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Callison College informational brochure

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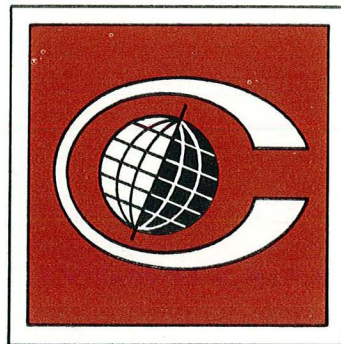
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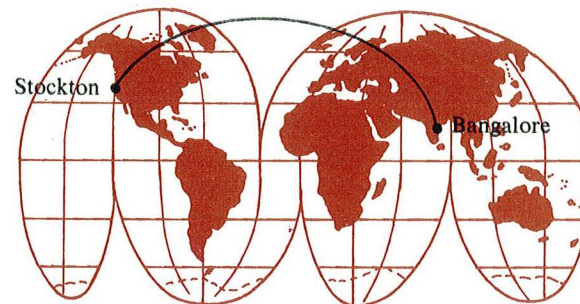
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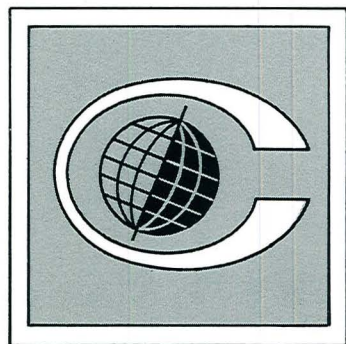
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CALLISON COLLEGE



UNIVERSITY OF THE PACIFIC STOCKTON, CALIFORNIA



THE CALLISON COLLEGE program is planned in response to a growing awareness that our survival depends upon our educating a generation for global responsibility. The President of the United States recently warned: "No child should grow to manhood in America without realizing the promise and the peril of the world beyond our borders. Progress in teaching about world affairs must not lag behind progress in other areas of American education."

Concern that we educate men and women who can help our nation to assume creatively and imaginatively the increasing responsibilities of world leadership is shared by all informed American citizens. The Callison College curriculum attempts to meet this need by integrating non-Western studies into a program which retains the proven values of a general, liberal education. Those planning the Callison program believe that it is no longer acceptable for a college to work on the assumption that the student who has acquired an understanding of our Western tradition can live meaningfully in a world in which his future is inextricably bound with millions whose lives have been touched in only the remotest sense by this tradition. The inadequacy of this assumption is everywhere evident today. Our survival as a free society is dependent upon our developing a thorough understanding of the history, culture, and aspirations of the people of the non-Western world.

To educate for a global responsibility, Callison College will devote a significant portion of the curriculum to the social sciences and area studies, and the College will require its students to spend a year's residence in an emerging, non-Western nation. As indicated above, such attention to non-Western studies in a liberal arts college is not only justified but demanded by our times. In testimony to the Committee on Education and Labor of the United States House of Representatives, Dean Stephen Bailey of the Maxwell School of Citizenship and Public Affairs at Syracuse University, recently said: "The encouragement of non-Western studies in undergraduate colleges will not only serve to sustain and enliven the liberal arts but will also furnish help where it is likely to yield the highest returns."

The Callison decision to devote significant attention to non-Western and area studies does not imply that the traditional aims of a liberal arts education will be neglected. Callison students will be expected to acquire mature skill in the written and oral use of their own language; a comprehensive understanding of the past of Western as well as of non-Western man; and an enlightened understanding of the history of science and its role in the modern world. The Callison faculty will place more importance on developing the student's capacity to make enlightened value judgments after a critical examination of evidence than on the mere accumulation of facts. Such an education is, in a real sense, its own reward.



THE CALLISON COLLEGE philosophy embodies a concept of the academic community, a community of scholars. Every phase of the curriculum and the program is oriented toward the student's participation in the community. The community ideal is to integrate the life of the student and to avoid the disruptive compartmentalization of the student's varied experiences.

Learning is a total life process in which the person evolves according to his inherent potential and predisposition. Education is not simply a matter of classroom and lectures, seminars and books. An academic community values informal discussion in a lounge, casual conversation at meals, and reflective private thought as integral factors in the liberal education of a person. The Callison community is based on the knowledge that the cultivation of intellectual virtues goes on continuously and in a variety of settings.

