



1-1-1968

## Winter and Spring 1968 Student Announcements

Raymond College

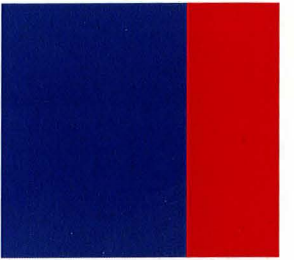
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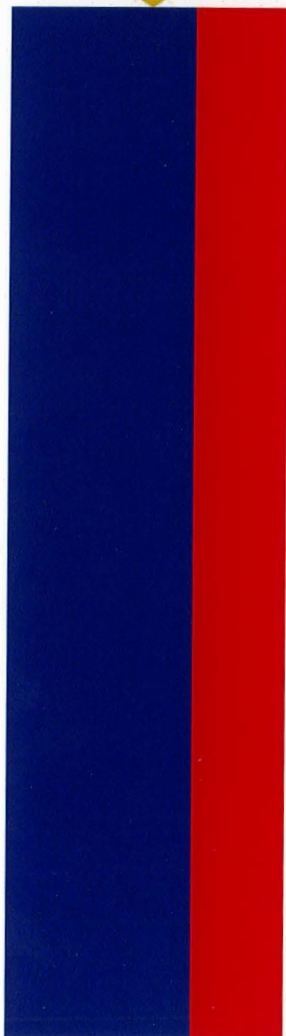
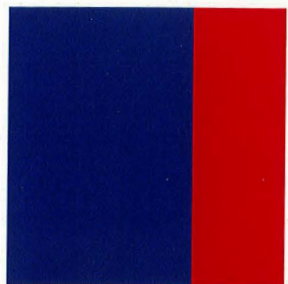
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**Raymond College**  
**Winter & Spring 1968**





# *Raymond College*

Announcements  
Winter and Spring  
Terms 1968

January 3, 1968

TO: The Raymond Students

FROM: Mary Haynie

Raymond students who are interested in enrolling in a C. O. P. course for the Spring Semester should complete registration procedures by Friday morning, January 5. Concurrent enrollment forms for this purpose may be obtained from Mary Haynie in the Lodge.

Please return the completed form to Mrs. Betz, Room 107 Administration Building by 5 o'clock Friday.

# RAYMOND COLLEGE WEEKLY BULLETIN

Vol. VI. No. 15

January 4, 1968

Thursday	(Jan. 4)	11:00 a.m.	Movie: "Ivan the Terrible"--Academic Facilities Building Lecture Hall
		8:00 p.m.	Playbox: "Pictures in the Hallway"
Friday	(Jan. 5)	3:30, 7:00	"Y" Film: "The Rest is Silence" (Germ. 1959)
		9:30	
		8:00 p.m.	Playbox: "Pictures in the Hallway"
Saturday	(Jan. 6)	8:30 p.m.	Playbox: "The Cherry Orchard"
Sunday	(Jan. 7)	7:00 p.m.	Friends of Chamber Music Concert--Great Hall
Monday	(Jan. 8)	12:15 p.m.	Low Table: Don McIntyre, "Alienation in 19th Century Russia: The Intelligentsia"
Tuesday	(Jan. 9)	6:00 p.m.	High Table Dinner (faculty will not sit on platform)

## ANNOUNCEMENTS

LLUANA MCCANN was in an accident over the vacation period and is presently at St. Rose Hospital in Hayward, room 429. Visiting hours are 2:00 - 4:00 p.m. and 7:00 - 9:00 p.m.

TWO NEW BOOKS have arrived at the Lodge for student use:

Invest Yourself 1968. This is a booklet on summer job opportunities, both voluntary and salaried, put out by the Commission on Youth Service Projects.

Work, Study, Travel Abroad; A reference for Students. This is put out by the United States National Student Association.

JANUARY 10 is the last day to drop or take up classes without penalty.

SPECIAL FILM: "Revolution in the 3-Rs," a one hour Pacific Gas and Electric Co. sponsored telecast, will be presented on campus January 4, at 7:30 p.m. in Music C. Faculty and students are invited.

TO: The Faculty and Student Body

FROM: David Burke and John Williams

ABOUT: A Comparative Literature Seminar

Because Mrs. Sayles will be unable to participate with us in a Comparative Literature Seminar during Spring Term, we have organized another one to take its place for those students who have expressed a desire for such a seminar.

We propose to call it the Literature of Lunacy and the following is our tentative reading list, one which we have chosen with maddening care and gleeful chuckles in total disregard of the mental health of all concerned.

Nickolai Gogol	"The Diary of a Madman" and "The Nose"
Herman Melville	"I and my Chimney" and "Bartleby the Scrivener"
Charles Dickens	<u>Great Expectations</u>
Lewis Carol	<u>Alice in Wonderland</u>
Luigi Pirandello	<u>Henry IV and It's So (If You Think It's So)</u>
Fyodore Dostoevsky	"Notes from the Underground"
Eugene Ionesco	"The Lesson" and "The Bald Soprano"
Samuel Beckett	<u>Endgame</u>
Evelyn Waugh	"The Ordeal of Gilbert Pinford"
William Faulkner	<u>The Sound and the Fury</u>

JSW:es  
1/5/68

January 9, 1968

TO: Raymond Students and Faculty  
FROM: Leslie Noble  
RE: High Table Schedule

JANUARY

16 Edwards, Harry  
(professor of Sociology at San Jose State College)  
23 Ben Shank  
(Raymond student)  
30 Royall, Norman  
(speaking on the U. S. Vietnam policy)

