalian, Seventh Day Adventist,

We also have a Jewish Rabbi who gives regular courses in Old Testament studies, and Roman Catholic priests are regular in their services to the Newman Club.

Through the years a rather formidable mass of moral teachings have been assembled and accepted. Among other things, one expects to find honesty, truthfulness, integrity, and many other common virtues. Through many years of effort, a great Civil War, and a continuing struggle, we have written into our Constitution that all men are created equal. One thing that a church-related institution can do is to implement this basic fact. The University of the Pacific has almost every nationality on its campus and it is our aim and purpose and insistence that all these students have an equal right to the enjoyment of all of Pacific's facilities, including courses of study, living and dining accommodations, fraternity and sorority memberships, et cetera.

In a world so torn and troubled as the present, many college groups will find occasion to consider the problems of adjustment, tolerance, compromise, and co-existence which must be met if the human race is to survive.



In addition, there is a code of decency to which most people subscribe and this should be augmented through serious consideration by the students and faculty alike. In this connection, habits which are injurious to health and future happiness should be discouraged through counselling and public opinion.

Thus Pacific stands at the threshold of a vibrant, stimulating, ever-widening destiny. May we who carry on as the Twentieth Century ends, have the same devotion and selfless energy that inspired the men of '51 who planted Pacific.