Callison College is a residential community. All Callison students are housed in the Callison Quadrangle. The student is a citizen participating in the government and direction of the total community. Life for the Callison citizen is not "out there" but is *now*. He is expected to develop his capacity for exercising good judgment and making important commitments. He, therefore, is to be respected as a full member of a democracy. The government of the community, the establishing of policies and the evaluation of the Callison program will be directed by the College Council. Student representatives will participate in the council and thus will have opportunity for fullest participation in the Callison community.

One of the strong points of the intimate community at Callison College is the close relationship between faculty and students. This rapport between faculty and students is further enhanced by an optimal faculty-student ratio of seven to one. Such a ratio enables the Callison community to depart from traditional grading procedures. Students are evaluated in a constructive and creative way through personal conferences and counseling. Traditional letter grades are issued to students only at the end of their Callison experience.

The Callison community is an attempt to provide an adequate learning environment where the world of ideas, the experience of interpersonal relationships and the personal commitments of each citizen are integrated. To achieve this, Callison College will limit enrollment to students willing to discipline themselves for the sake of such a creative community. There will be time at Callison for rest, renewal, and play, but Callison is not the place for the student who looks upon college as the environment for "fun and games."



CONTRARY TO POPULAR BELIEF, educational institutions are very conservative. They change slowly. Yet it is fair to say that American liberal arts colleges are in the midst of a revolution which will force them to devise a curriculum suited to the needs of the student maturing in the late 60's. Callison does not claim to have final answers to the perplexing problems facing higher education today, but we do believe that we have incorporated in the Callison program certain emphases which must characterize general education in our time. Some of the emphases are:

AN INTERNATIONAL DIMENSION: Undergraduate programs must have an international thrust; they must give serious attention to non-Western cultures. All Callison students will live and study in India during their second year. It is important that prospective students note that the experience in India is considered a part of their general education. Though some Callison students will acquire majors in International Studies and Asian Studies, other majors will be available as noted below.

The experience in India has been placed in the second year so that a student will have ample time upon returning to the Stockton campus to develop a specialty.

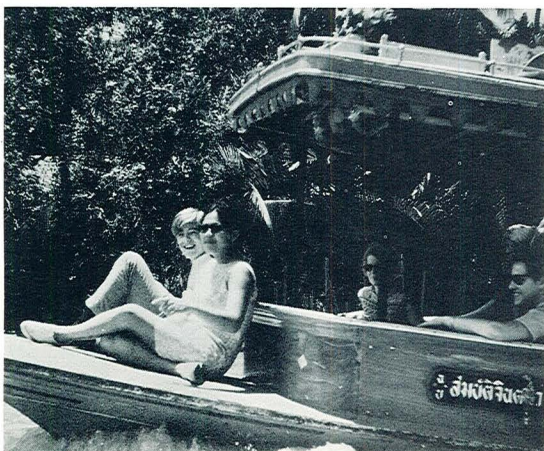
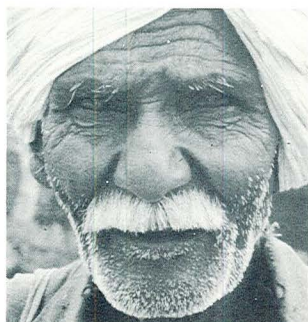
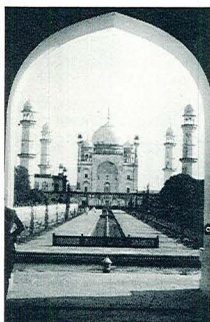
The cost of the year in India, including transportation, will be the same as the cost of a year's study on the Stockton campus. The academic year in India will begin in late August, and continue until the first of May. The program will be under the direction of a member of the Callison faculty.

While in Bangalore, Callison students will live in a small hotel which is located in the center of the city, near Bangalore University.

CRITICAL THINKING: In a technological age which is characterized by a vast increase in knowledge, liberal arts colleges must foster critical thinking, creativity and experimentation more than acquisition of facts or specific vocational preparation. The Callison program has been built upon this concept.

AN EXAMINATION OF VALUES: The present *value crisis* demands that liberal arts colleges forcefully inspire their students to subject their personal value systems and the values of their society to vigorous scrutiny. The entire curriculum at Callison, including the year abroad, is designed to inspire such scrutiny; the Heritage of Man course in the first year will be a continuing dialogue on values.

INTERDISCIPLINARY STUDY: Callison recognizes that the division of knowledge into "disciplines" is quite artificial. There are no problems facing man which are specifically economic, or social, or biological, or religious, or psychological. An interdisciplinary approach to knowledge is emphasized at Callison.