FEBRUARY

6  
11 Mayhew, Lewis  
(professor of Education at Stanford University)  
20 Schnabel, Karl  
(pianist)  
27

MARCH

5  
12 Term Break  
19  
26 Friends of Chamber Music



# RAYMOND COLLEGE WEEKLY BULLETIN

Vol. VI. No. 16

January 11, 1968

Thursday	(Jan. 11)	7:30 p.m.	Sy Kahn: "Massada--Life or Death"--in the Chapel--all are invited
		8:00 p.m.	Playbox: "The Cherry Orchard"
Friday	(Jan. 12)	3:30 7:00 and 9:30	"Y" Film: "Juliet of the Spirits" (Itl. 1965)
		8:00 p.m.	Playbox: "Pictures in the Hallway"
		8:15 p.m.	Conservatory: "An Evening of Opra" --Dr. Lucas Underwood, Director
Saturday	(Jan. 13)	8:00 p.m.	Callison Film: "North Indian Village Delhi Way"--A.F.B. Lecture Hall
		8:30 p.m.	Playbox: "Pictures in the Hallway" Basketball: San Jose State (there)
Sunday	(Jan. 14)	4:00 p.m.	Piano Recital: Richard Ratliff
Monday	(Jan. 15)	12:15 p.m.	Low Table: Informal Discussion
		7:30 p.m.	Surprise shower for Pat Schedler--held at the Rice's home--for the Raymond girls
		8:00 p.m.	Callison Film: "Gandhi"
Tuesday	(Jan. 16)	5:15 p.m.	Faculty meeting--Provost's Lodge
		6:30 p.m.	High Table Dinner
		8:00 p.m.	High Table Program: Harry Edwards*
Wednesday	(Jan. 17)	3:00 p.m.	A representative from the U.S. Government will be speaking to Raymond girls on careers for women in the government--Great Hall
Thursday	(Jan. 18)	4:00 p.m.	Philosophy Club meeting, room 123 in the Academic Facilities Building--Lewis Ford: "The Ontological Argument Re-visited: Dilemmas and Prospects"

## ANNOUNCEMENTS

\*HARRY EDWARDS, Asst. Prof. of Sociology at San Jose State College. Has done extensive research in juvenile delinquency, organizational evaluation, attitudes and orientations of poverty-stricken populations, secondary analysis of data collected on the Black Muslim Family, and effect of Black Muslim ideology and practices upon the Negro family, effects of a major disaster upon an inter-racial community, and effectiveness of community organization efforts. Is an athlete with honors in basketball and track.

TRYOUTSTRYOUTSTRYOUTSJANUARY 15thRAYMOND GREAT HALLONE NIGHT ONLY7:30 PM

An invitation is extended to all Raymond and Callison College students and faculties and their wives and husbands to read for parts in:

THE ADDING MACHINE

This is a full-length play written by Elmer Rice in the 1920s, comic and expressionistic in tone and mode, but satiric and serious in intention. Its primary thesis is that man is dehumanized and reduced in stature by an over-automated and over-conventionalized society.

There are many acting opportunities, involving four major roles and 15-20 supporting roles, about equally divided between men and women.

As has always been true of productions in the past, no experience is required in drama for a chance to be cast in the play. Scripts will be provided at tryouts.

There is great need for crews for the crucial work that understructures the play and makes it possible. Below you will find a form by which you may express interest in participating in the production through one of these activities. Place a numeral 1 and numeral 2 after your first and second choices and tear off the form and return it to Mary Haynie, secretary in the Raymond Lodge, by Monday, January 15th.

The form is for persons who want to be in the play but who do not want to act and do not plan to attend tryouts. Potential cast members may also turn in the form. There will be, however, a further opportunity to express interest in crews for those who attend tryouts.

Production is scheduled for February 29, March 1, 2 and 3.

TRYOUTS + RAYMOND GREAT HALL \* JANUARY 15 \* 7:30 PM

Tear off and return to Mary Haynie, Raymond College Lodge

Set construction crew

Lighting crew

Sound crew

Props crew

Costume crew

Make-up crew

Publicity crew

Service crew (ushers, drink concession)

YOUR NAME

COLLEGE AND ADDRESS

# RAYMOND COLLEGE WEEKLY BULLETIN

Vol. VI. No. 17

January 18, 1968

Thursday	(Jan. 18)	4:00 p.m.	Philosophy Club meeting: room 123 A.F.B. -- Lewis Ford will speak on "The Ontological Argument Re-visited: Dilemmas and Prospects"
Friday	(Jan. 19)	8:30 p.m.	Dance for Raymond and Callison students in the Great Hall--Raymond Band-- 50¢ admission
Monday	(Jan. 22)	12:15 p.m.	Low Table: John Morearty--"The Intellectual in Contemporary India"
Tuesday	(Jan. 23)	3:00 p.m.	Dean Yegge from the Denver School of Law will speak to students interested in law careers--Common Room
		5:15 p.m.	Faculty meeting--Provost's Lodge
		6:30 p.m.	High Table Dinner
		8:00 p.m.	High Table Program: Ben Shank
		8:00 p.m.	Callison movie, "Pather Panchali"-- Raymond students may attend as long as extra seats are available
Wednesday	(Jan. 24)	8:00 p.m.	Callison movie, "Aparajito"--Raymond students may attend as long as extra seats are available

## ANNOUNCEMENTS

RICH IRONS has been home with pneumonia and will be returning next week on a restricted schedule.

