



8-1-1967

## Fall 1967 Student Announcements

Raymond College

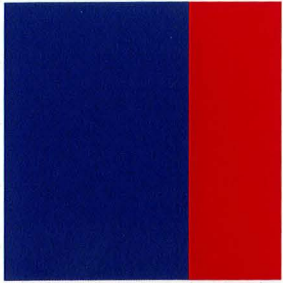
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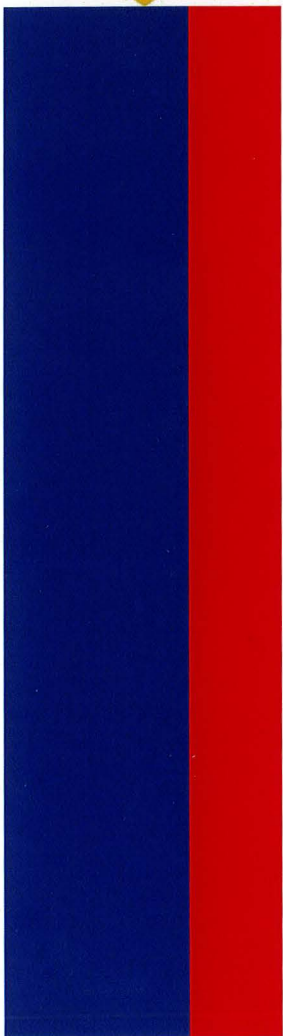
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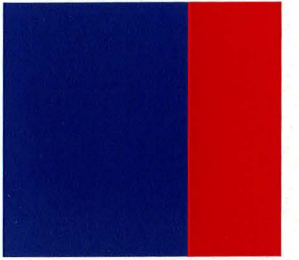


# *Raymond College*

Announcements  
Fall Term 1967







**Raymond College**  
**Fall 1967**

DATE: September 25 1967

TO: All Raymond College students and faculty  
All University students and faculty

SUBJECT: Visit to campus by Mrs. Pearl West

"WHAT THE RECALL IS ALL ABOUT"

TIME: 2:30, Monday Afternoon, September 25

PLACE: Common Room, Raymond College

Note: Mrs. West is a graduate of the University of the Pacific. She is a past officer in the Stockton League of Women Voters, a member of the Stockton Committee on Charter Revision, and Co-Chairman of the Strengthen Our Stockton Committee.

JB:wr

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Joseph Botond-Elazek

SEX AS WE KNOW IT MAY SOON BE DEAD. BUT THE  
SURPRISING FUTURE WILL BE FAR FROM SEXLESS.  
GENERATIONS TO COME MAY FIND ALL OF LIFE  
MORE EROTIC THAN NOW SEEMS POSSIBLE.

by Marshall McLuhan and George B. Leonard

"Well, it finally happened," Michael Murphy of California's Esalen Institute recently said. "A young person came up to talk with me, and I couldn't tell if this person was a man or a woman. Now, I've seen plenty of young people of both sexes dressed in slacks, sweater and long hair, but I'd always been able to find some sexually distinguishing clue. This time there was no way for me to tell. I admit it shook me up. I didn't know exactly how to relate. I felt it would take a new kind of relating, no matter if it were a boy or girl."

The episode is extreme, but it points to a strong trend. In today's most technologically advanced societies, especially urban Britain and America, members of the younger generation are making it clear--in dress and music, deeds and words--just how unequivocally they reject their elders' sexual world. It is tempting to treat the extremes as fads; perhaps many of them are. But beneath the external symptoms, deep transforming forces are at work.

Sex as we now think of it may soon be dead. Sexual concepts, ideals and practices already are being altered almost beyond recognition. Marriage and the family are shifting into new dimensions. What it will mean to be boy or girl, man or woman, husband or wife, male or female may come as one of the great surprises the future holds for us.

We study the future the better to understand a present that will not stand still for inspection. Today, corporations, foundations and governments are asking a new breed of experts called "futurists" to tell them how things are going to be. These futurists tend to limit their predictions to things rather than people. Their imaginations and their computers fight future wars, knit future systems of economics, transportation and communication, build future cities of fantastic cast. Into these wars, systems and cities, they place people just like us--and thereby falsify all their predictions. By default rather than design, most futurists assume that "human nature" will hold firm. They ignore the fact that technological change has always struck human life right at the heart, changing people just as it changes things.

This may be especially true of sex. A history of mankind in terms of sexual practices would make wildly variegated reading. Many ancient civilizations, for example, encouraged varying degrees of incest, and the Ptolemies, successors to Alexander the Great, practiced marriage between brother and sister for some



three hundred years with no obvious ill effect. Modern anthropologists have brought back stories of present-day primitive tribes whose sex customs confound our traditional notion that there is only one "natural" pattern of relationship between the sexes.

In early man, just as in most of the higher mammals, males and females lived rather similar lives, with little specialization except where child-bearing and childrearing were concerned. Life for every member of a primitive hunting tribe was integral, all-involving; there could be no feminist movement, nor any special class of homosexuals or prostitutes. But when mankind turned from hunting to farming, and then to creating cities, empires, pyramids and temples, men and women were split apart in ways that went far beyond biology. Many men became specialists--kings, workers, merchants, warriors, farmers, scribes--in the increasingly complex social machine. Most women fell heir to less specialized, but separate, domestic tasks.

With the coming of writing, it was the manly virtues that were recorded and extolled. As Charles W. Ferguson points out in The Male Attitude, men have kept the records of the race, which may explain why history is a chronicle of war, conquest, politics, hot competition and abstract reasoning. "What survives in the broad account of the days before the modern era," Ferguson writes, "is a picture of a humankind full of hostility and inevitable hate." (LOOK researchers were surprised to find that, until relatively recent times, female births and deaths often were not even recorded.) Ancient writers exaggerated the biological as well as the social differences between the sexes, with the female coming off very badly indeed.

The Romans invented the word *sexus*, probably deriving it from the Latin verb *secare*, to cut or sever. And that is exactly what civilization has done to man and woman. The cutting apart of the sexes rarely has been more drastic than in the industrial age of Europe and America, the period that was presaged by the invention of printing around 1460, and that is now changing into something new right before our eyes.

Throughout the Middle Ages, there had been less separateness between men and women. Privacy, for example, was unwished. Houses had no hallways; bedrooms served as passageways and sleeping places for children, relatives and visitors, along with married couples. Under such circumstances, the sexual act merged easily with the rest of life. Language now considered intimate or vulgar was part of ordinary conversation. Childhood did not exist as a separate category. At about age seven, children simply moved into the grown-up world; paintings of that day depict the young as scaled-down adults, even to the matter of clothing.

After printing, however, human life became increasingly visual and compartmentalized. Architecture took up the idea of visual enclosure, with private rooms connected by hallways. It was only when this happened that childhood separated out from the rest of life. At the same time, sexual activity went



underground. Hidden and mysterious, it receded into a realm apart from ordinary existence, becoming more and more fraught with a special intensity, a vague anxiety. Indecency, pornography and obscenity came into being as a result of specialist stress on separate parts of the body. By the time of Queen Victoria, the split between sex and the proper life was complete. Any wedding night, after a five to ten-year engagement, was likely to be a trauma.

Freud flushed sex up out of the underground, but he, like his contemporaries, saw it as an explosive, a possible threat to whatever held civilization together. In his time--and even up to the present--the forces of life seemed constantly at odds with one another; since the Renaissance, it has seemed necessary to pen them up in separate compartments. The industrial age built more than its share of these boxes. It split class from class, job from job, profession from profession, work from play; divorced the self from the reality and joy of the present moment; fragmented the senses from the emotions, from the intellect; and, perhaps most importantly of all, created highly specialized and standardized males and females.

The ideal male of the industrial age was "all man." He was aggressive, competitive, logical. This man of action was also an apostle of the abstract. And he feared to show much emotion. The ideal woman, for her part, was emotional, intuitive, guilefully practical, submissive. Maleness and femaleness were separate territories; man and woman shared only a tiny plot of common humanity. The wonder is that the two could get together long enough to continue the race.

When sex--under the influence of Freud, factories, the automobile and world wars--came out into the open to become SEX, a peculiar thing happened: People were supposed to be free and frequent with their sexual activity. Women were supposed to turn from Victorian propriety to passionate responsiveness. And yet the basic ideals of maleness and femaleness continued unchanged. It was like a revolution without popular support: a lot of slogans, shouting and confusion, but not much revolution.

The only real attempt at change up until the present turned out to be abortive. Women of feminist persuasion, viewing the action and the power over there in the arena of aggressiveness, specialization and hot competition, tried to take on the attributes of maleness. How ironical! They may have been heading in the wrong direction. When the Victorian novelist George Meredith wrote, "I expect that Woman will be the last thing civilized by Man," he was unknowingly describing her fitness for the post-civilized Electric Age. Where the old technology split people and the world apart, demanded human fragmentation, the emerging technology is putting Humpty Dumpty back together again. It is most doubtful, in the new age, that the rigidly "male" qualities will be of much use. In fact, there may well be little need for standardized males or females.



Trying to define a new sexuality in the industrial period, D. H. Lawrence placed his characters against a backdrop of factories, mines, smokestacks. His most successful sexual hero (in Lady Chatterley's Lover) was a gamekeeper; he may be viewed as the closest Lawrence could get to the primitive hunter. In a sense, the man of the future will be a hunter, an adventurer, a researcher--not a cog in a social machine. The coming age, linked by all-involving, instantaneous, responsive, electronic communication, may seem more "tribal" than "industrial." The whole business of sex may become again, as in the tribal state, play--freer, but less important.

When survey-takers "prove" that there is no sexual revolution among our young people by showing that the frequency of sexual intercourse has not greatly increased, they are missing the point completely. Indeed, the frequency of intercourse may decrease in the future because of a real revolution in attitudes toward, feelings about and uses of sex, especially concerning the roles of male and female. What are those young men with long, flowing hair really saying? In what may seem a ludicrous overstatement, they are sending a clear message to all who will listen: "We are no longer afraid to display what you may call 'feminine.' We are willing to reveal that we have feelings, weaknesses, tenderness--that we are human. And, by the way, we just may be ridiculing all of those uptight movie males with cropped hair and unflinching eyes. We're betting they can't touch our girls." Indeed, the long-haired boys' appeal is not esthetic, but sexual; not private, but corporate.

Bear in mind that the Beatles' dazzling early success, long before their remarkable musicianship came clear, was conferred upon them by millions of young females who were transported by those pageboy hairdos and those sensitive faces. And the Beatles were not the first in a modern lineage of girl-movers. A younger, slenderer, tenderer Frank Sinatra, and then a hip-swiveling Elvis Presley, had reduced earlier sub-generations to squeals and moans. It takes a particularly obstinate blindness not to realize that an ability to free emotions, and not a fragmented "all-maleness," provides today's most compelling erotic appeal.

We might also confess that our reading of the new teen-age "conformity" of the dress and hairdo fails to consider the social ritualism of these forms. They express the new desire for depth involvement in social life rather than egotistic eccentricity.

The trend (perhaps without the exaggerated hair style) seems likely to continue. The all-sensory, all-pervasive total environment of the future may be no place for the narrow-gauge, specialized male. Emotional range and psychic nobility may be valued. Heightened intuition may be required. The breed of hombre generally portrayed by John Wayne is already an anachronism. "Be a man!" the hombre bellows, and the more perceptive of our young laugh.



And if the narrow-gauge male is not laughed out of existence, he may, literally, die out. Specialized, competitive man is particularly susceptible to the maladies of the involuntary muscle, nervous and vascular systems. A U.S. male's life expectancy now is seven years less than a female's. Figures on earlier times are impossible to verify, but one thing is sure: the gap has never been greater. Men who operate inside the boxes of fragmented civilization--whether bus driver, production-line worker or professional specialist--die off at an alarming rate from the heart and gut diseases. Figures for the peptic ulcer are particularly revealing: deaths for white men are four times that for white women in the U.S. But the female death rate, as women have started pushing into the man's world, has been rising. And what about today's younger generation, those under 25? Here are the children of TV and science fiction, the pioneers of the Electric Age, the first humans to sample, even briefly and incompletely, the less fragmented, less competitive, more involving future. What of these tentatively retribalized young men? We may predict that their ulcer rate will decline.

No surprise. In the most isolated primitive tribes, those whose members still operate as free-roving hunters, digestive disorders are practically unknown and the usual civilized heart troubles are rare. Significantly, these people make little distinction between the ideal qualities of male and female. As the noted British anthropologist Geoffrey Gorer writes concerning the peace-loving Pygmies of Africa, the Arapesh of New Guinea and the Lepehas of Sikkim: "Men and women have different primary sexual characteristics--a source of endless merriment as well as more concrete satisfactions--and some different skills and aptitudes. No child, however, grows up with the injunctions, 'All real men do . . . ' or 'No proper woman does . . . , so that there is no confusion of sexual identity: no cases of sexual inversion have been reported among them. The model for the growing child is one of concrete performance and frank enjoyment, not of metaphysical, symbolic achievements or of ordeals to be surmounted. They do not have heroes or martyrs to emulate or cowards or traitors to despise; . . . a happy, hard-working and productive life is within the reach of all."

It would seem that "being a man" in the usual, aggressive Western sense is, if nothing else, unhealthy. To live an ordinary peacetime life in the U.S.--as a recent Army study of the "nervous secretions" of combat soldiers in Vietnam shows--is as bad or worse for your gut, heart and nervous system as facing enemy bullets. But the present fragmented civilization seems on its way out, and what "being a man" means could swiftly change.

Extremes create opposite extremes. The specialized, narrow-gauge male of the industrial age produced--in ideal, at least--the specialized woman. The age stressed the visual over the other senses; the fast development of photography, and then movies, helped full femaleness up from the context of life, of actuality, and make it something special, intense, "hot."



Grotesque and distorted extremes tend to pop out just at the end of any era, a good example being the recent rash of blown-up photographic nudes. The foldout playmate in Playboy Magazine--she of outsize breast and buttocks, pictured in sharp detail--signals the death throes of a departing age. Already, she is beginning to appear quaint, not sexy. She might still be possible for a while in a wide-screen, color movie (another hot medium). But try to imagine her, in that same artificial pose, on the intimate, involving, "cool" television set in your living room

Don't throw away your Playboy foldouts, however. Sooner than it may seem possible, those playmate-size nudes may become fashionable as collectors' items, having the same old-timey quality for future generations that cigar-store Indians and Victorian cartoons have for us. This is not to say that nudity is on its way out. On the contrary, it will most likely increase in the neo-tribal future. But it will merge into the context of ordinary living, becoming not so much lurid and sexy as natural and sensuous.

Already, new "sex symbols" poke fun at the super female. Notable among them is the boyish and gentle young model known as Twiggy. Sophia Loren, for example, is to Twiggy as a Rubens painting is to an X ray. And what does an X ray of a woman reveal? Not a realistic picture, but a deep, involving image. Not a specialized female, but a human being.

It is toward a common humanity that both sexes now tend. As artificial, socially-imposed distinctions disappear, the unalterable essentials of maleness and femaleness may assume their rightful importance and delight. The lusty Gallic salute, Vive la difference!, rings truer about biology than about mores, mannerisms and dress. Even fashion speaks. "Glamour" was a form of armor, designed to insulate, to separate. The new styles, male and female, invite dialogue.

#### THE FILL MAKES A WOMAN A BOMB

While both sexes will probably change, most men will have farther to go than most women in adjusting to the new life. In an unspecialized world of computers and all-developing communications, sensitive intuition and openness will win more prizes, if you will, than unfeeling simplistic logic. Right now, it is impossible to guess how many companies are being held together by intuitive and sensitive executive secretaries. Fortunate is the enterprise that has a womanly woman (not a brittle, feminist dame) as a high-level officer. Many forward-looking corporations, especially in the aerospace industry, already are engaged in sensitivity-training sessions for their male executives. The behavior encouraged in these sessions would make a John Wayne character wince: Manly males learn how to reveal their emotions, to become sensitive to others, to sweep openly if that is what they feel like doing--all this in the pursuit of higher profits. Sensitivity works. The new technology--complex, interrelated, responsive--demands it.



The demands for new male and female ideals and actions are all around us, changing people in many a subtle and unsuspected way. But there is one specific product of modern technology, the contraceptive pill, that can blow the old boundaries sky high. It makes it possible for sexual woman to act like sexual man. Just as the Bomb instantly wipes out all the separating boundaries essential to conventional war, the Pill erases the old sexual boundaries in a flash. The Pill makes a woman a Bomb. She creates a new kind of fragmentation, separating sexual intercourse from procreation. She also explodes old barriers between the sexes, bringing them closer together. Watch for traditions to fall.

Romantic Love seems a likely victim. As a specialty, romance was an invention of the late Middle Ages, a triumph of highly individualistic enterprise. It requires separation, unfulfillment. The chase is everything--the man aflame, the maiden coy. Sexual consummation bursts the balloon of yearning. As in the romantic movies, the significant embrace can hardly be imagined without "The End" printed over it. Indeed, what we have called sex in recent decades may be viewed as the lag end of Romantic Love.

As a way of selecting a spouse, romance ("In all the world, you are the only girl for me") never worked very well. Back in the 18th century, Boswell may have felt some shock at Dr. Johnson's answer to his question: "Pray, Sir, do you not suppose there are fifty women in the world, with any one of whom a man may be as happy, as with any one woman in particular?" Johnson replied: "Aye, fifty thousand." The future may well agree with Dr. Johnson. It is difficult to play the coy maiden on a daily diet of contraceptive pills. And the appeal of computer dating suggests that young people are seeking out a wide and quite practical range of qualities in their mates--not just romance or high-intensity sex appeal. Here, in fact, may be the electronic counterpart of arranged marriage.

The great mystics have always perceived Romantic Love as somehow defective, as a double ego that selfishly ignores other people. Today's youngsters have a different way of putting it: "Our parents' generation is hung up about sex."

#### YOUTHFUL SEXUALITY IS COOLING DOWN

As Romantic Love fades, so may sexual privacy. Already, young people shock their elders by casually conversing on matters previously considered top secret. And the hippies, those brash pioneers of new life patterns, have reverted --boys and girls together, along with a few little children--to the communal living of the Middle Ages or the primitive tribe. It is not uncommon to find a goodly mixture of them sleeping in one room. Readers who envisage wild orgies just don't get the picture. Most of the hippies are not hung up on sex. To them, sex is merely one of many sensory experiences. It is available when desired--therefore perhaps not so desperately pursued.



Today, sex is returning to the adult world just as childhood is once again becoming enmeshed in grown-up matters. The dream girl or dream guy is becoming as odd an idea as the dream house in a world of integral urban design. Sex is becoming secondary to the young. At the same rate that it becomes accessible, it is cooling down. A couple of teen-agers like Romeo and Juliet would now have some of their most dramatic moments deciding on the kind of education they want for their children, plus a second career for Romeo in middle age.

In future generations, it seems most likely that sex will merge with the rest of life, that it will settle down and take its place within a whole spectrum of experiences. You might not think so, what with the outpouring of sexed-up novels and plays since World War II. But these, like the slickly pictured playmates, bring to mind the death rattle of an era. When a novelist like Norman Mailer contends that man is boxed-in by civilized constraints, he is quite right. But when he goes on to say that the free human spirit can now assert itself mostly through sex and violence, he is being merely Victorian.

The more that modern writers present sexual activity as a separate, highly defined, "hot" aspect of life, the more they hasten the death of SEX. Most "literary" novelists have not yet discovered the present, much less glimpsed the future: which is one reason why so many of the brighter college students have turned to anti-novels and, in spite of its questionable literary reputation, science fiction. Robert Heinlein's Stranger in a Strange Land, a popular underground book, tells of an attempt to set up Martian, rather than the usual human, relationships here on earth. In these relationships, what we term sex is communal and multisensual. There is no sharp, artificial distinction between male and female roles. Sex blends with other activities that might be called mystical. And there is even the need for a new world (Heinlein calls it "growing closer") for this demi-erotic mode of relating. Many young people see something of their own aspirations in the Heinlein book and others similar to it. Norman O. Brown (Life Against Death, Love's Body) strikes an equally sympathetic response with his thesis that civilized man has even fragmented his physical person. According to Brown, many people can feel sexual pleasure only in the sex organs themselves; the rich sensory universe of the rest of the body has been deadened.

Just as the Electric Age, with its multitudinous communication aids, is extending the human nervous system outside the body, it is also creating a new desire for exploration inside the self. This inner trip seeks ways to awaken all the senses, to find long-lost human capacities, to discover turn-ons beyond the narrowly sexual. One instance of this new drive for depth involvement is the growing national interest in Oriental religion and philosophy; another, riskier, one is increasing use of LSD and marijuana among young people. These drugs, the experimentalists claim, very quickly "blow your mind," which is to say, they knock out the old partitions within the self, allowing new connections to be made. Some theorists also say that the new rock music with psychedelic light effects can aid the inner traveler.



Serious researchers are looking for means of accomplishing even more without the use of drugs. In several centers throughout the U.S. they are working out techniques for awakening the body and senses, especially those other than the purely visual, and for helping people achieve the unusual psychic states described, for example, in the literature of mysticism. The future will likely demonstrate that every human being has capacities for pleasure and fulfillment beyond sex that the present barely hints at.

In this rich context, those reports on the death of the American family may turn out to have been premature. Actually, the family may be moving into a Golden Age. With so much experiment possible, marriage may come later in life than ever before. Future family units may not be separated from each other in little capsules, but may join together in loosely organized "tribes." As it is now, the capsular family often has nowhere to turn for advice and encouragement when in need, except to professional counselors or organizations. The informal tribe of the future can provide a sounding board and a source of support for each of its families, far more responsive and more loving than any professional helper.

#### HOMOSEXUALITY MAY FADE OUT

With marriage coming later in life, it may also become a more serious matter--perhaps as serious as divorce. Some couples may even wish to write up a legally binding separation agreement (to be revised when their financial and parental situation changes) as a precondition to marriage. Thus, in a sense, marriage becomes "divorce." With all this unpleasant business anticipated and accomplished even before the nuptial vows are spoken, divorce becomes far easier--and probably far less likely. In any case, the divorce rate will probably fall.

Marriage--firmly and willfully welded, centered on creative parenthood--may become the future's most stable institution. The old, largely discredited "togetherness" was based on stereotyped concepts of each family member's role. The new family, integral and deeply involving, may provide the ideal unit for personal discovery, for experiment in the seemingly infinite possibilities of being human. Each new child can provide a new set of perceptions for all the family. Each develops rapidly, urges change in parents and other children alike. It is possible that the family of the future may find its stability in constant change, in the encouragement of what is unique in each of its members; that marriage, freed from the compulsions and restrictions surrounding high-intensity SEX, can become far more sensual, that is to say, more integral.

What about homosexuality and prostitution? Lifelong, specialized sexual inversion has baffled many researchers. But may it not be viewed simply as a response to sexual overspecialization? Just as men in our society are far more specialized than women, so male homosexuality is far more prevalent. To "be a man" in the narrow sense has often proven difficult and dehumanizing. In certain



stressful and ambiguous family situations, some young men have not been able to pull it off. So they flip-flop over to the coin's reverse side, the mirror image of hyper maleness--even more specialized even more limiting. If a new, less specialized maleness emerges, it is possible that the need to turn to specialized homosexuality will decrease. There is a striking absence of it among the communal-living young people of today.

As for prostitution, if it is the oldest profession (or, if you will, service industry), it is also one of the most ancient specialities--an early consequence of the creation of man-in-the-mass. Armies, merchant fleets, work forces: Men without women demanded Woman, or at least one aspect of her. So long as men are massed and shipped away from home, this female specialist will likely follow. But, like homo-sexuality, prostitution may also be looked upon as a response to a certain kind of hyper-femininity. When men, as in the Victorian Age and long after, require sexually-inhibited wives, they create an equal and opposite demand for sexually-uninhibited partners-for-pay. As the first requirement fades, so does the second. Already, call girls are becoming game for the aging. The whole notion seems somewhat ridiculous to the young.

Indeed, the future may well wonder why there has been so much fuss about sex over all these years. Sex may well be regaining some of its traditional cool. It is still a three-letter word, despite the efforts of its four-letter relatives to hot it up. This is not to say the future will be sexless. Far from it, generations yet to come may very well find all of life far more erotic than now seems possible.

Those who try to puzzle out any single sexual way for the next age will probably find their effort in vain. Rather, it seems, the future holds out infinite variety, diversity. The search for a new sexuality is, after all, a search for a new selfhood, a new way of relating. This search already is well under way. What it turns up will surprise us all.

JBB:wr  
9/26/67

## THE FUTURE OF EDUCATION

### THE CLASS OF 1989

by Marshall McLuhan and George B. Leonard

The time is coming, if it is not already here, when children can learn far more, far faster in the outside world than within schoolhouse walls. "Why should I go back to school and interrupt my education?" the high-school dropout asks. His question is impudent but to the point. The modern urban environment is packed with energy and information--diverse, insistent, compelling. Four-year-olds, as school innovators are fond of saying, may spend their playtimes discussing the speed, range and flight characteristics of jet aircraft, only to return to a classroom and "string some more of those old beads." The 16-year-old who drops out of school may be risking his financial future, but he is not necessarily lacking in intelligence. One of the unexpected statistics of recent years comes from Dr. Louis Bright, Associate U.S. Commissioner of Education for Research. His studies show that, in large cities where figures are available, dropouts have higher average IQ scores than high-school graduates.

This danger signal is only one of many now flashing in school systems throughout the world. The signals say that something is out of phase, that most present-day schools may be lavishing vast and increasing amounts of time and energy preparing students for a world that no longer exists. Though this is a time of educational experiments, the real reforms that might be expected have as yet touched only a small proportion of our schools. In an age when even such staid institutions as banks and insurance companies have been altered almost beyond recognition, today's typical classroom--in physical layout, method and content of instruction--still resembles the classroom of 30 or more years ago.

Resistance to change is understandable and perhaps unavoidable in an endeavor as complex as education, dealing as it does with human lives. But the status quo may not endure much longer. The demands, the very nature of this age of new technology and pervasive electric circuitry, barely perceived because so close at hand, will shape education's future. By the time this year's babies have become 1989's graduates (if college "graduation" then exists), schooling as we now know it may be only a memory.

Mass education is a child of a mechanical age. It grew up along with the production line. It reached maturity just at that historical moment when Western civilization had attained its final extreme of fragmentation and specialization, and had mastered the linear technique of stamping out products in the mass.



It was this civilization's genius to manipulate matter, energy and human life by breaking every useful process down into its functional parts, then producing any required number of each. Just as shaped pieces of metal became components of a locomotive, human specialists become components of the great social machine.

In this setting, education's task was fairly simple: decide what the social machine needs, then turn out people who match those needs. The school's function was not so much to encourage people to keep exploring, learning and, therefore, changing throughout life as to slow and control those very processes of personal growth and change. Providing useful career or job skills was only a small part of this educational matching game. All students, perhaps more so in the humanities than the sciences and technologies, were furnished standard "bodies of knowledge," vocabularies, concepts and ways of viewing the world. Scholarly or trade journals generally held a close check on standard perceptions in each special field.

Specialization and standardization produced close resemblance and, therefore, not competition between individuals. Normally, the only way a person could differentiate himself from the fellow specialists next to him was by doing the same thing better and faster. Competition, as a matter of fact, became the chief motive force in mass education, as in society, with grades and tests of all sorts gathering about them a power and glory all out of proportion to their quite limited function as learning aids.

Then, too, just as the old mechanical production line pressed physical materials into preset and unvarying molds, so mass education tended to treat students as objects to be shaped, manipulated. "Instruction" generally meant pressing information onto passive students. Lectures, the most common mode of instruction in mass education, called for very little student involvement. This mode, one of the least effective ever devised by man, served well enough in an age that demanded only a specified fragment of each human being's whole abilities. There was, however, no warranty on the human products of mass education.

That age has passed. More swiftly than we can realize, we are moving into an era dazzlingly different. Fragmentation, specialization and sameness will be replaced by wholeness, diversity and, above all, a deep involvement.

Already, mechanized production lines are yielding to electronically controlled, computerized devices that are quite capable of producing any number of varying things out of the same material. Even today, most U.S. automobiles are, in a sense, custom produced. Figuring all possible combinations of styles, options and colors available on a certain new family sports car, for example, a computer expert came up with 25 million different versions of it for a buyer. And that is only a beginning. When automated electronic production reaches full potential, it will be just about as cheap to turn out a million differing objects as a million exact duplicates. The only limits on production and consumption will be the human imagination.



Similarly, the new modes of instantaneous, long-distance human communication --radio, telephone, television--are linking the world's people in a vast net of electric circuitry that creates a new depth and breadth of personal involvement in events and breaks down the old, traditional boundaries that made specialization possible.

The very technology that now cries out for a new mode of education creates means for getting it. But new educational devices, though important, are not as central to tomorrow's schooling as are new roles for student and teacher. Citizens of the future will find much less need for sameness of function or vision. To the contrary, they will be rewarded for diversity and originality. Therefore, any real or imagined need for standardized classroom presentation may rapidly fade; the very first casualty of the present-day school system may well be the whole business of teacher-led instruction as we now know it.

Tomorrow's educator will be able to set about the exciting task of creating a new kind of learning environment. Students will rove freely through this place of learning, be it contained in a room, a building, a cluster of buildings or (as we shall see later) an even larger schoolhouse. There will be no distinction between work and play in the new school, for the student will be totally involved. Responsibility for the effectiveness of learning will be shifted from student to teacher.

As it is now, the teacher has a ready-made audience. He is assured of a full house and a long run. Those students who don't like the show get flunking grades. If students are free to move anywhere they please, however, there is an entirely new situation, and the quality of the experience called education will change drastically. The educator then will naturally have a high stake in generating interest and involvement for his students.

To be involved means to be drawn in, to interact. To go on interacting, the student must get somewhere. In other words, the student and the learning environment (a person, a group of people, a book, a programmed course, an electronic learning console or whatever) must respond to each other in a pleasing and purposeful interplay. When a situation of involvement is set up, the student finds it hard to drag himself away.

The notion that free-roving students would loose chaos on a school comes only from thinking of education in the present mode--as teaching rather than learning--and from thinking of learning as something that goes on mostly in classrooms. A good example of education by free interaction with a responsive environment already exists, right before our eyes. Watch a child learn to talk or, for an even more striking case, watch a five-year-old learn a new language. If the child moves to a foreign country and is allowed to play intensely and freely with neighborhood children--with no language "instruction" whatever--he will learn the new tongue, acent free, in two or three months. If instruction is attempted, however, the child is in trouble.



Imagine, if you will, what would happen if we set the five-year-old down in a classroom, allowed him to leave his seat only at prescribed times, presented only a few new words at a sitting, made him learn each group before going on to the next, drilled him on pronunciation, corrected his "mistakes," taught him grammar, gave him homework assignments, tested him and--worst of all--convinced him that the whole thing was work rather than play. In such a case, the child might learn the new language as slowly and painfully as do teen-agers or adults. Should an adult try to learn a language by intense play and interaction, he would probably do much better than he would in a classroom, but still fall short of a young child's performance. Why? The adult has already learned the lessons that the old schooling teaches so well: inhibition, self-consciousness, categorization, rigidity and the deep conviction that learning is hard and painful work.

Indeed, the old education gives us a sure-fire prescription for creating dislike of any type of human activity, no matter how appealing it might seem. To stop children from reading comic books (which might be ill-advised), you would only have to assign and test them on their content every week.

Learning a new language is a giant feat, compared to which mastering most of the present school curriculum should prove relatively simple. Long before 1989, all sorts of equipment will be available for producing responsive environments in all the subject matter now commonly taught, and more. Programmed instruction, for example, creates high involvement, since it draws the student along in a sort of dialogue, letting him respond at frequent intervals. Programming at its best lets the student learn commonly-agreed-upon cultural techniques and knowledge--reading, spelling, arithmetic, geography and the like--in his own time, at his own pace. But present-day programming may soon seem crude in light of current developments. Computers will be able to understand students' written or spoken responses. (Already, they understand typed responses.) When these computers are hooked into learning consoles, the interplay between student and learning program can become even more intense.

When computers are properly used, in fact, they are almost certain to increase individual diversity. A worldwide network of computers will make all of mankind's factual knowledge available to students everywhere in a matter of minutes or seconds. Then, the human brain will not have to serve as a repository of specific facts, and the uses of memory will shift. In the new education, breaking the timeworn, rigid chains of memory may have greater priority than forging new links. New materials may be learned just as were the great myths of past cultures--as fully integrated systems that resonate on several levels and share the qualities of poetry and song.



Central school computers can also help keep track of students as they move freely from one activity to another, whenever moment-by-moment or year-by-year records of students' progress are needed. This will wipe out even the administrative justification for schedules and regular periods, with all their anti-educational effects, and will free teachers to get on with the real business of education. Even without computers, however, experimental schools (see The Moment of Learning, Look, December 27, 1966) are now finding that fixed schedules and restrictions on students' movements are artificial and unnecessary.

Television will aid students in exploring and interacting with a wide-ranging environment. It will, for example, let them see into the atom or out into space; visualize their own brainwaves; create artistic patterns of light and sound; become involved with unfamiliar old or new ways of living, feeling, perceiving; communicate with other learners, wherever in the world they may be.

Television will be used for involvement, for two-way communication, whether with other people or other environmental systems. It will most certainly not be used to present conventional lectures, to imitate the old classroom. That lectures frequently do appear on educational television points up mankind's common practice of driving pell-mell into the future with eyes fixed firmly on the rearview mirror.

The student of the future will truly be an explorer, a researcher, a hunter who ranges through the new educational world of electric circuitry and heightened human interaction just as the tribal hunter ranged the wilds. Children, even little children, working alone or in groups, will seek their own solutions to problems that perhaps have never been solved or even conceived as problems. It is necessary here to distinguish this exploratory activity from that of the so-called "discovery method," championed by some theorists, which is simply a way of leading children around to standard perceptions and approved solutions.

Future educators will value, not fear, fresh approaches, new solutions. Among their first tasks, in fact, may be unlearning the old, unacknowledged taboos on true originality. After that, they may well pick up a new driving style in which they glance into the rearview mirror when guidance from the past is needed but spend far more time looking forward into the unfamiliar, untested country of the present and future.

In a sense, the mass-produced student of the present and past always turned out to be a commodity--replaceable, expendable. The new student who makes his own educational space, his own curriculum and even develops many of his own learning methods will be unique, irreplaceable.