INDEPENDENT STUDY: The lecturer-recipient relationship that characterizes most undergraduate programs deprives the student of the excitement of searching out and correlating knowledge for himself. Independent study will be emphasized at Callison within the courses and during the month of January, when all classes will be suspended and each student will devote full-time to an independent study project.

STUDENT PARTICIPATION IN DECISION MAKING: Although the final decision regarding the program and curriculum of Callison College remains in the hands of the faculty, students are represented on most committees. A community such as Callison's where there is frequent interaction between students and faculty, insures that student opinion will be reflected in all decisions. Students at Callison are given much responsibility and freedom in determining the rules which govern life in the community. The students have sometimes found this responsibility to be burdensome, but the college is convinced that students must face fully the problems involved in balancing freedom and order in any community. As much maturity is gained from mistakes as from successes.

COMMUNITY INVOLVEMENT: A determined effort will be made at Callison through courses, field projects and visiting lecturers to relate a student's growing intellectual insights to problems facing contemporary man. In order to foster an understanding of the problems facing urban man, all Callison students will be required to engage in a field project in Stockton during their first year.

SPECIALIZATION: The Callison student will be encouraged to develop depth in a field of study during his third and fourth years. The student's program during these years will be planned with his faculty advisor. A student can decide to specialize in a single discipline, or he may decide to develop a specialization in an area, such as Indian or Asian Studies. Also, majors in International Studies which are discipline-orientated will be available; a student may develop a major in International Studies with an emphasis in history, political science, literature, religion, economics, sociology, anthropology, music, art or languages.

Education, obviously, is much more than course content, and Callison is anxious to offer its students the variety of experiences outlined above. We suggest that the student use these emphases as a kind of "check list" to measure the relevance of any academic program in which he may be interested. We believe that the foregoing summary indicates the degree to which Callison College is attempting to meet the needs of today's students.

"The Callison College program is an imaginative and promising effort to build a truly international dimension into undergraduate education."

CONGRESSMAN JOHN BRADEMAS
THIRD DISTRICT OF INDIANA

"For my part, I know what an enormous help it would have been to have lived and gone to college in a Latin-American country before I was transferred to Chile. Anyone planning an overseas career would be well advised to give serious consideration to this opportunity that is being provided by Callison College."

HENRY E. GARDINER
VICE PRESIDENT, THE ANACONDA COMPANY

THE CALLISON FACULTY



LARRY A. JACKSON, Provost of the College, will be serving during 1969-70 as Director of the Overseas Study Center in Bangalore, India. Mr. Jackson came to the University of the Pacific in 1964, after serving five years as Director of Santiago College, Santiago, Chile. (A.B., Wofford College; B.D., Union Theological Seminary; D.D., University of the Pacific.)

WELDON S. CROWLEY served during 1968-69 as the first Director of the Overseas Study Center. He came to Callison from the Department of History, College of the Pacific, in 1967. (B.A., McMurray College; B.D., Drew University; M.A. and Ph.D., University of Iowa.)



DOUGLAS MOORE will serve during 1969-70 as Acting Provost. Mr. Moore a psychologist, came to Callison in 1967 after having served for three years as a Dean of Students. He traveled to India with the Charter Class in 1968. (B.S., Texas Wesleyan; S.T.B. and Ph.D., Boston University.)

GILBERT SCHEDLER has served on the Heritage of Man team at Callison since 1967. His major academic interest is Literature. During 1969-70 he will be the Callison faculty member in residence at the Overseas Study Center. (A.B., Concordia; M.A., Washington University; Ph.D., University of Chicago.)



LARS GANTZEL, an anthropologist, risks life in a Callison dormitory in order to better relate the student's living environment to the learning environment. He has done research in Micronesia, Alaska, and Africa. (B.A., Pomona; M.A. and Ph.D., Stanford.)

"Diplomacy is no longer a profession monopolized by the graduates of a few universities, practiced primarily in European capitals and confined to relationships with government officials. Today the vital interests of the United States are affected by people and events in such places as Riyadh, Bujumbura, Phnom Penh, and perhaps even Tegucigalpa. To be effective, the Foreign Service Officer must know the history, customs and culture patterns of the people among whom he lives. The Callison College decision to give their students a knowledge and an experience of a non-Western culture will prove of substantial benefit to those planning a career in the United States Foreign Service."