LAUREL KOEPERNIK is home with hepatitis--the type she has is not infectious.

FACULTY--we have set up a mail box in the secretaries' office in the Academic Facilities Building to be used mainly for faculty messages--please check this box periodically as well as the one in the Lodge.

LOST AND FOUND: A royal blue, reversible, woman's coat has been found in the Academic Facilities Building. May be claimed in room 212.



RAYMOND COLLEGE WEEKLY BULLETIN

Vol. VI. No. 18

January 25, 1968

Friday	(Jan. 26)		Deadline for petitions for Raymond Student Body Offices. Submit to Bob Tanner by midnight.
Saturday	(Jan. 27)	7:30 p.m.	Movie, "Chushingura", the best samurai movie Japan ever produced--Buddhist Temple (East Washington Street)--more information on West door of Academic Facilities Building, or see Joseph Botond-Blazek.
Monday	(Jan. 29)	12:15 p.m.	Faculty Low Table: Mark Young, Raymond College student, "Death in America"
		8:00 p.m.	Basketball: University of Nevada (here) --Frosh game, 6:00 p.m.
Tuesday	(Jan. 30)	3:00 p.m.	Mr. Hank Maiden of the Committee for Conscientious Objectors will be speaking to students in the Common Room on the draft.
		5:15 p.m.	Faculty meeting--Provost's Lodge
		6:30 p.m.	High Table Dinner
		8:00 p.m.	High Table Program: Norman Royall speaking on the U.S. Vietnam Policy.

ANNOUNCEMENTS

MOWRY BADEN'S sculpture "The Irish Position" appeared in the January Issue of Art Forum.

CAMPUS WIDE POWER SHUT DOWN - Monday, February 5 - 12:00 noon through 2:30 p.m. To complete work started over Christmas vacation.

January 26, 1968

TO: Raymond Faculty and Students

FROM: Berndt Kolker

The following is taken from a memo sent to me by Chuck Norwood, Superintendent of Buildings and Grounds.

"As you know, the Academic Facilities Building is supposed to be locked on Saturday and Sunday, unless Maintenance has been instructed to let some particular group in. We find that people who have keys are letting in unauthorized personnel and in some cases are lending their keys to others. As a result, 2 expensive speakers are missing from the small auditorium. On Saturday, January 20, the outside doors were found propped open with the carpet runner, and the Auditorium doors were unlocked."

These keys have been entrusted to you for your convenience. Please take better precautionary measures in the handling of your keys.

Your cooperation will be greatly appreciated.

BK:wr

A Trip to Esalen Institute--

JOY IS THE PRIZE

By Leo E. Litwak

\*\*\*\*\*

For the Too Well-Adjusted...

Esalen is the name of an Indian tribe that once dwelt along the California coast. Esalen Institute is a nonprofit, idealistic and controversial establishment dedicated to "devising ways to extend the human potential." Its methods are varied, but are likely to center around group therapy, psychodrama, massage and Oriental philosophy.

It offers to the public weekend seminars (attracting an average of 75 participants at \$60, including room and board) and five-day workshops (\$155 to \$175, with an average attendance of 25). In addition, there are 22 resident fellows enrolled in a nine-month course (\$3,000) in Esalen techniques.

Esalen does not advertise. It mails a quarterly brochure that includes a schedule of offerings to those who have attended in the past or who subscribe for \$2 a year.

For the future, Esalen has plans to implement a new approach to psychosis developed by, among others, the British psychiatrist R. D. Laing and Dr. Julian Silberman of the National Institute for Mental Health at Bethesda, Md. Dr. Selberman will visit Esalen next summer to establish a "blowout center" for the treatment of certain nonparanoid psychoses by conducting the patient through his illness in the expectation that he may significantly profit from allowing it to run its course.

But therapy is not Esalen's primary function. As Dr. John Downing, a psychiatrist and director of the San Mateo County Mental Health Services, explains: "It is the concern of psychiatry to adjust people to the social environment. Esalen, rather, is concerned with those who are too well-adjusted, too tight and controlled. It attempts to release them for growth and greater integration."

\*\*\*\*\*

Big Sur is an 80-mile stretch of California coast below the Monterey Peninsula. It is approximately midway between Los Angeles and San Francisco and difficult of access from either direction. Before the coastal highway was completed in 1936, the shore was accessible only by foot. The Los Padres National Forest, one of the largest preserves in the country, extends 30 miles inland and is 200 miles long; it occupies most of the area. Not much land is available for private ownership. There are only 300 residents. The rugged terrain of Los Padres includes redwood canyons, barren mountain ranges, desert flora, thick forests. It is the province of mountain lions and wild boar.

Stone cliffs rise 2,000 feet above the ocean. Beyond a wedge of meadow, the steeply inclined hillside begins. For great distances there is no meadow at all and the serpentine coastal highway hangs on the cliffside. It is a two-lane road, sometimes impassable after heavy rains. The fog bank wavers off shore. When it sweeps in, the traveler faces an uncanny trip, guided entirely by the few white dashes of the center line that are visible. With hairpin turns, sharp rises and declines, the road can be dangerous in bad weather. On clear days when the setting sun ignites dust particles on your windshield you are forced to drive blind for dangerous seconds.

