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## Creativity and Responsibility in Higher Education Brochure

Raymond College

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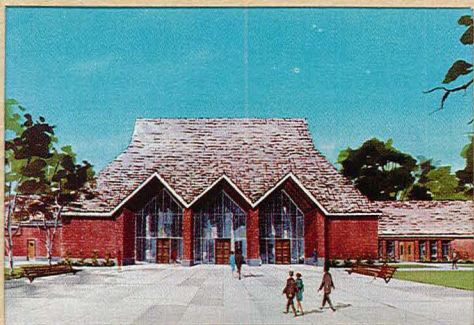
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# Creativity and Responsibility in Higher Education



**RAYMOND COLLEGE**  
University of the Pacific

**Stockton, California**



## Liberal Education and the Raymond Program



*No educational enterprise can be completely free of the dominant forces of culture. But it is fair to ask whether there has been a sufficient conscious resistance in the universities to the perils of standardization and conformism in a technocratic society; or a sufficiently patient and resolute determination to guard the long-range ends of humanistic learning against the short-range pressures of a business civilization; or a sufficient imagination in presenting the richness and variety, the breadth and depth of the arts, against the vulgarities of mass communications.*

--- REINHOLD NIEBUHR

*T*o train the mind and discipline the emotions; to encourage curiosity and imagination, creativity and personal authenticity; to bring man into contact with the records of the past and the realities of the present; to help the young student recognize and carry through his obligation to his fellow men and to society; to help him make the most of all that is around him and all that is within him, so that he may be equal to the challenge of the future; to help produce, in a word, better men and better citizens --- these have always been regarded as the prime functions of liberal education in America.

Americans have believed that education, as T. S. Eliot put it, "must be something more than the acquisition of information, technical competence, or superficial culture." Man as a multi-dimensional creature deserves an education that provides a synthesis between faith and reason, theory and commitment, objective analysis and intuition. This is especially true in an age when we must be more and more concerned about man and his interior life if we are to utilize effectively and constructively what we already know of the exterior world.

In the last half century or so, as perceptive men realize, there has been a enormous expansion of knowledge and with it an accelerating emphasis on technological and professional specialization in the education of our youth. In accord with all this, professional schools have been established to encourage and to transmit the skills and competences of the various vocations, and technical departments and schools offer students the techniques and disciplines essential in our technical society. This development is understandable and necessary, but also perilous.

It is perilous because it has led to the proliferation of specialized courses and departments in schools committed to the liberal arts, and it has also encouraged the compartmentalization of both students and teachers within tight disciplinary walls. The result has often been the fragmentation of the academic community and a radical reduction in the free flow of ideas and criticism among the disciplines that is so essential to the life of learned men and their conferees.

There have been other consequences. The pragmatic pressures of the prevailing "zeitgeist" have threatened to remove the natural sciences from their long-standing and integral relationship to the humanities (with the idea that all phases of the academic program ought to unite to cultivate the mind of the student), and to make them instead a means, an introduction, to some phase of applied science. In like manner, the integrity of humanistic studies and the social and "behavioral" sciences has been put in jeopardy by attempts to enlist them in the quantitative concerns of our culture. Thus we tend to sacrifice "imagination to exactitude." The unity and balance of true liberal education is defeated.

Liberal education is a civilizing force precisely because it is not content to impart certain skills but is designed to broaden, cultivate and furnish the mind, to transmit the traditions by which we live, to free the student from the limitations of time and place, to set forth those time-honored principles in the light of which men of skill and with skills may unite in deliberation and cooperation.

The conviction grows among some of our finest leaders that the time has come for a fresh, contemporary emphasis on educational programs that specifically encourage creativity and responsibility in the person --- for programs that assure that there will be a functional combination of liberal and professional education, with students receiving the liberal and humanistic training as a base for later occupational, professional specialization. This is the way, it is held, to prepare young people to work with human beings as well as with machines, with ideas as well as with things. This is the way to give modern young people a sense of history and the perspective that comes to those who have been made aware of man's personal and cultural involvement in and with the world.