JOSEPH JOHN JOVA
U. S. AMBASSADOR TO HONDURAS



BOYD MATHIAS dares to try to interest a social science-humanities oriented student body to the wonders of the physical world. He came to Callison from Raymond College in 1967. In 1968 he traveled to India with the Charter Class. (B.S., Utah State; Ph.D., University of Kansas City.)

LAWRENCE MEREDITH, exciting interpreter and critic of contemporary values, teaches at Callison and serves as Dean of the University's chapel. He came to our campus from the faculty of Albion College in Michigan. (A.B., Southwestern College; B.D., Perkins School of Theology; Ph.D., Harvard University.)



CATHERINE TISINGER anticipated the Callison concept by spending her Junior year in Asia while a student at Wooster College. She has returned to India and Nepal several times for research. Since Callison opened she has taught the Socio-economics course. (B.A., Wooster, M.A., University of Pennsylvania; Ph.D. in progress at Pennsylvania.)

JOHN MOREARTY's passion is dialogue and political philosophy. He lived for a year in Calcutta while doing research for his Ph.D. thesis. He came to Callison from Chicago in 1967 and has been a member of the Heritage of Man team. (B.A., Marquette; Ph.D., University of Chicago.)



RICHARD VAN ALSTYNE, Distinguished Professor of History, has, through a life of scholarship, given a whole generation of American students new insights into America's role in world affairs. His books include: *American Diplomacy in Action*, *American Crisis Diplomacy*, *The Rising American Empire*, and *Empire and Independence*. (A.B., Harvard University; M.A., Southern California; Ph.D., Stanford.)

"Among other advantages, Callison College should give students unusual qualifications for entry and service in the United States Foreign Service. But, more significantly, Callison College is certain to add to that small body of our fellow citizens who have special capacity to guide the millions of United States citizens in their attitudes and actions in relations with the hundreds of millions of non-Westerners. And we will greatly need every iota of the wisdom these leaders can generate for use in the troubled years ahead."

ROBERT F. WOODWARD
FORMER AMBASSADOR TO URUGUAY,
CHILI, AND SPAIN

ROGER MUELLER comes to Callison after a year spent at Bucknell University under a grant from the National Endowment for the Humanities. His major academic interest is comparative literature. At Bucknell he served as Associate Editor of the *Bucknell Review*. He will serve as a member of the Heritage of Man team, and teach courses in literature. (A.B., Macalester College; M.A., and Ph.D., University of Minnesota.)



MICKEY GIBSON, a native of Minnesota, comes to Callison from the University of Missouri in St. Louis. His major academic interests are Theoretical Anthropology and phenomenology. Mr. Gibson grew up in Jerusalem and has taken students on field trips to Mexico for a number of summers. (A.B. and M.A., University of Oklahoma; Ph.D., Catholic University.)

MORTON E. GOLDSTEIN comes to Callison after a year of research in Spain. He has taught at the University of Illinois at Chicago Circle. A member of the team teaching the Comparative Revolutions course, Mr. Goldstein holds an appointment as Assistant Professor of History. (B.A., University of Pittsburgh; M.A. and Ph.D., University of Chicago.)



GERALD HEWITT is a student of politics, philosophy and revolutionary change. He offers courses in these areas and is a participant in the Heritage of Man course. He comes to Callison from a position on the faculty at Whittier College. (A.B., Notre Dame; M.A., University of Chicago; Ph.D., in progress, University of Chicago.)

"In the past we have thought chiefly of bringing people from Asia to the United States for study. This certainly needs to be balanced by the kind of reverse process that the Callison program involves. I admire greatly the imagination of those responsible at Callison College for its integrating of non-Western studies into a program of liberal education."

JOHN C. BENNETT
PRESIDENT, UNION THEOLOGICAL SEMINARY

MARIE S. SHAO taught at Florida Presbyterian College before she moved to Stockton with her husband in 1968. During the long semesters at Callison she will teach Chinese language, and during January, Chinese art. (B.A., Greensboro College; M.A., Teachers College, Columbia University.)



MARGARET L. CORMACK was born in India and has lived a number of years there, including three as Director of the United States Educational Foundation. Her publications include two books: *The Hindu Woman* and *She Who Rides a Peacock*. A book on *Education in India* is near completion. (B.A., in Chemistry and M.A. in English, University of Kansas; Ph.D. in International Education, Columbia University.)