Nonetheless, 4,000 people traveled this road last year, in disregard of weather, aimed toward the Esalen Institute, famous until a few years ago under a different name, Big Sur Hot Springs. These are unlikely adventurers. They are doctors, social workers, clinical psychologists, teachers, students, business executives, engineers, housewives--or just fun lovers who have come to take the baths.



Big Sur Hot Springs was originally renowned as the Eden discovered by Henry Miller and Jack Kerouac. Joan Baez once lived there. The springs were purchased in 1910 from a man named Slade by Dr. Henry C. Murphy of Salinas. It was Dr. Murphy's intention to establish a health spa. In order to use the mineral waters he brought in two bathtubs by fishing sloop. They were hauled up the cliff and placed on a ledge at the source of the springs. But because of their inaccessibility, the springs did not flourish as a spa. Not until Dr. Murphy's grandson, Michael, assumed operation of the property in the mid-nineteen-fifties did the baths begin to receive attention--attention that has grown with the development of Esalen Institute.

Michael Murphy at 37 appears to be in his early 20's. He is slender and boyish and has a marvelous smile. I took part in a panel discussion at Hot Springs some years ago and I was not impressed either by the topic, my performance or the audience. I did enjoy the baths. I had misgivings about Murphy's program, yet none about him. He seemed to me generous, charming, innocent, credulous, enthusiastic and enormously sympathetic. A Stanford alumnus who had done some graduate work in psychology and philosophy, he had recently returned from an 18-month study of the art of meditation at the Aurobindo Ashram in Pondicherry, India, and he devoted a considerable part of each day to meditation. I believe he had--and still has--in mind some great mission, based on his Indian experience. I am not quite sure what the scope of his mission is. A friend of his told me: "Mike wants to turn on the world." Esalen Institute is his instrument for doing so. It has come a long way from the shoddy panels of a few years ago. Its spreading impact may seriously effect our methods of therapy and education.

In the course of a year, almost 1,000 professional persons--social workers, psychiatrists, clinical psychologists--enroll in Esalen workshops. Close to 700 psychotherapists have been trained to administer techniques devised by staff members--Frederick Perls, Virginia Satir, Bernard Gunther and William Schutz. These techniques have been demonstrated at hospitals, universities and medical schools. This year Esalen has opened a San Francisco extension which in the first two months of operation has attracted an attendance in excess of 10,000, offering the same workshops and seminars that are available at Big Sur. Esalen-type communities have begun to appear throughout the country, in Atlanta, Chicago, Los Angeles, Cleveland, La Jolla. One has even appeared in Vancouver, Canada. Murphy offers advice and help, and permits use of his mailing list.

Consider some offerings of the Esalen winter brochure. Seminars led by Alan Watts, the Zen interpreter, and Susan Sontag, the camp interpreter. Workshops for professional therapists conducted by Frederick Perls, an early associate of Freud and Wilhelm Reich and a founder of Gestalt therapy. A lecture panel including the psychologist Carl Rogers and Herman Kahn, the "thinking about the unthinkable" man. Some of the titles are: "Kinetic Theater," "Psycotechnics," "Do you Do It? Or Does It Do You?", "Dante's Way to the Stars," Creativity and the Daimonic," "On Deepening the Marriage Encounter," "Tibetan Book of the Dead," "Anxiety and Tension Control," "Racial Confrontation as a Transcendental Experience."

What principle guides a melange that consists of dance workshops, therapy workshops, sensory-awareness experiments, the Tibetan Book of the Dead, Herman Kahn, Carl Rogers, Frederick Perls and Susan Sontag?

Esalen's vice president, George B. Leonard, has written a general statement of purpose. He says: "We believe that all men somehow possess a divine potentiality; that ways may be worked out--specific, systematic ways--to help, not the few, but the many toward a vastly expanded capacity to learn, to love, to feel deeply, to create. We reject the tired dualism that seeks God and human potentialities by denying the joys of the senses, the immediacy of unpostponed life." The programs, he says, are aimed toward "the joys of the senses."



I had signed up for a workshop led by Dr. William Schutz, a group therapist who has taught at Harvard and the Albert Einstein College of Medicine, among other institutions, and has served on the staff of the National Training Laboratories Internship Training Program at Bethel, Me. His latest book, "Joy," was published in 1967 by Grove Press.

In the brochure description of Dr. Schutz's workshop I read a warning that the experience would be more than verbal: "An encounter workshop with body movements, sensory awareness, fantasy experiments, psychodrama. Developing the ability to experience joy is the workshop's guiding theme."

Joy as the prize of a five-day workshop?

"How can we speak of joy," Leonard has written, "on this dark and suffering planet? How can we speak of anything else? We have heard enough of despair."

It was easy enough to dismiss the language. It seemed naive to promise so great a reward for so small an investment. Joy for \$175 seemed cheap at the price, especially since The New York Times was paying. I did have considerable anxieties that some of those "body movements" might be humiliating. And what precisely was meant by "sensory awareness"?

Esalen has changed considerably since my previous visit. Rows of new cabins are ranged along terraces on the hillside. The lodge is located at the bottom of a steep incline, in a meadow. The meadow is perhaps 200 yards deep and ends at the cliff edge. The Pacific Ocean is 150 feet below. A staff of 50 operates the kitchen, supervises the beths, cleans the cabins and garden and works on construction.