Furthermore, some of our best educators have sensed that the needed innovations in higher education could only be realized

through a new and radical departure from the established and often entrenched academic methodology of most of our colleges and universities. Only decisive actions, they have held, could provide solutions commensurate with the needs.

At the University of the Pacific, under the inspiration of President Robert E. Burns, the Board of Regents approved a plan in January, 1960, to establish a new school within the general structure of the University. It would be a liberal arts college within the setting of the university, and thus would have the advantages of facilities and opportunities that such a college could not hope to provide in and of itself; yet free to formulate a curriculum and a total educational experience that would, on the one hand, draw inspiration and direction from some of the tested insights and experiences of the Oxford and Cambridge educational philosophies, thus utilizing the best from these traditional programs, but also free to incorporate the best thought and innovations of contemporary educators in this country in order to prepare its graduates to speak to the new needs of the West and the world.

It was through the generosity of Mr. and Mrs. Walter Raymond of Knights Landing, California, that this vision of academic excellence and responsible innovation became an actuality. Their beneficence gave the initial financial impetus to this program.

## THE CURRICULUM

The Raymond College curriculum is oriented to the needs of the student. Believing that the student learns best what he learns for himself, the program is focused on participation in cooperative group endeavors and on individual academic adventures. The organization of the curriculum reflects the confidence of the college that motivated, disciplined students can, should, and will participate in their education.

A great emphasis is placed on seminars, tutorials, and independent study. In the seminars, groups of students assemble around a large table along with one to three professors (called dons). Seldom does the don lecture; most often he will employ the Socratic, problem and case methods of instruction. Stereotyped pedagogical methods, where the teacher learns by actively teaching but the students learn little by passively listening, are shunned. Sometimes, as the students present papers and lead discussion, it is enough for the don to act as a resource person. In the tutorials, the student is brought into direct, weekly, person-to-person contact with the don. One week the student may meet individually with the don; the next week, there may be advantages in bringing three or four students who are engaged in similar work together for a sharing period. Readings are assigned and later discussed, the research procedure is first determined and later evaluated, papers are read and judged. In all of this the areas of the student's strength and weakness are certain to be revealed. In the seminars, the tutorials, and in the independent study, the student soon learns the thrill and the responsibility that full per-



sonal participation in higher learning provides. He works with the tools of the discipline, reads for comprehension, learns to assimilate and organize data, to explain and defend a thesis, to probe, expose and tolerate.

Independent study and tutorials sometimes fail when these methods of learning are hurriedly and arbitrarily attached to a curriculum in which the student is taking five or six courses, where the responsibility of independent study is granted late in the student's undergraduate career after his study habits and academic attitudes have already been formed, and where this methodology is granted only a small part of the student's total program. It is not surprising that the student with several courses requiring day by day attention to specific assignments will be prone to shun or delay the demands of his independent study program. Even so, in these limited and tentative experiments, both students and professors agree that exciting and creative work is often forthcoming.

How much more opportunity there is for creative expression and personal progress in learning when, as at Raymond, the total curriculum is oriented to seminars, tutorials and independent study, where regular lectures are the exception, and where the advantages of the aforementioned methodology may be realized without the limitations and handicaps of a piecemeal commitment to it.

The student entering Raymond College accepts a curriculum that emphasizes the classical divisions of the liberal arts --- the humanities, the social sciences and the natural sciences. While some variation in emphasis is possible, thus satisfying individual needs and interests, the Raymond Program, basically speaking, provides a curriculum that is uniform for all. Raymond students receive the core features of a liberal education, and they avoid the expenditure of time and energy that so often go into the many accouterments that have come to burden the typical college course offerings. Furthermore, this focus means that at least a third of the student body at any given time is involved in similar study, and thus exposed to the dialogue and conversation that concentration on matters of a common concern are sure to provoke among alert college people.

It should not be supposed that the uniform curriculum makes no provision for special interests or individual abilities. Within the broad requirements of the several courses of the three divisions there is considerable latitude for individual specialization and concentration. The academic needs of the student within the specific study areas are sought out, respected, and given a full range of development under tutorial guidance.