PETER LINNEKIN FRENCH came to Callison from Syracuse University where he was associated with the program of Eastern African Studies of the Maxwell School of Citizenship and Public Affairs. His discipline is Political Science and his specialization has been East Africa. Mr. French has lived and worked in Kenya, having served for a time as Administrative Assistant to the Financial Secretary, The Treasury, East African Common Services Organization in Nairobi. (A.B., Moravian College; M.A. and Ph.D., Yale University.)



LEONARD A. HUMPHREYS comes to Callison from the Hoover Institution on War, Revolution and Peace of Stanford University. His primary field is Japan and China. Mr. Humphreys has lived for a number of years in the Far East, and is now in Japan doing research for his dissertation. He will begin his tenure at Callison in January, 1970. (B.S., United States Military Academy; M.A., Stanford University; Ph.D. in progress, Stanford.)

Visits to the campus by individuals and groups are welcomed. Those interested in Callison College are encouraged to visit if at all possible; arrangements can be made for individuals to stay overnight in a residence hall as well as to talk with the Provost of Callison College. Appointments should be made in advance with the Dean of Admissions.

VOCATIONAL EMPHASIS

CALLISON COLLEGE is unapologetically committed to the ideals of general education as the finest preparation for a student, regardless of his vocational aspirations. We believe the Callison program is right for the student planning to terminate his formal education with the baccalaureate degree, and for the student planning to attend graduate or professional school.

Students planning to pursue studies in the sciences or medicine after graduating from Callison would have to supplement their Callison program with special work in summer school. The fact that some members of Callison's Charter Class are planning to do this indicates a growing appreciation on the part of mature students that professional training alone will not suffice at this point in history.

We believe the Callison program to be ideal undergraduate preparation for students planning a career in high school or college teaching, the ministry, law, international business, and the diplomatic service. Majors can be developed in a variety of disciplines, including history, area studies, political science, sociology, anthropology, philosophy, economics, religion, geography, literature, international studies and languages.

A number of business and professional leaders have evaluated the Callison curriculum as undergraduate preparation for their own vocation. Some of their statements are quoted in this brochure.

THE CALLISON STUDENT

APPLICANTS FOR CALLISON COLLEGE must meet the general admission requirements for the University of the Pacific. These include graduation from an accredited secondary school with an acceptable number of grades of college recommending quality (see other literature), satisfactory scores on the Scholastic Aptitude Test, and supporting recommendations as to fitness and character. The Callison applicant, of course, is expected to present evidence of motivation for service, good physical and emotional health, and the ability to participate in independent study and seminars.

APPLICATION PROCEDURES

THOSE INTERESTED IN APPLYING for admission should write for application forms which should be filed well in advance of the opening of the semester for which admission is desired. It is urged that applications for the fall semester be submitted not later than March 1st.

The University of the Pacific follows an Early Approval Plan and encourages applicants with records clearly meeting the admission requirements to apply early. This is particularly applicable to high school students with strong records through the junior year. Such students may apply during the summer following the junior year or during the first semester of the senior year. Early approval gives assurance of admission and housing. In turn, the applicant is expected to confirm by May 1st.