I passed hippy laborers, stripped to the waist, long hair flowing, operating with pick and shovel. Dreamy girls in long gowns played flutes near the pool.

I was somewhat put off by what I considered to be an excessive show of affection. Men hugged men. Men hugged women. Women hugged women. These were not hippies, but older folks, like myself, who had come for the workshop. People flew into one another's arms, and it wasn't my style at all.

After dinner, 30 of us met in the gallery for our first session. We began our excursion toward joy at 9 p.m. of a Sunday in a woodsy room on a balmy, starry night.

William Schutz, solidly built, with bald head and muzzled beard, began by telling us that in the course of the workshop we would come to dangerous ground. At such times we ought not to resist entering, for in this area lay our greatest prospect for selftranscendence. He told us to avoid verbal manipulations and to concentrate on our feelings.

We began with exercises. A fat lady in leotards directed us to be absurd. We touched our noses with our tongues. We jumped. We ran. We clutched one another, made faces at one another. Afterward, we gathered in groups of five and were given an ambiguous instruction to discover one another by touching in any way we found agreeable. I crouched in front of a strange-looking young man with an underslung jaw and powerful shoulders. I tried unlocking his legs and he glared at me.

When Schutz asked each group of five to select one couple that seemed least close, the young man with the underslung jaw selected me. The hostile pairs were then requested to stand at opposite diagonals of the room and approach each other. They were to do whatever they felt like doing when they met in the center of the room. A burly middle-aged man marched toward a petite lady. They met, they paused, stared, then suddenly embraced. The next couple, two husky men, both frozen rigid, confronted each other, stared, then also embraced. The young man and I were next. We stared at opposite diagonals. We met in the center of the room. I found myself looking into the meanest, coldest eyes I had ever seen. He

pressed his hands to his sides, and it was clear to me that we were not going to embrace. I reached for his hand to shake it. He jerked free. I put my hand on his shoulder; he shrugged me off. We continued staring and finally returned to our group.

There was a general discussion of this encounter. Some feared we might start fighting. Nothing, of course, was farther from my mind. I had gone out, intending to play their game and suddenly found myself staring at a lunatic. He had very mean, cold eyes, a crazy shape to his jaw, lips so grim that his ill-feeling was unmistakable. Back in our group he said to me, in a raspy, shrill voice: "You thought I was going to bat you in the face; that's why you turned away." There was a slurred quality to his speech, and it occurred to me that I might have triggered off a madman. I denied that I had turned away and I was challenged to stare him down. I was annoyed that I had been forced into something so silly.

We proceeded, on the basis of our first impressions, to give one another names, which we kept for the duration of the workshop. My nemesis accepted the name of Rebel. There was a plump, lovely girl we called Kate. A silent, powerful man with spectacles we named Clark. Our fat group leader received the name Clark. Our fat group leader received the name of Brigitte. A lumpy, solemn man with thick spectacles we named Gary. An elegant, trim middle-aged woman we named Sheba. A buxom, mournful woman with long hair became Joan. A jovial middle-aged pipe smoker with a Jean Hersholt manner was named Hans. A fierce, mustached swaggerer in Bermuda shorts was Daniel. A quiet man with a little boy's face we named Victor. I was named Lionel. We were addressed by these names at all times.

I considered this renaming of ourselves a naive attempt to create an atmosphere free of any outside reference. Many of the techniques impressed me as naive. It seemed tactless and obvious to ask so blunt and vague a question as "What are you feeling?" Yet what happened in the course of five days was that the obvious became clarified. Cliches became significant.

I found myself discovering what had always been under my nose. I had not known how my body felt under conditions of tension or fear or grief. I discovered that I was numb. I had all sorts of tricks for avoiding encounter. I didn't particularly like to be touched. I avoided looking strangers in the eye. I took pride in my coolness and trickery. I didn't believe one should give oneself away. It seemed to me a virtue to appear cool, to be relatively immune to feeling, so that I could receive shocks without appearing to. I considered it important to keep up appearances. I'm no longer proud of what I now believe to be an incapacity rather than a talent.

I thought my group rather dull. I saw no great beauty and a great deal of weakness. I felt somewhat superior, since I was there on assignment, not by choice. I hated and feared Reb.

But in the next five days, I became enormously fond of these apparently uninteresting strangers. We encountered one another in violent and intimate ways, and I could no longer dismiss them.

I was convinced that Rebel was insane. He opened our second meeting with gratuitous insults. He referred to me as "Charley Goodguy." When Brigitte, the leader of our group, told him not to think in stereotypes, he sneered at her: "Why don't you shut up, Fats?" It is difficult to convey the nastiness of his tone--an abrasive, jeering quality.

Daniel exploded. He called Rebel a shark and a rattlesnake. He said he wanted to quit the group because he despised this frightening, violent kid. "You scare me," he told Reb. "It's people like you who are responsible for Vietnam and Auschwitz. You're a monster and you're going to suck up all the energy of this group and it's not worth it. I want to get out."



I told Daniel his response seemed excessive. Vietnam and Auschwitz?  
"He's a little hostile," I said.

Reb didn't want any favors from me. "Hostile?" he sneered. "Say, I bet I know what you are. You sound to me like a professor. Or a pawnbroker. Which are you, a professor or a pawnbroker?"

Schutz intervened. He said to me and Rebel: "I feel you have something going. Why don't you have it out?" He suggested that we arm wrestle, an innocuous contest, but under the circumstances, there seemed to be a great deal invested in winning or losing. My arm felt numb, and there was some trembling in my thighs. I feared I might not have all my strength, and Rebel appeared to be a powerful kid.