Raymond students take three courses each term. Each course may meet five hours per week and each carries five units of credit. It should be noted, however, that because the Raymond program is a total education experience it is not normally divided into "unit" evaluations. Units of credit can be given for transfer and

transcript purposes but they are not emphasized. American college students are frequently hindered by being tied to departmental requirements and unit stipulations that are quite apart from the student's need or the best interests of the educational program. The Raymond Program seeks to keep these organizational and technical conveniences in better perspective.

The absence of frills in the curriculum, the residential nature of the college with its quadrangle living facilities, the close contact with professors and the emphasis on personal participation and responsibility, all these features make possible an acceleration of the academic program. Raymond students go to school three terms each year and they graduate with the Bachelor of Arts degree from an accredited university in three years. The three terms for the 1963-64 academic year are as follows:

- I. Fall Term, September 16 - December 13.
- II. Winter Term, December 30 - March 26.
- III. Spring Term, April 2 - June 26.

This schedule provides more than two months in the summer for work or a "vacation-reading" period. Also there are short vacation periods between the terms. Each term is twelve to thirteen weeks in length, and each term provides 62 or 63 sixty-minute class meetings. With five meeting periods of sixty minutes each per week, the Raymond student has more "contact time" with the professor and the class than the student who follows the conventional semester schedule where there are 70-75 class days per semester (with examination days and other special events often included in this total) and only fifty minutes for each class meeting. Each term at Raymond, therefore, has the weight of a semester. The total program includes nine such terms rather than eight semesters.

Graduating in three years, the Raymond student is prepared, if he so desires, to enter graduate school at the fourth year out of high school. Or, if the student plans to enter some specialization that requires additional, specific training that is not given in the Raymond curriculum, he is free to concentrate on the courses needed in the fourth year. Remembering that the Raymond curriculum is arranged to permit some concentration in all three terms of the senior year, the student can usually proceed immediately into graduate school. For many professions the Raymond Program is an ideal undergraduate preparation. It is valuable too for those who, while planning no graduate training, want a true liberal arts education as an introduction to the finest aspects of our civilization.

Raymond College confers the Bachelor of Arts degree, awarded after the successful completion of the courses specified in the curriculum and the successful completion of the Senior Comprehensives. Graduating students participate in the Commencement exercises of the University of the Pacific.

## COURSES OF INSTRUCTION

The three-year curriculum is organized as follows:

### I. --- FRESHMAN

FIRST TERM (FALL)	SECOND TERM (WINTER)	THIRD TERM (SPRING)
■ Foreign Language (German, French, Latin)	■ Foreign Language (emphasizing readings in the literature of the language)	■ Foreign Language
■ Written and Oral English	■ Math Analysis	■ Math Analysis
■ Introduction to the Modern World	■ Seminar: Readings in World Civilization or Seminar; Readings in World Literature	■ Seminar: Readings in World Civilization or Seminar; Readings in World Literature

### II. --- INTERMEDIATE

FIRST TERM	SECOND TERM	THIRD TERM
■ Seminar or Tutorial: Readings in World Civilization Seminar or Tutorial: Readings in World Literature	■ Seminar or Tutorial: Readings in World Civilization Seminar or Tutorial: Readings in World Literature	■ Independent Study: Readings in World Civilization or Independent Study: Readings in World Literature
■ Physical Science (laboratory)	■ Biological Science (laboratory)	■ Science Seminar or Specialization
■ Seminar: The Humanistic Tradition (Fine Arts)	■ Seminar: The Humanistic Tradition (Philosophy)	■ Seminar: The Humanistic Tradition (Religion)

### III. --- SENIOR

FIRST TERM	SECOND TERM	THIRD TERM
■ Seminar: The Person and Modern Society (Psychology)	■ Seminar: The Person and Modern Society (Sociology)	■ Seminar: The Person and Modern Society (Economics)
■ Seminar or Tutorial: Readings in U.S. History	■ Seminar or Tutorial: Readings in U.S. History	■ Seminar or Tutorial: Problems in Amer. Democracy (Political Science)
■ Tutorial in Area of specialization [or 6-12 units in courses offered in the University of the Pacific, to be taken on the regular university semester basis throughout the Raymond senior year.]	■ Tutorial in Area of specialization	■ Tutorial in Area of specialization ■ Comprehensive Examinations

While the entering student at Raymond must present a satisfactory distribution of work from his secondary schooling, as mentioned in the section on Admissions, it is understood that not all of the entering class will have had the same level of preparation nor will they have the same level of interest in a given course. Therefore, most courses in the Raymond curriculum are divided into sections, not only for the purpose of keeping the class small and efficiently organized for personal contact and participation, but also for the purpose of establishing levels in the course that are graded to the student's preparation and need. While there is a point in the academic scale beneath which no course may go, there is a great deal of upward flexibility. The concern is for the student, and his work at the college is graded and pointed accordingly.