What will motivate the new student? Wide variations between individuals will make competition as we now know it irrelevant and, indeed, impossible. Unstandardized life will not provide the narrow measures needed for tight competition, and schools will find it not only



schools will find it not only unnecessary but nearly impossible to give ordinary tests or grades. Motivation will come from accomplishment itself; no one has to be forced to play. Form and discipline will spring from the very nature of the matter being explored, just as it does in artistic creation. If the student of the future may be compared with the child at play, he also resembles the artist at work.

A strange dilemma seems to arise: It appears that, with the new modes of learning, all the stuff of present-day education can be mastered much more quickly and easily than ever before. Right now, good programmed instruction is cutting the time for learning certain basic material by one-half or one-third. What will students do with all the time that is going to be gained? The problem is not a real one. With students constantly researching and exploring, each discovery will open up a new area for study. There is no limit on learning.

We are only beginning to realize what a tiny slice of human possibilities we now educate. In fragmenting all of existence, Western civilization hit upon one aspect, the literate and rational, to develop at the expense of the rest. Along with this went a lopsided development of one of the senses, the visual. Such personal and sensory specialization was useful in a mechanical age, but is fast becoming outmoded. Education will be more concerned with training the senses and perceptions than with stuffing brains. And this will be at no loss for the "intellect." Studies show a high correlation between sensory, bodily development --now largely neglected--and intelligence.

Already, school experimenters are teaching written composition with tape recorders (just as students play with these marvelous devices) in an attempt to retrain the auditory sense, to recapture the neglected rhythms of speech. Already, experimental institutes are working out new ways to educate people's neglected capacities to relate, to feel, to sense, to create. Future schooling may well move into many unexplored domains of human existence. People will learn much in 1989 that today does not even have a commonly accepted name.

Can we view this future, the hard and fast of it? Never, for it will always come around a corner we never noticed, take us by surprise. But studying the future helps us toward understanding the present. And the present offers us glimpses, just glimpses: Seven-year-olds (the slowest of them) sitting at electronic consoles finishing off, at their own pace, all they'll ever need in the basic skills of reading, writing and the like; eight-year-olds playing games that teach what we might call math or logic in terms of, say, music and the sense of touch; nine-year-olds joining together in large plastic tents to build environments that give one the experience of living in the Stone Age or in a spaceship or in an even more exotic place--say, 19th-century America; ten-year-olds interacting with five-year-olds, showing them the basics (now unknown) of human relations or of the relationships between physical movements and mental states.



In all of this, the school--that is, an institution of learning confined to a building or buildings--can continue to hold a central position only if it changes fast enough to keep pace with the seemingly inevitable changes in the outside world. The school experience can well become so rich and compelling that there will be no dropouts, only determined drop-ins. Even so, the walls between school and world will continue to blur.

Already it is becoming clear that the main "work" of the future will be education, that people will not so much earn a living as learn a living. Close to 30 million people in the U.S. are now pursuing some form of adult education, and the number shoots skyward. Industry and the military, as well as the arts and sciences, are beginning to consider education their main business.

The university is fast becoming not an isolated bastion but an integral part of the community. Eventually, nearly every member of a community may be drawn into its affairs. The university of the future could offer several degrees of "membership," from everyday full-time participation to subscriptions to its "news service," which would be received in the home on electronic consoles.

Already, though not many journalists or college presidents realize it, the biggest news of our times is coming from research in the institutions of higher learning--new scientific discoveries, new ways of putting together the webs of past and current history, new means for apprehending and enjoying the stuff of sensory input, of interpersonal relations, of involvement with all of life.

The world communications net, the all-involving linkage of electric circuitry, will grow and become more sensitive. It will also develop new modes of feedback so that communication can become dialogue instead of monologue. It will breach the wall between "in" and "out" of school. It will join all people everywhere. When this has happened, we may at last realize that our place of learning is the world itself, the entire planet we live on. The little red schoolhouse is already well on its way toward becoming the little round schoolhouse.

Someday, all of us will spend our lives in our own school, the world. And education--in the sense of learning to love, to grow, to change--can become not the woeful preparation for some job that makes us less than we could be but the very essence, the joyful whole of existence itself.

JBB:wr

# RAYMOND COLLEGE WEEKLY BULLETIN

Vol. VI No. 5.

September 28, 1967

Thursday	September 28	4:00 p.m.	Academic Council - Academic Facilities Bldg., Room 123
Friday	September 29	3:30, 7:00, 9:30 p.m.	Project Amigos Film: "The Gospel according to St. Mathew" - Morris Chapel
		8:00-12:00 p.m.	IFC Open House and Street Dance
Saturday	September 30		Football: UOF vs West Texas State - There
		2:00 p.m.	Soccer: UOF vs Chico State - HERE
		2:00 p.m.	Waterpolo: UOF vs Chico State - HERE
Monday	October 2	12:15 p.m.	Faculty Low Table: Pat Schedler "The Making of Student Activists" Callison College Balcony (part II)
Tuesday	October 3	11:00 a.m.	Chapel: Dr. John Bevan, UOF Academic Vice President: "The Ultimate Computer"
		7:30- 9:30 p.m.	WRA Intramurals Swim Meet
		5:15 p.m.	Faculty meeting - Provost's Lodge
		6:30 p.m.	High Table Dinner
		8:00 p.m.	High Table Program: Elizabeth Bartlett

## ANNOUNCEMENTS

PARKING STICKERS will be required beginning October 1 for all cars parked on the university campus. These may be purchased at the Business Office. Price: \$2.00 (valid for 1 year only) or \$5.00 (valid indefinitely)

MILLER ANALOGIES TEST is scheduled for Thursday, October 12, at 4:00 p.m. in the Administration Building, room 210. Fee: \$3.00. Sign up in the Graduate School Office, 109 Administration Building. Deadline is October 10. Raymond seniors must take this test in order to graduate.



September 28, 1967

TO: RAYMOND STUDENTS

FROM: Leslie Noble

Raymond College has been invited to contribute more to the Pacifican. Both reporters, photographers and writers are needed. There has even been a suggestion that Raymond College have a weekly column, or at least provide the news from Raymond to the paper. Any students who are interested, contact:

Jeanelle Gobby  
Managing Editor  
Pacifican Office (Quonset #1)

She also can be reached in Grace Covell Hall. She's enthused about the possibilities of expanding and improving the Pacifican, and will really support new ideas.

LN:mh



## COMMITTEE OF THE WHOLE

THERE WILL BE AN IMPORTANT COMMITTEE OF THE WHOLE MEETING THURSDAY, SEPT. 28, AT 3:30 p.m. IN THE GREAT HALL.

1. THE STATEMENT OF HONOR WILL BE PRESENTED IN REVISED FORM BY BOB TANNER
2. ALSO, THE STATEMENT ON DORM HOURS INCLUDING INTER-DORM VISITATION, ROLE OF THE RESIDENCE STAFF AND SIGN OUT PROCEDURE WILL BE DISCUSSED.
3. THE COMMON ROOM POLICY WILL ALSO BE REVIEWED.

ATTENDANCE OF ALL REP COUNCIL MEMBERS IS IMPERATIVE AND ALL THOSE INTERESTED IN ANY OF THESE AREAS ARE INVITED TO ATTEND.

NOTE: IF THERE IS ANYONE INTERESTED IN ASSISTING THE MEMBERS OF PRE REP COUNCIL ON ANY SUB-COMMITTEES, PLEASE CONTACT ANY MEMBER OF REP COUNCIL AND ATTEND THE COMMITTEE MEETINGS.

Announcement to Seniors and Graduate Students

FALL TESTING DATES

MILLER ANALOGIES TEST

The test is scheduled for Thursday, October 12, 1967 at 4:00 p.m. in 210 Administration Building. It is required for admission to the graduate schools of many universities and colleges and required of all candidates here for the doctoral degree in education and for the education specialist degree. Fee: \$3.00 Sign up in the Graduate School Office, 109 Administration Building.  
Deadline is October 10, 1967.

ADMISSION TEST FOR GRADUATE STUDY IN BUSINESS

The 1967-68 test will be given November 4, 1967, Saturday, in the Quiet Room, SEcond Floor, Library at 8:30 a.m. to 1:00 p.m. Sign up with Dr. Rollin O. Dunsdon in 232 North Hall.  
Deadline is October 16, 1967.

GRADUATE RECORD EXAMINATION

The G.R.E. will be given November 11 and 18, 1967. The Aptitude Test is scheduled for Saturday, November 11 at 9:00 a.m.; the Advanced Test on Saturday, November 18 at 9:00 a.m. and 1:00 p.m. for those who have Saturday morning classes. All tests will be in Rooms 207 and 210 Administration Building. Sign up in the Graduate School Office, 109 Administration.  
Fee: \$4.50 for one exam; \$8:00 for both.  
Deadline is October 13, 1967.

CHECK WITH THE GRADUATE SCHOOL OFFICE FOR INFORMATION ON

CALIFORNIA STATE GRADUATE FELLOWSHIPS, 1968-69!





September 29, 1967

*Lu Biscoe*

Each year many students, unaware of the early deadline on the annual Foreign Service Examination, let it pass -- only to learn later of the importance of that Exam for a Foreign Service career. The critical date this year is now less than one month away: October 21st. All applications must bear postmarks no later than midnight of that day.

It will be greatly appreciated, therefore, if you will call this to the attention of any of your students who you think might be interested in overseas careers with either the United States Information Agency or the State Department. Those inclined towards the kinds of duties peculiar to USIA, as described in the enclosed green and white brochure, should be warned that they must select Option A when they take the exam -- as noted on the last inside page of the enclosed black and blue booklet.

Any citizen in the 21-31 age range is eligible, whether Freshman, post-graduate, or other. A candidate may take the exam more than once. Any number of failures will not prejudice his chances of passing later on.

Base pay for those who make it now are in the range between \$6,451 and \$8,477, depending on various factors, and by October 1st these figures will probably go up by 4.5%. There are also allowances for overseas rent and utilities and, depending on the post, certain other allowances.

The inside of the back cover of the black and blue brochure is an application form; the outside lists the 293 places where the exam will be given in the United States.

A booklet of sample questions is also enclosed. Additional copies of all these publications can probably be found in your Placement Office. If not, a line to this office will bring any student what he needs.

Sincerely,

*Edward J. Heffron*

Edward J. Heffron  
Director  
College Relations  
Office of Personnel and Training

Enclosures:

Foreign Service Opportunities  
Foreign Service Careers  
Sample Questions

COFFEE HOUSE DITTO MACHINE:

Is now kept in the cupboard opposite the sink in the coffee house. It will be open during the day and locked at night; Mary Hanle and I have keys. If you have to take it out to use (you shouldn't have to) please put it back when you are done with it; it can be plugged into the out let behind the coke machine.

--- Quincy Bragg

P.S. There will be coffee made in the ~~same~~ coffee house every night; bring your own cups.

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October 3, 1967

TO: Raymond Students

FROM: Leslie Noble

Tonight at dinner, we will be having two guests here to tell students about the O. H. Close School. This school is an excellent state school for boys that both Raymond and C.O.P. students have worked with in the past.

One guest will be Professor Byron from the C.O.P. sociology department who co-ordinates the student program, and the other is Mr. Frazier from the school staff. Even if you don't have the time to become involved in the program, plan to come and hear more about the exciting things going on at the O. H. Close School.

LN:mh

## INSTRUCTIONS FOR PACKET PROCEDURE

TUESDAY, OCT 3: DISTRIBUTION OF POLICY PACKET.

EACH RESIDENT OF EACH FLOOR WILL BE HELD RESPONSIBLE FOR HOLDING A MEETING OF HIS FLOOR AT WHICH ALL RESIDENTS OF THE FLOOR SHOULD BE PRESENT. AT THIS MEETING THEY WILL BE RESPONSIBLE FOR ELECTING A FLOOR CHAIRMAN WHO WILL CALL ALL SUCCESSIVE MEETINGS AT WHICH THE STATEMENT OF PROPOSED POLICIES CONTAINED IN THE PACKET WILL BE DISCUSSED.

WEDNESDAY, OCT. 4: THE MORNING AND AFTERNOON WILL BE RESERVED FOR FURTHER DISCUSSION ON THE PROPOSED POLICY STATEMENTS.

WEDNESDAY, OCT. 4; 7:30 p.m. : GENERAL ALL-SCHOOL MEETING.  
GREAT HALL.

EACH FLOOR CHAIRMAN WILL BE RESPONSIBLE FOR SUBMITTING HIS FLOOR'S PROPOSALS FOR ANY CHANGES TO BE MADE IN THE POLICY STATEMENTS TO THE COLLEGE CO-ORDINATOR. IF NEEDED, FURTHER DISCUSSION WILL BE CALLED FOR.

FRIDAY, OCT 6; 3:00 IN THE GREAT HALL.

REPRESENTATIVE COUNCIL MEETING WILL BE HELD TO DISCUSS AND POSSIBLY RATIFY PROPOSED POLICY STATEMENTS.

THE MEETING WILL BE OPEN TO OBSERVERS!!!!!!!

FACULTY MEMBERS ARE ENCOURAGED TO PARTICIPATE .

HAPPILY SUBMITTED BY

REP COUNCIL.....



## STATEMENT ON HONOR

Raymond College is one of the most successful academic institutions in existence. This success, we maintain, depends upon the commitment of every member of the Raymond community to the pursuit of intellectual excellence. The intense, intimate atmosphere generated by such an environment is integral to the high quality of the education offered at Raymond College. The social values and structures of the community derive from the necessity to maintain personal freedom and intellectual vitality.

Freedom of individual expression is a cherished value at Raymond, and the community exists to allow, encourage, and protect that freedom. It is expected, therefore, that each student will take seriously the demands that the community makes upon him in recognition that these demands protect both his freedom and that of others. The balance between the freedom of the individual and the well-being and endurance of the community is a delicate one indeed, and must be predicated on the maturity and sound judgement of the student body. The academic experience at Raymond is for adults--for students who will accept the responsibility for the freedoms they enjoy and the authority they exercise.

The regulations, as such, of this college are few--as few as is compatible with the nature of the University of the Pacific and with the proper functioning of the community. The responsibility for upholding the regulations and values of the college rests primarily with each individual. But, as we are also a self-regulating community, each individual holds additional and equal responsibility for every other member. This implies that when any person within the community feels that the ideals, values, or welfare of the community are being compromised in any way, he will confront the student or students involved and attempt to rectify the situation that has arisen. If no agreement can be reached in this way, the Student Court functions as the mediator between the parties involved and the community at large.



PROPOSED  
Raymond College Residence Code

In as much as living on campus is required of all Raymond College students, we would strive to create and maintain an atmosphere conducive to study within the quad as a whole. The following codes are set down for the physical wellbeing of the dorms, and to insure that each student can find privacy and quiet within the dorms.

I.      Residence Staff.

As residents of the quad, the Residence Staff have the same responsibility to uphold the honor statement as do all Raymond College students. Their particular responsibilities to Raymond College are to be counselors to students living in the dorms, and to assist the University Housing Department in maintenance of the dorms.

II.     Sign Out.

Everyone shall sign out if leaving the U. O. P. Campus for more than four hours at a time. Boxes containing sign-out cards will be provided in the stairwells of each dorm. The student should indicate his destination, estimated time of return, and if possible, provide a phone number at which he can be reached. This information will not be used in any other way than to contact the student in case of emergency.

III.    Inter-dorm Visitation.

Dorms will be open to all students during the following times:  
Monday - Thursday, 7 P.M. to 11 P.M.; and Friday - Sunday, 1 P.M. to 11 P.M. At all other times, only the basement, lounge, and foyer areas will be available for the use of all students.



#### IV. Dorm Hours.

Inasmuch as Raymond is an academically oriented community founded in mutual trust and community loyalty and stressing the individual's responsibility, all students are free to come and go from their residences at any time. However, for the safety of the residents of the women's dorms, the outside doors will be locked at 11 P.M. every night. Girls should be careful that all doors remain locked until 7 A.M. and that they are extremely careful in the use of their residence keys.



The majority of the Raymond College Community strongly disagrees with the California State Law #-\_\_\_\_\_prohibiting the use of alcoholic beverages by persons under the age of 21. This disagreement does not follow from any desire to disregard all rules that impinge upon our freedom, for we realize that with freedom comes the responsibility to respect other people's opinions and rights, and that the laws under which we live most often reflect the beliefs of the majority. However, while the people of California continue to support the existence of this law, they also tolerate its inconsistent enforcement. In addition, since we believe that chronological age does not adequately reflect maturity, it is unfair arbitrarily to allow or prohibit the use of alcohol according to such a criterion. Raymond College does not advocate the use of alcohol by its students, even though some may be over 21.

The purpose of this policy statement is to define clearly those irresponsible actions that the Raymond community will not tolerate. The offenders of the following definitions of irresponsibility must be censured in accordance with procedures outlined in the statement of honor. Since a Raymond student represents his school both on and off campus, the following definitions apply to behavior outside, as well as within the Raymond quadrangle.

- (1) No drunk and disorderly conduct. Drunk and disorderly conduct includes loud, offensive language, yelling, and otherwise rousing, purposeful damage to school property, fighting, or in any other way attacking another's person.
- (2) No continued use of alcoholic beverages to the point of flaunting the trust and respect of other members of the Raymond community.

(3) No distasteful display of liquor containers--empty or filled --that may offend visitors to Raymond.

(4) No driving while under the influence of alcohol.



## STATEMENT OFN DRUGS

Raymond College recognizes that state and federal laws concerning narcotics and so-called "dangerous drugs" are often poorly defined and instituted with a moral rather than medical intent without any distinction between hard narcotics and truly dangerous drugs on the one hand, and marijuana on the other. This illegality, however, is real and presents one of the greatest threats to the individual and the community.

With respect to the individual, there is an immediate possibility of arrest and conviction on the felony charge of possession of marijuana. Such a conviction results not only in a prison term of up to twenty years, but also the loss of civil rights and the opportunity to pursue career and educational goals. Further, the possibility of civil action has proven to be a destructive force within the community. The aura of internal disorder, mutual distrust and fear can all but totally destroy an academic environment.

The Community should also be aware that most of the so-called "dangerous drugs" can, indeed, prove to be severely damaging to the physical and mental health of the user. Additionally, these drugs often prevent the user from actively functioning within the community.

Therefore, the possession, use, or sale of illegal drugs on campus, or the abuse of any drugs such that it interferes with the functioning of the academic process cannot be tolerated.



# RAYMOND COLLEGE WEEKLY BULLETIN

Vol. VI No. 6

October 5, 1967

Thursday	October 5	4:15 p.m.	Intramural Touch Football: Raymond vs D. U. in Knoles Field -- West Hall vs Students in Delta Field
Friday	October 6	3:30, 7:00 and 9:30 p.m.	"Y" Film: Experimental Films-- Academic Facilities Building
		8:00 p.m.	Waterpolo: UOP vs San Jose--there
			"Y" Pack Trip
			Last day to change study list or withdraw without penalty
Saturday	October 7		Jedidial Smith Rendezvous--Mickie Grove--all day
		9:45 a.m.	Waterpolo: UOP vs Foothill--there
		11:00 a.m.	Soccer: UOP vs San Jose--here
		3:00 p.m.	Waterpolo: UOP vs De Anza--there
			Football: UOP vs Montana--there
		6:00 p.m.	Stockton Symphony Day--Weberstown
Sunday	October 8	7:30 p.m.	Flicks: "Godzilla vs The Thing" & "Circus Slicker"--Conservatory
Tuesday	October 10	11:00 a.m.	Chapel: Dr. Cedric Dempsey, UOP "Athletics In Academic"
		4:15 p.m.	Fulbright meeting--Price Lounge*
		5:15 p.m.	Faculty meeting--Provost's Lodge
		6:30 p.m.	High Table Dinner
		8:00 p.m.	High Table Program: David Harris*
		8:15 p.m.	Luis Felipe Chavarria, Guitarist--Conservatory--no admission charge
Wednesday	October 11	8:00 p.m.	Drug Symposium: Wadman, Gray, Funkhouser, Sheurman--Common Room
			Last day for tuition refund

## ADDITION:

Monday	October 9	12:15 p.m.	Faculty Low Table: John Morearty, Callison College Balcony
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## ANNOUNCEMENTS

LOST & FOUND: Red French notebook with no name. May be claimed in Provost's Lodge.

Book: "Fourteen British and American Poets". May be claimed in Provost's Lodge.

WORK: Students who wish to work for faculty this year, and are willing to attempt to qualify for the government work-study program please see Ellen Bakan.

FOREIGN STUDY: Information on Foreign Study programs is available in Dean Jacoby's office (113 Administration Building). He is chairman of the University Committee on Study Abroad.

COUNSELING: The counseling center is now open in 111 Owens Hall from 10:00 a.m. to 2:00 p.m. daily. There are many services provided at the center aside from personal counseling, including vocational and personality testing. Students must make an appointment personally when they want to talk to a counselor or doctor.

MILLER ANALOGIES TEST is scheduled for Thursday, October 12 at 4:00 p.m. in the Administration Building, room 210. Fee: \$3.00. Sign up in the Graduate School Office, room 109 of Administration Building. Deadline is October 10. Raymond seniors must take this test in order to graduate.

FULBRIGHT MEETING: October 10, 4:15 p.m., Price Lounge. All Seniors interested in applying for Fulbright grants for 1968-69 should meet with Mr. Ford Tuesday afternoon to discuss opportunities, prospects, and procedures. The application procedure is a formidable prospect, and must be completed by October 25. Candidates for Latin American countries are especially urged to be prompt in applying.

HIGH TABLE: David Harris, last year's student body president for Stanford will speak on the Viet Nam war, draft resistance, and the objectives of the Oct. 16 nation-wide draft rebellion. Harris is a founder of the Bay Area Organizing Committee for Draft Resistance and was one of several persons invited to participate in a meeting on students and the draft called by Kingman Brewster, President of Yale. Harris, now a senior at Stanford majoring in Social Thought, was the subject of an article in the Sept. issue of Esquire. Attendance at this High Table will be well worth your while.



DATE: October 5, 1967

TO: The Raymond Students

FROM: Berndt Kolker

SUBJECT: Handling of Letter Grades

Raymond College is disdainful of conventional letter grades. Nonetheless, it is necessary that such grades be available for each student in case he wishes to share them with graduate schools (or desires to transfer from Raymond to another college) which continue to use this inefficient measure of student attainment.

There is a binding agreement between Raymond students and their faculty that such letter grades as are given will be held by each professor and will not be released to anyone without permission of the student to whom the grades apply.

This arrangement presents us with an operational problem when the professor concerned leaves the campus for a protracted period of time. In those cases, a student's request to furnish his letter grades to another school cannot be acted on without delay, and occasionally that delay has proven to be harmful to the student. Accordingly, the faculty has arranged for the following procedure: whenever a faculty member absents himself from campus for an extended period, he will turn over his letter grades to the Provost. The Provost will keep the grades in a locked file where they will remain until the faculty member returns. Thus, the grades will be available if a student asks that they be given to a school of his choice, but their total confidentiality will not be compromised in any way.

The Provost and the faculty want the students to be apprized of this arrangement.

K:eb



TO RAYMOND STUDENTS  
FROM KATHY MUMM

BEGINNING ON TUESDAY, OCTOBER 10, THE MAIL ROOM WILL BE CLOSED TO STUDENTS. THEREFORE IT WOULD BE WISE FOR YOU TO LEARN THE BOX COMBINATIONS. IF YOU HAVE LOST THEM I WILL BE GLAD TO LET YOU KNOW WHAT THEY ARE. ALSO, THE LODGE WILL, AS ALWAYS, BE OPEN FROM 8:30 a.m. TO 12:30 p.m. ON SATURDAYS. IT WILL NOT HENCEFORTH BE OPENED FOR THE CONVENIENCE OF INDIVIDUALS UNLESS IN THE CASE OF EXTRAORDINARY NEED.

YOUR COOPERATION WILL BE APPRECIATED.



## A SCHOOLMAN'S GUIDE TO MARSHAL McLUHAN

by John M. Culkin, director of the Center for  
Communications, Fordham University

Education, a seven-year-old assures me, is "how kids learn stuff." Few definitions are as satisfying. It includes all that is essential--a who, a what, and a process. It excludes all the people, places, and things which are only sometimes involved in learning. The economy and accuracy of the definition, however, are more useful in locating the problem than in solving it. We know little enough about kids, less about learning, and considerably more than we would like to know about stuff.

In addition, the whole process of formal schooling is now wrapped inside an environment of speeded-up technological change which is constantly influencing kids and learning and stuff. The jet-speed of this technological revolution, especially in the area of communications, has left us with more reactions to it than reflections about it. Meanwhile back at the school, the student, whose psyche is being programed for tempo, information, and relevance by his electronic environment, is still being processed in classrooms operating on the postulates of another day. The cold war existing between these two worlds is upsetting for both the student and the schools. One thing is certain: It is hardly a time for educators to plan with nostalgia, timidity, or old formulas. Enter Marshall McLuhan.

He enters from the North, from the University of Toronto where he teaches English and is director of the Center for Culture and Technology. He enters with the reputation as "the oracle of the electric age" and as "the most provocative and controversial writer of this generation." More importantly for the schools, he enters as a man with fresh eyes, with new ways of looking at old problems. He is a man who gets his ideas first and judges them later. Most of these ideas are summed up in his book, Understanding Media. His critics tried him for not delivering these insights in their most lucid and practical form. It isn't always cricket, however, to ask the same man to crush the grapes and serve the wine. Not all of McLu is nu or tru, but then again neither is all of anybody else. This article is an attempt to select and order those elements of McLuhanism which are most relevant to the schools and to provide the schoolman with some new ways of thinking about the schools.

McLuhan's promise is modest enough: "All I have to offer is an enterprise of investigation into a world that's quite unusual and quite unlike any previous world and for which no models of perception will serve." This unexplored world happens to be the present. McLuhan feels that very few men look at the present with a present eye, that they tend to miss the present by translating it into the past, seeing it through a rear-view mirror. The unnoticed fact of our present is the electronic environment created by the new communications media. It is as pervasive as the air we breathe (and some would add that it is just as



polluted), yet its full import eludes the judgments of commonsense or content-oriented perception. The environments set up by different media are not just containers for people; they are processes which shape people. Such influence is deterministic only if ignored. There is no inevitability as long as there is a willingness to contemplate what is happening.

Theorists can keep reality at arm's length for long periods of time. Teachers and administrators can't. They are closeted with reality all day long. In many instances they are co-prisoners with electronic-age students in the old pencil box cell. And it is the best teachers and the best students who are in the most trouble because they are challenging the system constantly. It is the system which has to come under scrutiny. Teachers and students can say, in the words of the Late Late Show, "Baby, this thing is bigger than both of us." It won't be ameliorated by a few dashes of good will or a little more hard work. It is a question of understanding these new kids and these new media and of getting the schools to deal with the new electronic environment. It's not easy. And the defenders of the old may prove to be the ones least able to defend and preserve the values of the old.

For some people, analysis of these newer technologies automatically implies approbation of them. Their world is so full of shoulds that it is hard to squeeze in an is. McLuhan suggests a more positive line of exploration:

At the moment, it is important that we understand cause and process. The aim is to develop an awareness about print and the newer technologies of communication so that we can orchestrate them, minimize their mutual frustrations and clashes, and get the best out of each in the educational process. The present conflict leads to elimination of the motive to learn and to diminution of interest in all previous achievement: It leads to loss of the sense of relevance. Without an understanding of media grammars, we cannot hope to achieve a contemporary awareness of the world in which we live.

We have been told that it is the property of true genius to disturb all settled ideas. McLuhan is disturbing in both his medium and his message. His ideas challenge the normal way in which people perceive reality. They can create a very deep and personal threat since they touch on everything in a person's experience. They are just as threatening to the establishment whose way of life is predicated on the postulates he is questioning. The establishment has no history of organizing parades to greet its disturbers.

His medium is perhaps more disturbing than his message. From his earliest work he has described his enterprise as "explorations in communication." The word he uses most frequently today is "probe." His books demand a high degree of involvement from the reader. They are poetic and intuitive rather than logical and analytic. Structurally, his unit is the sentence. Most of them are topic sentences--which are left undeveloped. The style is oral and breathless and frequently obscure. It's a different kind of medium.



"The medium is the message," announced McLuhan a dozen years ago in a cryptic and uncompromising aphorism whose meaning is still being explored. The title of his latest book, an illustrated popular paperback treatment of his theories, playfully proclaims that The Medium Is the Message--a title calculated to drive typesetters and critics to hashish and beyond. The original dictum can be looked at in four ways, the third of which includes a massage of importance.

The first meaning would be better communicated orally--"The medium is the message." The medium is the thing to study. The medium is the thing you're missing. Everybody's hooked on content; pay attention to form, structure, framework, medium. The play's the thing. The medium's the thing. McLuhan makes the truth stand on its head to attract attention. Why the medium is worthy of attention. Why the medium is worthy of attention derives from its other three meanings.

Meaning number two stresses the relation of the medium to the content. The form of communication not only alters the content, but each form also has preferences for certain kinds of messages. Content always exists in some form and is, therefore, to some degree governed by the dynamics of that form. If you don't know the medium, you don't know the message. The insight is neatly summed up by Dr. Edmund Carpenter: "English is a mass medium. All languages, are mass media. The new mass media--film, radio, TV--are new languages, their grammars as yet unknown. Each codifies reality differently; each conceals a unique metaphysics. Linguists tell us it's possible to say anything in any language if you use enough words or images, but there's rarely time; the natural course is for a culture to exploit its media biases...."

It is always content-in-form which is mediated. In this sense, the medium is co-message. The third meaning for the M-M formula emphasizes the relation of the medium to the individual psyche. The medium alters the perceptual habits of its users. Independent of the content, the medium itself gets through. Pre-literate, literate, and post-literate cultures see the world through different-colored glasses. In the process of delivering content the medium also works over the sensorium of the consumer. To get this subtle insight across, McLuhan punned on message and came up with massage. The switch is intended to draw attention to the fact that a medium is not something neutral--it does something to people. It takes hold of them, it jostles them, it bumps them around, it massages them. It opens and closes windows in their sensorium. Proof? Look out the window at the TV generation. They are rediscovering texture, movement, color, and sound as they retribalize the race. TV is a real grabber; it really massages those lazy, unused senses.

The fourth meaning underscores the relation of the medium to society. Whitehead said, "The major advances in civilization are processes that all but wreck the societies in which they occur." The media massage the society as well as the individual. The results pass unnoticed for long periods of time because people tend to view the new as just a little bit more of the old. Whitehead again: "The greatest invention of the nineteenth century was the invention



of the method of invention. A new method entered into life. In order to understand our epoch, we can neglect all details of change, such as railways, telegraphs, radios, spinning machines, synthetic dyes. We must concentrate on the method in itself: That is the real novelty which has broken up the foundations of the old civilization." Understanding the medium or process involved is the key to control.

The media shape both content and consumer and do so practically undetected. We recall the story of the Russian worker whose wheelbarrow was searched every day as he left the factory grounds. He was, of course, stealing wheelbarrows. When your medium is your message and they're only investigating content, you can get away with a lot of things--like wheelbarrows, for instance. It's not the picture but the frame. Not the contents but the box. The blank page is not neutral; nor is the classroom.

McLuhan's writings abound with aphorisms, insights, for-instances, and irrelevancies which float loosely around recurring themes. They provide the raw materials of a do-it-yourself kit for tidier types who prefer to do their exploring with clearer charts. What follows is one man's McLuhan served up in barbarously brief form. Five postulates, spanning nearly 4,000 years, will serve as the fingers in this endeavor to grasp McLuhan:

1) 1967 B.C. --All the senses get into the act. A conveniently symmetrical year for a thesis which is partially cyclic. It gets us back to man before the Phoenician alphabet. We know from our contemporary ancestors in the jungles of New Guinea and the wastes of the Arctic that preliterate man lives in an all-at-once sense world. The reality which bombards him from all directions is picked up with the omni-directional antennae of sight, hearing, touch, smell, and taste. Films such as The Hunters and Nanook of the North depict primitive men tracking game with an across-the-board sensitivity which mystifies Western, literate man. We mystify them too. And it is this cross-mystification which makes intercultural abrasions so worthwhile.

Most people presume that their way of perceiving the world is the way of perceiving the world. If they hang around with people like themselves, their mode of perception may never be challenged. It is at the poles (literally and figuratively) that the violent contrasts illumine our own unarticulated perceptual prejudices. Toward the North Pole, for example, live Eskimos. A typical Eskimo family consists of a father, a mother, two children, and an anthropologist. When the anthropologist goes into the igloo to study Eskimos, he learns a lot about himself. Eskimos see pictures and maps equally well from all angles. They can draw equally well on top of a table or underneath it. They have phenomenal memories. They travel without visual bearings in their white-on-white world and can sketch cartographically accurate maps of shifting shorelines. They have forty or fifty words for what we call "snow." They live in a world without linearity, a world of acoustic space. They are Eskimos. Their natural way of perceiving the world is different from our natural way of perceiving the world.



Each culture develops its own balance of the senses in response to the demands of its environment. The most generalized formulation of the theory would maintain that the individual's modes of cognition and perception are influenced by the culture he is in, the language he speaks, and the media to which he is exposed. Each culture, as it were, provides its constituents with a custom-made set of goggles. The differences in perception are a question of degree. Some cultures are close enough to each other in perceptual patterns so that the differences pass unnoticed. Other cultural groups, such as the Eskimo and the American teen-ager, are far enough away from us to provide esthetic distance.

2) Art imitates life. In the Silent Language Edward T. Hall offers the thesis that all art and technology is an extension of some physical or psychic element of man. Today man has developed extensions for practically everything he used to do with his body: stone axe for hand, wheel for foot, glasses for eyes, radio for voice and ears. Money is a way of storing energy. This externalizing of individual, specialized functions is now, by definition, at its most advanced stage. Through the electronic media of telegraph, telephone, radio, and television, man has now equipped his world with a nervous system similar to the one within his own body. President Kennedy is shot and the world instantaneously reels from the impact of the bullets. Space and time dissolve under electronic conditions. Current concern for the United Nations, the Common Market, ecumenism, reflects this organic thrust toward the new convergence and unity which is "blowing in the wind." Now in the electric age, our extended faculties and senses constitute a single instantaneous and coexistent field of experience. It's all-at-once. It's shared-by-all. McLuhan calls the world "a global village."