I pinned him so easily, however, that the group accused him of having quit. Daniel was jubilant: "You're a loser. You're trying to get clobbered."

Rebel was teased into trying again. On the second trial, he pressed my left arm down and demanded a rematch with the right hand. We remained locked together for close to 20 minutes. It was unbearable. I lost all sensation in my hand and arm. I willed my hand not to yield. Finally, I hoped he would press me down and get it over with. It ended when Rebel squirmed around and braced his foot against the wall and the contest was called.

Daniel was delighted by the outcome. He felt as though I had won something for him. Schutz asked: "Why don't you wrestle Reb?" Daniel despised violence. He probably would lose and he didn't want to give that monster the satisfaction of a victory. Violence was right up that shark's alley. He refused to play his games. Nonetheless, Daniel was on the ground with Rebel a moment later, beet red with strain, trembling down to his calves. Rebel raised his elbow, pressed Daniel down and the match was called off. Daniel leaped to his feet, circled the room. He suddenly charged Rebel, who was seated, and knocked him from his chair. He then rushed at Schutz, yelling: "It's you I hate, you bastard, for making me do this." Schutz did not flinch, and Daniel backed off. I could see that his impulse was histrionic. I felt sorry for Reb, who mumbled: "I copped out. I should have hit him."

Reb later presented a different guise. Far from being an idiot, he was an extremely precocious 20-year-old computer engineer, self-taught in the humanities. His father had abandoned the family when he was a child. His mother was a cold customer--never a sign of feeling. He didn't know where he stood with her. She taunted him in the same abrasive style which he tried with us.

Reb suffered sexual agonies that had brought him several hundred miles in search of a solution. He considered himself perverse and contemptible, the only impotent 20-year-old kid in the world. He admitted he found women repugnant as sexual objects, and it was hardly surprising that his crude advances were rebuffed. He admitted that his strategy had been to strike out in hope that someone would strike back so that he might feel. He was boyish and affectionate outside the group.

My feeling for him underwent a complete reversal. He began to impress me as an intelligent kid, trying with great courage to repair terrible injuries. The monster I had seen simply vanished.

I never anticipated the effect of these revelations, as one after another of these strangers expressed his grief and was eased. I woke up one night and felt as if everything were changed. I felt as if I were about to weep. The following morning the feeling was even more intense.

Brigitte and I walked down to the cliff edge. We lay beneath a tree. She could see that I was close to weeping. I told her that I'd been thinking about my

numbness, which I had traced to the war. I tried to keep the tears down. I felt vulnerable and unguarded. I felt that I was about to lose all my secrets and I was ready to let them go. Not being guarded, I had no need to put anyone down, and I felt what it was to be unarmed. I could look anyone in the eyes and my eyes were open.

That night I said to Daniel: "Why do you keep diverting us with intellectual arguments? I see suffering in your eyes. You give me a glimpse of it, then you turn it off. Your eyes go dead and the intellectual stuff bores me. I feel that's part of your strategy."

Schutz suggested that the two of us sit in the center of the room and talk to each other. I told Daniel that I was close to surrender. I wanted to let go. I felt near to my grief. I wanted to release it and be purged. Daniel asked about my marriage and my work. Just when he hit a nerve, bringing me near the release I wanted, he began to speculate on the tragedy of the human condition. I told him: "You're letting me off and I don't want to be let off."

Schutz asked if I would be willing to take a fantasy trip.

It was late afternoon and the room was already dark. I lay down, Schutz beside me, and the group gathered around. I closed my eyes. Schutz asked me to imagine myself very tiny and to imagine that tiny self entering my own body. He wanted me to describe the trip.

I saw an enormous statue of myself, lying in a desert mouth open as if I were dead. I entered my mouth. I climbed down my gullet, entering it as if it were a manhole. I climbed into my chest cavity. Schutz asked me what I saw. "It's empty," I said. "There's nothing here." I was totally absorbed by the effort to visualize entering myself and lost all sense of the group. I told Schutz there was no heart in my body. Suddenly, I felt tremendous pressure in my chest, as if tears were going to explode. He told me to go to the vicinity of the heart and report what I saw. There, on a ledge of the chest wall, near where the heart should have been, I saw a baby buggy. He asked me to look into it. I didn't want to, because I feared I might weep, but I looked, and I saw a doll. He asked me to touch it. I was relieved to discover that it was only a doll. Schutz asked me if I could bring a heart into my body. And suddenly there it was, a heart sheathed in slime, hung with blood vessels. And that heart broke me up. I felt my chest convulse. I exploded. I burst into tears.

I recognized the heart. The incident had occurred more than 20 years before and had left me cold. I had written about it in a story published long ago in *Esquire*. The point of the story was that such events should have affected me but never did. The war in Germany was about over. We had just taken a German village without resistance. We had fine billets in German houses. The cellars were loaded with jams and sausages and wine. I was the aid man with the outfit, and was usually summoned by the call of "Aid man"! When I heard that call I became numb, and when I was numb I could go anywhere and do anything. I figured the battles were over. It came as a shock when I heard the call this time. There were rifle shots, then: "Aid man!" I ran to the guards and they pointed to bushes 10 yards from where they had been posted. They had spotted a German soldier and called to him to surrender. He didn't answer and they fired. I went to the bushes and turned him over. He was a kid about 16, blond, his hair strung out in the bushes, still alive. The 30-caliber bullets had scooped out his chest and I saw his heart. It was the same heart I put in my chest 23 years later. He was still alive, gray with shock, going fast. He stared up at me--a mournful, little boy's face. He asked: "Why did you shoot? I wanted to surrender." I told him we didn't know.