Notice is drawn to the fact that in the areas of the social sciences and humanities the individual needs of students are considered within the general requirements of the Raymond Program. All freshmen take a course entitled "Introduction to the Modern World," wherein they are offered the historical perspective upon which the later work in social science builds. In 1962-1963 this class was presented as an exciting experiment in team teaching. Responsibility for the seminars was vested jointly in three professors, representing the three disciplines of social science, natural science, and the humanities, who were thus able to broaden the base of the students' introduction to modern society.

In the winter term of his freshman year each student enters a four-term sequence, two in Readings in World Civilization, two in World Literature. On the basis of individual preference half the freshman students take literature before history, while the remainder of the class elects the opposite order; and then both groups reverse at the beginning of the Intermediate Year. These are small seminar classes, emphasizing primary source materials. Capping the Intermediate Year is a term of independent study in either civilizations or literature, as the student may select. Thus all Raymond students may begin to apply their research and writing to topics or fields of their personal choice and possible future specialization. In this way general education becomes increasingly specific and meaningful.

Selection is also exercised in foreign languages, which include both the modern and the classical. Languages offered at Raymond are German, French, and Latin. Provision may be made for Russian and Spanish. The candidate for admission is expected to present at least two years of successful study in one foreign language. If he has had two years only of one language in high school he should probably continue the same language in college. It is better for the student to pursue one language far enough to become really proficient with it than to become a "language dabbler" and be left without the effective utilization of any foreign language. With fifteen units of language required at Raymond, it will be possible for students with a good

language background to move rapidly into the literature of the language, and to begin to use their linguistic skill by reading primary materials available in their language for other courses in the curriculum. Students coming to Raymond with three or four years of one language already behind them may want to begin the study of another; this will be especially true of students with certain graduate intentions.

The seminar in the Social Sciences entitled "The Person and Modern Society" not only provides for a term each of psychology, sociology, and economics, but it is arranged to allow the student to take these subjects in varying sequence. The three subjects in this seminar are offered each term and the Senior class is arranged so that approximately one-third of the students take each subject each term. Thus in the third year all of the seniors receive all three segments of the seminar. The same organizational procedure is followed with the sequence in the humanistic tradition in the second year.

The course of study provides in the third year of the Raymond Program for one-third of the student's program (or five units of work per term) to be given over to a tutorial or directed program in some area of special concentration --- usually study preparatory to a graduate specialization or some concentration that will help the graduate in his vocational or professional intentions. It may be to the advantage of the student to take one or two courses during this period in one of the other schools of the University of the Pacific, where the student can get work appropriate to his special needs or future intentions. Thus, through tutorial guidance or by specific course work, the Raymond Program makes provision for some or perhaps all of the concentration required for the student's entry into graduate school or into a specific vocation.

A word should be said about the testing and grading system at Raymond. The student receives no letter grades. Rather, at the end of each term the don submits to the Provost a written statement indicating the student's accomplishment in the course, the areas of strength and weakness, and other observations based on the formal and informal association between don and student. A copy of this letter, along with comments the Provost and Dean of Student Life are prepared to make, is sent to the student, with another copy to the parents. The simple designations --- superior, satisfactory, unsatisfactory --- will be used to emphasize the results.

Concerning tests and examinations: Late in the Spring Term of the first year, the student takes the "pre-Intermediate" tests. These are written tests of about three hours duration in each of the areas of the first-year program --- language, mathematics,

literature or history. The report of the findings from this series of tests is included in the summary statement sent out for the third term of that year.