FINANCIAL AID

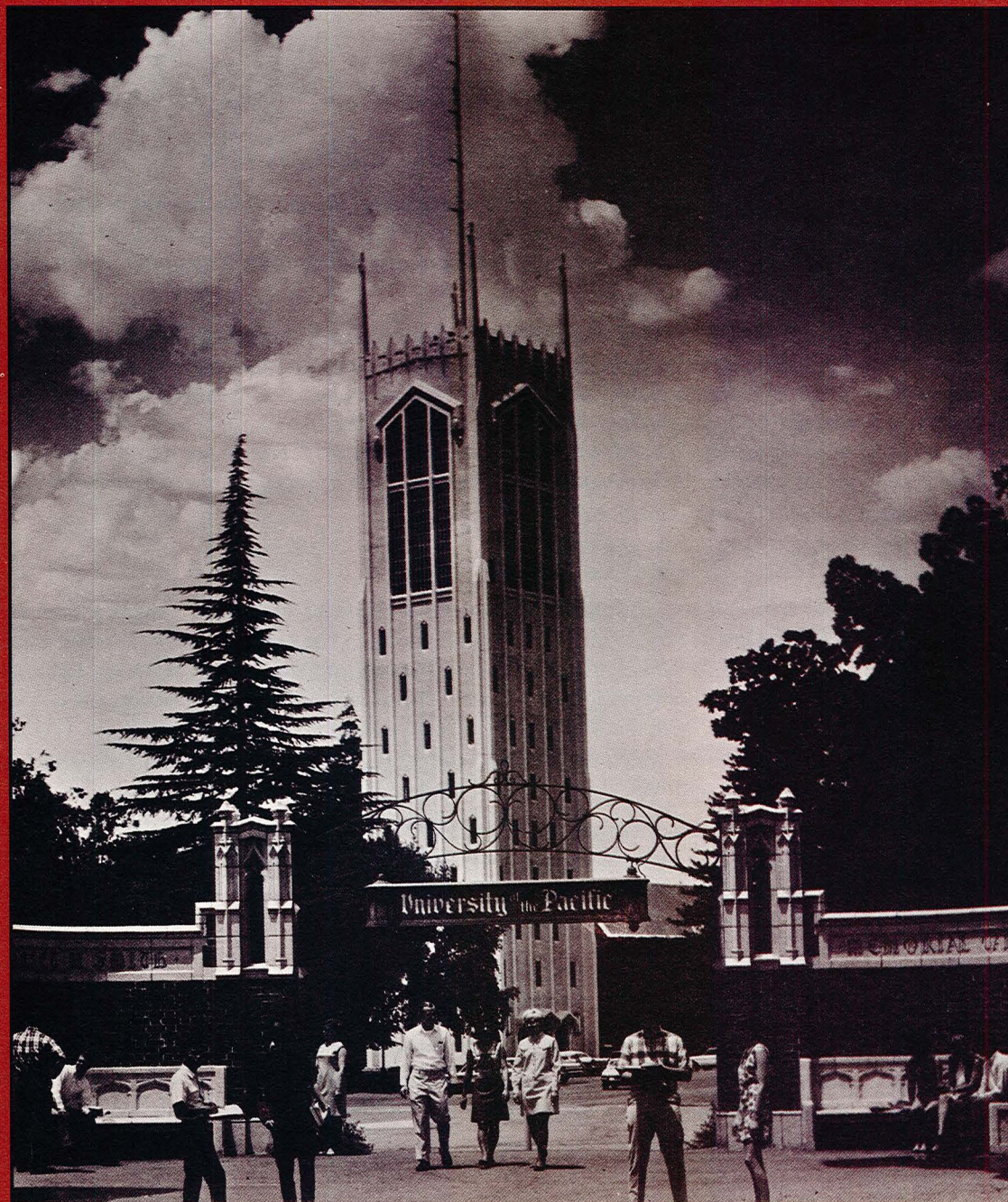
THE UNIVERSITY maintains a substantial financial assistance program including scholarships, grants, loans and job opportunities. The entire program is administered in a single office which makes it possible for qualified students to be offered aid in one form or in a combination of several. The University participates in the College Scholarship Service and the National Defense Education Act loan program. Students seeking scholarships, grants or loans from the University must apply by February 15th. Awards are announced by April 15th.

High school seniors and college transfers who are legal residents of California are expected to investigate and apply for a California State Scholarship in addition to any application made to the University. High School and college counselors have full details.

COSTS

THE MINIMUM ANNUAL COST of room, board, tuition and fees for the 1969-70 academic year is approximately \$3,350. The cost varies slightly with the residence hall assignment. The cost is the same for the sophomore year in India, including transportation.

*For information on your specific interests,
additional literature and application blanks
for admission, scholarship or loan, write to:
Dean of Admissions and Financial Aids
University of the Pacific
Stockton, California 95204*



CALIFORNIA'S FIRST CHARTERED INSTITUTION OF HIGHER EDUCATION

The University of the Pacific, founded in 1851, is California's first chartered institution of higher education. Private, coeducational and residential, it has a current enrollment of about 5,000 students. Its major academic divisions are the College of the Pacific, a liberal arts college following the system of electives and majors; professional schools of Music, Education, Law, Engineering, Pharmacy and Dentistry, and a Graduate School. In 1958, the University announced that it would "grow larger by growing smaller" through the founding of a "cluster" of colleges within the University developed out of the Oxford-Cambridge tradition. Thus, Raymond College was opened in 1962, offering a unique, seminar-tutorial liberal arts curriculum. Elbert Covell College, the first Spanish-speaking college in North America, was opened in 1963. Callison College was established in 1967. Its emphasis is on non-Western civilization, featuring a sophomore year spent on an Asian campus. Each cluster college is limited to 250 students.

1969/70 (?)