3) Life imitates art. We shape our tools and thereafter they shape us. These extensions of our senses begin to interact with our senses. These media become a massage. The new change in the environment creates a new balance among the senses. No sense operates in isolation. The full sensorium seeks fulfillment in almost every sense experience. And since there is a limited quantum of energy available for any sensory experience, the sense-ratio will differ for different media.

The nature of the sensory effect will be determined by the medium used. McLuhan divides the media according to the quality or definition of their physical signal. The content is not relevant in this kind of analysis. The same picture from the same camera can appear as a glossy photograph or as a newspaper wirephoto. The photograph is well-defined, of excellent pictorial quality, hi-fi within its own medium. McLuhan calls this kind of medium "hot." The newspaper photo is grainy, made up of little dots, low definition. McLuhan calls this kind of medium "cool" Film is hot; television is cool. Radio is hot; telephone is cool. The cool medium or person invites participation and involvement. It leaves room for the response of the consumer. A clecture is hot; all the work is done. A seminar is cool; it gets everyone into the game. Whether all the connections are causal may be debated, but it's interesting that the kids of the cool TV generation want to be so involved and so much a part of what's happening.



4) We shaped the alphabet and it shaped us. In keeping with the McLuhan postulate that "the medium is the message," a literate culture should be more than mildly eager to know what books do to people. Everyone is familiar enough with all the enrichment to living mediated through fine books to allow us to pass on to the subtler effects which might be attributed to the print medium, independent of the content involved. Whether one uses the medium to say that God is dead or that God is love (--- -- ----), the structure of the medium itself remains unchanged. Nine little black marks with no intrinsic meaning of their own are strung along a line with spaces left after the third and fifth marks. It is this stripping away of meaning which allows us to X-ray the form itself.

As an example, while lecturing to a large audience in a modern hotel in Chicago, a distinguished professor is bitten in the leg by a cobra. The whole experience takes three seconds. He is affected through the touch of the reptile, the gasp of the crowd, the swimming sights before his eyes. His memory, imagination, and emotions come into emergency action. A lot of things happen in three seconds. Two weeks later he is fully recovered and wants to write up the experience in a letter to a colleague. To communicate this experience through print means that it must first be broken down into parts and then mediated, eye-dropper fashion, one thing at a time, in an abstract, linear, fragmented, sequential way. That is the essential structure of print. And once a culture uses such a medium for a few centuries, it begins to perceive the world in a one-thing-at-a-time, abstract, linear, fragmented, sequential way. And it shapes its organizations and schools according to the same premises. The form of print has become the form of thought. The medium has become the message.

For centuries now, according to McLuhan, the straight line has been the hidden metaphor of literate man. It was unconsciously but inexorably used as the measure of things. It went unnoticed, unquestioned. It was presumed as natural and universal. It is neither. Like everything else it is good for the things it is good for. To say that it is not everything is not to say that it is nothing. The electronic media have broken the monopoly of print; they have altered our sensory profiles by heightening our awareness of aural, tactile, and kinetic values.

5) 1967 A.D. -- All the senses want to get into the act. Print repressed most sense-life in favor of the visual. The end of print's monopoly also marks the end of a visual monopoly. As the early warning system of art and popular culture indicates, all the senses want to get into the act. Some of the excesses in the current excursions into aural, oral, tactile, and kinetic experience may in fact be directly responsive to the sensory deprivation of the print culture. Nature abhors a vacuum. No one glories in the sight of kids totally out of control in reaction to the Beatles. Some say, "What are the Beatles doing to these kids?" Others say, "What have we done to these kids?" All the data isn't in on what it means to be a balanced human being.

Kids are what the game is all about. Given an honest game with enough equipment to go around, it is the mental, emotional, and volitional capacity of the student which most determines the outcome. The whole complicated system



of formal education is in business to get through to kids, to motivate kids, to help kids learn stuff. Schools are not in business to label kids, to grade them for the job market or to babysit. They are there to communicate with them.

Communication is a funny business. There isn't as much of it going on as most people think. Many feel that it consists in saying things in the presence of others. Not so. It consists not in saying things but in having things heard. Beautiful English speeches delivered to monolingual Arabs are not beautiful speeches. You have to speak the language of the audience--of the whom in the "who-says-what-to-whom" communications diagram. Sometimes the language is lexical (Chinese, Japanese, Portuguese), sometimes it is regional or personal (125th Street-ese, Holden Caulfield-ese, anybody-ese). It has little to do with words and much to do with understanding the audience. The word for good communication is "Whom-ese"--the language of the audience, of the "whom."

All good communicators use Whom-ese. The best writers, film-makers, advertising men, lovers, preachers, and teachers all have the knack for thinking about the hopes, fears, and capacity of the other person and of being able to translate their communication into terms which are relevant for that person. Whitehead called "inert ideas" the bane of education. Relevance, however, is one of those subjective words. It doesn't pertain to the object in itself but to the object as perceived by someone. The school may decide that history is important for the student, but the role of the teacher is to make history relevant to the student.

If what has to be tailored to the whom, the teacher has to be constantly engaged in audience research. It's not a question of keeping up with the latest slang or of selling out to the current mores of the kids. Neither of these tactics help either learning or kids. But it is a question of knowing what values are strong in their world, of understanding the obstacles to communication, of sensing their style of life. Communication doesn't have to end there, but it can start nowhere else. If they are tuned in to FM and you are broadcasting on AM, there's no communication. Communication forces you to pay a lot of attention to other people.

McLuhan has been paying a great deal of attention to modern kids. Of necessity they live in the present since they have no theories to diffract or reflect what is happening. They are also the first generation to be born into a world in which there was always television. McLuhan finds them a great deal different from their counterparts at the turn of the century when the electric age was just getting up steam.

A lot of things have happened since 1900 and most of them plug into walls. Today's six-year-old has already learned a lot of stuff by the time he shows up for the first day of school. Soon after his umbilical cord was cut he was planted in front of a TV set "to keep him quiet." He liked it enough there to stay for some



3,000 to 4,000 hours before he started the first grade. By the time he graduates from high school he has clocked 15,000 hours of TV time and 10,800 hours of school time. He lives in a world which bombards him from all sides with information from radios, films, telephones, magazines, recordings, and people. He learns more things from the windows of cars, trains, and even planes. Through travel and communications he has experienced the war in Vietnam, the wide world of sports, the civil rights movement, the death of a President, thousands of commercials, a walk in space, a thousand innocuous shows, and, one may hope, plenty of Captain Kangaroo.

This is all merely descriptive, an effort to lay out what is, not what should be. Today's student can hardly be described by any of the old educational analogies comparing him to an empty bucket or a blank page. He comes to the information machine called school and he is already brimming over with information. As he grows his standards for relevance are determined more by what he receives outside the school than what he receives inside. A recent Canadian film tells the story of a bright, articulate middle class teen-ager who leaves school because there's "no reason to stay." He daydreams about Vietnam while his teacher drones on about the four reasons for the spread of Christianity and the five points such information is worth on the exam. Only the need for a diploma was holding him in school; learning wasn't, and he left. He decided the union ticket wasn't worth the gaff. He left. Some call him a dropout. Some call him a pushout.

The kids have one foot on the dock and one foot on the ferryboat. Living in two centuries makes for that kind of tension. The gap between the classroom and the outside world and the gap between the generations is wider than it has ever been. Those tedious people who quote Socrates on the conduct of the young are trying vainly to reassure themselves that this is just the perennial problem of communication between generations. 'Tain't so. "Today's child is growing up absurd, because he lives in two worlds, and neither of them inclines him to grow up." Says McLuhan in The Medium is the Massage. "Growing up--that is our new work, and it is total. Mere instruction will not suffice."

Learning is something that people do for themselves. People, places, and things can facilitate or impede learning; they can't make it happen without some cooperation from the learner. The learner these days comes to school with a vast reservoir of vicarious experiences and loosely related facts; he wants to use all his senses in his learning as an active agent in the process of discovery; he knows that all the answers aren't in. The new learner is the result of the new media, says McLuhan. And a new learner calls for a new kind of learning.

Leo Irrera said, "If God had anticipated the eventual structure of the school system, surely he would have shaped man differently." Kids are being tailored to fit the Procrustean forms of schedules, classrooms, memorizing, testing, etc., which are frequently relics from an obsolete approach to learning.



It is the total environment which contains the philosophy of education, not the title page in the school catalogue. And it is the total environment which is invisible because it is invisible to most people. They tend to move things around within the old boxes or to build new and cleaner boxes. They should be asking whether or not there should be a box in the first place.

The new learner, who is the product of the all-at-once electronic environment, often feels out of it in a linear, one-thing-at-a-time school environment. The total environment is now the great teacher; the student has competence models against which to measure the effectiveness of his teachers. Nuclear students in linear schools make for some tense times in education. Students with well developed interests in science, the arts and humanities, or current events need assistance to suit their pace, not that of the state syllabus. The straight line theory of development and the uniformity of performance which is so frequently encourages just don't fit many needs of the new learner. Interestingly, the one thing which most of the current educational innovations share is their break with linear or print-oriented patterns: team teaching, nongraded schools, audio-lingual language training, multi-media learning situations, seminars, student research at all levels of education individualized learning, and the whole shift of responsibility for learning from the teacher to the student. Needless to say, these are not as widespread as they should be, nor were they brought about through any conscious attention to the premises put forward by McLuhan. Like the print-oriented and linear mentality they now modify, these premises were plagiarized from the atmosphere. McLuhan's value is in the power he gives us to predict and control these changes.

There is too much stuff to learn today. McLuhan calls it an age of "information overload." And the information levels outside the classroom are now higher than those in the classroom. Schools used to have a virtual monopoly on information; now they are part-time competitors in the electronic informational surround. And all human knowledge is expanding at computer speed.

Every choice involves a rejection. If we can't do everything, what priorities will govern our educational policies? "The medium is the message": it may not be bad for openers. We can no longer teach kids all about a subject; we can teach them what a subject is all about. We have to introduce them to the form, structure, gestalt, grammar, and process of the knowledge involved. What does a math man do when a math man does do math? This approach to the formal element of a discipline can provide a channel of communication between specialists. Its focus is not on content or detail but on the postulates, ground rules, frames of reference, and premises of each discipline. It stresses the modes of cognition and perception proper to each field. Most failures in communication are based on disagreement about items which are only corollaries of a larger thesis. It happens between disciplines, individuals, media, and cultures.

The arts play a new role in education because they are explorations in perception. Formerly conceived as a curricular luxury item, they now become a dynamic way of tuning up the sensorium and of providing fresh ways of looking at



familiar things. When exploration and discovery become the themes, the old lines between art and science begin to fade. We have to guide students to becoming their own data processors to operate through pattern recognition. The media themselves serve as both aids to learning and as proper objects of study in this search for an all-media literacy. Current interest in film criticism will expand to include all art and communication forms.

And since the knowledge explosion has blown out the walls between subjects, there will be a continued move toward interdisciplinary swapping and understanding. Many of the categorical walls between things are artifacts left over from the packaging days of print. The specialist's life will be even lonelier as we move further from the Gutenberg era. The trends are all toward wholeness and convergence.

These things aren't true just because Marshall McLuhan says they are. They work. They explain problems in education that nobody else is laying a glove on. When presented clearly and with all the necessary examples and footnotes added, they have proven to be a liberating force for hundreds of teachers who were living through the tension of this cultural fission without realizing that the causes for the tension lay outside themselves. McLuhan's relevance for education demands the work of teams of simultaneous translators and researchers who can both shape and substantiate the insights which are scattered through his work. McLuhan didn't invent electricity or put kids in front of TV sets; he is merely trying to describe what's happening out there so that it can be dealt with intelligently. When someone warns you of an oncoming truck, it's frightfully impolite to accuse him of driving the thing. McLuhan can help kids to learn stuff better.

JB:wr  
10/5/67

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DATE: October 9, 1967

TO: The Raymond Students and Faculty

FROM: Berndt Kolker

The students of Callison College enjoyed our joint High Table dinner so much that they have asked their provost to make this a regular arrangement. Provost Jackson has brought this request to me.

I assume that this request meets with all of our approval and I am therefore making appropriate arrangements.

K:eb



ALLAH SPEAKS

To all the Percipient & Sagacious Students of  
Raymond College--

GREETINGS:

Concerning much of the Stolen Property be-  
longing to the Student Body of this School:

to wit: numerous recordplayers, turntables  
and miscellaneous Items purchased at  
great Cost by the REP COUNCIL, as well  
as many \$\$ Dollars & Cents ¢¢ belonging  
to the Students.

The loss of many of these is due, no doubt,  
to pillaging, filching, raiding, spoilation and

DEPREDAATION

by

certain persons from the Outside World (UOP & otherwise).  
THEREFORE: Non-RaymondPersons are not allowed into the  
Common Room or Coffee House (and sometimes even the Quad,  
yet, should they be making a Disturbance) unless they are  
accompanied by a genuine Raymond Student or Resident of  
the Quad; should these persons be there, it is the  
Responsibility of the RaymondPerson to ask the other to  
leave, with Most Insensate Speed.

!!BE WARNED!!

You have nothing to lose but your money.



DATE: October 9, 1967

TO: Raymond Students

FROM: Leslie Noble & Yvonne Allen

This Wednesday evening (8:00 p.m., in the Common Room), Raymond College is putting on a Symposium on drugs. The participants will be Dr. Arnold Sheurman, Don Gray, Anne Funkhouser, Hugh Wadman and perhaps a lawyer, with Mowry Baden being moderator. There is no specific topic and each speaker will address himself to some aspect of the general area which interests him the most.

To start the discussions off, Hugh Wadman has written this statement of his views on the use of drugs. It shows that the drug problem is a very complex issue which cannot be resolved with a simple "pro" or "con" view toward all drugs, legal or illegal. We hope that students who agree or disagree with this statement and who have any questions about use of drugs will attend and participate Wednesday.

LN:wr



## The Hip Scene--A Personal Viewpoint

by Hugh Wadman

October 1967

Why is there such an upsurge of both usage of and concern about drugs? Beyond the obvious factors of the beneficence of chemistry and general affluence I would examine the alienation-hippy-drugtaking syndrome.

The greatest truth I can find in all of human history is that the social-cultural-technological (hereinafter S. C. T. ) evolutionary process becomes ever more accelerated--while the span of a human generation remains fixed. Thus 500 years ago the S. C. T. scene varied only slightly from one generation to the next. The problems of the son were nearly identical to those of the father and the answers of the son were likely close to the father's answers. Today the S. C. T. scene changes dramatically in a generation and a bright child quickly senses the obsolescence of a parent's views if they are based upon a 20 year old S. C. T. scene (e. g. the pill and sex mores). Frequently the child largely rejects the parents' (and society's) proffered wisdom and becomes alienated or hippy.

Consider for a moment cows, whales, tigers, gorillas, you name it. Not a single one takes half of man's fourteen years to puberty. Are we unique by accident? Biologically we could have evolved a capacity to mature to adults in two years! In fact our growth is deliberately controlled by hormones for the primary purpose of permitting extra time for S. C. T. indoctrination of the young.



To deny or diminish in any way this cultural indoctrination is to step back from our humanity towards our more ape-like past.

Surely the argument is clear; the optimum road lies between a slavish conformity to outmoded answers on the one hand (the square) and alienation from the majority of human S.C.T. heritage (the hippy). For myself I am hopeful that the hippy revolution may introduce many desperately needed social and cultural mutations into our society, for I too share much of the sense of alienation. I do, however, suspect that what may well be constructive for the society is in this case largely destructive of the individual participating in the revolution.

From the stance of this last paragraph let us comment on psychedelic drugs.

Given that man faces fearful problems he shows little aptitude for solving --A bombs, population explosions, intrinsic violence, name your own hazard. Perhaps a drug may help us personally, or en masse, to a better understanding or world. Leary says so. Perhaps. But if you choose this road do so with cognisance of some facts. Be human--listen to the past!

A) Cacti have thorns, many plants taste bitter, many plants are poisonous, many mushrooms have psychedelic effects. Accidents? Evolutionary biology argues that these are all defense mechanisms against being eaten. Is it perhaps a more salutary warning for one sheep to see a fellow sheep go insane rather than to drop dead?



B) Near universally biologists and biochemists are panicking about the way we are poisoning ourselves with substances we know damn well are vicious. Are we all suicidal? Tobacco, smog, lead in our gasoline, DDT, radioactive fallout kill their hundreds of thousands in the U.S. every year. So shrug your shoulders, we have a population explosion and perhaps the "right" to suicide is as much your privilege as your "right" to live. Maybe it is; I will not argue it. But I do emphatically believe that we have no right to damage, deform, or mutilate our genetic material and thereby create a deformed child (and deformed grand children to the n<sup>th</sup> generation). In brief I argue that your egg or sperm is not rightfully yours to mutilate.

Is this hypothetical? NO! L.S.D. is apparently a vicious genetic poison causing extensive hereditary damage. (For evidence see Appendix).

C) Are marijuana, peyote, methedrine, amphetamines, S.T.P. etc. safe drugs? We simply don't know. How in logic do you prove something safe? (Prove to me you have never sinned!) All we can expect is proof of danger, not of safety. The only reasonable conclusion on any drug is either that it is dangerous or it may be dangerous. Even penicillin may be dangerous but the risk may be worth taking. The trouble is that whenever we experiment on ourselves we take a risk that the cost may only be recognized long after the benefits. Thus the cigarette kick will clearly cost many millions of lives before it's over and medicine has killed many patients by failure to recognize the hazards of x-rays. (Good intentions often pave the road to hell.)



The probability may be that any one of the above mentioned drugs is harmless. The probability is six to one in favor of an empty cylinder in Russian roulette.



How DO WE KNOW IT WILL BLOW  
US ALL TO HELL UNLESS WE TRY IT,



D) Do the psychedelics truly afford new insights? Perhaps yes. Or perhaps the following are persuasive.

I An observational argument. The feeling of insight may be as illusory as the "masterful driving" or "brilliant wit" of the drunk. (For evidence spend a Saturday in the Hashbury.)

II A theoretical argument. Human consciousness involves a remarkable capacity to intermix:

- a) Direct sensual information.
- b) Memory stored information.
- c) Conjectured or hypothetical events or circumstances.

Appropriate mixing allows us to cheaply test the consequences of projected actions. (Compare the use of a computer to "test" an airplane design.) Physiology suggests that the balance of modes a, b, c is biochemically controlled. It is not surprising then if drugs--even alcohol--can change the balance. Thus if 'c' completely swamps 'a' we have the classical Napoleon Bonaparte in the insane asylum. Or perhaps the L.S.D. tripper "flying" out of an upstairs window.

I conclude that the informed will recognize that we must walk a knife edge of compromise between the recklessness of the hippy (or the scientist in the cartoon) on the one hand and the denial of possible progress of the extreme conservative on the other hand. We must make value judgments of possible benefit versus probable cost and proceed accordingly.

Speaking as a biochemist I take aspirin but am unhappy about penicillin.



# RAYMOND COLLEGE WEEKLY BULLETIN

Vol. VI No. 7

October 12, 1967

Thursday	October 12	11:00 p.m.	Waterpolo: UOF vs Hayward California State College (here)
		4:00 p.m.	Miller Analogies Test-Ad. Building, room 210
Friday	October 13	4:00 p.m.	Waterpolo: UOF vs San Francisco State (there)
		3:30, 7:00 p.m. and 9:30 p.m.	"Y" Film: "Forbidden Games" (France)
Saturday	October 14		Football: UOF vs Utah State (there)
		11:00 a.m.	Waterpolo: UOF vs Stanford University (here)
		1:00 p.m.	Soccer: UOF vs Santa Clara (here)
		1:00 p.m.	Waterpolo: Jr. Varsity--Stagg High (here)
		8:00-12:30 p.m.	All School Dance and light show, Raymond Great Hall
Monday	October 16	12:15 p.m.	Faculty Low Table
Tuesday	October 17	11:00 a.m.	Chapel: Dr. Sy Kahn: "Masada: Freedom or Death"
		2:00 p.m.	UOF Young Republicans--Dr. Max Rafferty
		5:15 p.m.	Faculty meeting--Provost's Lodge
		6:30 p.m.	High Table Dinner
		8:00 p.m.	High Table Program: Michael Harrington, "Anguish of The Cities" (is author of "The Other America")

## ANNOUNCEMENTS

INFORMATION on the draft, on alternatives to military service, and a Handbook For Conscientious Objectors is available in the Lodge for student information. See Leslie Noble.

SCHOOL OF LAW: A representative of the Southern Methodist University School of Law (Dallas, Texas) will be on campus Monday 2:30-5:00, October 16 at the Anderson Y to talk to students interested in attending law school upon graduation. For information and to make appointments see Prof. Gary Wiler.



Date: October 12, 1967

TO ALL RAYMOND STUDENTS:

On October 24, there will be no High Table Dinner served in Great Hall. Instead, Raymond quad students are requested to eat in the Callison or Anderson dining halls between 5:15 and 6:15 p.m. Meal tickets will be required.

DON'T FORGET!!!!!!



DATE: October 13, 1967

TO: The Raymond Students

FROM: Berndt Kolker

Those of you who have read the Catalog would have noted that the Christmas Vacation is scheduled from December 16 through December 31, and that classes would begin on January 1.

The faculty has recently decided that classes will not begin until Wednesday, January 3. This will give all of us an opportunity to spend New Years Day with our families, and then travel back to campus on January 2.

K:eb



DATE: October 13, 1967

TO: Students of Raymond College

FROM: Mowry Baden

In recent weeks I have been asked to restate the mechanics of the Fine Arts Course at Raymond College.

Since this course will be offered next term instead of Spring term, I feel that the information below will be valuable to those of you who are considering music courses at UOP and drama at Raymond.

\*\*\*\*\*

#### THE FINE ARTS PROGRAM AT RAYMOND COLLEGE

The Raymond curriculum includes a requirement in fine arts. However, some flexibility is available to the student in his response to this requirement. All students take a seminar in The History of Art, and are free to select from among several options in applied art.

The applied art section of the Fine Arts course must be taken for credit in courses or individual instruction at the Conservatory of Music; in the Pacific Theatre; or, in studio work, theatre, creative writing (prose and poetry), or dance at Raymond.

No student will receive credit for the Fine Arts course until he has taken both Art History and some form of applied art. Applied art courses for credit may be taken prior to and during, but never after the term in which Art History is taken. Evaluations are automatically given for creative work done at UOP, and those evaluations can be entered in the student's record when he has completed Art History. If the student does creative work at Raymond, which is not ordinarily subject to formal evaluation (i.e. theatre), he will advise the appropriate Professor, at the outset of the project, of his intention to use the creative work for credit in the Fine Arts course.

MS:wr



October 13, 1967

TO: Raymond Students

FROM: Leslie Noble

For those students who are interested in study abroad, the following information on study-abroad programs has been received from the Institute of International Education:

- 1) Undergraduate and graduate study abroad.
- 2) Summer study and summer employment abroad.
- 3) Grants for graduate study abroad 1968-69 (administered by the I. I. E. ); U. S. government grants under the Fulbright-Hays Act; foreign grants offered by foreign governments and universities, and private donors.
- 4) Group study abroad (graduate and undergraduate).

LN:mh



DATE: October 16, 1967

TO: Students and Faculty

FROM: Berndt Kolker

All previous instructions regarding how and where dinner will be served on October 24, are hereby superseded.

This is THE WORD regarding dinner October 24: we will have High Table dinner as usual at 6:30 p.m. The faculty will join the students at their tables. Thus, there will be no High Table or Low Table on the dais.

After we dine, we shall be entertained "theatrically."

K:eb



October 17, 1967

TO: THE RAYMOND COMMUNITY  
FROM: LESLIE NOBLE AND YVONNE ALLEN

There are several things coming up at Raymond this week and next which we were not able to put in the weekly calendar, but which may be of interest to you.

1. On Wednesday afternoon at 4:00 in the Common Room, we will be having the first of what we hope to be a series of coffee-discussions. This week we have invited Professor Novakov to tell us something about his work and life in Yugoslavia. We especially hope that the faculty will be able to attend.
2. At 4:00 Thursday Mr. Kolker will meet with students who are interested in a career in Law. There have been many questions about Law Boards and application procedures to law schools which will be discussed at this time. Freshmen and Intermediates are also encouraged to attend this meeting.
3. We are fortunate again this year to have Dr. Rosalie Taylor visiting Raymond. The girls who heard her speak the last two years on family planning and sexual problems have been enthused enough to persuade her to speak to students three times this year. On Thursday evening, October 19, she will join us at dinner and then talk to the girls at 7:00 p.m. in the lounge of Farley House. Then on Friday afternoon, October 20, at 3:00 she will meet with the men in the lounge of Wemyss House. Next week, students can meet with her in the Common Room on Thursday, October 26. The time is yet to be determined.
4. This Friday evening, October 20, Raymond College is bringing El Teatro Campesino to the UOP campus. This Mexican Theater Group performs on the back of a flatbed truck to Mexican farm workers, encouraging them to join a union. The performance will be at 8:00 in the Conservatory Auditorium.

LN:es



# RAYMOND COLLEGE WEEKLY BULLETIN

Vol. VI, No. 8

October 19, 1967

Thursday	October 19	5:00 p.m.	Mr. Kolker: Speaking on Law Schools --Common Room
		7:00 p.m.	Dr. Taylor: Speaking to the girls on family sexual problems--Farley Lounge
		8:30 p.m.	Stockton Symphony Program
Friday	October 20	3:00 p.m.	Dr. Taylor: Speaking to the guys on family sexual problems--Wemyss Lounge
		8:00 p.m.	El Teatro Campesino--Conservatory
Saturday	October 21	10:00 a.m.	Cross Country Track--USF (there)
		12:00 noon	Soccer--USF (there)
		12:00 noon	Jr. Varsity Waterpolo--Lincoln (here)
		8:30 p.m.	Chad & Jeremy--Stockton High School Auditorium
		8:30 p.m.	Playbox: "The Cherry Orchard"
		10:30 p.m.	S.F. Olympic Club (here)
Sunday	October 22	7:30 p.m.	Flicks: "Hell Cat of the Navy" with Ronald Reagan; and "Washie, Dryie" with The Little Rascals
Monday	October 23	12:15 p.m.	Faculty Low Table: Marge Bruce & Mowry Baden will present student : responses in pastel sketches to Rich- ard Wilbur's poem "The Last Bulletins"
Tuesday	October 24	11:00 a.m.	Chapel: Douglas Moore, Preceptor of Callison College, "Mighty Mouse and the Skinner Box"
		3:00 p.m.	Callison Dedication Ceremonies-- Callison Quad
		5:15 p.m.	Faculty meeting--Provost's Lodge
		6:30 p.m.	High Table Dinner--Great Hall
		8:00 p.m.	High Table: Bonnie Richardson & Mark Wardrip will present "A Slight Ache"
Wednesday	October 25	7:30 p.m.	Wendell Phillips--(film) "Quataban Sheba"--Conservatory Auditorium

## ANNOUNCEMENTS

October 27th is the last day to order Freshman pictures.

Reminder--No one is allowed in the mail room except office staff.



# RAYMOND COLLEGE WEEKLY BULLETIN

Vol. VI, No. 9

October 26, 1967

Thursday	October 26	3:30 p.m.	Dr. Taylor meeting with students, Common Room
		6:00 p.m.	Hawaiian Dinner
		8:00 p.m.	Playbox: "The Cherry Orchard"
Friday	October 27	3:30, 7:30 and 9:30 p.m.	"Y" Film: "Red Desert" (Italy, 1964)
		8:00 p.m.	Playbox: "The Cherry Orchard"
Saturday	October 28		Football: San Jose State (there)
		8:30 p.m.	Playbox: "The Cherry Orchard"
		8:30 a.m.	Congress for community progress,
	to	4:00 p.m.	for information see Mary Haynie
Sunday	October 29		Eknath Easwaran--Indian philoso- pher and mystic--announcements will be posted
Monday	October 30	12:15 p.m.	Faculty Low Table: William Sheldon: "Some Personal Obser- vations on Higher Education in West Germany"
Tuesday	October 31	11:00 a.m.	Chapel: Dr. Ernest H. Lyons, Jr., Professor of Chemistry at Stanford University, "The Academy of the Spirit"
		5:15 p.m.	Faculty meeting, Provost's Lodge
		6:30 p.m.	High Table Dinner
		8:00 p.m.	High Table Program: The Warkoczewskis, Amateur Astron- omers
		8:00 p.m.	Studio Theatre: "Gammer Gurton's Needle"

## ANNOUNCEMENTS

BERKELEY: Anyone who will be in Berkeley on Sunday, please see Leslie Noble about buying some copies of the Sunday New York Times for Raymond.

GRE TEST: Graduate Record Exam will be given November 11 and 18. The Aptitude Test is scheduled for Saturday, November 11, at 9:00 a.m.; the Advanced Test on Saturday, November 18, at 9:00 a.m. and 1:00 p.m. All tests will be given in rooms 207 and 210 Administration Building. Sign up in the Graduate School Office. Fee: \$4.50 for one exam; \$8.00 for both.



REGISTRATION SCHEDULE FOR WINTER TERM, 1967-1968

THURSDAY, November 9:

Deadline for submission of all Special Scheduling petitions.

THURSDAY, November 16:

Pick up Schedule of Classes and a Work Sheet from Mary Haynie in the Lodge.

FRIDAY, November 17:

Return completed work sheet to Mrs. Haynie. (Assume approval of all Special Scheduling requests unless specifically directed to the contrary.)

NOTICE: Class and seminar assignments will be made over the weekend on the basis of the work sheets submitted. Failure to submit your work sheet on Friday may eliminate you from a desired class.

MONDAY, November 20:

Pick up Registration Book and approved Work Sheet from Mrs. Haynie. Fill out Registration Book and complete your financial arrangements at the Business Office, etc., on Monday and Tuesday.

TUESDAY, November 21:

All Registration Books are to be completed, stamped, and returned to Mrs. Haynie at the Lodge by 5:00 p. m.

FAILURE TO DO SO WILL RESULT IN A \$10.00 LATE REGISTRATION FEE.

K:mh  
10/30/67



## THE RAYMOND TERM LETTER

TO: The Raymond Student Body

FROM: The Raymond Faculty

1. The faculty views the term letter essentially as an educational tool, the principal aim of which is to give each student formal and subjective information from the various faculty members concerning his academic achievement within his courses. As such it is viewed as a document designed primarily to provide an analysis of student achievement. In line with these views, the following points are to be recognized.
  - a. The Faculty has opted for a conscious pluralism in the writing of term letters. Thus, each faculty member is free to make any comments referring to any aspects of the student's life which he may deem to be of value to the student. He may use any form of address or style that he desires in making these comments.
2. As a second function the term letter is a part of each student's permanent record, and as such it serves as a means of communicating to extra-college persons and organizations the nature of a student's progress through Raymond College.
  - a. Therefore an explanatory covering letter will accompany any term letters sent to sources outside the college. The Provost will prepare such a letter in consultation with a faculty committee, and a final copy of the letter will be distributed to all faculty and students. Students are counselled to use term letters with caution.
  - b. Recognizing the student's right to privacy, the faculty will continue the practice of sending no term letters to any person or group outside the college without that student's written permission. In addition the faculty



has made one extremely important change in this procedure. Each student now has the option, at the time of registration, to decide whether or not his parents will receive his term letters. The Provost will communicate with the parents of the present Raymond student body, advising them of this new option and change in policy.

- c. Recognizing that Raymond independent study courses are frequently off the beaten academic path, and recognizing that students may want to use such courses either to support applications for subsequent schooling or to support claims of work accomplished, the Faculty requires that a description be provided for each independent or directed study course that will include sufficient information concerning the areas and/or authors studied that subsequent readers might know what the student studied.
3. In order to speed up the practical task of preparing and distributing the term letters, they will continue to be processed by Xerox as in the Spring Term 1967. The form of the term letter will remain the same as that in Spring 1967 with the important exception that the check list has been eliminated.
    - a. Each faculty member will write a term letter, using the prescribed form, for each student enrolled with him for course work. Special care should be used in preparing these comments, dictated by the fact that the term letter is part of the student's permanent record.
    - b. Each faculty member will submit these letters to the office of the Dean of Student Life within at least 96 hours of the end of each Raymond term. The original term letter will be xeroxed for mailing to students, and a copy will be placed in the student's file. The original letter will be returned to the faculty member who wrote it. No letter of transmittal or other communication will be sent



to the students in this mailing, except as directed as a result of end-of-term faculty meetings.

- c. Without in any way infringing upon any faculty member's academic freedom, it is suggested that term letters be kept to a maximum of one page.

JSW:es

11/1/67



# RAYMOND COLLEGE WEEKLY BULLETIN

Vol. VI, No. 10

November 2, 1967

Thursday	(Nov. 2)	4:30 p.m.	Dr. Bevan, Academic Vice President will meet with students and faculty in the Common Room
		8:00 p.m.	Studio Theater: "Gammer Gurton's Needle"
		8:00 p.m.	Playbox: "The Cherry Orchard"
Friday	(Nov. 3)	3:30 7:00 and 9:30	"Y" Film: "The Shop on Mainstreet" (Czech.)
		8:00 p.m.	Playbox: "The Cherry Orchard"
		9:30 p.m.	Dance in the Great Hall
Saturday	(Nov. 4)		PARENT'S DAY
		10:00 a.m.	Soccer: Cal State at Hayward (here)
		1:00 p.m.	Football: Colorado (here)
		8:30 p.m.	Playbox: "The Cherry Orchard"
Sunday	(Nov. 5)	7:30 p.m.	Flick: "It Came From Outer Space" and "The Barbershop" -- Conservatory
Monday	(Nov. 6)	12:15 p.m.	Faculty Low Table: Gene Wise, "Bowling Green Conference on Cluster Colleges"; Guests: Miss Joan Wolff, Secretary of Admissions, and Mr. Walkey, Assoc. Dean of the Law School, Boalt Hall, U. of California
		3:00 p.m.	Representatives from Boalt Hall Law School will meet with students in the Common Room.
Tuesday	(Nov. 7)	11:00 a.m.	Chapel: Mowry Baden, "Six Year's Work" (will be held in Lecture Hall, Academic Facilities Building)
		5:15 p.m.	Faculty meeting, Provost's Lodge
		6:30 p.m.	High Table Dinner
		8:00 p.m.	High Table: Arthur Clarke, Scientist and Science Fiction Writer, "The Promise of Space"

## ANNOUNCEMENTS

MOWRY BADEN is one of 12 artists participating in "Plastics, West Coast" an exhibition at the Hansen Gallery, 228 Grant Street, San Francisco, from November 2 to December 3.