Aside from the evaluation of the tests just mentioned, and the regular term letters, the Raymond student works without formal, scheduled examinations until he reaches the Senior Comprehensives. In the Spring Term of his third year the student takes a three-hour written examination in each of the divisions of the curriculum --- the natural sciences, the humanities, the social sciences --- and also is confronted with a public, oral examination before representative elements of the Raymond faculty and their "Visitors" (professors from other colleges). Questions in the oral examination may probe the student's preparation in any of the three divisions of the curriculum and the area of the student's concentration or special study.

These changes in grading and testing have been introduced at Raymond in an effort to avoid some of the abuses and pressures that have plagued American higher education in these areas. It is common knowledge that letter grades and testing programs have taken on dimensions all out of proportion to their worth in the attempt to evaluate an individual's academic, vocational and personal capabilities. These tabulations have been carried in recent times to such extremes that the person has often become the pawn of the system or, in other cases, the person has attempted to exploit the system for selfish advantage. Grades and tests, checks and balances have been turned away from their purpose and have been used and understood in ways to produce more harm than good. The Raymond Program seeks to return them to their proper place and put them again in their proper perspective.

In like manner and for similar reasons, the system of "electives" and "majors" has been brought under strict, purposeful control at Raymond. In the Nineteenth Century, to meet serious problems created by the rise of the natural sciences and the historical disciplines, the elective system was introduced into American schools. With the further multiplication of subject matter, the "major" took on importance as the way to efficiently focus educational preparation to the needs of the student's vocational future. Curricula were adjusted to meet the demands of graduate, professional and vocational schools, or the needs of employment in an increasingly technological era. Colleges became utilitarian and preparatory.

As a consequence of these developments, even liberal arts colleges have become means in the service of some pragmatic and immediate end. They have not given sufficient attention to the cultivation of what may be called "non-utilitarian" values; yet, as Reinhold Niebuhr has said, "Paradoxically . . . the things which are not immediately useful to the community are the very source of the richness and variety of the cultural life of the community."

The Raymond Program organizes the faculty as simply as possible within the three classical divisions and does away with the organization of the faculty and curriculum by departments and the division of the student body into "majors."

## ADMISSION

Raymond College welcomes young men and women who show evidence of intellectual curiosity, self-discipline and determination, academic growth and respect for learning. In a program emphasizing independent study and personal responsibility, motivation and energy are as important as the student's earlier academic successes and his personal background.

The Committee on Admissions takes into consideration in the admission of students the extent and quality of the secondary school preparation, the recommendation of school authorities and other qualified observers, evidence of the traits of personality and character as shown in the young person's academic, extra-curricular and community relationships, and the performance of the applicant on the Scholastic Aptitude Test of the College Entrance Examination Board.

A personal interview with a member of the Admissions staff or some other designated college representative is very desirable, and should be arranged as early in the year as possible by writing to the Dean of Admissions. This interview should be held before April 15, and it may be held in the candidate's home, at the college, or some other mutually satisfactory setting. A visit to the campus of Raymond College is strongly urged.

The application blank for admission will be sent on request. Inquiries concerning the Raymond Program should be directed to the Dean of Admissions, University of the Pacific, Stockton 4, California.

## COSTS

Expenses for the Raymond Program are as follows:

Tuition per term - - - - -	\$475.00
Board and Room per term, Men - -	329.00
Women -	340.00
Health Fee per term - - - - -	15.00
Student Association Fee per term -	15.00
Total per term, Men - - - - -	\$834.00
Total per term, Women - - - - -	\$845.00

It will be noticed that the total cost per year (three terms) is greater than the two-semester charge elsewhere in the University. This is due, of course, to the fact that three semester-equivalents are given and the program involves a greater portion of the calendar year.

The additional expense to the student or sponsor is more than offset, however, by the fact that the board and room charge at Raymond for the three-year program totals considerably less than such charges in an equivalent four-year term. So, although tuition is more because there are nine terms rather than eight, the board and room charge is sufficiently less, plus savings by paying the Pacific Student Association fee for three years rather than four, etc., that the total cost for the full educational experience at Raymond is significantly less than in schools of corresponding quality that are under the four-year schedule.