Now, 23 years later, I wailed for that German boy who had never mattered to me and I heaved up my numbness. The trip through my body lasted more than an hour. I found wounds everywhere. I remembered a wounded friend whimpering: "Help me, Leo," which I did--a close friend, yet after he was hit no friend



at all, not missed a second after I heard of his death, numb to him as I was to everyone else, preparing for losses by anesthetizing myself. And in the course of that trip through my body I started to feel again, and discovered what I'd missed. I felt wide open, lightened, ready to meet others simply and directly. No need for lies, no need to fear humiliation. I was ready to be a fool. I experienced the joy Schutz had promised to deliver. I'm grateful to him. Not even the offer of love could threaten me.

This was the transformation I underwent in the course of that fantasy trip. The force of the experience began to fade quickly, and now, writing two weeks later, I find that little remains. But I still have a vision of a possibility I had not been aware of--a simple, easy connection with my own feeling and, consequently, with others'.

I had great difficulty emerging from my body. I was pinned against my intestines, pregnant with myself. When I finally began to move and restored all the missing organs and repaired those that were damaged, I feared that all this work was temporary, that if I were to leave the heart would vanish, the stomach dry up, the intestines be exposed. Schutz asked if there was anyone who could help me get out. I said: "My daughter." So I invited my daughter to enter my body. She stood near my heart and said: "Come on out, Daddy," and led me out. I ran to a meadow on my chest. I ran through long grass, toward a gate, directly toward the sun. There I lay down and rested.

Occasionally, during my trip, I heard others crying, but I had lost track of the group. I opened my eyes. I had an initial sense of others as darts of candle-light about me. The room seemed to have shifted. It was pitch black outside. Everyone was very close to me--Reb, Daniel, Brigitte, Bill, Joan, Victor, Kate, Clark, Gary, Sheba. Sheba still wept. Brigitte directed us all to lie down and to reach out and touch one another. She turned out the lights and gave us various instructions designed to release us and finally we parted.

It was not easy leaving these people I had met only five days before. Time was distorted and we seemed to have lived years together. It was not easy leaving Big Sur. On the final morning, the entire workshop met to say good-by. Our group gathered in a tight circle, hugging and kissing, and I found myself hugging everyone, behaving like the idiots I had noticed on first arriving at Esalen. I hugged Rebel. I told him he was a great kid and that a few years from now he might not even recall his present trouble. I told him not to envy his peers. He was probably much better than they.

Schutz ended our last meeting by playing a record from "The Man of La Mancha," "The Impossible Dream." We were at that point of sentiment where corny lyrics announced truths and we could be illuminated by the wisdom of cliches.

The condition of vulnerability is precious and very fragile. Events and people and old routines and old habits conspire to bring you down. But not all the way down. There is still the recollection of that tingling sense of being wide awake, located in the here and now, feeling freely and entirely, all constraints discarded. It remains a condition to be realized. It could change the way we live.

RAYMOND COLLEGE WEEKLY BULLETIN

Vol. VI. No. 19

February 2, 1968

Friday	(Feb. 2)	8:00 p.m.	Basketball: Pepperdine--Civic Auditorium
Saturday	(Feb. 3)	7:30 p.m.	Pacific Music Clinic Concert--Civic Auditorium
		8:15 p.m.	Chamber of Music Concert--Great Hall
Monday	(Feb. 5)	12:15 p.m.	Faculty Low Table--Lewis Ford, "Existential Phenomenology"
		1:00 p.m.	Visiting Artist Series--James Starker
Tuesday	(Feb. 6)	5:15 p.m.	Faculty meeting--Provost's Lodge
		6:30 p.m.	High Table Dinner
Wednesday	(Feb. 7)	8:15 p.m.	Visiting Artists, Pianist Jose Luis Arcara COF classes resume

ANNOUNCEMENTS

GOVERNMENT WORK-STUDY PROGRAM: Students who qualified for this in September, 1967, need not re-apply for approval for the Spring semester.-- Ellen Bakan

AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS: The next meeting will be held on Thursday, February 8th, 4:00 p.m. in room 210, Administration Building.

CONFERENCE: There is a conference on Creative Vocations sponsored by the College Program of the American Friends Services Committee on the week of February 23 to 25. The cost is \$12 per person and there are scholarships available. Any student or faculty interested in attending, should see Leslie Noble for an application book.

O.H.CLOSE SCHOOL: Anyone interested in working at the O.H. Close school can talk to Cynthia Chapman or Sue Olson. There are still openings for volunteers this spring. This involves 3 to 4 hours of work on Monday evenings.

FILM: February 9th "World of Apu" will be shown at San Joaquin Delta College in room Z 10-B, at 8:00 p.m.

By Edward J. Bloustein  
Pres. of Bennington College

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Patricia Schedler.

MAN'S WORK GOES FROM SUN TO SUN  
BUT WOMAN'S WORK IS NEVER DONE

A cruel hoax is being perpetrated by our society on the middle-class American woman. This is not intentional, but it is very real. The young woman is assured that she can combine marriage and family successfully with a meaningful career. But if this is what she wants and tries, she finds formidable--sometimes impossible--obstacles in her path. Perhaps a searching examination of the very institution of marriage may be necessary to make reality of the hope that too often now precedes frustration and even heartbreak.