NO CLASSES will be held on November 10, due to the Faculty being on a Retreat. REP COUNCIL would like 3 students for Common Room clean-up and maintenance. Daily clean-up (\$15 a month), Maintenance (\$10 a month), and Librarian (\$5 a month) -- If interested, please see Ivan in the Lodge.

CARLOS MONTOYA will be at the Civic Auditorium on November 9.

SPECIAL SCHEDULING petitions: deadline for submission is Thursday, November 9. Submit to Mary Haynie in the Lodge.

Jim Lynch

November 2, 1967

TO: The Students Interested in Recruiting

FROM: Leslie Noble

You responded to a questionnaire a few weeks ago about whether you could do some recruiting for Raymond. I drew up a list of the schools you could cover and took it to Mr. Taylor in the admissions office. After a meeting with Mr. Kolker and Mr. Taylor, it appears that most of you will be able to visit the schools you listed. We are looking especially at the dates of November 27 and 28. A second group will be recruiting over Christmas vacation.

Mr. Taylor is now contacting the high schools you listed so that they will know you may be coming. He will then inform me of the response he gets from them, and on November 20 at 3:30, he will meet with you in the Common Room for a briefing session.

I wanted to share with you the progress on this student recruiting idea, because it's one of the best plans we have come up with for increasing and strengthening the Raymond student body. Thanks for responding and come in if you have any specific questions.

LN:mh



CALLISON

ANTHROPOLOGY CLASS

presents...

SONGS AND DANCES

OF

SAMOA

\* 25-30 NATIVE SAMOANS!

\* FAMILY UNIT HEADED BY POWERFUL  
TALKING-CHIEF !!

\* MEMBERS OF THE KING'S FAMILY OF SAMOA

\* SAT. NOV 4<sup>TH</sup> 7:30 PM - CALLISON DINING HALL

\* ADMISSION FREE !!!

\* UNIQUE ENTERTAINING AND EDUCATIONAL OPPORTUNITY

SAT. NOV. 4, 1967 7:30 P.M.

CALLISON DINING HALL - ADMISSION FREE

DATE: November 3, 1967

TO: The Raymond Students

FROM: Berndt L. Kolker

Your attention is called to the attached material which re-affirms policies and procedures governing the use of letter grades and which will also acquaint you with the Faculty's recent decision about the use of Term Letters. I am writing to your parents to inform them of this decision.

By its decision, the Faculty further supports the contention that Raymond students are and must be regarded as responsible adults. The Faculty rejects the idea that the College has a right to interpose itself in the relationship between students and their parents: hence, Term Letters may be shared with parents by students, but may not be so shared by this school.

K:eb



## RAYMOND GRADING PROCEDURES

TO: The Raymond Student Body

FROM: The Raymond Faculty

By faculty action, the utilization of back-up letter grades was reaffirmed. Grades are to be held by the faculty while in residence, turned in by permanently departing faculty, and deposited with the Provost while the faculty member is on vacation or leave.

\* \* \* \* \*

1. Letter grades are not to be used for any intra-university purpose except transfer.
2. By written permission of the student to the Dean of Student Life, letter grades may be released for undergraduate transfer, for teaching credential candidates, and for Raymond graduates entering the University of California and the state college system.
3. Issuance of letter grades to other graduate schools is to be strenuously resisted.
4. Letter grades will be released to National Fellowship Foundations only upon express demand and with the permission of the student.
5. The Dean of Student Life is to keep an accurate record of the grades released in categories #3 and #4 above and periodically give a written report to the faculty listing students, schools, and foundations for whom or which grades have been released.

These are the only ways in which back-up grades will be used.

They are not available for general student, faculty, or administrative scrutiny, or for any purpose other than those outlined above.

\* \* \* \* \*

Satisfactory will henceforth be defined simply as acceptable work in a Raymond course; Unsatisfactory means unacceptable work. The wording on the present cover letter which defines the Satisfactory/Unsatisfactory in terms of traditional letter grades will be changed accordingly.

\* \* \* \* \*

JSW:es  
11/1/67



November 6, 1967

TO: The Raymond Students

FROM: Leslie Noble

In the past, the Graduate School Bulletins have been kept in the basement of the Lodge. Since there is now more room in the Lodge, we have moved these to a bookshelf near the drinking fountain in the main room of the Lodge. While the collection is not extensive, the major Graduate Schools are represented. The library has a more complete collection. If you have any bulletins you could add to the collection, it would be appreciated.

Please do not take the bulletins from the Lodge when you read them.

LN:mh

November 6, 1967

TO: The Representative Council and the General Student Body

FROM: Leslie Noble

Since the first student court case is now imminent, I would like to suggest a few procedures for the Raymond community to consider. I am not convinced that all the steps have been taken to insure the speedy and impartial consideration of the offenses. Because of this, the multiplication of rumors and counter-rumors in just two days has been amazing. Everyone who passes on a rumor about any aspect of this case is doing more to hurt the people involved and prejudice the court, than he is helping. If you have heard a rumor about the case or the judgment, please check it with the student officials or come and ask me about it. It is as much the atmosphere of the community as it is the court which determines the fairness of the treatment of students.

In a community this small, there may need to be some extra precautions taken to insure justice. Since the students are handling the case themselves, a neutral third party should be requested to set up the court or hearing. This person could be Mr. Kolker or myself, a faculty member, or a student "public defender" who can serve as adviser to the accused, to the accuser, and to the chief justice. At the trial or hearing, the accused should have the right to be assisted in their defense by an adviser of his choice. The accused should be informed of the procedures for bringing witnesses and giving evidence, and he should know the powers and limitations of the jury and the chief justice. Finally, he should know the procedures for appeal of the court's decision.

If we are to have respect for the Honor System of community government, there must be all efforts taken to prevent pressures on jurors and pre-judgment of the accused. There will be no respect for the decision of the court otherwise.

LN:mb



DATE: November 7, 1967

TO: Raymond College  
FROM: Jerry Briscoe  
SUBJECT: Theories of International Relations

In the winter term a seminar will meet Tuesday and Thursday afternoons to examine theories of international relations, using the following books:

Frederick Gareau: The Balance of Power and Nuclear Deterrence

Hans J. Morgenthau: Politics Among Nations

Karl J. Holsti: International Politics: A Framework for Analysis

Inis L. Claude, Jr.: Power and International Relations

John Stoessinger: The United Nations and the Superpowers

This seminar is not the U. S. Foreign Relations course, to be offered in the same term. It is extra.

JB:wr

REPRESENTATIVE COUNCIL

Nov. 7, 1967.

MOTION: The Appeal Procedure.

1. An appeal shall be filed with the College Coordinator within seventy-two (72) hours of the court decision.
2. At a date designated by the Presiding Officer of the Court of Appeals, not less than forty-eight (48) hours before the date of the review of the appeal, briefs shall be submitted by each defendant and those witnesses who, in the opinion of the Chief Justice, gave important testimony relevant to the sentence or verdict of the Student Court. In addition, at the same time, minority and majority reports of the jury shall be filed.
3. Access to any submitted documents shall be limited to members of the Court of Appeals.
4. Each defendant, at the conclusion of his trial, shall be presented with a copy of these procedures by the Chief Justice.

MOTION: Court of Appeals.

When the appeal is filed with the College Coordinator, Representative Council must meet as the Court of Appeals to decide which members are qualified to sit on the Court of Appeals.

1. Participants in the original trial are immediately disqualified
2. Any member can submit a request that he be disqualified at the discretion of the Court of Appeals.

Adjourned: 11:45 p.m.



DATE: November 8, 1967

TO: Raymond Students

FROM: Berndt Kolker

RE: Senior Specialization:

The faculty at its meeting of October 31, re-enacted the following policy:

Concentrate upon specialization examination, and discontinue the triad area exams for seniors. Specialization examination is to be administered by the faculty member in charge of the student's final term of senior specialization, in consultation with any other faculty members involved in his past specialization work. The exam will count as part of the final term's work, requiring no special faculty review apart from the regular end-of-term meeting. Students in the fine arts or natural sciences can elect a senior project, if deemed advisable by their faculty supervisors. Students can also initiate and plan an interdisciplinary senior essay, designating three readers from at least two different disciplines (one of these three to serve as the major essay adviser), who will conduct an oral examination on the basis of the completed essay, in lieu of the specialization examination. The project or essay is to be assigned five units of credit, and evaluated as any other course.

K:eb

# RAYMOND COLLEGE WEEKLY BULLETIN

Vol. VI, No. 11

November 9, 1967

Thursday	(Nov. 9)		Deadline for submission of all Special Scheduling petitions
		8:00 p.m.	Playbox: "The Cherry Orchard"
Friday	(Nov. 10)		NO CLASSES ALL DAY
			Faculty Retreat
		3:00 p.m.	Waterpolo: Fresno State (here)
		7:30 p.m.	Student Rally
		8:00 p.m.	Playbox: The Cherry Orchard"
Saturday	(Nov. 11)	9:30 a.m.	Homecoming Parade--Pacific Avenue
		10:00 a.m.	Soccer: University of California (here)
		11:00 a.m.	Waterpolo: Alumni Game (here)
		11:00 a.m.	Cross-Country Track: University of San Francisco (here)
		1:00 p.m.	Football: Fresno State (here)
		8:30 p.m.	Playbox: "The Cherry Orchard"
		9:00 p.m.	Alumni Victory Ball--Stockton Inn
		9:00 p.m.	Student Dance--Scottish Rite Temple
Sunday	(Nov. 12)	10:00 a.m.	Homecoming Chapel Service--Morris Chapel
		4:00 p.m.	Two Piano Recitals--Richard Scott, Richard Ratliff--Conservatory
Monday	(Nov. 13)	12:15 p.m.	Low Table: Gene Wise, "The Bowling Green Conference on Cluster Colleges"
Tuesday	(Nov. 14)	11:00 a.m.	Chapel: John Howard Griffin, Novelist ( <u>The Devil Rides Outside</u> and <u>Nuni</u> ; author of <u>Black Like Me</u> ) former World War II news correspondent who "became" a Negro in the south. "Black Power and White-wash <u>Black Like Me</u> Revisited". No High Table Dinner or Program (dinner at regular time )

THURSDAY, November 16, pick up Schedule of Classes and Work Sheet from Mary Haynie in the Lodge.



# RAYMOND COLLEGE WEEKLY BULLETIN

Vol. VI, No. 11

November 9, 1967

Thursday	(Nov. 9)		Deadline for submission of all Special Scheduling petitions
		8:00 p.m.	Playbox: "The Cherry Orchard"
Friday	(Nov. 10)		NO CLASSES ALL DAY
			Faculty Retreat
		3:00 p.m.	Waterpolo: Fresno State (here)
		7:30 p.m.	Student Rally
		8:00 p.m.	Playbox: The Cherry Orchard"
Saturday	(Nov. 11)	9:30 a.m.	Homecoming Parade--Pacific Avenue
		10:00 a.m.	Soccer: University of California (here)
		11:00 a.m.	Waterpolo: Alumni Game (here)
		11:00 a.m.	Cross-Country Track: University of San Francisco (here)
		1:00 p.m.	Football: Fresno State (here)
		8:30 p.m.	Playbox: "The Cherry Orchard"
		9:00 p.m.	Alumni Victory Ball--Stockton Inn
		9:00 p.m.	Student Dance--Scottish Rite Temple
Sunday	(Nov. 12)	10:00 a.m.	Homecoming Chapel Service--Morris Chapel
		4:00 p.m.	Two Piano Recitals--Richard Scott, Richard Ratliff--Conservatory
Monday	(Nov. 13)	12:15 p.m.	Low Table: Gene Wise, "The Bowling Green Conference on Cluster Colleges"
Tuesday	(Nov. 14)	11:00 a.m.	Chapel: John Howard Griffin, Novelist (The Devil Rides Outside and Nunt; author of Black Like Me) former World War II news correspondent who "became" a Negro in the south. "Black Power and White-wash Black Like Me Revisited". No High Table Dinner or Program (dinner at regular time)

THURSDAY, November 16, pick up Schedule of Classes and Work Sheet from Mary Haynie in the Lodge.

RAYMOND COLLEGE  
TENTATIVE SCHEDULE OF CLASSES  
SPRING TERM, 1967 - 1968

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30- 9:00	RWC Sheldon Beg. French Burke Inter. German Sayles Religion* Ford Non-Western World Noble American Civ. Wise Political Science Briscoe	RWC  Beg. French  Inter. German  Religion  N-WW  Amer. Civ.  Political Science	Supervision  Beg. French  Inter. German  Supervision  Supervision  Supervision  Supervision	RWC  Beg. French  Inter. German  Religion  N-WW  Amer. Civ.  Political Science	RWC  Beg. French  Inter. German  Religion  N-WW  Amer. Civ.  Political Science
9:45- 10:15	Inter. French Burke Religion* Ford Non-Western World Noble Economics Wagner American Civ. Wise Psychology Schedler Political Science Briscoe	Inter. French  Religion  N-WW  Economics  Amer. Civ.  Psychology  Political Science	Supervision  Supervision  Supervision  Supervision  Supervision  Supervision	Inter. French  Religion  N-WW  Economics  Amer. Civ.  Psychology  Political Science	Inter. French  Religion  N-WW  Economics  Amer. Civ.  Psychology  Political Science
11:00- 12:00	Adv. French Burke Adv. German Sayles Economics Wagner Psychology Schedler Inter. Math Anal. II MacDonald	Adv. French  Adv. German  Economics  Psychology  I. M. A. II	Supervision  Adv. German  Supervision  Supervision  I. M. A. II	Adv. French  Adv. German  Economics  Psychology  I. M. A. II	Adv. French  Adv. German  Economics  Psychology  I. M. A. II



TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1:00-2:00	Physics Novakov	(Discussion and laboratory sections to be arranged.)			
	Biology Frankhauser	(Discussion and laboratory sections to be arranged.)			
2:00-3:00	Intro. Freshman Math II, MacDonald	I. F. M. II	I. F. M. II	I. F. M. II	I. F. M. II
3:00-4:00	Intro. Freshman Math II, Repase	I. F. M. II	I. F. M. II	I. F. M. II	I. F. M. II
4:45-5:45	Beg. French Duerf	Beg. French	Beg. French	Beg. French	Beg. French

SEMINARS: (Times to be arranged)

Science, Technology, and Environment (2 sections)--Wadman

Drawing--Baden

Intermediate Analysis II (See 11 o'clock)--MacDonald

Finite Math II--MacDonald

Differential Equations--MacDonald

Linear Algebra and Abstract Algebra--MacDonald

Topology--MacDonald

Regional and Area Planning--Kolker

Comparative Literature: The Picaresque Novel--Sayles, Burke, Williams

RWC (Sec. 1)--Botond-Blazek

RWC (Sec. 2)--Botond-Blazek

RWL (4 Sections)--Kahn, Williams, Bruce

\*Philosophy is a prerequisite to RELIGION. (A third section of religion may be offered during the spring term.)

Kink  
(1/10/67)

UNIVERSITY OF CALIFORNIA, BERKELEY  
ACADEMIC SENATE



# EDUCATION AT BERKELEY

*Report of the  
Select Committee  
on Education*

MARCH, 1966



K. SOURCES OF NEW GRADUATE STUDENTS IN 16 SCHOOLS AND DEPARTMENTS: 1960 (FALL), 1964-65 (FALL AND SPRING), 1965 (FALL)

Physical Sciences					Bio-Sciences				Social Sciences				Humanities				Languages						Professions							
Rank	Physics		Mathematics		Bio-Chemistry		Zoology		Economics		Political Science		English		History		German		French		Spanish		Engineering		Education		Law		Business Adm.	
Rank	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1	16	17.6%	18	16.4%	1	6.6%	5	17.9%	7	11.5%	19	24.4%	24	14.7%	16	13.8%	4	33.3%	4	19.0%	5	20.8%	79	21.1%	172	52.6%	111	42.4%	40	26.0%
2	11	11.2%	31	25.6%	—	—	13	37.1%	13	12.3%	16	21.3%	26	12.1%	33	25.0%	5	20.8%	15	40.5%	5	27.8%	169	28.0%	304	45.4%	97	33.2%	81	29.2%
3	22	27.8%	16	17.6%	2	11.1%	6	27.3%	20	20.8%	22	24.7%	22	13.7%	31	25.4%	7	36.8%	10	27.0%	1	10.0%	94	19.3%	302	53.8%	103	34.2%	51	25.6%
4	4	4.4%	7	6.4%	1	6.6%	1	3.6%	3	4.9%	1	1.3%	3	1.8%	5	4.3%	1	8.3%	2	9.5%	1	4.2%	3	.9%	28	8.6%	22	8.4%	5	3.2%
5	—	—	6	4.9%	1	4.2%	4	11.4%	8	7.5%	5	6.6%	7	3.2%	4	3.0%	1	4.2%	—	—	—	—	16	2.7%	73	10.9%	21	7.2%	18	6.9%
6	3	3.8%	7	7.7%	—	—	—	—	3	3.1%	4	4.5%	4	2.5%	7	5.7%	1	5.3%	—	—	—	—	14	2.9%	57	10.2%	23	7.6%	4	2.0%
7	12	13.2%	18	16.4%	2	13.3%	—	—	7	11.5%	13	16.6%	30	18.4%	30	25.9%	—	—	2	9.5%	4	16.7%	33	9.8%	27	8.3%	46	17.6%	23	14.9%
8	27	27.5%	22	18.2%	9	37.5%	2	5.7%	23	21.7%	19	25.3%	44	20.5%	24	18.2%	3	12.5%	3	8.1%	—	—	45	7.5%	59	8.8%	52	17.8%	27	9.7%
9	14	17.7%	12	13.2%	3	16.7%	1	4.5%	10	10.4%	14	15.7%	32	20.0%	13	10.7%	1	5.3%	—	—	1	10.0%	17	3.5%	32	5.7%	44	14.6%	25	12.6%
10	4	4.4%	5	4.5%	1	6.6%	2	7.1%	1	1.6%	8	10.3%	23	14.1%	10	8.6%	—	—	1	4.8%	—	—	6	1.8%	9	2.7%	4	1.5%	4	2.6%
11	11	11.2%	6	5.0%	1	4.2%	3	8.6%	8	7.5%	4	5.3%	27	12.6%	10	7.6%	4	16.7%	3	8.1%	—	—	—	—	25	3.7%	20	6.8%	2	.7%
12	3	3.8%	6	6.6%	1	5.6%	1	4.5%	5	5.2%	7	7.9%	17	10.6%	5	4.1%	1	5.3%	1	2.7%	—	—	4	.8%	23	4.1%	20	6.6%	4	2.0%
13	11	12.1%	4	3.6%	—	—	—	—	2	3.3%	—	—	—	—	—	—	—	—	—	—	—	—	18	5.4%	—	—	4	1.5%	3	1.9%
14	12	12.2%	2	1.7%	1	4.2%	—	—	1	.9%	—	—	—	—	—	—	—	—	—	—	—	20	3.3%	1	.1%	—	—	1	.4%	
15	8	10.1%	3	3.3%	—	—	—	—	—	—	—	—	2	1.2%	—	—	—	—	—	—	—	—	16	3.3%	1	.2%	1	.3%	—	—
16	1	1.1%	—	—	—	—	1	3.6%	—	—	1	1.3%	2	1.2%	1	.9%	—	—	1	4.8%	—	—	1	.3%	—	—	1	.4%	2	1.3%
17	2	2.0%	1	.8%	—	—	—	—	4	3.8%	1	1.3%	2	.9%	4	3.0%	—	—	1	2.7%	—	—	3	.5%	1	.1%	—	—	2	.7%
18	—	—	1	1.1%	—	—	—	—	1	1.0%	1	1.1%	2	1.2%	1	.8%	—	—	—	—	—	—	4	.8%	1	.2%	1	.3%	1	.5%
19	7	7.7%	21	19.1%	5	33.3%	4	14.3%	12	19.7%	11	14.1%	4	2.5%	4	3.4%	1	8.3%	—	—	6	25.0%	93	27.7%	7	2.1%	4	1.5%	22	14.3%
20	12	12.2%	15	12.4%	5	20.8%	5	14.3%	20	18.9%	8	10.7%	11	5.1%	4	3.0%	3	12.5%	3	8.1%	3	16.7%	214	35.5%	20	3.0%	17	5.8%	50	18.0%
21	13	16.5%	22	24.2%	2	11.1%	2	9.1%	33	34.4%	9	10.1%	7	4.4%	9	7.4%	—	—	2	5.4%	2	20.0%	207	42.4%	9	1.6%	20	6.6%	41	20.6%
22	36	39.6%	37	33.6%	5	33.3%	15	53.6%	29	47.5%	25	32.1%	77	47.2%	50	43.1%	6	50.0%	11	52.4%	8	33.3%	103	30.6%	84	25.7%	70	26.7%	55	35.7%
23	23	23.5%	38	31.4%	7	30.0%	8	22.9%	29	27.4%	22	29.3%	98	45.6%	53	40.2%	8	33.3%	12	32.4%	10	55.6%	136	22.6%	187	27.9%	85	29.0%	96	34.7%
24	16	20.3%	24	26.4%	10	55.6%	12	54.5%	24	25.0%	32	36.0%	74	46.2%	56	45.9%	9	47.4%	24	64.9%	6	60.0%	132	27.0%	136	24.2%	89	29.6%	73	36.7%
25	91		110		15		28		61		78		163		116		12		21		24		336		327		262		154	
26	98		121		24		35		106		75		215		132		24		37		18		603		670		292		277	
27	79		91		18		22		96		89		160		122		19		37		10		488		561		301		199	
28	Princeton Chicago Stanford Cornell Minnesota Penna. Ohio State		Chicago Princeton NYU Stanford Cornell Ohio State Minnesota		Indiana Cornell Penna. Johns Hopkins Stanford Chicago Duke		Indiana Johns Hopkins Princeton Chicago Minnesota Northwestern Duke Stanford		Chicago Stanford Princeton Johns Hopkins Minnesota Northwestern Duke Penna.		Chicago Princeton Minnesota Cornell Stanford Johns Hopkins Duke		Princeton Chicago Cornell Johns Hopkins Penna. Indiana Stanford		Princeton Chicago Cornell Johns Hopkins Penna. Minnesota Northwestern		Penna. Texas Indiana Chicago Cornell Northwestern Ohio State		Penna. North Carolina Princeton Ohio State NYU Johns Hopkins Indiana		Chicago Princeton Stanford Cornell Minnesota Ohio State Northwestern		Chicago Minnesota Stanford Cornell Princeton Penna. Northwestern							

ly for each of the 16 departments. Five schools, Harvard, Yale, departmental lists. Berkeley, which ranks from one to five in these (above). Selections for this category rely on Hayward Keniston's (1957). Although individual rankings in this survey have been used in error. The lists should be compared with the survey by the bed.

\* These small colleges are well known for the numbers of students they send on to graduate schools. The list is taken from a selection made for the Select Committee by the Center for the Study of Higher Education:  
Amherst  
Antioch  
Bard (N. Y.)  
Bennington  
Bryn Mawr  
Carleton (Minn.)  
Dartmouth  
Grinnell (Iowa)  
Haverford  
Kenyon  
Lawrence U.  
Middlebury  
Mt. Holyoke  
Oberlin  
Occidental  
Pomona  
Radcliffe  
Reed

\* It should not be inferred that the eighth category includes no excellent schools; some arbitrary drawing of lines was necessary for organizing this report.



November 14, 1967

TO: Raymond and Callison Students and Faculty

FROM: Leslie Noble

Dr. David E. Smith, a psychiatrist who worked at the Psychiatric Clinic in Haight-Ashbury, will be the guest of Raymond College on Friday, November 17. He will be having lunch in the Great Hall. After lunch, he will be available for informal discussion with students and faculty in the Common Room until 2:15. Some people have suggested that we ask him to describe Haight-Ashbury, its community structures and its future at this time. At 2:30, Dr. Smith will give a talk entitled "Youth, Alienation and the Drug Scene," in the lecture hall of the Academic Facilities Building.

LN:mb



November 15, 1967

TO:

Jim Lynch

FROM: The Academic Affairs Committee

Your petition(s) for special scheduling during the Winter

Term HAS HAS NOT - HAVE HAVE NOT been

approved. Please register accordingly on Monday.

mh

November 15, 1967

TO: The Raymond Students

FROM: Mary Haynie

As you are aware, term letters are no longer forwarded to your parents unless you request that they are. Those of you who wish your parents to receive copies of your term letters are asked to notify me before you leave campus for the Thanksgiving Holiday.

mh



# SOCK-HOP

IMPORTANT  
NOTICE

TUESDAY EVE,  
NOV 28, 1967

COMMON ROOM

When we come  
back to school —

WE'LL HAVE A

COOL TIME

bring 1950  
type clothes!

(BUBBLE GUM,  
BOW TIES,  
BOBBY SOCKS,  
etc...)

POP BEADS —

(P.S. you might find  
the clothes at  
Vet. Outlets)

Also: Bring all your  
favorite 45's with  
old favorites — Like  
Elvis Presley,  
Franky Special  
etc... We will have  
Special guests!!

See QUESTIONS?  
Woolbridge  
+ Oaks



There

# CHORALE

IS MEETING TONIGHT.

WE WANT TO SING IN THE  
CHRIST-MAS PAGEANT THIS  
SUNDAY, SO WE NEED TO  
GET GOING.

IF YOU'RE INTERESTED  
COME TONIGHT -

9:30

GREAT HALL



# RAYMOND COLLEGE WEEKLY BULLETIN

Vol. VI, No. 12

November 16, 1967

Thursday	(Nov. 16)		Pick up Schedule of Classes and Work Sheet from Mary Haynie in the Lodge
Friday	(Nov. 17)		Return completed Work Sheet to Mary Haynie
		1:15 p.m.	Dr. David Smith, Physician at a clinic in the Haight Ashbury district, speaking to students in the Common Room
			2:30--speaking in the Academic Facilities Building lecture hall
			3:30--speaking in the Common Room
		3:30 7:30 and 9:00	"Y" Film: Last Year At Marienbad" (Fr. 1961)
		3:00 p.m.	Waterpolo: Univ. of Calif at Berkeley (here)
		4:00 p.m.	Jr. Varsity: Univ. of Calif. at Berkeley (here)
Saturday	(Nov. 18)	1:00 p.m.	Football: Long Beach State (here)
Sunday	(Nov. 19)	7:00 p.m.	Friends of Chamber Music Concert--Great Hall, no admission charge
Monday	(Nov. 20)		Pick up Registration Book and approved Work Sheet from Mary Haynie. Fill out Registration Book and complete your financial arrangements at the Business Office, etc.
		12:15 p.m.	Low Table: Gil Schedler, "William Styron's <u>The Confessions of Nat Turner</u> "
Tuesday	(Nov. 21)		All Registration Books are to be completed, stamped, and returned to Mary by 5:00 p.m.
		11:00 a.m.	Chapel: Dr. Davie Napier, "The Problem of Unbelief: or Thank God I'm an Atheist"
		5:15 p.m.	Faculty meeting--Provost's Lodge
		6:30 p.m.	High Table Dinner
		8:00 p.m.	High Table Program: Gary Clarke, Director of Topeka Zoological Park--"Zoological Park Appreciation"
Wednesday	(Nov. 22)		Fall Term ends (Thanksgiving vacation begins after last class) End-of-Term Faculty Meeting after lunch

FAILURE TO COMPLETE REGISTRATION BY 5:00 P.M. TUESDAY, NOVEMBER 21, WILL RESULT IN A \$10.00 LATE REGISTRATION FEE

Winter Term begins Wednesday, November 29.



RAYMOND COLLEGE  
SCHEDULE OF CLASSES  
WINTER TERM, 1967 - 1968

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30-9:30	RWC Sheldon Beg. French Burke Inter. German Sayles Sociology Rice Non-Western World Schedler American Civ. Wine	RWC Beg. French Inter. German Sociology N-WW Amer. Civ.	Supervision Beg. French Inter. German Supervision N-WW Supervision	RWC Beg. French Inter. German Sociology N-WW Amer. Civ.	RWC Beg. French Inter. German Sociology N-WW Amer. Civ.
10:00-10:05			RWL Kahn RWL Williams	(Students who plan to take Economics during the Winter Term must enroll in either the 1-4 or the 7-10 R.W.L. class.)	
10:45-11:00	RWC Sheldon Inter. French Burke Sociology Rice Fine Arts Bates Economics Wagner U.S. Foreign Relations, Driscoll Non-Western World Schedler	RWC Inter. French Sociology Fine Arts Economics Foreign Relations N-WW	Supervision Supervision Supervision Supervision Supervision Supervision	RWC Inter. French Sociology Fine Arts Economics Foreign Relations N-WW	RWC Inter. French Sociology Fine Arts Economics Foreign Relations N-WW
12:00-12:05	Adv. French Burke Adv. German Sayles Fine Arts Bates Philosophy* Ford Economics Wagner	Adv. French Adv. German Fine Arts Philosophy Economics	Supervision Adv. German Supervision Supervision Supervision	Adv. French Adv. German Fine Arts Philosophy Economics	Adv. French Adv. German Fine Arts Philosophy Economics



TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1:00-12:00 (cont'd)	American Civ. Wise U. S. Foreign Relations, Briscoe Statistics MacDonald	Amer. Civ. Foreign Rela. Statistics	Supervision Supervision Statistics	Amer. Civ. Foreign Rela. Statistics	Amer. Civ. Foreign Rela. Statistics
1:00-2:00	Philosophy* Ford Chemistry (Discussion and laboratory sections to be arranged) Biology (Discussion and laboratory sections to be arranged) Adv. Freshman Math A.F.M. (Sec. II), MacDonald Freshman Calculus (Sec. III) Repass	Philosophy A.F.M. F. C.	Supervision A.F.M. F. C.	Philosophy A.F.M. F. C.	Philosophy A.F.M. F. C.
1:00-1:05			RWL Bruce & Williams		
2:00-3:00	Intro. Freshman Math, (Sec. IV) MacDonald	I.F.M.	I.F.M.	I.F.M.	I.F.M.
3:00-4:00		Studio Raden		Studio Raden	
3:00-4:00	Intro. Freshman Math (Sec. III), Repass	I.F.M.	I.F.M.	I.F.M.	I.F.M.
4:45-5:45	Beg. French Duval	Beg. French	Beg. French	Beg. French	Beg. French
7:00-10:00			RWL Bruce		

SEMINARS OFFERED DURING THE WINTER TERM:  
(Times to be arranged)

Regional and Area Planning  
Brazil  
RWC (Sec. 1)  
RWC (Sec. 2)

Kolker  
Burke  
Botond-Blazek  
Botond-Blazek  
Theories of International Relations Briscoe (Tuesday & Thurs. afternoons)

\*Philosophy is a pre-requisite to religion this year. Any student planning to take religion spring term must take philosophy beforehand.

K:mh  
11/3/67

November 20, 1967

TO: Raymond Students

FROM: Leslie Noble

Dr. Elliot Taylor, Director of Admissions, has informed me that he would like a list of students who could recruit for Raymond College over the Christmas Holidays. There would be two kinds of recruiting, visiting high schools and entertaining perspective students in your home. If you are interested in doing either of these, please give us the following information before you leave for Thanksgiving break.

1. The name and address of the high school you graduated from, and the dates you would be available to visit there. (If you know that this school is being visited by Raymond students over Thanksgiving, list another one.)
2. Your home address and telephone number and the dates you could entertain perspective students. If there are several Raymond students from your area, get together with them in one home for entertaining.

Please get this information to me before you leave on Thanksgiving vacation so the Admissions Office can initiate the necessary letters immediately.

LN:mh



WEMYSS HOUSE RESIDENTS  
Winter Term, 1966-1967

101	Karen Hancock (Assistant Resident)	211	Kathy Mumm
106	Barbara Wade		Shirley Sasaki
107	Judy Tahl	212	Claire Imbert
108	Peggy Valier		Marcia Jackson
110	Eileen Fordyce	213	Linda Morgan
	Sara Smith		Rebecca Oaks
111	Linda Coombes	214	Terri Thomas
	Lynda Taylor		
112	Laura Dixon	302	Janet Korn (Proctor)
	Mary Alice Wilson	303	Mary Cupples
113	Laura Macnab	304	Mary Crenshaw
114	Phyllis Johnson		Natalie (Tash) Hrenoff
	Caren Glotfelty	305	Debbie Chown
			Lorna Lazzerini
202	Marilyn Miller	306	Ann Strohauer
	Laurel Koepernik		Nan Woolrych
203	Barbara Bell	307	Sue Larson
	Susan Sarracino		Gail Upton
204	Debbie Dorcey	310	Karen French
	Dorothy Wilson		Margaret Howard
205	Cheri Quincy (Proctor)	311	Linda Perszyk
206	Sheri Herman		Karen Lystra
	Lisa Atkinson	312	Trudy Simon
207	Jill Bradley	313	Linda Sherrill
	Christine Saed		Vibeke von der Hude
210	Jamie Dalton	314	Terrell Miller
	Arleen Eymann		Jane Bryson

1st floor Wemyss      462-9176  
2nd floor Wemyss      462-9270  
3rd floor Wemyss      462-9809

RAYMOND COLLEGE  
ROOM SCHEDULE  
Winter Term - 1967-1968

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8:30-				
9:30	RWC	Sheldon	M, T, Th, F	233
	Beg. French	Burke	M, T, W, Th, F	203
	Inter. German	Sayles	M, T, W, Th, F	224
	Sociology	Rice	M, T, Th, F	232
	American Civ.	Wise	M, T, Th, F	236
	Philosophy	Ford	M, T, Th, F	Farley I

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9:00-				
12:00	RWL	Kahn	W	202
	RWL	Williams	W	Price I

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9:45-				
10:45	RWC	Sheldon	M, T, Th, F	233
	Inter. French	Burke	M, T, Th, F	203
	Sociology	Rice	M, T, Th, F	232
	Fine Arts	Baden	M, T, Th, F	214
	Economics	Wagner	M, T, Th, F	202
	U.S. Foreign Relations	Briscoe	M, T, Th, F	218
	Non-Western World	Schedler	M, T, W, Th, F	224
	Philosophy	Ford	M, T, Th, F	Farley I

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11:00-				
12:00	Adv. French	Burke	M, T, Th, F	201
	Adv. German	Sayles	M, T, W, Th, F	203
	Fine Arts	Baden	M, T, Th, F	214
	Economics	Wagner	M, T, Th, F	202
	Non-Western World	Schedler	M, T, W, Th, F	224
	American Civ.	Wise	M, T, Th, F	233
	U.S. Foreign Relations	Briscoe	M, T, Th, F	218
	Statistics	MacDonald	M, T, W, Th, F	232

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1:00-				
2:00	Adv. Fresh. Math(sec. I)	MacDonald	M, T, W, Th, F	232
	Fresh. Calculus(sec. II)	Repass	M, T, W, Th, F	236
	Chemistry	Wadman	(to be arranged)	
	Biology	Funkhouser	(to be arranged)	

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Room Schedule - continued, page 2

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2:00-				
3:00	Intro. Freshman	MacDonald	M, T, W, Th, F	232
	Math (section IV)			
	Intro. Freshman	Repass	M, W, F,	113
	Math (section III)		T, Th,	242

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2:00-				
4:00	Fine Arts	Baden	T, Th	Studio

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3:00-				
4:00	RWL Lecture	Language staff	Th	140

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4:15-				
6:00	American Civ. Lecture	Wise	Th	140

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4:45-				
5:45	Beg. French	Dueri	M, T, W, Th, F	236

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7:00-				
10:00	RWL	Bruce	W	233

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Special seminars: Times to be announced.

wf  
11/27/67

November 28, 1967

TO: Students and Faculty

FROM: Berndt Kolker

Because of my other commitments, I will no longer be able to have regularly assigned advisees. Those students who had been assigned to me are being re-assigned. We are also re-assigning other advisees whose advisors had an unduly heavy load of student counselling.