Other savings may be mentioned. There are no sorority or fraternity organizations at Raymond --- the college, small and residential, provides in itself a sense of identity and a satisfying degree of personal participation in social and cultural affairs --- and so the candidate for admission need not make provision for the fees and assessments that these groups impose on their members. Also the incidental expenses should be noticeably less for the student in a three-year program than in a four-year period.

Some scholarship aid for worthy students is available, and Raymond College has a liberal policy of long-term, low interest loans.

The Business Office personnel will be happy to discuss arrangements for spreading the financial obligation for the three-year educational program over a four-year period if such is desired.

Information concerning scholarships, the loan fund, and other aspects of the financial arrangements may be secured by writing to the Dean of Admissions, University of the Pacific, Stockton 4, California.

## LECTURE - DISCUSSION SERIES

One evening each week, throughout most of the school year, the college community assembles in Great Hall for a special lecture, concert, or a worship service. There are eleven such gatherings each term and attendance is required at eight of the eleven. Attendance at the worship service is voluntary. The lectures in the series are followed by an informal discussion period, and all lectures and concerts are followed by a tea in honor of the guest(s).

At these all-college convocations, Raymond students learn to listen, to absorb, to penetrate another's thoughts, to respond with their own ideas.

While the Lecture - Discussion Series is not included in the unit evaluation of the academic program, the series does contribute significantly to the total educational experience and the college puts importance on the participation of the student in these features.



## STUDENT ACTIVITIES

Extra-curricular and recreational activities ought to be an integral part of the student's life in a college community. However, just as too many Americans live from vacation to vacation and week-end to week-end, so too many students seem to regard their academic work as a prelude to play, a duty to be carried off as quickly as possible so that the play may begin. The Raymond Program emphasizes that work and play should not be set off against each other but that one's work should provide its satisfactions as well as make its demands, and that play and extra-curricular activities should be seen as a part of the natural, proper expression of the full life, bringing those satisfactions intrinsic to the activity and relaxation and restoration to body and mind.

In charge of this phase of the program of the college is the Dean of Student Life. This gentleman is also a don in at least one seminar. The Dean works with student committees in planning social and cultural events --- dances, art shows, concerts, intra-mural athletic contests, and so forth.

The emphasis in sports at Raymond depends on student interest. The school prefers to encourage those sports having carry-over value in later life. Equipment for tennis, golf, swimming, and other such sports is conveniently available. The tennis courts and swimming pool are just to the east of the college and large playing fields are located immediately to the west.

Raymond College does not participate in inter-collegiate athletics. Students are qualified, as members of the Pacific Student Association, to attend the inter-collegiate events of the University if they desire to do so.

Raymond students are eligible for participation in the University choir, band, orchestra and theatre groups. Such activities may contribute to the life of the individual and the community, but the Raymond student understands that his primary obligation is to the demands of the core curriculum, and all other activities, including the possibility of participation in the student offices of the University, must be kept in balance if the demanding academic program of the college is to be completed.

## SOCIAL REGULATIONS

Students are expected to conduct their personal affairs as responsible members of the university community. The University of the Pacific has a long and cherished association with the Methodist Church and Raymond College, as a part of the University, supports the social regulations of the University and the Judeo-Christian values of the Church.

Individual or group conduct detrimental to the student or to the institution will be subject to disciplinary action. The college reserves the right to require the withdrawal of any student whose scholarship is unsatisfactory, whose continuation would be detrimental to his own health, or whose attitude and behavior are regarded by the proper authorities as incompatible with the spirit and the ideals of Raymond College.

The college expressly forbids the possession or use of alcoholic beverages on the campus, in the residence halls, and at any college function.

Automobiles must be registered with the Dean of Student Life.

As a part of the total educational experience, emphasis is placed on the values to be derived from dining together in a setting of quiet dignity. The tastefully appointed Great Hall is conducive to pleasant conversation and meaningful fellowship, and here some faculty and all students gather for meals. Once each week High Table is observed. The Provost and his guests --- the visiting lecturer or artist, certain professors, selected students --- eat together and share conversation at the table located on a raised platform at one end of the hall. This is the most formal occasion of the week.