The attached list informs you who your advisors will be. Students may henceforth petition for a change in advisor without giving reasons. Only the approval of the newly selected advisor is required. Forms for changes may be obtained from Mary Haynie.

Students are strongly encouraged to consult with their advisors at least twice each month.

BK:wr



ADVISEE ASSIGNMENTS  
Fall Term, 1967-1968

Baden

Coombes, Linda  
Herman, Sheri  
Kiskadden, Bill  
Marcoux, Nancy  
Nicholson, Iris  
Norquist, Elliot  
Smith, Sara  
Taylor, Lynda

Bolond-Blazek

Keislar, Allan  
Lazzerini, Lorna  
McKinnon, Bill  
Morgan, Linda  
Oaks, Becky  
Perlmann, Richard  
Peterson, Neil  
Sasaki, Shirley

Briscoe

Davis, Charles  
Davis, Robert  
Hearne, Carol  
Le Doux, Rich  
Murray, Dave  
Simmons, Michael

Bruce

Chapman, Cynthia  
Emerson, Blake  
Faseler, Richard  
Grieger, David  
Handley, Kristine  
Jones, David  
McCann, Luana  
Ogata, Cheryl  
Riley, Regina  
Ruby, Mary  
Shank, Ben  
Tansey, Michael

Burke

Asay, Beth  
Bell, Barbara  
Bryan, Wendy  
Bryson, Jane  
Chappell, Nancy  
Cole, Penny  
Cupples, Mary  
Jaffee, Charlene  
Williams, Sam

Ford

Campbell, Bob  
Howard, Margaret  
Howell, Estelle  
Johnson, Phyllis  
Lystra, Karen  
Mair, Ken  
Papad, Jeanne  
Richardson, Bonnie

Funkhouser

Bryn, Mark  
Harrison, Carol  
Humes, Jane  
Korn, Barbara  
Nash, Tom  
Philbrook, Leroy

Kahn

Alexander, Anthony  
Bacon, Alice  
Cherniak, Gregory  
Farr, Margie  
Friesch, Paul  
Harris, Candice  
Humes, David  
Irish, Ned  
Olivera, Maryl  
Tanner, Bob  
Wilson, Patricia  
Young, Mark

MacDonald

Bragg, Quincy  
Chapman, Steve  
Kolling, Ray  
Leverenz, Roman  
Perazyk, Linda  
Sasaki, Joyce  
Schwarcz, Carl  
Stadtner, Don

Noble

Asay, Suzanne  
Davis, Jack  
Dunning, Melissa  
Elliott, Jane  
Gibbe, Richard  
Lockett, Linda  
Macnab, Laura  
McLane, Timothy  
Parker, Randy  
Stearas, Michael  
Webber, Jacalyn  
Wheeler, Robert

Repase

Davis, Diane  
Evitt, David  
Knepper, Nedra  
Kvalvik, Norman  
Miller, Marilyn

Rice

Dixon, Laura  
Drizigacker, Becky  
Dyer, Charles  
Jeter, Darcy  
Koepernik, Laurel  
Olson, Sue  
Spafford, Jeri

Sayles

Bomberger, Carter  
Evans, Dwight  
Valler, Peggi  
Wardrip, Mark

Schadler

Benton, Ellen  
Crafton, Deanie  
Crenshaw, Mary  
Healy, Donna  
Lawrence, Russ  
Oreskovich, Christina  
Simon, Barbara  
Turboff, Jerry  
Wing, Shirley

Sheldon

Clotfelky, Caren  
Croppetti, Gene  
Jones, Warren  
Kohibas, Cynthia  
Morgan, Beth  
Sadler, Christopher  
Valentine, Lon  
Maes, Richard

Wadman

Cooper, Mark  
Dennison, Peter  
Fish, Russ  
Flicker, Geoff  
Graves, Greg  
Hess, Richard  
LaForge, Eric  
Lockett, Richard  
Sarracino, Susan  
Zimmerman, Mary

Wagner

Allen, Yvonne  
Bargeman, Bill  
Chown, Debbie  
Harris, Norman  
Hopkins, Pete  
Triplett, Wes  
Wilson, Alice  
Woolrych, Nan

Williams

Cushing, Connie  
DeLaPaz, Bob  
Fisk, Patricia  
Fordyce, Elleen  
Greenberg, Jay  
Healy, Donna  
Jones, Cheri  
Larson, Karen  
Lewin, Marcie  
Munni, Kathy  
Wade, Barbara  
Wyant, Lori

Wise

Dalton, Jamie  
Evans, Rich  
Frey, Ralph  
Kroesch, Doug  
Larson, Sue  
Lynch, Jim  
Pringle, Winnie  
Singleton, Jack  
Wacker, Bill

Professors on leave

Blum  
Hand  
Lark  
Tucker



DATE: November 28, 1967

TO: The Seniors  
FROM: The Faculty  
RE: Schedule for Senior Essays

Will you please advise Mary Haynie, in writing, your intention regarding the Senior Essay. This will not be considered a commitment.

Submit intention: December 10, 1967

Deadline for submission of subject, bibliography,  
and advisor: February 1, 1968

Submission of outline (committee meeting):  
April 1, 1968

Submission of rough draft: May 27, 1968

Deadline for submission of paper: June 3, 1968

Evaluation meeting of committees: June 10, 1968

K:eb

# RAYMOND COLLEGE WEEKLY BULLETIN

Vol. VI. No. 13

November 30, 1967

Thursday	(Nov. 30)	8:00 p.m.	Studio Theater: "An American Dream"
Friday	(Dec. 1)	3:30 7:00 and 9:30	Project Amigos Film: "No Exit"--Anderson "Y"
		8:00 p.m.	Sock Hop--Great Hall
Saturday	(Dec. 2)		Basketball: at Hayward
		8:30 p.m.	Christmas Formal--Scottish Rite Temple
Monday	(Dec. 4)		Basketball: Fresno State (here)
		6:00 p.m.	Frosh Game: Fresno State (here)
		12:15 p.m.	Low Table: Richard Van Alstyne, "The American Idea of Empire, or Myth in American History"
Tuesday	(Dec. 5)	11:00 a.m.	Chapel: Dr. Larry Jackson, Provost Callison College--"Broken Images: Uncharted Seas"
		5:15 p.m.	Faculty meeting--Provost's Lodge
		6:30 p.m.	High Table Dinner
		8:00 p.m.	High Table Program: Dramatic Reading: <u>Socrates</u> (as seen through the eyes of Plato and Aristophanes). Performed by the students and faculty of Callison College.
Wednesday	(Dec. 6)	4:00 p.m.	I. C. Session--Common Room
		7:30 p.m.	Ski Club Film--Academic Facilities Building



Student Skit

Anyone wishing to work  
on the Raymond student  
skit for Christmas, please  
come to a meeting in  
Farley basement at 10:30 p.m.  
Wednesday!

Ivan

Don't give any gas!  
Just come!

December 4, 1967

TO: Students who recruited over Thanksgiving  
FROM: Leslie Noble

Could you please write up a statement about your recruiting experience at Thanksgiving including when, where, how many and who you talked to. We are trying to evaluate the success, failure and/or promises of student recruiting, so please do this. Any recommendations you have for follow-up would be a help also.

LN:mh



# RAYMOND COLLEGE WEEKLY BULLETIN

Vol. VI. No. 14

December 7, 1967

Thursday	(Dec. 7)	7:30 p.m.	Rep Council & Faculty meeting in the Academic Facilities Building, room 242
Friday	(Dec. 8)	3:30 7:00 and 9:30 8:00 p.m.	"Y" Film: <u>Guns of Navarone</u> (Br. 1961) Basketball: Seattle Univ. -- Civic Auditorium
Saturday	(Dec. 9)	8:00 p.m.	Elbert Covell College International Show-- Conservatory
Sunday	(Dec. 10)	7:30 p.m.	Annual Christmas Pageant
Tuesday	(Dec. 12)	5:00 p.m. 6:00 p.m. 7:00 p.m.	Faculty meeting--Provost Lodge Dinner Chapel: Bishop James Pike, Center for the Study of Democratic Institutions, "The New Morality in Swaddling Clothes: Love Came Down at Christmas" No High Table Program
Wednesday	(Dec. 13)	3:00 p.m.	Dean Taylor from admissions will be speaking to students in the Common Room on recruiting.
Thursday	(Dec. 14)	5:30 p.m. 6:30 p.m. 8:00 p.m.	Children's Party in the Common Room Refreshments for students and faculty in the Common Room Christmas Dinner (dress) Christmas skits and party
Friday	(Dec. 15)		Last day of classes--students may leave after last class

## ANNOUNCEMENTS

REGULARLY SCHEDULED Wednesday classes will be held on January 3. Other classes will be held at the discretion of the instructors.

NO ELECTRICITY on campus December 26 and 27.

December 8, 1967

TO: Raymond Students

FROM: Leslie Noble

Many of you spent some time recruiting students for the University in your home high schools. Though this has not been done before, it was fairly successful and Raymond students reported it a useful project that should be continued. We hope it can be repeated at Christmas time when high schools are open.

Mr. Taylor in Admissions has contacted some of the high schools that you said you could visit. He will have the responses from these schools at a meeting with you at 3:00 on Wednesday, December 13. Even if he did not contact a high school for you and if you still want to help with some form of recruiting, please plan to attend. Some students can help by having a small open house for prospective students. The Admissions Office will cover the expenses for such entertaining if you plan it with Mr. Taylor beforehand.

So it's crucial that all of you who plan to recruit over Christmas, meet with Mr. Taylor at 3:00 in the Common Room on Wednesday, December 13.

LN:mh



December 8, 1967

TO: All Raymond Students

FROM: Leslie Noble

In order that the dorms may be as safe as possible over the Christmas vacation, please check on the following things before you leave.

1. You should lock your room. If the lock is not working, tell Pris Wood so that it can be replaced before you leave.
2. If you live on the first floor of your dorm, please close and lock your windows.
3. If you are not able to leave the dorm by 6:00 p.m. on Friday, December 15, please inform the Assistant Resident in your dorm. There will be no evening meal served and all students should be out by 6:00 p.m. unless they have a transportation problem and cannot.
4. The outside doors of the dorm will have temporary locks installed over vacation and the maintenance staff are the only ones with keys. For this reason, please do not expect to be able to get in the dorms anytime before Tuesday, January 2, at 2:00 p.m.
5. There is an order in with maintenance to clean the furnaces and the storage closets over vacation. For this reason, please move furniture away from the heat vents along the wall in your room. Also check that any suitcases or boxes you leave in the closets are clearly labeled.

HAVE A MERRY CHRISTMAS !!

December 11, 1967

TO: Raymond Students and Faculty

FROM: The Retreat Committee

As you may know, the dates of February 10, 11, and 12, 1968, are being set aside for a Winter Retreat. We would like to take advantage of the season and go to the snow country but our problem is that we have not found a location yet. You can help by giving your ideas for a retreat site which would hold 150 students and faculty for at least a day and a night for a minimum price. THINK!

Please give your ideas, and any suggestions for topics, activities, films, speakers, sources of money, etc. to Paul Frisch, Laura Macnab, Neil Peterson, Ann Repass or Mary Haynie before Christmas. Or work on it over Christmas and give us the ideas next year!! And save the dates of February 10, 11, and 12, 1968.

LN:mh



MEMORANDUM TO THE STUDENTS:

Sorry, but you haven't shown much imagination in re-naming the Provost's Lodge. Maybe you don't give a damn what its name is--or maybe you'd like to try again.

The Committee (Mrs. Schedler sat in for Leslie Noble) is willing to set a new contest period. It begins January 3, and ends January 15. The prize: \$50.

Berndt L. Kolker

K:eb  
12/13/67

Ho, ho, ho - jolly, golly, holly merryfull  
berryful times will be had by all -  
in the tradition - rendition of this  
our community's sixth annual  
Christmas Party.

Trollickings and such will be jumping  
in Great Hall and Common Room on  
Thursday night - the eve before we leave.  
So that cheer and things will be shared by  
all, will you please, take/make/bake  
a present for Pris Wood

(Discover this lucky personage if you haven't  
already)

Penny range on a continuum from  
one to 100.

That same delightful night they will be  
Exchanged - by our dear S. Claus and  
helpers.

Happy hunting, gleeful getting,  
mirthful making etc. are Yours!



## EDITORIAL

A basic change of the past few decades is the emergence of career choice as an opportunity and as a problem. In all societies until ours, practically all young people had their career choices made for them--long before they even knew what a career was. Even where no caste or class system predestined them to an occupation, the great majority followed, of necessity, what their fathers had done, or at the most, they could move only within the narrowest circle of occupational choices and had to enter whatever apprenticeship was available in the small towns around them.

Now young people can choose--almost without limit. But no one yet has told them how to choose, what questions to ask, what commitments to make--and which ones not to make. They are confused and bewildered by an abundance of opportunities. As a rule, no matter how great their education, they still don't know what they want to do and be. The reasons are simple. They don't know enough about themselves and they know even less about the career choices. All they seem to know is what they do not want to do or be.

Young people do not know--and no one has told them--that what they should determine is what career is right for them. They also need to be told realistically, simply and in terms that are meaningful to them (rather than to the Personnel Department) what the various fields are. Which ones, for instance, want young people to take initiative (as the university as a rule does not), and which ones want "experience" and "maturity"; which kind of work calls for the man who is a team-worker, and which one (e.g., selling) for the man who revels in lone personal combat.

Young people need to be told what they can expect to happen to them when, for instance, they enter an academic career, and what demands they will have to satisfy, and where they can expect to be 10 years or so later. They also need reliable information about the age-structure of different employments. For example, academia today (at least in the prestige institutions) tends to be rather overcrowded with young people, whereas government (and especially the Federal Government) tends to be over-age, as a result of the heavy hiring 20 and 30 years ago.

Young people need to know that the highest entrance salaries in education today are being paid by the community colleges, but also that they may be dead-end jobs five years later. They need to be told that staid and stodgy banking is rapidly becoming a quite different information business, while some of the glamour industries of the past 20 years are rather over-staffed with bright young scientists who don't have enough to do.

And young people need to ask themselves many questions:

What kind of person am I?

What kind of person do I want to be?

Do I belong in a big organization or in a small one--or by myself?

Do I belong in careful, meticulous day-to-day work? Or can I stand pressure?

Do I want to, and can I, take risks?

Do I have what it takes to be an employee? Or a teacher? Or a researcher?

Should I want to get a Ph.D. or not?

How do I keep my career options open?

How deeply do I commit myself to an industry and an employer by taking this job or that?

When and how do I quit if I find I've made a mistake?

Yes, young people need to ask questions, and they need answers. But where to find them? That is the problem--there is no good single source, no good publication devoted to an in-depth analysis of career choices and opportunities.



To help fill this void, Communications / Research / Machines, Inc., publishers of Psychology Today magazine, announce the publication of a new magazine--Careers Today. Making its debut in August 1968, Careers Today will be sent free each month to different groups of people and particularly young people seeking first, second, third (and last), careers.

### THE GREAT JOB DILEMMA

What is the real career dilemma, the reason some men and women feel satisfied and successful, some feel futile and frustrated, and most are vaguely discontented? Our artists see it as The Pegboard Puzzle. Round pegs fit in round holes. Square goes with square, but square pegs in round holes will never work. Solving the far more sophisticated puzzle that is--for each of us--the right place in the working world, requires all the real understanding we can gain of ourselves, our talents, needs and motivations. So this month, PSYCHOLOGY TODAY offers a special section to help solve the puzzle. Four of the best qualified men in the country--Peter F. Drucker, the management consultant; Edward J. Bloustein, President of Bennington College; Edgar H. Schein, organizational psychology and management professor at M.I.T.'s Alfred P. Sloan School of Management; and Frederick Herzberg, Case Western Reserve University's psychology department chairman--examine the great job dilemma!

A CONVERSATION WITH--PETER F. DRUCKER or The Psychology of Managing Management

By Mary Harrington Hall

Mary Harrington Hall: How can young people today know just where they might fit in this wide-open kind of world? How can they choose?

Peter Drucker: Here I am 58, and I still don't know what I am going to do when I grow up. My children and their respective spouses think I am kidding when I say that, but I am not. You know what I mean; they don't. Nobody tells them that life is not that categorized. And nobody tells them that the only way to find what you want is to create a job. Nobody worth his salt has ever moved into an existing job. That's for post-office clerks.

Hall: Whether they actually are in the post office or not.

Drucker: Primarily, out of the post office. But if you told this to the 22-year-old, I don't think it would register. He doesn't understand it, and no one can make him understand. There are a few elementary things you can say.

Hall: And what are they?

Drucker: First, you know what you don't want to do, but what you do want to do, you don't know. There is no way of finding out but trying. Second, one doesn't marry a job. A job is your opportunity to find out--that's all it is. You owe no loyalty to your employer other than not betraying secrets. Be ruthless about finding out whether you belong; I am. Finally, looking around doesn't get you anywhere. One can always quit. Don't try to reason out those things one can learn only from experience. Do you know enough about yourself? There are things you can know, even at age 20.

Hall: When I was 20 I knew so many things. I knew that life was exciting and romantic and a great adventure. What should my career thoughts have been?

Drucker: To start out, I think one of the most important things would be to know if you like pressure or if you cannot take it at all. There may be people who can take pressure or leave it alone, but I have never met any of them. I am one who needs pressure. You are one, too, Mary. If there is no deadline staring us in the face, we have to invent one. I am sluggish, lethargic, a lizard, until the adrenalin starts pouring. A low metabolism--psychologically. People differ so. One of the men I am closest to goes to pieces under pressure. He is one of the best urologists. But he spends nights at the bedside of a critically ill patient, and it is obvious he is going to pieces before the patient dies. Mind you, he pulls a lot of them through, but he cannot take the pressure. He's a wreck--which probably makes him a good doctor.

Hall: What else should you know besides your ability to stand pressure?



Drucker: You have to know whether you belong in a big organization. In a big organization, you don't see results, you are too damn far away from them. The enjoyment is being a part of the big structure. If you tell people you work for General Electric, everyone knows what G. E. is. And I think you need to know whether you want to be in daily combat as a dragon-slayer or if you want to think things through, to analyze, prepare. Do you enjoy surmounting the daily crisis, or do you really get your satisfaction out of anticipating and preventing the crisis? These things I believe one does know about oneself at age 20.

Hall: What is the hardest thing to know?

Drucker: There is one great question I don't think most young people can answer: "Are you a perceptive or an analytical person?" This is terribly important. Either you start out with an insight and then think the problem through, or you start out with a train of thought and arrive at a conclusion. One really needs to be able to do both, but most people can't. I am totally unanalytical and completely perceptive. I have never in my life understood anything that I have not seen.

Hall: What about being a listener or a reader?

Drucker: That's another thing most young people don't know--are they readers or listeners? And this is something they can check easily.

Hall: It's like being right-or left-handed, isn't it?

Drucker: That's right. The only ambidexterous people are trial lawyers--they both read and listen. Nobody else can. I am a listener; I can read after I listen but not before. Probably I can't even write first, but that's pathological.

Hall: But what is the most important thing about the choice of the job, apart from the personality of the person?

Drucker: Job content. The question is not, am I interested in biology. That interest may or may not change. You can't tell. This issue is: When you work, do you want to sit down to a stack of information reports and to plot figures for two weeks, or do you want to go around and pick people's brains? Do you enjoy being alone, or do you have to be a member of a team? Do you like pressure or can't you stand it? How do you really function? There is a fabulous amount of misinformation about jobs, because there is not one job pattern that is clear. You just can't tell by the field.

Hall: I've always thought maybe a university graduate-school faculty was a more conformist bunch than a group of bankers.

Drucker: There are businesses that are quite conformist, but there is nothing as conformist as a graduate faculty. The Ph.D. program is even worse.

There are businesses that are wide open, like positions in the international divisions of some big banks--the Bank of America, Chase Manhattan, or First National City Bank of New York are examples. Their young men are really entrepreneurs. They invent new services and new branches, and no one says them nay. And there are government jobs meant for the kind of fellow who draws to an inside royal flush.

John Lindsay in New York has that kind of government job, or Richard Lee in New Haven. There are terrific opportunities in Washington in the Office of Health, Education, and Welfare. Not in the education section, though. That's dead. Another place for the creative guy is in the environmental-sciences section of the Department of Commerce. You've got to be good there. They are ruthless, as they should be, if you don't come up with solid, original ideas.

Hall: Are job stereotypes changing?

Drucker: Jobs cannot be typified, cannot be classified. Ten or twenty years ago, bankers were good Anglo-Saxons who parted their hair in the middle. That is no longer necessarily so. In New York a fellow with a red beard who goes barefoot to work is vice president of a commercial bank today.

Hall: Is that really true, Peter Drucker?

Drucker: Yes, he can do it so long as he stays in the data-processing department. I met him at lunch today. He's a vice president of one of the very big banks and is very young. I don't think it's necessary for him to pretend he's 19 any longer, but that's his business.

Hall: How old is he, really?

Drucker: About 36, I would say.

Hall: What on earth has happened to banking in the past ten years?

Drucker: Nothing has happened to banking. Banks have discovered that if they have a computer that costs a million dollars a month, they had better have somebody who can make it produce. And if he goes barefoot and has a red beard and wears a blue



undershirt, you just make damn sure you don't expose him to the clientele. Nobody has to see him except the computer, and the computer has no great fashion preferences. On the other hand, no university faculty would dare to hire him. And for good reasons.

Hall: Would that be the unpopularity of the image because of current student style?

Drucker: It wouldn't be his red beard, his going barefoot, or his peculiar sweatshirt that the university would mind. It would be the fact that they have to expose him. Chances are that he cannot get along with human beings. He talks so much about love that everybody hates him. The university needs somebody much more conformist than this. But the bank will set him up. I imagine the older credit officers of the bank are duly shocked, but then you know that puritans need to be shocked twice a day, anyhow.

Hall: Yes, good for their livers.

Drucker: Right. Exactly.

Hall: So it's not a matter of the field, biology or education or medicine or psychology or engineering, but the specific kind of job within the field.

Drucker: Right. And there's another highly important matter. No matter what job it is, it ain't final. The first few years are trials. The probability that the first choice you make is right for you is roughly one in a million. If you decide your first choice is the right one, chances are you are just plain lazy. People believe that if they take their job for General Electric or New York University or Psychology Today that they have taken their vows, that the world will come to an end if it doesn't work out.

Hall: How many of us know from the very beginning what we want to be:

Drucker: There are a very few who know at, say, age 11, "This is where I want to be." They are either musicians or mathematicians or physicians. And, incidentally, the physicians all go through a horrible identity crisis when they reach the age of 28.

Hall: Why is that?

Drucker: Because medical school is unspeakably boring. They all go into medicine because they are dedicated. Then it is so Goddam scientific for seven or eight years. They are taught to be callous and to learn the bones of the body, only to forget them tomorrow. Then, when they have finished their internship or their residency, they have a terrible crisis. Only yesterday I wrote a long letter to a very sweet boy who just finished his medical training. Now he wants to go back to school and learn philosophy, because he is so terribly distraught. He doesn't realize that almost any sensitive young doctor goes through this. The medical faculties don't tell the kids. They think it's a good idea not to warn them that they will undergo a crisis. Most of them come back to medicine when they discover that once you are out of medical school, you do deal with people and you don't really know very much. Then they rediscover medicine. But medical school is a great place to be weaned away from being a physician.

Hall: You say that it's important to know yourself before you can know what kind of job best suits you. How early do you think this assessment can be made:

Drucker: Contrary to everything that modern psychologists tell you, I am convinced that one can acquire knowledge, one can acquire skills, but one cannot change his personality. Only the Good Lord changes personality--that's His business. I have had four great children, and I can assure you that by the time they were six months old, they were set in concrete. After six months, parents get educated but not children.

One can take a child and try to bring him out of excessive timidity, but you won't ever make a bold one out of him. Or, one can take a bold one, a rash one, and try to teach him how to count to ten before shooting with the hope that he will count at least to three. But that is all one can do. One can take a charmer and try to get him--charmings are mostly boys--to work to catch up with what he has improvised. And one can get one of those awful, horrible, overplanners to jump once in a while. But you are not going to change the basic structure. It is much more important that in this age of psychology people tell the kids that what you are matters, and your values matter.

Hall: Now, what about going to graduate school? Suppose one has learned all he can about himself. Should he go on to graduate school before he tries his first job?



Drucker: As long as you go to graduate school to avoid the draft, it's rational. I don't criticize that at all. If Uncle Sam set up the draft in such a way that you are rewarded for getting out of it, don't complain if this is done. People always behave as they are rewarded. If the present draft system is immoral, and God help me, it is, then it is the draft that is to blame and not the kids who react to a clear incentive.

I'm not sure that it wouldn't be a smart thing for all of them to go into the Army at the age of 18. Military service is juvenile. At the age of 18, one enjoys it; at 21 or 22, one has outgrown it.

But apart from staying out of the draft, in graduate school they are going to postpone themselves, and they will do so with the peculiar idea that academia is a free environment. The arrogance, the petty restrictions of the learned are horrible. Nothing is more demeaning than to be forced to be conventionally unconventional.

Hall: Politics in the groves of academe fascinate and appall me. The infighting is worse than in the old Kansas City or Boston wards. And the academicians are far more shrewd and vicious.

Drucker: There's only one kind of politics that's worse. We have only 2,000 colleges, and academia is not so narrow here as in Europe. But look at musicians. This country has never been able to support more than 25 pianists. If you are a first-rate pianist, you take the bread out of somebody's mouth. That's not quite true of academia, but there is a horrible frustration if you are not Number One. In academia there are numerous jobs for the merely competent man, but not room for him. The kids don't understand this.

Hall: Would you then say, go into the Peace Corps first, before going to graduate school?

Drucker: No! The Peace Corps is a great disappointment.

Hall: How can you say that? Why?

Drucker: I always thought the kids would get a tremendous amount out of the Peace Corps, but I have seen too many when they came back. In their personal development, they are exactly where they were when they left. The Peace Corps is just a postponement, a delay. My conclusion is that one belongs in the Peace Corps in his 30's, not in his 20's. In the 20's he belongs in the city administration of San Pedro or out selling Gallo wine.

Hall: Out selling wine? Gallo?

Drucker: Let me tell you about one of the nicest boys I know. He took a job as a salesman for one of the large wineries. His parents were beside themselves. I asked him why he went to work as a salesman. "To find out what I can do," he answered. "But why did you go to work for a winery?" I asked. You see, he had offers from Ford and IBM and Minneapolis-Honeywell. "At the winery," he answered, "I'm the only one who can read and write."

Now, he's a bright boy. I don't think he'll stay long with the winery unless he's made president within five years. That might happen. Or he might go back to law school. This boy knows exactly what he's doing. He is trying himself out. If he does a good job, he will be right at the top. If he doesn't work out, nothing has happened. Too many kids with too many opportunities are just playing around. They know only what they don't want.

Hall: I see what you want. You think that any good young person should go out and jump in somewhere, anywhere.

Drucker: Yes, and not with the typical question the kids ask the recruiters: Is this the right place to stay for the next 35 years? Hell, the answer in all likelihood is no. There is a right question to ask the recruiter: Is this a place where I can learn something for two years and have fun for two years, and where I will have a chance if I produce?

Hall: All right. I believe you. You'd put off graduate school?

Drucker: I'd put off elementary school if I had my way. I am not a great believer in school. School is primarily an institution for the perpetuation of adolescence.

Hall: If you don't believe in school, how would you educate?

Drucker: That is an entirely different question. The thought that school educates is not one I have accepted yet. No, I am not joking.

Hall: I know you are not joking.

Drucker: No, Mary, I would be much happier if kids at age 17 were young adults among adults. Those who wanted to go back to school could come back later. They



would be better students and much happier people. But I don't control the universe. In the university we expect everybody to sit on his butt through the full natural life-span of man--which is about 25. All I can say is, Thank God I am not young. I could not survive this horror. The only thing my secondary school faculty and I were in total agreement on was that I sat too long and did not belong in school. In this we were in total agreement. Otherwise, we had few points of contact. Adolescence is a man-made problem. It is not a stage of nature.

Hall: Do you think this has some bearing on the unrest and rioting on college campuses?

Drucker: I am not a bit surprised that the kids riot. I am surprised that they are so placid, because they are all so unspeakably bored. Seriously, though, I am not at all opposed to graduate school per se. I am opposed to graduate school as a delaying action. I am opposed to graduate school as hibernation. And I am opposed to graduate school as education, which it is not.

Hall: Just how would you define graduate school?

Drucker: Graduate school is not focused on forming a human being but on imparting a finer set of skills. The purpose is not education, but specialization. My guess is that 20 years from now, the existing academic departments will all be gone. There is not a single one left that makes any sense.

Today knowledge exists in action, not in hard-covered books. But I am very biased. I am a doer, not a contemplator; a perceiver, not a thinker. I am one of those who has to listen to himself to know what he is thinking or saying all the time. These are all very undersirable characteristics, so I am not at all the type that graduate schools look for. There are plenty of kids to fill them up.

Hall: Did you go from the university into management consultant work, or was it the other way around?

Drucker: I have always taught on the side, because I like to teach. I started teaching at 20 when I was in law school out of sheer boredom. It was the only way to stay alive. I was working and studying and teaching, too. After I finished secondary school, I went to work in England as an apprentice clerk in a woolen-export house. I was the first person to start apprenticeship as late as 18. All my bosses' sons started at 14. And I was the first who did not live over the premises--solely because a fire had destroyed the premises.

And I was the first not to start off with a goose-quill pen. That was the year they discovered they couldn't buy goose-quill pens anymore. I told all this to a friend of mine who said that only showed I didn't start off in a high-class establishment. When he began as an apprentice at a merchant bank, the banker bought a goose farm when he found out he couldn't buy goose-quill pens.

Hall: That sounds like something out of Charles Dickens. How did you get there?

Drucker: Well, I grew up in Vienna, but my family always had very close ties with England.

By the way, the only connection I can claim with psychology is that my family knew Freud. My father knew him from boyhood and put him on a pedestal as a genius who could do no wrong. My mother's reaction was quite different. When she was a young medical student, she was one of Freud's favorites. (She was one of the first women to go to medical school. She had to go to Zurich to do it.) She understood why he was important but at the same time she refused to have anything to do with him. Freud loved her but she couldn't stand him.

Hall: Why couldn't she stand Freud?

Drucker: She felt that he was an evil man. She was a perceptive person. My father saw this man as a genius, and felt that geniuses should be allowed anything.

Hall: Why did your mother feel that Freud was an evil man?

Drucker: Because he was, period. He was a man who had to domineer.

Hall: Let's get back to your own life. Where did you go from your apprenticeship in the export business?

Drucker: I went to Germany. I went into investment banking there. In 1929, as you may have heard, there was a slight unpleasantness. Investment banking came to an end, and I became a newspaperman. But all the time, I was enrolled as a law student.

Hall: I didn't know that you had been a journalist.

Drucker: In a way I have never ceased being one. But for two periods in my life this was my main occupation. For a few years in the late '20s and early '30s when



I first came to the United States as American correspondent for a group of British papers. But I have really been writing all my life, and it is the only thing I claim any skill in. And in between my newspaper jobs, for four years right after the Nazis came to power, I was in London as an investment banker and economist.

Hall: You did quite a few things as a young man.

Drucker: Yes, until I was 30 I was really a drifter. I knew perfectly well all the things I didn't want to do with myself. In retrospect, I realize that I must have been a very sorry specimen and I do marvel at my parents' patience with me. It was not until I came to this country that I realized what I wanted.

Hall: But you were very successful in that interim period.

Drucker: I looked successful, but I wasn't. This is why I have such sympathy with today's young people. What saved me, they don't have. I had to have a job to pay the rent. And they, instead, have Uncle Sam with a graduate grant, which makes finding yourself a good deal harder than hard times did for my generation.

Hall: Your background and your family's is about as broad as one could ask. I know that your father was an important figure in the Austrian government, an international lawyer, and a founder of the Salzburg Festival.

Drucker: Narrowness is no fun. As a writer, I think your interviews with B. F. Skinner, the father of operant conditioning, and with the humanist, Rollo May, were totally marvelous.

You made so clear what Skinner has really been talking about.

Hall: Skinner was incredibly patient in making it clear to me.

Drucker: I wish I were one-tenth as brilliant as Fred Skinner. But he is so totally a prisoner of his work that he doesn't realize what he has done.

Hall: How can you say that?

Drucker: I overstate because I worry that he may be "advertising" his work under wrong labels. He has contributed a fantastic amount, and I worry that it may get lost. God, I wish there were more of him.