Meals are served at the following hours:

Breakfast 7:15 to 8:30 Monday through Saturday  
8:30 to 9:15 Sunday  
Continental breakfast, 9:30 to 9:45  
Monday through Saturday

Lunch 12:45 Monday through Saturday

Dinner 6:00 Monday through Saturday, except  
6:30 for High Table on Wednesday

On Sunday, dinner is served at 1:00 and no evening meal is served.

The breakfast is served buffet style and all other meals are served by waiters at the dining tables. Promptness is expected.

Both faculty and staff members living in the Quadrangle and those living in the city often invite students to their homes for social gatherings.

## WORSHIP AND RELIGIOUS ACTIVITIES

At specified times each term the Raymond community worships together in Great Hall. For these occasions the hall is specially prepared with a worship center and other fixtures. Here the students and faculty, on a voluntary basis, have a special and specific opportunity to join together in an affirmation of faith within the community of learning. In addition to these services,

which are for the Raymond community only, students and faculty may frequently attend the University worship services each Tuesday and the convocations of the University on Thursdays.

To encourage and inform the religious life of students, there are several study groups that probe the great religious themes and questions that concern today's world. Each study group has a faculty resource person, is conducted informally by voluntary participants, and meets weekly at a time and place convenient to the group.

Students are urged to attend services of the local churches in Stockton.

In all the phases of the religious life at Raymond, the concern is for vital interaction at the level of the fundamental realities of man: the historical and the contemporary, the academic and the practical, the mystical and the scientific, the personal and the corporate. Students and tutors seek the meaning of spiritual values for an age of transition.

## STUDENT HEALTH SERVICES

Students at Raymond College receive all the health services of the excellent health program of the University, and there is a well-equipped and fully-staffed Infirmary within one block of the College.

## BUILDINGS AND GROUNDS

Raymond College occupies seven buildings erected and furnished in 1961-62 at a cost of more than \$2,000,000, as well as classroom and laboratory space in several other University buildings.

The four new residence houses are deliberately small in size, each housing between sixty and seventy persons. Each house has a lounge opening on a balcony overlooking the "quad," a recreation room, a study room, and other special features. All furnishings are new. The typical student room contains two single beds, two desks, two bureaus, two closets and storage areas, a large mirror, a bookcase, and vertical blinds at the windows.

Two of the residence houses provide faculty apartments and the other two have similar units for resident supervisors.

The administration building is located at the southeast corner of the beautiful quadrangle. This building houses the Provost's office and apartment, an office for the clerk and secretary, the mail and information center, an office for the Dean of Student Life and a lounge.

In accord with the policy of uniting living and learning, there are seminar rooms and faculty offices in the various buildings of the quadrangle.

The college dining hall, or Great Hall, is patterned after the Oxford dining halls, offering the dignity of wood paneling, beam ceiling, large windows with stained glass accent areas, and appropriate furniture. Here some of the dances and social events, as well as the convocations, are held.

The student Common Room is entered through an attractive lounge that connects the Common on the one side with Great Hall on the other. In the Common the decor emphasizes wood paneling, beam ceiling and a delightful, large fireplace. Furnishings blend with the paintings and the wall-to-wall carpeting. In this room the activities focus on conversation and contemporary affairs. Newspapers, magazines, professional journals and periodicals are always available, as are paperback editions of some of the standard works in classical and contemporary literature. In the Common the student reigns supreme.

The Great Hall, the lounge and the Common Room are air-conditioned, as are the lounges and study rooms in the residence houses.

Classrooms and the science laboratories are located within easy walking distance of the quad. The University library is one block from the college, and this air-conditioned building is an essential resource center for the many books and reference materials required in the Raymond Program.

Every effort has been made to provide an atmosphere and a program which will inspire and equip our finest youth for the challenges of leadership and the full life. The invaluable traditions of scholarship, elevated standards of conduct, and gentle social customs afford the foundation on which this college bases its service.

--- WARREN BRYAN MARTIN, *Provost*

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*"We enunciate two educational commandments: Do not teach too many subjects, and again, what you teach, teach thoroughly."*

--- ALFRED NORTH WHITEHEAD