You were wonderful to Rollo May. You made him mean things he didn't know he knew.

Hall: He is an impressive thinker and a great man.

Drucker: Well, you brought out what some of us had suspected. May is a wise man. A very wise man.

I have a close friend in New York who is the diagnostician's diagnostician, and six months ago I wrote to him about a friend and he wrote back that the man didn't need a psychiatrist, he needed a friend. This is what Rollo May has been to our generation. And he doesn't know it, and you brought it out.

Hall: You came to the United States before the Second World War?

Drucker: Yes. In April, 1937. Here I also taught on the side. I taught philosophy at Bennington, then I came here to New York University. I am not a proper model for anything.

Hall: Oh, I think you are a swinging model.

Drucker: No, no, no. I am not a scholar; I am a writer. You know the difference?

Hall: Yes, there can be a vast sea between the two.

Drucker: Few people are aware of it. I am proud of not being a scholar. I am a writer, but I am not good enough to write novels. I always have liked to teach, because I like young people and I like the excitement of people discovering things.

Hall: When did you switch entirely to management consulting?

Drucker: I haven't. The book I am working on has nothing to do with management. It's about discontinuities--in politics, in economy. I don't have a title for it yet.

Hall: Tell me about it.

Drucker: For years and years I have been writing slowly on a book about basic American experiences, such as the separation of church and state. The only chapter I have finished is called "The Education of a Pretender." It's about Henry Adams. The title of the book probably will be The American Political Genius or The American Patriot. I am tired of management books.

Hall: You may be tired of management books, but our readers want to know more about careers. Young people want to know how to find their particular round hole, or square--depending on their shape. You said the young person looking for a career should figure: "Do I fit into the large corporation?" or "Should I be on my own?" But what is the opportunity for being on one's own? Isn't the large corporation most likely?



Drucker: Even in General Electric there are places where you can be on your own, plenty of them. But let's go back to examples once again. I know two young men, each of whom decided he would like to be completely on his own. One is building a very nice business as a computer consultant on the West Coast. The other one is in the East, building his own design engineering firm. These young men are loners, they are extremes. I am one myself. But take a more typical case. Yesterday, I had a young scientist here. He had been with a medium-sized company for eight years, was their number two man in research. He wanted a change, but refused to go into a big company. He knew he'd get better pay there, but he said that unless he was in on a whole project, from the formulation of the proposal to NASA all the way to the prototype delivery, he wasn't interested. This morning, I think I found him the job he wants.

Hall: What kind of a job?

Drucker: A job as head of the field of instrumentation design at one of the country's largest hospitals. He knows nothing about biochemistry, but he can learn. He will work with the surgeons there and will head a small group of half a dozen engineers and biochemists. Now the hospital is a hell of a big organization--1,800 patient beds--but he won't even see the big organization.

Hall: He must be darned bright.

Drucker: On the contrary. I wouldn't send a bright boy to a hospital. It would be a great waste; they wouldn't know what to do with him.

Hall: You keep running into complaints about technology. Clark Kerr has said that we can't really make our peace with technology. How can the individual survive and function in this technology?

Drucker: Technology should be made to serve the individual. It can, too.

Hall: How? Isn't there war between the individual and technology?

Drucker: There is no war; there is fear. The attitude of this generation is, what can we do for the computer? The next generation will solve the problem; their attitude will be: What will the computer do for me? It doesn't ever pay to be permissive and pleasant about mechanical gadgets. Be nasty. Throw it out if it doesn't perform.

Hall: I wonder if people were afraid of the light switch once.

Drucker: That's right. I don't know whether you know that the first advance management-training course was one that the German Post Office called in 1888. Its topic was the use of the telephone. Top management was scared of the telephone. Believe me, the next generation is going to look upon the computer the way today's teen-ager looks upon the telephone. At the moment you realize that you can always pull the plug, the fear is ended. Once you know what you want to do, either it can do it for you or it can't. If it can't, to hell with it. The computer is a tool. If the tool can't do something for you, leave it in the tool box.

Hall: And careers are a tool, too.

Drucker: Precisely. The smart way to look at a career is, What does it do for me? What do I want to accomplish?

Hall: Are there any special things to look for in a company?

Drucker: Yes. You want old age at top management. You know, one question the young career seeker never asks the company recruiter is, "How old are the department heads?"

Hall: You want old ones so you can come up, right?

Drucker: Oh, my, yes. You don't want the First National City Bank in the city, for instance.

Hall: They're all young?

Drucker: Oh, yes; the executive vicepresident is 36. Too many companies actually are lopsided. You want a company with some old and some young at the head.

Hall: Then I don't want Edgar Bronfman's Seagram's and assorted enterprises?

Drucker: Anyone would want a company run by him. He's creative. But you would prefer to have him be 90 years old if you plan to inherit his job.

Hall: People are younger longer now. How has this changed the job picture?

Drucker: The real career crisis is the extension of the working-life span. In the time of our grandparents, man's working life was over at 45. By then, few people were physically or mentally capable of working. It was a rural civilization and the pre-industrial farmer was either worn out or had been killed by an accident by age 45. The Chinese or Irish who built our railroads had a five-year working life.



Within five years they were gone--by liquor, or syphilis, or accident, or hard work.

Now, suddenly you have people reaching the age of 65 in the prime of physical and mental health. This is due partly to the movement of people from the farm to the city--accidents occur on the farm with about ten times the frequency of that in the most dangerous industrial employment--and partly to scientific management taking the toil out of labor. We have pushed up education to compensate for this.

Hall: What possible solution is there other than a continual increasing of lifelong education programs?

Drucker: I am absolutely convinced that one of the greatest needs is the systematic creation of second careers. At 45, after having been a market research man, or a professor of English or psychology, or an officer in the armed services for 20 years, a man is spent. At least he thinks so. But he is mentally, biologically, and physically sound. His kids are grown up and the mortgage is paid off and he has plenty to contribute to society.

You know, one of the most thrilling things that has happened in the last 20 years is the new careers for the crop of military officers who are being axed by the military services at age 47. They've reached lieutenant colonel or lieutenant commander, gone as far as they can go, and they're out.

Hall: What does one do after 20 years as an officer?

Drucker: That's exactly what they want to know. They are absolutely sure there is nothing they can do. They are terribly conscious that they have been in an insulated, artificial environment.

Hall: I should think they'd be scared to death.

Drucker: They are, scared out of their wits. Most of them think they need a graduate degree or some kind of guidance. All they need is for someone to say: "Look, Jack, there's nothing wrong with you." They can apply to one of the big downtown law firms for a job as office manager. These have 99 people who know nothing but law, and they need someone to organize them. There are jobs as business managers of law firms or accounting firms or small colleges. All kinds of good jobs.

Hall: It would be like starting life all over again.

Drucker: Six months after these former service men have taken on their new jobs, they are 20 years younger. They have recovered enthusiasm, they are growing, they have ideas. Their wives are enchanted. They are exciting again.

Hall: Not everybody would be a success as an office manager. Are there any other jobs that are especially suited to second careers?

Drucker: Indeed there are. The older professions are best suited to become second careers. Middle age is really the best time to switch to being the lawyer, the teacher, the priest, the doctor--I shocked you--and the social worker. Twenty years from now, we'll have few young men in these fields.

Hall: However would you train a man to be a doctor as a second career?

Drucker: It is not very difficult to be a good doctor, a good physician. I am not saying these men could do good heart transplants or diagnose some obscure tropical disease, but they would know full well that this diagnosis is not right and maybe the patient ought to go see a specialist. But they could do the work the average general practitioner faces.

Hall: What has been the reaction of the medical schools to this idea?

Drucker: I've talked to them. I said: "Take men of 45, engineers, weather forecasters, career officers, how would you make doctors of them in one year?" The medical schools said it couldn't be done. I said, "What do you mean, it can't be done? With the amount of ignorance you have, I could teach you in three weeks." They answered, "It can't be done. They have to learn the bones of the body." But they can look that up, you know. Very rarely does a bone of the throat move into the knee.

And I talked to the archdioceses about putting these men in the parishes as priests in six months. "Can't be done," I was told. But it is going to be done. Most training for these old professions consists of trying to simulate experience. Hell, these people have experience.

Hall: Is it being done anywhere?

Drucker: We are putting men into the classroom to teach at the University in six months.

Hall: How?



Drucker: How? By putting them into the classroom, period. Eight out of ten will swim. And, once they swim I can work on polishing their style. If they sink, I jump in with a life preserver. What I can't do is to teach them how to swim.

Hall: And if they sink, you pull them out so they can do something else?

Drucker: No, I dry them off and throw them in again.

Hall: In my mind, you are the ideal management consultant. But what you have been describing to me partly is a personal employment agency. How did you ever get into this wonderful thing? I wanted to be a missionary when I was a little girl. You are one.

Drucker: Well, I have students, and friends who have kids. And it has gotten around that if you get thrown out of the U.S. Navy on the Eastern seaboard, there is a peculiar character around named Drucker of whom most people strongly disapprove. I'm too frivolous for them.

Hall: What's it like, being a management consultant?

Drucker: Any man who has been a consultant has dealt in the unlicensed practice of psychiatry. The great weakness of an organization is that you can't have a confidante. You are always either boss or subordinate. And people are terribly lonely. Here comes an outsider, the licensed lunatic, and you just start spilling. What clients tell you is incredible. I know much too much about them. Every management consultant has the same experience.

Hall: Doesn't this knowledge help you as a consultant?

Drucker: No.

Hall: It doesn't help at all?

Drucker: Oh, sometimes. But more often, one has to suppress it. I have never liked to be cruel, and as I get older, I hate cruelty more and more. But one has to force oneself to do what is right. Sometimes that means cutting off heads. Then the question is, How do we do it in a compassionate way? If the compassion enters into the initial decision, you get sentimental. In the end, you do much more harm. The real cruelty is always that of sentimental people. And so, one has to force oneself to eliminate all one knows about that poor devil and only bring it in afterward. You say, Now that we have cut off his head, what do we do with him so that he doesn't feel it? But first, his head must be cut off.

Hall: What happens with the thousands and thousands of people who are stuck, working out their years till retirement?

Drucker: I think company managers will have to learn to sit down and say: "Look, Jack, do you want to stay here or do you really want to do something? If you stay here, you are about as far as you will ever get. Oh, maybe two more raises." Most so-called promotions are not promotions, but raises, you know. It just change the title. And the boss should say: "You are going to remain a quality control manager. Do you want to do that for 20 more years? We are perfectly happy to have you stay around here. On the other hand, you have all the mortgages paid off. What have you always wanted to do? If you want to become a priest, well, we'll help you." Does this make any sense to you, Mary?

Hall: It makes all the sense in the world.



PRICE HOUSE RESIDENTS  
Fall Term, 1967-1968

103	Leslie Noble, Head Resident	(2) 214	Candy Harris
106	Deena Perry	(2) 215	Carole Harrison
108	Lee Jackson	(2) 216	Cheryl Lynn Ogata
(1) 110	Kathy Mann	(2) 216	Regina Kiley
111	Darlene Marjanien, COP	(11) 302	Cynthia Kohlbas
	Kathryn Jones, COP	(12) 303	Barbara Blau, COP
112	Wendy Bryan	304	Carol Hearne, Senior Counsel
	Linda Perezyk	305	Mary Cupples
(2) 113	Marilyn Miller	306	Jean Culligan, COP
	Lisa Atkinson	307	Becky Oaka
114	Lorelee Wyant		Nan Woolrych
3 115	Laura Macneab	308	Eileen Fordyce
(4) 116	Nancy Chappell		Alice Bacon
5 116	Phyllis Johnson	309	Margot Bell, COP
6	Caren Clotfelty		Nina Von Brachenfels, COP
202	Barbara Bell	310	Melanie Wilde, COP
	Laurel Koepfernik		Bob (Elizabeth) Kaufman, COP
203	Susan Sarracino	(7) 310	Barbara Korn
	Gayle Garmen, COP	(8)	Shelley Wing
204	<del>Beth Morgan</del>	311	Virginia Dugan, COP
25	Pat Wilson		Debbie Blair, COP
(7) 205	Sheri Herman, Senior Counselor	13 312	Bonnie Richardson
206	Pam Ablin, COP	9 313	Karen Larson
(1)	Blake Emerson	(10)	Jackie Webber
207	Lester Bomberger	314	Debbie Chown
	Charlene Jaffee		Lorna Larzerici
8 210	Shirley Sasaki	315	Sue Larson
211	<del>Lluana McCann</del>		Mary Crenshaw
(9) 212	Lynda Taylor	316	Joyce Sasaki
10 213	Linda Morgan		Mary Zimmerman

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# FARLEY HOUSE RESIDENTS

Fall Term, 1967-1968

101	Priscilla Wood, Assistant Resident	17213	Alice Bacon
106	Ninnie Pringle	18 214	Kristine Handley
107	Kathleen Howell, COP		Lynda Lee, COP
	Jean Papka, COP		Cheri Jones
108	Laure Dixon	21 302	Sue Olson, Senior Counselor
14 110	Barbara Wade	22 303	Penny Cole
15 111	Nancy Marcoux	24 304	Ellen Benton
112	Yvonne Allen		<del>Cynthia Siddins</del>
	Geraldine Gruber, COP	305	Beth Asay
16 113	Peggy Valier		Marcie Lewis
17 114	Becky Draligsker	19 306	Diane Davis
202	Pac Fisk	20 307	Barbara Simon
14 203	Sara Smith	21 308	Melessa Dunning
18 204	Jamie Dalton	22 309	Linda Lockett
11 205	Cynthia Chapman		Mary Lynn Schrieff, COP
12 206	Carl (Jaue) Elliott		Jerri Chaplin, COP
19 207	Linda Coobes, Senior Counselor		Roberta Robertson, COP
13 208	Kristina Oreskovich	310	Jane Bryson
14 209	Sam Williams		Karen Lystra
207	Margaret Howard	23 311	Luranne Asay
	Tina Saad	23 312	Dana Healy
15 210	Bedra Knepper	313	Cecile Cushing
16 211	Maryl Olivera	314	Darry Jeter
211	Cynthia McLormack, COP	6 315	Lila Nicholson
	Sue Dills, COP	24 316	Jerilyn Spafford
20 212	JoAnn Robinson		

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WIMBLES HOUSE RESIDENTS  
Fall Term, 1967-1968

103	Tom Freese, Assistant Resident	213	Mark Bryn
(1) 106	Elliott Norquist	214	Richard Wibbe
107	Bill Bergenman	302	Richard Zaubex, COP
108			Paul Sagami, COP
(3) 110	Russ Flah	303	Bill Kiskadden
111	Linda Preston, COP		Russ Lawrence?
	John Gardham, COP	304	Charles Hall, COP
112	Eric Laforge		Charles Franchis, COP
	Tsin Ting Fan Chan, COP	(1) 305	Bill Smith, COP
3 113	Rich Irons		Mark Cooper
	Steve Chapman	(8) 306	Don Stadner
(4) 114	Ken Marx	(9)	Allan Keisler
	Ed Abbott, COP	6	Anthony Alexander
202	Larry Hahn	7	David Humes
	Don Lundberg	307	William Watson, COP
203	Alan Fenny, COP		Steve Briggs, COP
	Ed Wright, COP	308	James Collbran, COP
204	Dwight Kelso, COP		Richard Oberg, COP
	David Stanford, COP		Richard Dams, COP
(5) 205	Bob Tanner	310	Charles Davis
206	Richard Perlman		Charles Dyer
	Brian Pridoux-Brune, COP	(8) 311	Jerry Turbott
6 207	Carl Schwarcs		Ken Jones
	Lon Valentine	(10) 312	Bill Wacker
210	George Brownbridge	313	Todd Zangman
3	Ben Shank	29	Denny Crafton
211	Paul Copeland, COP	11	Jim Lynch
(1) 212	Paul Frisch		
(2)	Neil Peterson		

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# ELITE HOUSE RESIDENTS

Fall Term, 1967-1968

101	Ralph Purdy, Assistant Resident	213	Tom Nash
106	Grog Graves	17 301	Gerald Pier
107	Geoff Fricker	301	Dwight Evans
13 108	Bob DeLaPaz		Roman Leverenz
14 110	Ralph Frey	302	Peter Dennison
	Doug Kroesch		Quincy Bragg
111	Pete Hopkins	303	Jack Singleton
	Louis "Lad" Plummer, COP		Greg Hoag
15 112	Rich Evans	18 304	Greg Cherniak
113	Bob Campbell	19	Jack Davis
116 113	Wes Triplett	20 305	Gene Groppetti
10 201	David Evitt	21	Randy Parker
	Roy Philbrook	306	Mike Simmons
17 202	Rick LeDoux		Bill McKinnon
18	Richard Lockett	22 307	Michael Stearns
19 203	Mark Wardrip	23	Robert Wheeler
20 204	Dave Murray	308	Sandy Wall, COP
21 205	Jay Greenberg		Dennis Rosenstock, COP
206	Robert Fernekes, COP	24 310	Erich Merdinger, COP
	William Korb, COP	25	David Grieger
207	Craig Steinberg, COP	26 311	Warren Jones
	Roger Foss, COP	27	Richard Fessler
210	Chris Sadler	28 312	Mike Kvalvik
13 210	Ned Irish	29	David Jones
211	James Dowcett, COP		Mark Young
	Whitaker Deininger, COP	313	Wayne Ono, COP
14 212	Michael Tansey		Charles Thomas, COP
15	Tim McLane		

22 Harris

23 Kolling

30 Mays

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# FARLEY HOUSE RESIDENTS

Fall Term, 1967-1968

103	Priscilla Wood (Assistant Resident)	213	Alice Bacon
106	Winnie Pringle		Kristine Handley
107	Hope Glaser	214	Lynda Lee (C. O. P.)
108	Sue Dills (C. O. P.)		Cheri Jones
110	Barbara Wade		
111	Nancy Marcoux	302	Sue Olson (Sr. Counsellor)
112	Yvonne Allen	303	Penny Cole
113	Peggi Valier	304	Ellen Benton
114	Becky Drizigacker		Cynthia Riddles
		305	Beth Asay
202	Pat Fisk		Marcie Lewin
	Sam Smith	306	Diane Davis
203	Jamie Dalton		Barbara Simon
204	Cynthia Chapman	307	Melissa Dunning
	Cari Elliott		Linda Lockett
205	Linda Coombes (Sr. Counsellor)	308	Jane Bryson
206	Kristina Oreskovich		Karen Lystra
	Sam Williams	310	C. O. P.
207	Margaret Howard		C. O. P.
	Tina Saed	311	Suzanne Asay
210	Nedra Knepper		Dona Healy
	Maryl Olivera	312	Connie Cushing
211	Laura Dixon	313	Dede Jeter
212	JoAnn Robinson		Iris Nicholson
		314	Jerilyn Spafford

## Telephone Numbers:

Priscilla Wood	ext. 225
1st floor Farley	462-9808
2nd floor Farley	462-9458
3rd floor Farley	462-9146

WEMYSS HOUSE RESIDENTS  
Fall Term, 1967-1968

103	Tom Preece (Assistant Resident)	213	Mark Bryn
106	Lon Valentine		Richard Gibbe
107	Bill Bargeman	214	Quincy Bragg
108	Bob Davis		
110	Russ Fish	302	Bill Kiskadden
111	C.O.P.		Russ Lawrence
	C.O.P.	303	Elliot Norquist
112	Eric LaForge	304	Bill Smith (C.O.P.)
113	Rich Irons		Mark Cooper
114	Ken Marr	305	Don Stadtner
	Ed Abbott (C.O.P.)		Allan Keislar
		306	Anthony Alexander
202	Larry Hahn		David Humes
	Don Lundberg	307	C.O.P.
203	C.O.P.		C.O.P.
	C.O.P.	308	C.O.P.
204	C.O.P.		C.O.P.
	C.O.P.		C.O.P.
205	Bob Tanner	310	Charles Davis
206	Richard Perlman		Charles Dyer
207	Carl Schwarcz	311	Jerry Turboff
210	George Brownridge	312	Bill Wacker
	Ben Shank	313	Todd Vaughan
211	C.O.P.		Denny Crafton
	C.O.P.	314	Jim Lynch
212	Paul Frisch		
	Neil Peterson		

Telephone Numbers:

Tom Preece	ext. 233
1st floor Wemyss	462-9176
2nd floor Wemyss	462-9270
3rd floor Wemyss	462-9809



# RITTER HOUSE RESIDENTS Fall Term, 1967-1968

101	Ralph Purdy (Assistant Resident)	301	Dwight Evans
106	Greg Graves		Roman Leverenz
107	Geoff Fricker	302	Wes Triplett
108	Bob DeLaPaz		Peter Dennison
110	Steve Chapman	303	Jack Singleton
111	Pete Hopkins		Greg Hoag
112	Richard Evans	304	Greg Cherniak
113	Ralph Frey		Jack Davis
		305	Gene Groppetti
201	David Evitt		Randy Parker
	Roy Philbrook	306	Mike Simmons
202	Rick LeDoux		Bill McKinnon
	Richard Lockett	307	Michael Stearns
203	Mark Wardrip		Robert Wheeler
204	Dave Murray	308	C. O. P.
205	Jay Greenberg		C. O. P.
206	C. O. P.		C. O. P.
	C. O. P.	310	David Grieger
207	C. O. P.		Warren Jones
	C. O. P.	311	Richard Faseler
210	Chris Sadler		Mike Kvalvik
	Michael Tansey	312	David Jones
211	C. O. P.		Mark Young
	C. O. P.	313	Doug Kroesch
212	Ned Irish		Bob Campbell
	Tim McLane		
213	Tom Nash		
	Gerald Pier		

## Telephone Numbers:

Ralph Purdy	ext. 236
1st floor Ritter	462-9559
2nd floor Ritter	462-9231
3rd floor Ritter	462-9485

Jim

You're Fucked up

But don't worry it's normal.



PRICE HOUSE RESIDENTS  
Fall Term, 1967-1968

103	Leslie Noble, Head Resident	214	Candice Harris
106	Deena Perry		Carole Harrison
108	Lee Jackson	215	Cheryl Ogata
110	Kathy Mumm		Regina Riley
111	C.O.P.	216	Cynthia Kohlhas
	C.O.P.		Mary Ruby
112	Wendy Bryan		
	Linda Perszyk	302	Carol Hearne (Sr.
113	Marilyn Miller		Counsellor)
	Lisa Atkinson	303	Mary Cupples
114	Lori Wyant	304	C.O.P.
115	Laura Macnab		C.O.P.
	Nancy Chappell	305	Nan Woolrych
116	Phyllis Johnson		Becky Oaks
	Caren Clotfelty	306	C.O.P.
			C.O.P.
202	Barbara Bell	307	C.O.P.
	Laurel Koepernik		C.O.P.
203	Sue Sarracino	308	Eileen Fordyce
204	Beth Morgan		Alice Wilson
	Patricia Wilson	310	Barbara Korn
205	Sheri Herman (Sr. Counsellor)		Shelley Wing
206	Pamela Ablin	311	C.O.P.
	Blake Emerson		C.O.P.
207	Carter Bomberger	312	Bonnie Richardson
	Charlene Jaffee	313	Karen Larson
210	Shirley Sasaki		Jacalyn Webber
211	Lluana McCann	314	Debbie Chown
	Cathy Williamson		Lorna Lazzerini
212	Lynda Taylor	315	Sue Larson
213	Linda Morgan		Mary Crenshaw
		316	Joyce Sasaki
			Mary Zimmerman

Telephone Numbers:

Leslie Noble	ext. 210
1st floor Price	462-9824
2nd floor Price	462-9594
3rd floor Price	462-9128

DATE: August 25, 1967

TO: The Raymond Students

FROM: Berndt L. Kolker

Our Dean of Student Life, Edmund Peckham, has just been honored by the invitation to become Dean of Student Activities at San Fernando Valley State College.

This is a singular professional opportunity to assume leadership in handling new and far greater responsibilities at an institution with many thousands of students.

For this reason, Mr. Peckham has asked to be released from his commitment to Raymond College and the University of the Pacific, and I am reluctantly recommending that his resignation be accepted.

As you know, Mr. Peckham has been one of the founders of Raymond College. His deep dedication to this school, and his tireless efforts in its behalf have contributed in great measure to the success of Raymond College.

I know that I speak for all of you, and particularly the Intermediates and Seniors, when I extend to Mr. Peckham and his family our warmest wishes for continued success in his new undertaking.

K:eb



DATE: August 28, 1967

TO: Raymond Seniors  
FROM: Clifford J. Hand  
RE: The Master of Arts in Teaching Degree

The M.A.T. degree is one which I recommend to the attention of Raymond seniors. Those of you who are interested in secondary school teaching will find the M.A.T. a satisfying preparation for that career. The degree will also lead to the kind of teaching opportunities which Raymond students are likely to find attractive.

Mrs. Gipson, Assistant Reference Librarian of the University of the Pacific, has recently ordered the current edition of Teacher Productivity which contains a list of colleges and universities offering the M.A.T. degree. I urge you to consult this volume in the Reference Department of the UOP Library.

Mr. Kahn will have a list of all graduate programs in English. This list also indicates what financial assistance is available to students in these programs. The list is published by the College Conference on Composition and Communication of NCTE. Both Mr. Kahn and Mr. Williams will be glad to discuss these programs with interested students.

CH:wr

ANDERSON "Y" CENTER

1967-68 INTERNATIONAL CINEMA STUDENT YM-YWCA SERIES

<u>DATE</u>	<u>FILM</u>
September 22	The Spy Who Came In From the Cold
October 6	Experimental Films
October 13	Forbidden Games (French 1952)
October 27	Red Desert (Italy 1964)
November 3	The Shop on Mainstreet (CZCH 1965)
November 17	Last Year at Marienbad (French 1961)
December 8	Guns of Navarone (British 1961)
January 5	The Rest is Silence (Germ. 1959)
January 12	Juliet of the Spirits (Itl. 1965)
February 9	Woman in the Dunes (Japan 1964)
February 16	Wargame and Experimental Films (English 1966)
March 8	Knife in the Water (Polish 1962)
March 29	Seven Deadly Sins (French-Itl. 1952)
April 19	The Ipcress File (British 1964)
April 26	Romeo & Juliet (British 1966)
May 3	Cranes are Flying (USSR 1957)
May 10	The Pawnbroker (USA 1965)
May 17	Faust (German 195?)

The International Cinema Series Films will be shown in the Academic Facilities Building --Lecture Hall (Room 140) at 3:30 pm, 7:00 pm, 9:30 pm.

Series Membership: Students & Faculty \$8.00, Non-University \$10.00  
Single Admission: Students & Faculty .75¢, Non-University \$ 1.00

The following Amigos Films will be shown at the Top of the "Y", proceeds going to Project Amigos:

Sept. 22	Gospel According to Mathew (in Chapel)
Dec. 1	No Exit (Argentina 1962)
March 15	Othello (British 1955)
March 22	Our Man Flint (USA 1965)

NOT INCLUDED IN CINEMA SERIES



# UNIVERSITY OF THE PACIFIC

Stockton, California

UNIVERSITY CHAPEL - TUESDAY 11:00 a.m.  
FALL SEMESTER 1967-1968

## CHAPEL CREDO



We do not wish to indoctrinate but to educate; that is, to probe our assumptions about ourselves as communal, culturally conditioned human beings, and expedite the opportunity for intelligent, responsible conversation concerning our commitments.

This is the college at worship: in reverent self understanding and response within life's new possibilities.

The freedom necessary to implement such a program we take to be a profound legacy of the Christian faith.

- Sept. 26      Dr. Lawrence Meredith, Dean of the Chapel, University of the Pacific.  
"The Higher Table"
- Oct. 3        Dr. John Bevan, Academic Vice President, University of the Pacific. Former  
Dean of the Faculty, Florida Presbyterian College.  
"The Ultimate Computer"
- Oct. 10       Dr. Cedric Dempsey, Athletic Director, University of the Pacific. Former  
Assistant Athletic Director, University of Arizona.  
"Athletics in Academia"
- Oct. 17       Dr. Sy Kahn, Professor of Humanities, Raymond College, University of the  
Pacific. Fulbright scholar just returned from Poland.  
"Masada: Freedom or Death"
- Oct. 24       Dr. Douglas Moore, Preceptor of Callison College, University of the Pacific.  
Former Dean of Students and Director of Humanities program, Southwestern  
College, Winfield, Kansas.  
"Mighty Mouse and the Skinner Box"  
(CHAPEL CELEBRATION FOR THE OFFICIAL OPENING OF CALLISON COLLEGE, THIRD  
CLUSTER IN THE PACIFIC EXPERIMENT)
- Oct. 31       Dr. Ernest H. Lyons, Jr., Professor of Chemistry, Stanford University.  
Director of experiments in fuel reaction for the Gemini flight.  
"The Alchemy of the Spirit"
- Nov. 7        Mowry Baden, Instructor in Humanities and Artist in Residence, Raymond College,  
University of the Pacific.  
Note: This Chapel will be held in the Lecture Hall of the Academic Facilities  
Building.
- Nov. 14       John Howard Griffin, Novelist (The Devil Rides Outside and Nuni; author of  
Black Like Me) former World War II news correspondent who "became" a Negro  
in the south.  
"Black Power and Whitewash: Black Like Me Revisited"
- Nov. 21       Dr. B. Davie Napier, Dean of the Chapel and Professor of Religion, Stanford  
University. Author of the biblical textbook, Song of the Vineyard.  
"The Problem of Unbelief: or Thank God I'm an Atheist"  
(Thanksgiving Chapel. Special Presentation of Psalm 150)
- Nov. 28       Bettina Aptheker, History major at the University of California at Berkeley,  
who with Mario Savio led the 1964 campus revolution. Special music by the  
Steve Miller Blues Band of San Francisco.  
"Anarchy or Community: the College Revolutionary's Quest for Values"  
(This Chapel is held in conjunction with the Colliver Lectures under the  
general theme, "Youth: Alienation and Identity.")
- Dec. 5        Dr. Larry Jackson, Provost, Callison College, University of the Pacific.  
Former Dean of the Chapel at Pacific. Music by San Joaquin Delta College  
Dept. of Music. Dr. Arthur J. Holton, Director.  
"Broken Images; Uncharted Seas"
- Dec. 12       Special Christmas Service. Bishop James Pike, Center for the Study of  
Democratic Institutions, Santa Barbara, Calif. Former Protestant Episcopal  
Bishop of California.  
"The New Morality in Swaddling Clothes: Love Came Down at Christmas."  
Note: This Chapel is to be held at 8:00 P.M. instead of the usual 11:00 A.M.

Special Chapels: In addition to the regularly scheduled Chapels as listed there will be special Chapels announced for guests who wish to share with the University community, but whose schedules prohibit their being here on Tuesdays. Two such Chapels will be worked out for Robert Vaughn, the Man from Uncle (who is an articulate opponent of our country's foreign policy in Vietnam) and Lawrence Ferlinghetti, author of A Coney Island of the Mind.

Note: There will be no regularly scheduled Chapel in January.



RAYMOND COLLEGE  
SCHEDULE OF CLASSES  
FALL TERM - 1967-1968

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30-9:30	French (Beginning) Burke - 229 AFB  Freshman English Bruce - 203 AFB  Freshman English Williams - 233 AFB  Fine Arts Baden - 214 AFB  Sociology Rice - 232 AFB  Non-Western World Funkhouser, Repass 202 AFB  Political Science Briscoe - 236 AFB  Psychology Schedler - 218 AFB	French  English  English  Fine Arts  Sociology  Non-Western  Political Science  Psychology	French  Supervision  Supervision  Supervision  Supervision  Supervision  Supervision  Supervision	French  English  English  Fine Arts  Sociology  Non-Western  Political Science  Psychology	French  English  English  Fine Arts  Sociology  Non-Western  Political Science  Psychology
9:45-10:45	French (Intermediate) Burke - 229 AFB  German (Intermediate) Sayles - 203 AFB  Freshman English Williams - 233 AFB  Freshman English Kahn - Provost's Lodge  Fine Arts Baden - 214 AFB  Philosophy Ford - 202 AFB	French  German  English  English  Fine Arts  Philosophy	French  German  Supervision  Supervision  Supervision  Supervision	French  German  English  English  Fine Arts  Philosophy	French  German  English  English  Fine Arts  Philosophy



FALL 1967-1968

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:45- 10:45	Psychology Schedler - 218 AFB  Sociology Rice - 232 AFB  American Civilization Wise - 224 AFB  RWC Sheldon - 236 AFB	Psychology  Sociology  Am Civ  RWC	Supervision  Supervision  Supervision  Supervision	Psychology  Sociology  Am Civ  RWC	Psychology  Sociology  Am Civ  RWC
11:00- 12:00	French (Advanced) Burke - 229 AFB  German (Intro.) I Sayles - 214 AFB  German (Intro.) II Sayles - 218 AFB  Freshman English Bruce - 203 AFB  Freshman English Kahn - Provost's Lodge  Philosophy Ford - 202 AFB  American Civilization Wise - 233 AFB  Political Science Briscoe - 232 AFB  RWC Sheldon - 236 AFB  Topology and Advanced Analysis MacDonald - 235 AFB	French  German  German  English  English  Philosophy  Am Civ  Political Science  RWC  Topology	French  German  German  Supervision  Supervision  Supervision  Supervision  Supervision  Topology	French  German  German  English  English  Philosophy  Am Civ  Political Science  RWC  Topology	French  German  German  English  English  Philosophy  Am Civ  Political Science  RWC  Topology

FALL 1967-1968

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1:00- 2:00	Linear Algebra MacDonald - 235 AFB		Algebra		Algebra
1:15- 2:15	Intro. to the Modern World - Mathias et. al. 140 AFB  Chemistry Wadman - 229 AFB	IMW  (Schedule on page 4)	Supervision	IMW	IMW
1:15-	Physics Novakov - 229 AFB	(Schedule on page 4)			
2:00- 3:00	Finite Math MacDonald - 235 AFB		Finite Math		Finite Math
3:00- 4:00	Intermediate Analysis MacDonald - 235 AFB	Vector Analysis MacDonald 235 AFB	Inter. Analysis	Vector Analysis	Inter. Analysis
3:30- 4:30	RWC Botond-Blazek - 232 AFB	RWC Botond- Blazek 232 AFB	RWC	RWC	
4:45- 5:45	French (Beginning) Dueri - 236 AFB	French	French	French	French
7:00- 8:00			RWC Botond- Blazek 232 AFB	RWC	
7:00- 9:30				German Expressionism Sayles 233 AFB	
7:30- 9:00	Freshman English Bruce - 203 AFB				



FALL 1967-1968

TIME	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
	CHEM.	PHYS.	CHEM.	PHYS.	CHEM.	PHYS.	CHEM.	PHYS.	CHEM.	PHYS.
1:00	Lec 229	Lab 219	Lab* 219	Lec 242	*	Lab 219	Lab* 219	Lec 242	Lec 229	
2:15	Disc A 229	↓	↓	Disc A 229		↓	↓	Disc B 229	Disc B 229	
3:30	Inorg. 229	↓	↓	Disc B 229		↓	↓	Disc A 229	Inorg. 213	
4:30										
5:30										

All Rooms are in Academic Facilities Building.

\*Please hold 229 at this time (until labs are operational)



The majority of the Raymond College Community strongly disagrees with the California State Law #\_\_\_\_\_ prohibiting the use of alcoholic beverages by persons under the age of 21. This disagreement does not follow from any desire to disregard all rules that impinge upon our freedom, for we realize that with freedom comes the responsibility to respect other people's opinions and rights, and that the laws under which we live most often reflect the beliefs of the majority. However, while the people of California continue to support the existence of this law, they also tolerate its inconsistent enforcement. In addition, since we believe that chronological age does not adequately reflect maturity, it is unfair arbitrarily to allow or prohibit the use of alcohol according to such a criterion. Raymond College does not necessarily advocate the use of alcohol by its students, even though some may be over 21.

The purpose of this policy statement is to define clearly those irresponsible actions that the Raymond community will not tolerate. The offenders of the following definitions of irresponsibility must be censured in accordance with procedures outlined in the statement of honor. Since a Raymond student represents his school both on and off campus, the following definitions apply to behavior outside, as well as within the Raymond quadrangle.

- (1) No drunk and disorderly conduct. Drunk and disorderly conduct includes loud, offensive language, yelling, and otherwise rabble-rousing; purposeful damage to school property; fighting, or in any other way attacking another's person.
- (2) No driving while under the influence of alcohol.
- (3) No distasteful display of liquor bottles---empty or filled---that may offend visitors to Raymond.
- (4) No continued use of alcoholic beverages to the point of flaunting the trust and respect of other members of the Raymond community.



## STATEMENT OF HONOR

Raymond College is one of the most successful academic institutions in existence. This success, we maintain, depends upon the total commitment by every member of the Raymond community to the pursuit of intellectual excellence. The intense, intimate atmosphere generated by such an environment is integral to the high quality of the education offered at Raymond College. The social values and structures of the community derive from the necessity to maintain academic freedom and intellectual vitality. Thus, this environment requires the acceptance of and deep commitment to the values of mutual trust and collective responsibility on the part of every individual involved in the process.

The welfare of the community, then, is the primary consideration for all action, both private and public, individual and collective. The balance between the freedom of the individual student and the well-being and endurance of the community is a delicate one indeed, and must be predicated on the maturity and sound judgement of the student body. It is expected, therefore, that each student will take seriously the demands that the community makes upon him in recognition that these demands protect both his own freedoms and those of others.

The regulations, as such, of this college are few--as few as are compatible with the nature of the University of the Pacific and with the proper functioning of the community. The academic experience at Raymond is for adults--for students who will accept the responsibility for the freedoms they have and the authority they exercise.

The responsibility for upholding the regulations and values of the College rests primarily with each individual. But, as we are also a self-regulating community, each individual holds additional and equal responsibility for every other member.

This implies that when any person within the community feels that the ideals, values, or welfare of the community are being compromised in any way, he must confront the student or students involved and attempt to rectify the situation that has arisen. If no agreement can be reached in this way, the Student Court functions as the arbitrator between the parties involved and the community at large.



A Brief Note to Raymond Faculty and Students

by Berndt Kolker

Professor Wise presented the attached statement to the Freshmen of 1967 as part of their orientation toward Raymond College. However, the statement is far more than an orientation lecture. It contains the principal elements of the Raymond philosophy of education to which all members of the Raymond community are committed.

These principles must be clearly understood by all who are new to the community and should also be frequently reviewed by those of us who have been at Raymond for some time. We therefore take this opportunity of sharing with you Professor Wise's orientation lecture which sets forth so clearly the dedication of Raymond College to our mutual intellectual and artistic development.

## Inquiring Intellect and the Raymond Covenant

Freshman Orientation Lecture  
Saturday, August 26, 1967

Gene Wise

If the State Department were to send a representative out here to talk about Viet Nam, you could be darned sure that the substance of his speech had been cleared by higher-ups, and that it conformed in detail to official government policy. You can never be sure of that at Raymond, and you'd better get used to it. No one, not even the Provost, speaks absolutely for the community in all matters. For we are flexible and dynamic enough to be continually changing--and, I might add, endlessly debating. I have not "cleared" this speech with "higher-ups," nor with my colleagues. Nor would they expect me to in our open academic community, where free exchange of ideas is not so much a luxury as a necessity. That is the first thing you ought to learn at Raymond--we are free to say what we think and feel. And you will be too. The second thing is that this freedom breeds diversity and results in conflict; none of my colleagues will fully agree with what I say here. And, were I to deliver this speech tomorrow, I might not agree either.

So much in preface. I am supposed to speak to you this morning on Raymond purposes, as I interpret them. Let me begin by reading to you the Objectives of the University of the Pacific, as listed in its catalog:

The University of the Pacific provides courses of study which will furnish an opportunity for its students to obtain a comprehensive liberal arts education--a core of subjects leading to the discovery of the fundamental nature of man and the universe, and a general acquaintance with, and appreciation of, man's history and creative achievements, presented in such a way as to develop alert critical thinking, self-expression, and skill in discovering truth.



With all due respect for the godlike pretensions of that statement's drafters, those purposes are so much pious balderdash. They symbolize much of what is wrong today in American higher education.

First, the objectives are so lofty and imposing as to be meaningless. The framers have simply taken everything which might conceivably be nice to learn, and slopped it into their stew. Then they have frozen the whole mess by their pretentious proclamation that students at Pacific may discover the "truth" about "the fundamental nature of man and the universe." Well, I haven't met anyone at Pacific--or anywhere else for that matter--who dispenses such truth, and I suspect that I'd be appalled by him if he did turn up.

With such meaningless objectives, an enormous gap is opened between the college's official purposes and the legitimate concerns of its students. Few serious students are going to be "turned on" by such rhetoric, and for those who are, I for one should like to turn them off. What we have here is an educational paradox: as a college's purposes become loftier and less attainable, students turn their legitimate concerns to areas besides the academic. It is no coincidence that mediocre colleges have the most glowing purposes.

What distinguishes Raymond, then, is that its purposes are less lofty than most, that they are not slopped into a catalog and left to rot for decades but are subject to continued debate, and that they are thereby rendered workable.

What is Raymond's basic commitment, then? It is something far simpler than imparting truth. Raymond's basic commitment is to consciousness--continual recognition of one's self, of others, of the world about one. If some truths are discovered in that process, many more are destroyed.

For truth is a thing, consciousness is a process. And if any idea at all impacts upon you at Raymond, it should be that the world--and you--are in continuous movement. You may at times become ecstatic in the lively sense of adventure this creates--delighting in the discovery of new ideas and perceptions which not only you teachers but no one else has ever seen before. And at times you may despair of the resulting insecurity in a moving world--where there are no clear authorities to turn to and ask, "Is this true?" "Is this right?" Oh, there will be many times when you desire, in Erich Fromm's words, to "escape from freedom." But we haven't promised you that living consciously in today's world will be easy; and if someone has promised you that, then you have been misinformed.

Be informed, then, that Raymond's basic calling to you is deceptively simple continually to quest for things and their meanings, and not to be deterred by unpleasantness, or harshness, or seeming irrelevancy. Such a calling may be rich and rewarding if this faculty has chosen it as their life's goal, and look little the worse for their choice. But it may also be painful and destructive. Despite their obvious good looks, this faculty is also battle-scarred. We lack the wisdom and the vision to know which will predominate--the constructive or the destructive. Yet at some point in their lives and institutions must order their commitments, and retain the courage to journey with them through both hope and despair. That mankind benefits from recognition--this assumption underlies our commitment. Our basic faith is no more subject to validation than is the devout Christian's trust in the benevolence of God or the radical reformer's vision of a future world of peace and justice. Yet it is a creative and a powerful faith--and, to me, the finest that men have yet expressed.



Let me further note that our calling is not "ivory tower," as is often charged. I become angry at those hard-nosed businessmen, who may in one breath accuse intellectuals of being visionary theorists, and in the next envision themselves a simple model of "the American Way of Life" or of our "Free Enterprise" system which is totally at odds with the actual workings of our complex society and our economy. It is a paradox of experience that those most closely involved in a situation may be least likely to understand it. Supposedly visionary sociologists have been predicting for more than 20 years now that the Negro ghettos would erupt in violence; but hard-headed businessmen just discovered in 1965 that these ghettos exist!

Raymond is nothing if not a purposeful culture. And we assume you are purposeful individuals, else you wouldn't be here. But a purposeful culture populated by purposeful individuals doesn't necessarily make a purposeful community. There yet a third, a usually ignored, ingredient, for this mixture.

Let me illustrate by a personal experience. About a month ago, I overheard in my doctor's office a conversation among three ladies who were very proper, very comfortable-looking, and very much over 30. Each was lamenting the awful violence in our cities. The first "wanted to be fair to everybody," but she was just sure that really decent Negroes ought not tolerate all that shameful rioting. The second said she knew that most young Negro people were just like sheep, and were being led to slaughter by a few vicious trouble-makers. The third, in obvious chagrin, just wasn't sure "where it was all going to end."

This little drama reflects the poverty of the American bourgeois mind when it is confronted with the overwhelming reality of my third ingredient--society.

The first lady was sincere in her concern, but her idea of justice was simply "being fair," and perceiving fairness only in individualistic terms. Lacking any sociological dimension to her mind, she was unable to conceive that centuries of institutionalized injustice could not be overcome by simple fairness. It cannot. The second lady had no way of understanding social discontent, save for an explanation which saw the ignorant masses victimized by a few power-hungry leaders. Her misunderstanding, incidentally, is paralleled by that of our own Governor, who viciously calls Negro leaders "mad dogs," conveniently blinding himself to the deep social injustice to which the irrationalities of the riots are responding. The third lady had been taught at her mother's knee that every story has an ending, usually neat and happy and she was vainly seeking it in this tragedy. She had no conception that history as process has no neat endings, that there is no "happily ever after" save in fairy tales.

Most powerful cultures tend to have two dimensions in their thought--the individual and the purpose. But they ignore the mechanisms by which the one communicates with the other--institutions. When Barry Goldwater, for example, proclaimed that the Eastern seaboard ought to be sawed off the rest of America and floated out to sea, what he meant was this: Let individuals, hardy Western frontiersmen, let them alone with their purposes. They don't need meddling politics or social institutions, both of them centered symbolically on the Eastern seaboard, to help them build a great America.

Well, Mr. Goldwater and 26 million right-thinking Americans to the contrary, cultures do need social institutions, if for no other reason than to make purposes workable for individuals. I could not survive in Mr. Goldwater's "great America," nor could most of you. Let me note parenthetically, however, that the right wing is



not the only segment of our political spectrum blind to this need. Much of the radical left too, expressed at its purest in your generation's Hippies, has little conception of society and institutions, save ignorantly to condemn them. It is paradoxical that those of your generation who claim to be most rebellious against "The Establishment" are thereby being "standard American." There is a long American tradition of such rebellion, running back at least to the Puritans of the 1620's, and expressed most clearly today in the purist desires of both right and left to avoid the responsibilities of living in a complex civilization. It is odd that such extremes so often meet.

In this sense, we are attempting at Raymond to steer beside these two joining extremes. To the extent that we have roots in a political tradition, it is the best of the modern liberal tradition--(1) encouraging the fullest individual self-expression, and (2) creating and sustaining a communal and institutional context in which individual freedom is protected. Raymond derives not from the radical tradition, which tends to honor either the individual or the community, but rarely both. Nor are we indebted to the American conservative tradition, which is too mistrustful of human intellectual capacities to allow them the freedom we do here.

If a community is to make demands on individuals, or individuals on community however, then these ought to be clarified in a relationship of mutual respect and obligation, rather than left to personal whim or to the arbitrariness of a crisis situation.

At Raymond this community responsibility to quality education is symbolically expressed in "the Raymond covenant," an informal, unwritten contract among and between students, faculty and administration. The covenant holds all parties to an obligation, and within this obligation promises an environment for intellectual richness and vitality. The obligation is simple: each party is obliged to enhance the values of

inquiring intellect, and to trust the personal integrity of all other parties. A professor who manipulates students for his own personal satisfaction, or who refuses to respond meaningfully to their probing questions, is just as guilty of breaking trust as is a student who cheats.

The covenant is thus founded on mutual trust. This is not simply a pious ideal nor an occasional luxury. It is a moral imperative. Without the covenant, Raymond is too costly, too time-consuming, too inefficient. A faculty which has been willing to spend twice as much time working for this College as most other faculties is damned well not going to waste it on students who are lazy, or uncommitted, or untrustworthy. Those of you who have seen the movie Up the Down Staircase have watched what it is like to live in an academic community where no one has the courage to trust another. Trust is a risk; but we feel it a necessary risk for quality education.

It would be pretense to maintain that Raymond <sup>rarely</sup> fully realizes its ideals; indeed our strength comes from frankly acknowledging that we have not reached our goals, and thus renewing our effort towards them.

Raymond is distinctive not in its ideals--many colleges express purposes similar to ours--but in that we take our aspirations seriously. We realize our goals indeed we are often frustrated because of our distance from them. But intellectual values are the most powerful determinants of behavior at Raymond. Wait until you try communicating with non-intellectuals when you go home on your first vacation, and you'll see what I mean!

Raymond, then, is not so much an Ideal community as an idealizing one. It is the Raymond covenant--imposing special obligations and promising special rewards--which makes ours a distinctive college.



Candor forces us to recognize that this covenant of purpose and trust not only symbolizes goals of the College, but also contributes to periodic strains which result from taking these goals so seriously. In the midst of a community crisis--and be warned now that Raymond does suffer crises--it is sometimes difficult to realize that tensions are integral to our aspirations and not a degradation of them. Cheating, so forms of unlawful personal behavior, sustained lapses in intellectual effort--attitude and actions which are unseen, winked at or handled with impersonal arbitrariness in a less purposeful or intimate environment, are taken more seriously in our idealizing community. We are often driven to recognize that as individuals we must exercise more responsibility toward others at Raymond, precisely because it is others who provide for us the rich intellectual environment in which each of us may flourish.

Raymond tends toward intimacy rather than anonymity, and there are occasions when such intimacy produces excessive strain. But we don't claim that inquiring intellectuality and the quest for meaningful values come without effort, nor do we claim that all desirable purposes are realizable here. If you want anonymity, where no one bothers you as long as you don't bother them, then I advise you to try Berkeley. There your identity will be an IBM card.

But what about dissent in such an intimate community? Is it tolerated, and, if so, how much? Of course it's tolerated; Raymond couldn't prevail without it. As the literary historian R. W. B. Lewis has noted, the most flourishing cultures are characterized not so much in their believing this or that, but rather in that they debate their beliefs. If our basic faith lies in recognition, then debate is one of the best devices for implementing that faith. And the ground rules for debate are the same as for the covenant--an inquiring intellect, mutual respect and trust.

Within this structure of openness, there are no limitations on your right to dissent. The College's very foundation rests on your power to exercise that right. But don't interpret this to mean that anything goes at Raymond. For if you threaten to break that fragile structure which makes openness and dissent possible, your colleagues may be harsh in their response. There are two substantial ways that trust can be broken--by cheating and by cynicism. Only for one brief moment in Raymond's five-year history has cheating been a serious problem. But cynicism is a perennial temptation for individuals in an idealizing community.

My advice on cheating is simple and absolute--Don't. Under any circumstance. If it is trite it is nonetheless true to say that you only hurt yourself. It is also true that this will be especially the case at Raymond, where emphasis is on your work in seminars, on papers, and in independent study, rather than on impersonal exams.

It is not so trite, but even more true, that cheating at Raymond would endanger not just you personally but the entire College and its purposes. Rarely will you ever again live in an environment where what you do and say individually will have so much impact on others. If, for example, 10 of you banded together and systematically flaunted the honor code, it is quite possible that you could destroy that code altogether unless your colleagues stopped you. And you could destroy Raymond too, for you would force faculty to become policemen, and that function abolishes openness and trust. A large multiversity such as Berkeley is held together by rules and by functions; but Raymond is sustained by trust and by people. If those are ever broken or affronted, Raymond College as we know it has had it.



I might give you a "Ten Commandments" of not cheating at Raymond. But that would be petty and legalistic. The American middle class tends to equate moral behavior with simple "do's" and don'ts." But it's not, and their failure to see this is one cause of the riots in our cities and of the tragic gap between generations.

Cynicism is a more serious problem at Raymond. It is a natural temptation of an idealizing community, and it is often confused with the criticism which keeps such a community open. You will often hear the idea of "community" derided, by students and faculty alike. It sometimes becomes fashionable, often cultish, to show super-sophistication by not being "taken in." And some cynics pride themselves on having critical insights superior to the rest of us.

But I've noticed that whereas criticism opens debate in mutual respect, cynicism closes it off in sometimes-vicious mistrust. A critical mind is an open mind, inquiring; but a cynical mind is closed--old and tired. It has learned all it needs to know, and its judgments are pretentiously absolute.

Community thrives upon criticism, it disintegrates amid cynicism and bitching. A community unable to distinguish between the two has ceased to be an intelligent community.

How to avoid cynicism? Simple. When something goes wrong, criticize, Then try to get something done to correct it. And try hard. You won't always be heard or succeed, but you will often enough to keep you from becoming cynical. And you'll make some needed improvements, in yourself and in the college. I don't advise this as a universal--our war in Viet Nam reminds me that cynicism has validity in some contexts--but not, I think, at Raymond.

Well, these are the negative dimensions of community. What of the positive dimensions? Are the efforts and the strains caused by going to Raymond worth it?

If you value inquiring intellect, candor and openness, then I can say unequivocally, "Yes." On standard criteria of measurement, Raymond College has achieved remarkable success in its brief five years. On Professor George Stern's widely-used College Characteristics Index, for example, Raymond students report an intellectual climate ranking with or above quality small colleges like Antioch, Bennington, Sarah Lawrence, Reed, Swarthmore. As a class, our seniors have scored at the 99th percentile among colleges in the nation on all three divisions of the Graduate Record Examination; indeed, they may rank first in the nation.

Over two-thirds of our graduates move on the professional or graduate school at the fourth year. Of fewer than 100 graduates thus far, more than 30 have been awarded university graduate fellowships, four have been granted Fulbrights, one a Woodrow Wilson, two Rockefeller, six have been Danforth finalists, and three have been Rhodes finalists. Upwards of 40% of our seniors aspire to careers in college or high school teaching.

Now if you think this is designed to scare hell out of you, you're partly right. Partly, but not mostly. Mostly you're wrong because Raymond at its finest breeds challenge, not fear. I've been telling you this morning not simply what Raymond is, but what you must do to sustain it and to help it become. More than one-third of the Raymond student body sits in this room tonight. You're not being asked merely to fit in, but to help create.



Further, be advised that there is nothing mysterious about intellectual quality. Sitting among you this morning are several quite unmystical upperclassmen and a number of very human faculty. That faculty can be demanding and critical, but they are not thereby rendered godlike. In addition to being Dean of Student Life, Ed Peckham is still a fine shortstop; in addition to being an artist, Mowry Baden was a high jumper in college; in addition to being a sociologist, Gene Rice was an all-star football player in high school; in addition to being a poet and a professor of literature, Sy Kahn still pitches a mean softball.

Raymond does not seek the impossible student--he lives only in the make-believe world of the Pacific catalog's Objectives. Rather, we seek the curious, the inquiring, student. Don't, then, be overcome by fear; be drawn out by challenge. Raymond College is yours; make it something.

GW:wr  
8/29/67

## RAYMOND COLLEGE WEEKLY BULLETIN

Vol. VI No. 1

August 31, 1967

Saturday	August	31	10:00-5:00 p.m.	Swimming for Raymond students only at Stagg High School (locker room open 12 noon to 5 p.m.)
Monday	September	4	12:15 p.m.	Callison College Balcony - Faculty Low Table: General Discussion of "The Raymond Review" and plans for the Fall Term.
Tuesday	September	5	5:15 p.m. 6:30 p.m. 8:00 p.m.	Faculty meeting - Provost's Lodge High Table Dinner High Table: Dr. Robert E. Burns, UOP President - "Reconnoitering Student Revolts"

### ANNOUNCEMENTS

Those students who have not yet returned their PSA News Bureau information card should do so by 5:00 p.m. Friday.

Faculty-- Remember to turn in your old office keys and exterior door keys to the dorms.

Maps of the city will be placed in each freshman box. Further information, i.e. restaurants, bowling, golf courses, boat rentals, horseback riding, bicycle riding, etc. may be obtained from Leslie Noble in Price House.

Mr. Briscoe has offered to drive students to church this Sunday. Those interested will meet in front of the Lodge at 9:15 - 9:30 a.m. Sunday. Anyone with a car who would help would be appreciated.



## QUAD NEWS

SWIMMING..... Stagg High School pool will be open for Raymond students only Saturday from 10:00 a.m. to 5:00 p.m. (The locker room will be open from 12:00 noon to 5:00 p.m.)

STOCKTON..... There are maps of the city in the freshmen boxes. For  
INFORMATION further information about restaurants, bowling, golf courses, boat rentals, horse back riding, and bicycle riding, see Leslie Noble in Price House.

CHURCHES..... Here is an abbreviated list of local churches. Mr. Briscoe has offered to drive students to church this Sunday. Meet in front of the Lodge at 9:15 - 9:30 a.m. Anyone with a car who would help would be appreciated.

Central Methodist Church, Pacific HWY across from U. O. P.

Congregational Church First, 116 N. Willow

Faith Lutheran Church, 3645 N. El Dorado

First Presbyterian Church, El Dorado and Vine

First Unitarian Church, 2737 Pacific Ave. (no service this Sunday)

St. John's Episcopal, Miner and El Dorado

St. Luke's Catholic, 3847 N. Sutter

NSA..... Laurel Koepernik was a delegate to the National Student  
INFORMATION Association conference recently and has a lot of interesting impressions to pass on as well as printed matter.

U N I V E R S I T Y   O F   T H E   P A C I F I C

R A Y M O N D   C O L L E G E

D I R E C T O R Y

EMERGENCY NUMBERS:

Fire Department	464-4646
Police Department	466-6843
Maintenance:	
Chuck Norwood	477-4032
Campus Police:	
Leslie Smith	465-5274
Head Resident:	
Leslie Noble	466-4841, ext. 210 or 462-9824 or
(Night Line—after 11 p.m.)	466-9995
Provost:	
Berndt L. Kolker	477-8464

BUILDING NUMBERS:

Price - 1st Floor	462-9824
Price - 2nd Floor	462-9594
Price - 3rd Floor	462-9128
Farley - 1st Floor	462-9808
Farley - 2nd Floor	462-9458
Farley - 3rd Floor	462-9146
Wemyss - 1st Floor	462-9176
Wemyss - 2nd Floor	462-9270
Wemyss - 3rd Floor	462-9809
Ritter - 1st Floor	462-9559
Ritter - 2nd Floor	462-9231
Ritter - 3rd Floor	462-9485



FACULTY:

Baden, Mowry	207 AFB 1990 Canal Drive	358 or 327 464-5430
Blum, George ( <u>in absentia</u> )	226 AFB 748 W. Bianchi Road	368 or 327 478-7226
Botond-Blazek, Joseph	228 AFB 1105 W. Willow Street	368 or 327 462-8833
Briscoe, Jerry	220 AFB 2635 Westminster Avenue	368 or 327 462-4489
Bruce, Marjorie	234 AFB 1020 W. Bianchi Road	368 or 327 478-8226
Burke, David	201 AFB 236 W. Stadium Drive	358 or 327 464-1101
Dueri, Raphael (Fall Term Only)	1312 Valencia Avenue	
Ford, Lewis	200 AFB 665 North Central	395 or 327 464-7297
Funkhouser, Anne	221 AFB, Weber 219 833 West Monterey	337, 397, or 327 948-3581
Hand, Clifford ( <u>in absentia</u> )	c/o American Embassy Box 86, Rabat, Morocco FPO New York, New York	09544
Kahn, Sy	Provost's Lodge 665 North Regent	324 466-6926
Kolker, Berndt	210 AFB 4443 Denby Lane	327 477-8464
Lark, Neil ( <u>in absentia</u> )	Niels Bohr Institute University of Copenhagen 17 Blegdamsvej Copenhagen, Denmark	
MacDonald, Theodore	235 AFB 242 East Essex	391 or 327 465-1292
Mathias, O. Boyd	(Listed with Callison College Faculty)	
Novakov, Tihomir	211 AFB 2648 Pacific Avenue	396 or 327

Repass, Ann	209 AFB 1468 Telegraph Avenue	358 or 327 465-4065
Rice, R. Eugene	206 AFB 2615 Crafton Way	395 or 327 463-5767
Sayles, Barbara	205 AFB 1202 S. Tuxedo Avenue	358 or 327 464-9904
Schedler, Patricia	204 AFB 961 West Mariposa	395 or 327 464-9947
Sheldon, William	225 AFB 1211 Douglas Road	397 or 327 477-9721
Tucker, John ( <u>in absentia</u> )	c/o Pacific Marine Station Dillon Beach, California	94929
Wadman, Hugh	213A AFB 8427 Leale Avenue	396 or 327 931-2060
Wagner, Walter ( <u>in absentia</u> Fall Term Only)	208 AFB 659 West Monterey	395 or 327 465-7334
Williams, John	223 AFB 1860 West Euclid	397 or 327 465-7449
Wise, R. Eugene	222 AFB 6316 Gettysburg Place	368 or 327 477-2947

SECRETARIES:

Bakan, Ellen	212 AFB 83 West Adams	466-4841, ext. 327 462-3659
Haynie, Mary	Provost's Lodge 2520 North Franklin	466-4841, ext. 324 462-6406
Riley, Wanda	212 AFB 3326 West Mendocino	466-4841, ext. 327 466-8770
Siegalkoff, Betsy	212 AFB 734 Diane	466-4841, ext. 327 477-7621



RESIDENT STAFF:

Noble, Leslie	Price 103	466-4841, ext. 210
Preece, Tom	Wemyss 103	466-4841, ext. 233
Purdy, Ralph	Ritter 101	466-4841, ext. 236
Wood, Priscilla	Farley 103	466-4841, ext. 225

STUDENTS:

Abbott, Edwin, COP (Red)	Route 1 Walker, California	Senior Wemyss 114
Ablin, Pamela, COP	4260 Country Club Drive Bakersfield, California	Freshman Price 206
Alexander, Anthony	2244 Downar Way Sacramento, California	Freshman Wemyss 306
Allen, Yvonne (Ivan)	1322 Comstock Drive Las Vegas, Nevada	Intermediate Farley 112
Asay, Beth	Itu 1653 "B" Montevideo, Uruguay	Intermediate Farley 305
Asay, Suzanne	Itu 1653 "B" Montevideo, Uruguay	Freshman Farley 311
Atkinson, Lisa	3695 Encanto Fort Worth, Texas	Intermediate Price 113
Bacon, Alice	730 West Poplar Stockton, California	Freshman Farley 213
Bargeman, William (Bill)	4275 Lincoln Avenue Culver City, California	Senior Wemyss 107
Bell, Barbara	6700 Olive Drive Bakersfield, California	Intermediate Price 202
Bell, Margo, COP	138 Lake Drive San Bruno, California	Junior Price 307
Benton, Ellen	5401 Ridgeway Avenue Stockton, California	Freshman Farley 304
Blair, Deborah, COP (Debby)	1430 Azusa San Gabriel Canyon Rd., Azusa, Calif.	Sophomore Price 311
Blau, Barbara, COP	1923 Lincoln Park West Chicago, Illinois	Freshman Price 216

Bomberger, Carter	980 Castec Drive Sacramento, California	Intermediate Price 207
Bragg, Quincy	835 Berkshire Avenue Pasadena, California	Intermediate Wemyss 214
Briggs, Steven, COP	4817 Kenny Street Bakersfield, California	Junior Wemyss 307
Brownridge, George	829 Sutter Street Vallejo, California	Freshman Wemyss 210
Bryan, Wendy	Av. Juarez #197 Cananea, Son., Mexico	Intermediate Price 112
Bryn, Mark	12529 Oak Knoll Rd., #26 Poway, California	Freshman Wemyss 213
Bryson, Jane	1955 Altura Drive Concord, California	Intermediate Farley 310
Campbell, Robert (Bob)	4721 Parkwest Drive San Jose, California	Intermediate Ritter 113
Chaplin, Jerri, COP	4437 Kolohala Street Honolulu, Hawaii	Sophomore Farley 308
Chapman, Cynthia (Cindy)	4309 Greenwich Lane Independence, Missouri	Freshman Farley 204
Chapman, Stephen (Steve)	725 Fiesta Drive San Mateo, California	Senior Wemyss 113
Chappell, Nancy	71 Silverwood Drive Lafayette, California	Senior Price 115
Cherniak, Gregory (Greg)	516 San Vicente Blvd., #203 Santa Monica, Calif.	Freshman Ritter 304
Chown, Jennifer (Debby)	2509 Carquinez Ave. El Cerrito, California	Intermediate Price 314
Cole, Penelope (Penny)	200 Coggins Ln. #18 Pleasant Hill, Calif.	Senior Farley 303
Collbran, James, COP (Jim)	15 Edgewater Road Belvedere, California	Freshman Wemyss 308
Coombes, Linda	Box 427 Twain Harte, California	Senior Farley 205
Cooper, Mark	713 Haven Avenue South San Francisco, Cal.	Senior Wemyss 304



Copeland, Paul, COP	810 La Sierra Drive Sacramento, California	Freshman Wemyss 211
Crafton, Denham (Denny)	13746 S.W. Cameo Court Lake Oswego, Oregon	Freshman Wemyss 313
Crenshaw, Mary	Route 1, Box 544 Durham, California	Intermediate Price 315
Cupples, Mary	3301 Eucalyptus Avenue Atwater, California	Senior Price 303
Cushing, Connie	35 La Honda Court El Sobrante, California	Senior Farley 312
Dalton, Jamelle (Jamie)	1560 Park Ridge Drive San Jose, California	Senior Farley 203
Danse, Richard, COP	9 Fern Way Kentfield, California	Freshman Wemyss 308
Davis, Charles	16611 Park Lane Place Los Angeles, California	Intermediate Wemyss 310
Davis, Diane	724 Stewart Road Modesto, California	Freshman Farley 306
Davis, Jack	9359 Central Orangevale, California	Freshman Ritter 304
DeLaPaz, Robert (Bob)	3198 Susan Avenue Marina, California	Senior Ritter 108
Dennison, Peter	3004 McCall Selma, California	Intermediate Ritter 302
Dills, Susan, COP (Sue)	1921 Parkview Drive San Bruno, California	Junior Farley 211
Dixon, Laura	15351 Nelson Avenue La Puente, California	Intermediate Farley 108
Drizigacker, Rebecca (Becky)	2510 N. 82nd Street Scottsdale, Arizona	Senior Farley 114
Dugan, Virginia, COP (Ginny)	8507D Maine Street Wurtsmith AFB, Mich.	Sophomore Price 311
Dunning, Melissa	2026A Castle Kirtland AFB, N.Mex.	Freshman Farley 307

Dyer, John (Chuck)	320 West Tulare Tulare, California	Intermediate Wemyss 310
Elliott, Jane (Cari)	P.O. Box 155 Plainfield, Vermont	Freshman Farley 204
Emerson, Louisa (Blake)	9225 Old Indian Hill Rd. Cincinnati, Ohio	Freshman Price 206
Evans, Dwight	1755 Lake Street San Mateo, California	Intermediate Ritter 301
Evans, Richard (Rich)	1431 Juanita Way Campbell, California	Senior Ritter 112
Evitt, David	MIE Ranch Jackson, California	Freshman Ritter 201
Farr, Marjorie (Margi)	1428 Parsons Drive Santa Rosa, California	Senior
Faseler, Richard	Star Rt. Box 134A Grass Valley, California	Freshman Ritter 311
Fernekes, Robert, COP	126 Village Lane Colma, California	Sophomore Ritter 206
Fish, Edwards (Russ)	Route 2, Box 5191 Issaquah, Washington	Senior Wemyss 110
Fisk, Patricia (Pat)	17866 Hillside Drive Lake Oswego, Oregon	Intermediate Farley 202
Fordyce, Eileen	15 Teal Road Belvedere, California	Intermediate Price 306
Fracchia, Charles, COP	2225 Grosse Avenue Santa Rosa, California	Junior Wemyss 303
Frey, Ralph	7028 Shirley Drive Oakland, California	Senior Ritter 110
Fricker, Geoffrey (Geoff)	3901 Villa Court Fair Oaks, California	Senior Ritter 107
Frisch, Paul	6841 S.W. 3rd Street Portland, Oregon	Freshman Wemyss 212
Garman, Gayle, COP	15505 Nordhoff Street Sepulveda, California	Senior Price 203



Gibbe, Richard (Dick)	3612 South Hills Fort Worth, Texas	Freshman Wemyss 213
Glotfelty, Caren	1812 Alcott Place Tracy, California	Intermediate Price 116
Grabber, Geraldine, COP (Gerri)	34 Inverness Drive San Francisco, Calif.	Junior Farley 112
Graves, Gregory (Greg)	2531 North Hickman Denair, California	Intermediate Ritter 106
Greenberg, Jay	1616 Sheridan Rd. #6-G Wilmette, Illinois	Senior Ritter 205
Grieger, David	1751 Laguna Seaside, California	Freshman Ritter 310
Groppetti, Eugene (Gene)	4656 Fifth Guadalupe, California	Freshman Ritter 305
Gullion, Jean, COP (Jeannie)	146 N. Oak Tree Drive Glendora, California	Sophomore Price 304
Hahn, Frederick (Larry)	604 12th Street S.E. Auburn, Washington	Intermediate Wemyss 202
Hall, Charles, COP (Chuck)	15171 Rolling Ridge Dr. Chino, California	Junior Wemyss 303
Handley, Kristine	990 Chestnut Street Fort Bragg, California	Freshman Farley 213
Hardham, John, COP	Creston Road Paso Robles, California	Sophomore Wemyss 111
Harris, Candice (Candy)	Rte. 1 Roanoke Roanoke, Texas	Freshman Price 214
Harrison, Carole	2054 Ninth Street Anaheim, California	Freshman Price 214
Healy, Dona	c/o Chile Exploration Co. Chuquicamata, Chile via Hiutofagasta	Freshman Farley 311
Hearne, Carol	649 29th Street Richmond, California	Senior Price 302
Heminger, Sally, COP (Simi)	3375 Alma Street Palo Alto, California	Freshman Price 308
Herman, Sheridan (Sheri)	1315 Black Mountain Road Hillsborough, California	Senior Price 205

Hoag, Gregory (Greg)	511 Hoffman Street Jackson, California	Intermediate Ritter 303
Hopkins, Peter (Pete)	3 Windsor Drive Princeton Junction, New Jersey	Intermediate Ritter 111
Howard, Margaret	Route 1, Box 978 Sherwood, Oregon	Intermediate Farley 207
Howell, Estelle, COP	Box 411 Kings Beach, California	Junior Farley 107
Humes, David	4271 Corrigan Drive Freemont, California	Freshman Wemyss 306
Irish, Ned Jr.	32 Turner Drive Chappaqua, New York	Freshman Ritter 210
Irons, Richard (Rich)	367 Beverley Avenue San Leandro, California	Senior Wemyss 113
Jackson, Marcia (Lee)	2860 Mauricia Santa Clara, California	Intermediate Price 108
Jaffee, Charlene	3351 Cottage Way Sacramento, California	Intermediate Price 207
Jeter, Darcy (Dede)	2113 Roskelley Drive Concord, California	Intermediate Farley 313
Johnson, Phyllis	10507 S.E. 27th Bellevue, Washington	Senior Price 116
Jones, Cheri	P.O. Box 587 Dunsmuir, California	Intermediate Farley 214
Jones, David	120 West Street Vacaville, California	Freshman Ritter 312
Jones, Kathryn, COP (Kathy)	120 West Street Vacaville, California	Sophomore Price 111
Jones, Kenneth (Ken)	8712 Walnut Acres Road Stockton, California	Freshman Wemyss 311
Jones, Warren	Rte. 1, Box 164 Fellows, California	Freshman Ritter 310
Kaufman, Elizabeth, COP (Boo)	260 Shorewood Court Fox Island, Washington	Sophomore Price 308
Keislar, Allan	73-C KDA #1 Karachi 8, W. Pakistan	Senior Wemyss 305



Kelso, Duncan, COP (DK)	P.O. Box 2402 San Francisco, California	Freshman Wemyss 204
Kiskadden, William (Bill)	1150 La Collina Drive Beverly Hills, Calif.	Intermediate Wemyss 302
Knepper, Nedra	1120 Kendolph Denton, Texas	Freshman Farley 210
Koepernik, Laurel	21810 Via Regina Saratoga, California	Intermediate Price 202
Kohlhas, Cynthia (Cindy)	1044 Fiesta Drive San Mateo, California	Freshman Price 216
Kolker, Gale	4443 Denby Lane Stockton, California	Special Student Same
Kolling, Raymond (Ray)	810 W. Stadium Dr. #4 Stockton, California	Senior Same
Korn, Barbara	420 Rolyn Place Arcadia, California	Freshman Price 310
Kroesch, Douglas (Doug)	Middletree Road Joliet, Illinois	Intermediate Ritter 110
Kvalvik, Norman (Mike)	125 Manchester Street San Francisco, California	Freshman Ritter 311
LaForge, Eric	2600 Hillegass Berkeley, California	Intermediate Wemyss 112
Larson, Karen	12749 Brookpark Road Oakland, California	Freshman Price 313
Larson, Sue	4904 Parker Avenue Sacramento, California	Intermediate Price 315
Lawrence, Russell (Russ)	54 Ocean Avenue Henderson, Nevada	Intermediate Wemyss 302
Lazzerini, Lorna	1552 "C" Street Hayward, California	Intermediate Price 314
Lee, Lynda, COP	1780 South 2600 East Salt Lake City, Utah	Senior Farley 214
LeDoux, Richard (Rick)	3240 62nd Avenue Oakland, California	Senior Ritter 202

Leverenz, Roman	1707 Poki Street Honolulu, Hawaii	Intermediate Ritter 301
Lewin, Gloria (Marcie)	100 La Brea Way San Rafael, California	Intermediate Farley 305
Lockett, Linda	5318 E. Arcadia Lane Phoenix, Arizona	Freshman Farley 307
Lockett, Richard	5318 E. Arcadia Lane Phoenix, Arizona	Senior Ritter 202
Loo, Aileen, COP	3627 Waaloa Place Honolulu, Hawaii	Senior Price 304
Lundberg, Donald (Don)	4365 Vulcan Drive Sacramento, California	Intermediate Wemyss 202
Lynch, Henry (Jim)	4208 46th Avenue Sacramento, California	Senior Wemyss 314
Lystra, Karen	1402 Maplewood Drive Modesto, California	Intermediate Farley 310
MacCormack, Cynthia, COP (Cindy)	P.O. Box 387 Colfax, California	Senior Farley 211
McCann, Lluana	4044 San Juan Court Fremont, California	Freshman Price 211
McKinnon, William (Bill)	1401 38th Street Sacramento, California	Intermediate Ritter 306
McLane, Timothy (Tim)	2530 South 10th Street Fresno, California	Freshman Ritter 212
Macnab, Laura	3206 S.W. Hamilton Ct. Portland, Oregon	Senior Price 115
Maes, Richard	1407 S. School Street Lodi, California	Freshman Same
Marcoux, Nancy	528 Mayfair Avenue #3 S. San Francisco, Calif.	Senior Farley 111
Marjaniemi, Darlene, COP	Box 296 Cupertino, California	Sophomore Price 111
Marr, Kenneth (Ken)	7809 Lynch Road Sebastopol, California	Senior Wemyss 114
Merdinger, Erich, COP	366 Cottage Avenue Manteca, California	Junior Ritter 308
Miller, Marilyn	2135 Greely Drive Marysville, California	Senior Price 113



Morgan, Beth	14 Ledgestone Road Troy, New York	Freshman Price 204
Morgan, Linda	11 Silver Leaf Court Lafayette, California	Senior Price 213
Mumm, Kathern (Kathy)	Hillrest Mobile Estates RFD #2 Box 560 Sonora, California	Senior Price 110
Murray, David (Dave)	3123 Taper Avenue San Jose, California	Senior Ritter 204
Nash, Thomas (Tom)	22 Farrar Street Cambridge, Massachusetts	Freshman Ritter 213
Nicholson, Iris	1035 S. Glenn Alan Ave. West Covina, California	Intermediate Farley 313
Norquist, Elliot	620 W. 51st Street Kansas City, Missouri	Senior Wemyss 106
Oaks, Rebecca (Becky)	455 Urbano San Francisco, California	Intermediate Price 305
Ogata, Cheryl (Lynn)	16200 Azalea Way Los Gatos, California	Freshman Price 215
Olivera, Maryl	5720 61st Street Sacramento, California	Freshman Farley 210
Olson, Susan (Sue)	14948 East Belmont Sanger, California	Senior Farley 302
Ono, Wayne, COP	Box 60 Lawai, Hawaii	Freshman Ritter 313
Oreskovich, Patricia (Kristina)	525 North Jarrett Portland, Oregon	Freshman Farley 206
Papka, Jeanne, COP	384 Warren San Leandro, California	Sophomore Farley 107
Parker, Randy	2600 Cabernet Way Rancho Cordova, Calif.	Freshman Ritter 305
Penny, Cedric, COP (Alan)	c/o Corp. Minera de Bolivia Casilla 349, La Paz, Bol.	Freshman Wemyss 203
Perlman, Richard	5590 Happy Canyon Road Denver, Colorado	Intermediate Wemyss 206

Perry, Deena	22505 Ocean Ave. #10 Torrance, California	Intermediate Price 106
Perszyk, Linda	1013 Hackberry Avenue Modesto, California	Intermediate Price 112
Peterson, Neil	615 Harvard Road San Mateo, California	Freshman Wemyss 212
Philbrook, Leroy (Roy)	488 Beacon Street Boston, Massachusetts	Freshman Ritter 201
Pier, Gerald	9244 Gerald Avenue Sepulveda, California	Freshman Ritter 213
Plummer, Louis, COP (Tad)	161 Bolla Avenue Alamo, California	Junior Ritter 111
Preston, Richard, COP (Linus)	454 Bay Road Hamilton, Massachusetts	Sophomore Wemyss 111
Prideaux-Brune, Brian, COP (The Squire)	Plumber Manor, Stuminster Newton, Dorset, England	Sophomore Wemyss 206
Pringle, Winifred (Winnie)	2816 E. Yucca Street Phoenix, Arizona	Intermediate Farley 106
Richardson, Bonnie	16084 Via Harriet San Lorenzo, California	Senior Price 312
Riddles, Cynthia (Cindy)	1821 Princeton Stockton, California	Freshman Farley 304
Riley, Regina	1591 E. Orange Grove Pasadena, California	Freshman Price 215
Robertson, Roberta, COP	1061 Majella Road Pebble Beach, California	Sophomore Farley 308
Robinson, JoAnn	1445 East Brown Fresno, California	Senior Farley 212
Rosenstock, Dennis, COP	4756 Placidia N. Hollywood, California	Freshman Ritter 308
Sadler, Christopher (Chris)	436 Notre Dame Grosse Pointe, Michigan	Freshman Ritter 210
Saed, Christine (Tina)	7613 Woodglen Drive Fair Oaks, California	Intermediate Farley 207
Sarracino, Susan	U.S. Army Hospital Vicenza, APO N.Y. 09221	Intermediate Price 203



Sasaki, Joyce	700 West Artesia Street Long Beach, California	Intermediate Price 316
Sasaki, Shirley	11624 Oroville Highway Marysville, California	Senior Price 210
Schwarcz, Carl	18 Wray Avenue Sausalito, California	Senior Wemyss 207
Shank, Ben	Rte. 3, Box 417 Wayzata, Minnesota	Freshman Wemyss 210
Simmons, Michael (Mike)	2612 Yuba Street El Cerrito, California	Intermediate Ritter 306
Simon, Barbara	360 Sandalwood Drive Calimesa, California	Freshman Farley 306
Singleton, Jack	2935 Loomis Street Honolulu, Hawaii	Intermediate Ritter 303
Smith, Sara (Sam)	901 Baileyana Road Hillsborough, California	Intermediate Farley 202
Spafford, Jerilyn (Jeri)	4563 Atascadero Drive Santa Barbara, Calif.	Senior Farley 314
Stadtner, Donald (Don)	1171 West Monterey Stockton, California	Senior Wemyss 305
Stanford, David, COP	5951 La Jolla Mesa Drive La Jolla, California	Sophomore Wemyss 204
Stearns, Michael	2315 East Elm Tucson, Arizona	Freshman Ritter 307
Steinberg, Craig, COP	416 Via Los Miradores Redondo Beach, California	Freshman Ritter 207
Streiff, Mary, COP (Lynn)	250 Via Barranca Greenbrae, California	Sophomore Farley 308
Tanner, Robert (B9b)	12152 Fallingleaf Garden Grove, California	Senior Wemyss 205
Tansey, Michael	38 Reed Street Rockville, Connecticut	Freshman Ritter 212
Tauber, Richard, COP (Rick)	317 Carol Drive Ventura, California	Junior Wemyss 211

Taylor, Lynda	145 North Lincoln Manteca, California	Senior Price 212
Thomas, Charles, COP	19 Cowper Avenue Kensington, California	Junior Ritter 313
Triplett, Wesley (Wes)	5765 Grove Avenue Marysville, California	Senior Ritter 113
Turboff, Jerald (Jerry)	9410 Cadman Court Houston, Texas	Freshman Wemyss 311
Valentine, Alonzo (Lon)	6229 Seaside Walk #F Long Beach, California	Intermediate Wemyss 207
Valier, Marjorie (Peggy)	146 Wailupe Circle Honolulu, Hawaii	Senior Farley 113
Vaughan, Todd	28 School Street Weston, Massachusetts	Freshman Wemyss 313
Von Drachenfels, Nina, COP	1342 Castro Court Monterey, California	Junior Price 307
Wacker, William (Bill)	175 Ash Avenue Hanford, California	Senior Wemyss 312
Wade, Barbara	815 Briarwood Way Campbell, California	Senior Farley 110
Wall, Lawrence, COP (Sandy)	2667 Tantalus Drive Honolulu, Hawaii	Freshman Ritter 308
Wardrip, Mark	417 South Street Yreka, California	Senior Ritter 203
Watson, William, COP (Bill)	4004 Marella Way Bakersfield, California	Sophomore Wemyss 307
Webber, Jacalyn (Jackie)	9355 East Peltier Road Acampo, California	Freshman Price 313
Wheeler, Robert	2104 Roakingham Street McLean, Virginia	Freshman Ritter 307
Wilde, Melanie, COP	5940 Holt Los Angeles, California	Freshman Price 308
Williams, Martha (Sam)	2035 Los Angeles Avenue Berkeley, California	Freshman Farley 206
Wilson, Mary Alice (Alice)	20 Denim Lane Danville, California	Intermediate Price 306



Wilson, Patricia (Pat)	3604 Via La Selva Palos Verdes Estates, Ca.	Freshman Price 204
Wing, Shelley	1132 Juanita Drive Walnut Creek, California	Freshman Price 310
Woolrych, Anne (Nan)	736 Stafford Place San Diego, California	Intermediate Price 114
Wright, Edwin, COP (Ted)	P.O. Box 65 Inverness, California	Freshman Wemyss 203
Wyant, Lorelee (Lori)	246 W. 25th Avenue San Mateo, California	Intermediate Price 114
Young, Mark	#2 Campus Way—Cal.Poly. San Luis Obispo, Calif.	Freshman Ritter 312
Zimmerman, Mary	4424 Illinois Avenue Fair Oaks, California	Intermediate Price 316

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## THE SOCIAL CONTRACT - 1967

### Preamble

This Social Contract presupposes that the Students of Raymond College have primary responsibility for their own social actions and for the governance of their community. In this they are accountable to the Provost of Raymond College and, through him, to the President of the University of the Pacific.

### Section I:

The governing body of the Raymond College Student Body shall be known as the Representative Council.

Clause 1: All powers exercised by the Representative Council are derived from and granted by the Raymond College Student Body, which through the Council is responsible to the administration.

Clause 2: The Representative Council shall enact and enforce all legislation concerning the affairs of the Student Body.

### Section II:

The Representative Council shall be composed of the following members:

Clause 1: The College Coordinator.

Clause 2: Two Representatives from each house.

Clause 3: The Raymond Representative to the Senate of the Pacific Student Association.

### Section III:

Duties and Powers of the Representative Council.

Clause 1: The Representative Council shall have the power to appropriate the funds of the Student Body.

Clause 2: The Representative Council shall determine and enact the policies of the Student Body.

Clause 3: The Representative Council shall act as a Court of Appeal from the Student Court.

Clause 4: Legislation may be brought to the floor of the Representative Council only by a voting member or by petition signed by 15% of the Student Body.



Clause 5: The Representative Council shall enact bylaws governing all procedures not previously determined by this contract.

#### Section IV:

Duties and Powers of Elected Officers.

Clause 1: College Coordinator.

- A. The College Coordinator or his appointed representative shall preside over all meetings of the Representative Council.
- B. The College Coordinator may vote only in case of a tie vote.
- C. The College Coordinator shall appoint a Student Body Treasurer and a Recording Secretary.

Clause 2: The Senator.

- A. The Senator shall represent the interests of Raymond College in the Senate of the Pacific Student Association.

#### Section V:

Standing Committees of the Representative Council.

Clause 1: The Social Committee.

- A. The Social Committee shall consist of a Social Chairman appointed by the College Coordinator with the approval of the Representative Council and of subordinate committees appointed from the Raymond College Student Body by the Social Chairman.
- B. The Social Committee shall organize and coordinate the social activities of the Student Body.

Clause 2: The Elections Committee.

- A. The Elections Committee shall be composed of the College Coordinator, the Chief Justice, and the Raymond Senator.
- B. The Elections Committee shall conduct all Student Body elections.

Clause 3: The Representative Council may create additional standing or special committees, a member of which shall be a voting member of the Representative Council.

#### Section VI:

Ex-officio Members of the Representative Council.

Clause 1: The Dean of Student Life shall be an ex-officio member of the Representative Council.

Clause 2: The Raymond Representative to the Academic Standards Committee of the Pacific Student Association shall be an ex-officio member of the Representative Council.

A. The Raymond Representative to the Academic Standards Committee shall be appointed by the College Coordinator.

#### Section VII:

The Judicial Body of the Raymond College Student Body shall be known as the Student Court.

Clause 1: The Student Court shall render rulings on all student violations brought to its attention.

Clause 2: The Student Court shall be composed of a Chief Justice and five jury members chosen from the Raymond College Student Body.

Clause 3: The Chief Justice or his appointed Representative shall preside over all sessions of the Student Court and shall participate in all deliberations of the Court but shall have no vote in the decision of the jury.

Clause 4: Any student or member of the faculty or administration may appeal a ruling of the Student Court to the Representative Council.

Clause 5: Any student or member of the faculty or administration may appeal a ruling of the Student Court or the Representative Council to the Provost of the College.

Clause 6: All Student Court proceedings shall be closed, unless the defendant requests an open court. If he so requests, his questioning period shall be open. The testimony of other witnesses shall be open or closed at the discretion of the witness and the Court. Observers will not be allowed to participate.

Clause 7: The Chief Justice shall present the defendant with a written statement of his charge(s) one day in advance of the hearing.

Clause 8: At the discretion of the Chief Justice the defendant and those preferring charges shall submit written statements to the Chief Justice prior to the hearing.

Clause 9: The Chief Justice shall publish and distribute to the entire Raymond community a written report of the nature of the charges against the defendant(s) and any ruling made by the Court within one day after the deliberations have ended.



Clause 10: Rulings of the Court may be appealed within three days after the posting of the report.

Clause 11: The defendant shall be tried only for the specific accusation brought against him.

Clause 12: A majority vote of the jury shall determine the ruling of the Court.

#### Section VIII:

##### The College Council.

Clause 1: The College Council shall consist of four students and four members of the faculty.

Clause 2: There shall be one student representative from each class and one Representative-at-Large.

Clause 3: The faculty representatives shall be selected by the faculty.

Clause 4: The Provost, the Dean of Student Life, and the College Coordinator shall be non-voting ex-officio members of the College Council.

Clause 5: The Council shall select one of its members to serve as a permanent chairman.

Clause 6: A majority vote of the College Council is required to pass a measure. In case of a tie vote the measure will be defeated.

Clause 7: The minutes of College Council meetings shall be published and distributed to the Student Body and faculty.

#### Section IX:

##### Duties and Powers of the College Council.

Clause 1: The College Council shall be an official advisory and recommending body to the faculty, the administration, and the Student Government in matters of academic and social policy.

#### Section X:

##### Elections and Qualifications of Officers.

Clause 1: The Senator shall be elected by the Student Body at the end of the Spring Term.

- Clause 2: The College Coordinator and the Chief Justice shall be elected by the Student Body at the end of the Spring Term and the middle of the Winter Term.
- Clause 3: Members of the College and Representative Councils shall be elected at the beginning of the Fall Term and in the middle of the Winter Term.
- Clause 4: The Elections Committee shall select by lot five jurors per month. Each jury shall be composed of one student from each class and two students chosen at random from the entire Student Body. In addition, the Elections Committee shall select by lot three alternate jurors per month.
- Clause 5: Student Body officers will be disqualified from office if placed on citizenship probation during their term of office.

#### Section XI:

##### Nomination and Election Procedures.

- Clause 1: The Elections Committee shall conduct all elections.
- Clause 2: All nominations shall be made by petition. Any candidate receiving ten signatures of members of the Student Body shall be placed on the ballot. The same signature may not appear on more than one petition for any given office.
- Clause 3: Elections shall be held at a previously announced open meeting of the Student Body.
- Clause 4: All elections shall be by secret ballot.
- Clause 5: The candidate receiving a majority of the votes shall be elected. Should no candidate for a given position receive a majority, those receiving more than 15% of the total votes cast shall be placed on a run-off ballot.
- Clause 6: The ballot for Representative-at-Large to the College Council shall consist of the candidates receiving the second largest number of votes on the final ballot for each class Representative.
- Clause 7: Vacancies occurring in any office set forth by this Contract shall be filled by the same process as is provided for their appointment or election.

#### Section XII:

##### Amendments to and Ratification of the Social Contract.

- Clause 1: Amendments to the Social Contract may be proposed by a petition signed by 10% of the Student Body or by a motion of the Representative Council.



- Clause 2: A two-thirds (2/3) majority of the vote cast by the Student Body shall be required to pass a proposed amendment or to ratify the Social Contract.

### Section XIII:

#### Rights and Powers of the Student Body.

- Clause 1: If a decision is made to dismiss a student for disciplinary reasons, the Provost or the Dean of Student Life shall inform the College Council of the nature of the offense and the justification for the action taken.
- Clause 2: In all cases of involuntary student withdrawal, the College Council shall receive from the Provost or Dean of Student Life notification of the action taken.
- Clause 3: A motion approved by a majority of the quorum of the Student Body (the quorum being a simple majority of the Student Body) in a general meeting shall be considered equivalent to an action of the Representative Council.
- Clause 4: The Representative Council must call a general meeting if a petition to that effect is signed by 15% of the Student Body and presented to the Representative Council.
- Clause 5: Any elected official of the Student Body may be recalled by the presentation of a petition signed by 25% of the electing body with the subsequent majority approval of the electing body.
- Clause 6: The Representative Council, by a majority vote, may remove an appointed official upon request of the College Coordinator or the submission of a petition signed by 25% of the Raymond Student Body.

### Section XIV:

#### Miscellaneous.

- Clause 1: Roberts' Rules of Order shall govern the procedure of the meetings provided for in this Social Contract.
- Clause 2: Students residing in the Raymond Quadrangle who are not enrolled in Raymond College shall have all the rights and privileges of the Raymond Student Body, except for holding office and voting in Raymond elections, and are encouraged to participate fully in all Raymond activities. Such students shall be subject to all rules and regulations set forth in this Contract and initiated by the Representative Council.

## STATEMENT ON HONOR

Raymond College is one of the most successful academic institutions in existence. This success, we maintain, depends upon the commitment of every member of the Raymond community to the pursuit of intellectual excellence. The intense, intimate atmosphere generated by such an environment is integral to the high quality of the education offered at Raymond College. The social values and structures of the community derive from the necessity to maintain personal freedom and intellectual vitality.

Freedom of individual expression is a cherished value at Raymond, and the community exists to allow, encourage, and protect that freedom. It is expected, therefore, that each student will take seriously the demands that the community makes upon him in recognition that these demands protect both his freedom and that of others. The balance between the freedom of the individual and the well-being and endurance of the community is a delicate one indeed, and must be predicated on the maturity and sound judgment of the student body. The academic experience at Raymond is for adults--for students who will accept the responsibility for the freedoms they enjoy and the authority they exercise.

The regulations, as such, of this college are few - as few as is compatible with the nature of the University of the Pacific and with the proper functioning of the community. The responsibility for upholding the regulations



and values of the college rests primarily with each individual. But, as we are also a self-regulating community, each individual holds additional responsibility for every other individual. This implies that when any person within the community feels that the ideals, values, or welfare of the community are being compromised in any way, he will confront the student or students involved and attempt to rectify the situation that has arisen. If no agreement can be reached in this way, the Student Court functions as the mediator between the parties involved and the community at large.

## RESIDENCE POLICY

Inasmuch as living on campus is required of all Raymond College students, we would strive to create and maintain an atmosphere conducive to study within the quad as a whole. The following codes are set down for the physical well-being of the dorms, and to insure that each student can find privacy and quiet within the dorms.

### I. Residence Staff

As residents of the quad, the Residence Staff have the same responsibility to uphold the honor statement as do all Raymond College students. Their particular responsibilities to Raymond College are to be counsellors to students living in the dorms,

and to assist the University Housing Department in maintenance of the dorms.

II. Sign Out

Everyone should sign out if leaving the U. O. P. campus for more than four hours at a time. Boxes containing sign-out cards will be provided in the stairwells of each dorm. The student should indicate his destination, estimated time of return, and if possible, provide a phone number at which he can be reached. This information will not be used in any other way than to contact the student in case of emergency.

III. Inter-dorm Visitation

Dorms will be open to all students during the following times: Monday-Thursday, 6:30 p.m. to 11:00 p.m.; and Friday-Sunday, 1:00 p.m. to 11:00 p.m. At all other times, only the basement, lounge, and foyer areas will be available for the use of all students.

IV. Dorm Hours

Inasmuch as Raymond is an academically oriented community founded in mutual trust and community loyalty and stressing the individual's responsibility, all students are free to come and go from their residences at any time. However, for the safety of the residence of the women's dorms, the outside doors will be



locked at 11:00 p.m. every night. Girls should be careful that all doors remain locked until 7:00 a.m. and that they are extremely careful in the use of their residence keys.

#### STATEMENT ON DRINKING

The majority of the Raymond College community strongly disagrees with the California State Law prohibiting the use of alcoholic beverages by persons under the age of 21. This disagreement does not follow from any desire to disregard all rules that impinge upon our freedom, for we realize that with freedom comes the responsibility to respect other people's opinions and rights, and that the laws under which we live most often reflect the beliefs of the majority. However, while the people of California continue to support the existence of this law, they also tolerate its inconsistent enforcement. In addition, since we believe that chronological age does not adequately reflect maturity, it is unfair arbitrarily to allow or prohibit the use of alcohol according to such a criterion. However, Raymond College does not advocate the use of alcohol by its students, even though some may be over 21.

The purpose of this statement is to suggest guidelines for a responsible attitude toward the use of alcohol in the context of an academic environment. Drunk and disorderly conduct, the distasteful display of

liquor containers--empty or filled, and the excessive use of alcohol show a flaunting of the trust of the members of the Raymond community. These actions infringe on the rights and integrity of the individual and the community, and thus cannot be tolerated.

#### STATEMENT ON DRUGS

Raymond College recognizes that state and federal laws concerning narcotics and so-called "dangerous drugs" are often poorly defined and instituted with a moral rather than a medical intent, and without any distinction between hard narcotics and truly dangerous drugs on the one hand, and marijuana on the other. This illegality, however, is real and presents one of the greatest threats to the individual and the community.

With respect to the individual, there is an immediate possibility of arrest and conviction on the felony charge of possession of marijuana. Such a conviction results not only in a prison term of up to twenty years, but also the loss of civil rights and the opportunity to pursue career and educational goals. Further, the possibility of civil action has proven to be a destructive force within the community. The aura of internal disorder, mutual distrust and fear can all but totally destroy an academic environment.

The community should also be aware that most of the so-called "dangerous drugs" can, indeed, prove to be severely damaging to the



physical and mental health of the user. Additionally, these drugs often prevent the user from actively functioning within the community.

Therefore, the possession, use, or sale of illegal drugs on campus, or the misuse of any drugs, legal or illegal, such that it interferes with the functioning of the academic process cannot be tolerated.

The Representative Council  
School Year 1967-1968

# RAYMOND COLLEGE WEEKLY BULLETIN

Vol. VI No. 2

September 7, 1967

Monday	September 11	12:15 p.m.	Callison College Balcony - Faculty Low Table for Raymond and Callison. Sy Kahn will give us "A Report From Israel"
Tuesday	September 12	5:15 p.m.	Faculty meeting in Provost's Lodge
		6:30 p.m.	High Table Dinner
Saturday	September 16		Football game - U.O.P. vs University of Idaho (here)
		8:30 a.m.	Washington Grade Prediction Test - held in Grace A. Covell Dining Hall*
Monday	September 18	12:15 p.m.	Callison College Balcony - Faculty Low Table for Raymond and Callison. Mowry Baden will speak on "Funk"
		8:00- 4:00 p.m.	C.O.P. Registration - Full time students
Tuesday	September 19	5:15 p.m.	Faculty meeting in Provost's Lodge
		6:30 p.m.	High Table Dinner
		8:00 p.m.	High Table: Ralph Nader
		8:00- 4:00 p.m.	C.O.P. Registration - Full and Part time students
Wednesday	September 20		C.O.P. classes begin
		8:00- 4:00 p.m.	C.O.P. Registration - Part time students Serigraph Art Show, Lucia Pearce, artist

## \*PARTICIPANTS in the Washington Grade Prediction Test

Alexander, Anthony  
Asay, Suzanne  
Bacon, Alice  
Chapman, Cynthia  
Dunning, Melissa  
Frisch, Paul  
Gibbe, Dick  
Harris, Candice  
Harrison, Carole  
Healy, Dona  
Humes, David  
Irish, Ned  
Knepper, Nedra  
Kvalvik, Mike  
Lawrence, Russ

Lockett, Linda  
Maes, Richard  
Morgan, Beth  
Nash, Thomas  
Oreskovich, Kristina  
Peterson, Neil  
Philbrook, Roy  
Pier, Gerald  
Sadler, Chris  
Shank, Ben  
Tansey, Mike  
Turboff, Jerry  
Wheeler, Robert  
Williams, Martha  
Williamson, Cathy



# RAYMOND COLLEGE WEEKLY BULLETIN

Vol. VI No. 3

September 14, 1967

Saturday	September 16	8:30 a.m.	Washington Grade Prediction Test - held in Grace A. Covell Dining Hall Football game - UOP vs University of Idaho (here) Post game, all school dance - Great Hall
Monday	September 18	12:15 p.m.	Callison College Balcony - Faculty Low Table for Raymond and Callison. Mowry Baden will speak on "Funk"
		8:00- 4:00 p.m.	COP Registration - Full time students
Tuesday	September 19	8:00- 4:00 p.m.	COP Registration - Full and Part.time students
		4:15 p.m.	Dr. Dietmar Rothermund will speak on "India Today" - Common Room *
		5:15 p.m.	Faculty meeting in Provost's Lodge
		6:30 p.m.	High Table Dinner
		8:00 p.m.	High Table: Ralph Nader
Wednesday	September 20		COP classes begin
		8:00- 4:00 p.m.	COP Registration - Part time students Serigraph Art Show, Lucia Pearce, artist

## ANNOUNCEMENTS

WANTED - Students to "Baby-sit" for the half-built St. Peter's Church in South Stockton Friday and Saturday nights 7 p.m. to 2 a.m. Those interested, please contact Mr. Rice.

\* Studied History and Philosophy at the universities of Marburg and Munich, Germany, 1953-56. Fulbright-Smith/Mundt grant, American Civilization Dept., Univ. of Pennsylvania, 1956-57. Harrison-Fellowship, Graduate School of Arts and Sciences, Univ. of Pennsylvania, 1957-59. M.A. 1958, Ph.D. 1959. Dissertation: "Multi-Denominationalism and Political Behavior in Colonial Pennsylvania, 1740-70." Research in India 1960-62 on a grant of the German Research Council, "The Indian Freedom Movement and Constitutional Reform." Visiting Fellow, History Dept., Institute of Advanced Studies, Australian National Univ., Canberra 1962. South-Asia Institute of Heidelberg Univ., History Dept., 1963. Instructor of South Asian history and comparative colonial government since 1964. Research tour to East Africa on behalf of the German Africa Society in 1964. Additional research work on the relations between India and the Soviet Union.

DATE: September 20, 1967

ATTENTION: FACULTY AND STUDENTS

There will be a picnic-party Thursday evening (that's tomorrow night!) for Mr. Peckham and his family. It'll begin at 4:30 p.m. at Miche's Grove.

We will need all the cars possible (faculty and students') to transport people out there. There will be further information given at meals.

Leslie Noble

LN:wr



DATE: September 18, 1967

TO: All Students who are considering taking Non-Western Studies in the Winter Term

FROM: Patricia Schedler

My sections of Non-Western studies, which will focus on Africa and India will be very much like a course in independent study. I plan to meet with you as a class for about 3 weeks at which time I will present, with the help of some outside speakers, a brief overview of the subject. You will then be on your own in choosing an area to study and write a paper about.

Because of this format the more knowledge you can bring with you to the class, the easier it will be for you to develop a research topic. I therefore, urge you to take advantage of all the relevant "happenings" on campus during this term which will help prepare you for next term's work.

For example, on Tuesday, September 19 at 4:15 p.m. Dr. Rothermund will speak on "India Today" in the Common Room.

Be There!

There will also be a special series of ethnographic films shown to the Anthropology class at Callison which a few of you may be able to attend. I will send around a list of dates and titles, with comments as to their relevance, in the near future--to all those people who have signed up on the class list posted on the bulletin board by the mail boxes.

PS:wr

# SEPTEMBER 1954

Vol. VI No. 4

September 11, 1954

Monday	September 21	6:30 p.m.	Music for Mr. Peckham at Michael's Drive
		8:00 p.m.	President's Reception - Anderson Social Hall
Tuesday	September 22	3:30 p.m.	"TV" film: "The Spy Who Came in from the Cold" - Academic Building, Lecture Hall
		8:30 p.m.	Raymond-California Faculty Picnic - James Hedges' backyard
Wednesday	September 23	2:00 p.m.	Football: U.C. vs U.S. at Santa Barbara - Home
		5:30 - 7:00 p.m.	All university Bar B Q on the lawn in front of the bookstore
		8:00 - 12:00 p.m.	Dance - California Dining Hall
Thursday	September 24	12:15 p.m.	Faculty Luncheon: Ed Schaefer, "The Making of Student Activities" - California College Cafeteria
Friday	September 25	4:15 p.m.	Faculty meeting - Provost's Lodge
		5:30 p.m.	High Table Dinner
Saturday	September 27	4:00 p.m.	Football - Price House vs Farley House

## ANNOUNCEMENTS

Information concerning student activities, conventions, programs, and the like, should be sent to the Editor, University of California Press, Berkeley, California.

After the first of October, all correspondence should be sent to the Editor.