Besides the waste of women's capacity, the other catastrophic consequence of the present marriage-career hoax is that women who might otherwise lead rich, fulfilling lives in the home--in the leisure that our affluent society provides--are being deprived of this opportunity by the American compulsion to achieve and to produce, something women are told they can and should do.

There are two obvious solutions to this dilemma. We could tell women: Your place is in the home. Stay there. Don't aspire to anything else. This is an understandable position that women might have accepted without terrible frustration or unhappiness a hundred years ago. It will not work today.

On the other hand, we could say: Go out into the world, seek careers, find independent sources of sustenance and satisfaction. Saying this, we would at the same time provide the altered social institutions to make such a solution possible.

Our society has taken neither of these realistic alternatives.

If a woman seeks satisfaction solely in the housewife's role, she often is torn with guilt because she is not "doing something" with her education. But if she responds to society's invitation to enter the wider world and to build a career, she finds the avenues to success virtually closed. She encounters at every turn obstacle of prejudice and discrimination and lack of institutional supports. Soon the early blush of optimism and enthusiasm gives way to frustration and grinding anxiety.

In other words, society holds out opportunities that are not really there. It promises women the chance to build a career but it does not make the adjustments in our social institutions necessary for career fulfillment for women. That is the hoax--the promise unfulfilled.

What are some of the difficulties that a career-bound woman is likely to encounter? These usually arise in the latter stages of her education. She can attain an undergraduate education comfortably, but she cannot fit her graduate education into the socially established pattern of marriage and child-rearing without severe strain.



The woman's dilemma is compounded by two intersecting social trends. Women tend to marry at an earlier and earlier age, but the education they require to qualify for a desirable career takes longer and longer. Women often marry before they are equipped adequately to do what they want to do professionally, and marriage often prevents continuation of their career.

For many women, even a second-class education becomes impossible after marriage. This happens when the cupboard is bare, and the wife drops out of school to take an ordinary job. More and more women today are working to put their husbands through graduate school and by doing so deprive themselves of the career satisfactions which our society promises them.

Even when man and wife both finish the necessary schooling, the wife almost invariably is obliged to take leftovers in career openings. This happens even when she has been able to complete the required graduate training for her profession. Her status requires her to go wherever her husband's work takes him--sometimes through several moves--and then to look around for something to do with her own training.

I think of a typical example, a Bennington student, who decided as an undergraduate that she wanted to become a teacher of philosophy. During her senior year, she married a young man who was headed toward a promising career in anthropology.

The young couple agreed not to have children until both had completed their graduate degrees. Helen, the bride, was not to be deprived of her career, but when her husband got a fellowship to do his graduate work at a university with a superior anthropology department, Helen naturally had to go with him, even though the university's philosophy department left something to be desired.

The couple postponed their family. They intended their marriage to be a relation of equals, yet the very submissive and inferior status of Helen meant that her education took second place to his.

I do not suggest that early marriage is necessarily wrong, nor that women's search for a career should be of paramount importance. I urge only that we should not lure women with the promise of an independent and equal career opportunity, when the pattern of early marriage--even without children--makes it a pledge impossible to fulfill. And, as is obvious, the woman who marries and has children before completing her education carries a far greater burden.

The very institutional form of marriage is, in a sense, an impediment to the promise of a career, a promise which our society holds open to women. One of the more radical suggestions for coping with this dilemma is to revise the basic marriage pattern. As far as I can see, this could happen only if young people felt free to have deep, fulfilling love relationships outside marriage. This "solution" obviously would have side ramifications for our society and is not something one can recommend casually.

The fact is, however, that growing numbers of young people do find love at an early age, but at the same time realize that early marriage represents an impediment to their careers. Therefore they are working out forms of love relationships which enable them to postpone marriage while fulfilling their career interests. Neither the man nor the woman sacrifices his interest to the other.

Even without a revision in the basic marriage pattern, there are other things society could do to enable women to undertake a career on equal terms with men. One thing would be to eliminate the widespread discrimination that exists in most occupations and professions. Men are the ones who determine the conditions of employment for both men and women, and they simply are discriminatory in the crudest sense of the word.

We all know that women traditionally are paid less than men. Moreover, there are patterns of discrimination in the educational process itself. The very men who complain that women never fulfill the careers they set out upon are the same men who make it extraordinarily difficult for them to do so. They set up what are, in effect, if not in form, different requirements for entry into graduate school, and different regulations for gaining fellowships and financial aid. And they make no effort to create new educational forms suited to the special needs of young married women. Many a graduate school department refuses women students, for instance, on the rationale that they are a waste of time because women will leave their fields to raise their children.

If we were truly serious about making it possible for women to marry and have children and still attend graduate school, we would begin to make radical changes in curricula, and we would establish nursery schools in university settings--a widespread practice in Denmark and in the Soviet Union. Child-care centers especially are needed because the "extended family" virtually has disappeared from our society. The situation is complicated by the fact that middle-class women in America now feel very guilty about hiring domestic help.

These are both recent developments. A generation or so ago, my mother-in-law decided to go to medical school. She was in her late 30's at the time and her youngest child was five. She invited an aunt to come live with the family, and she also was able to hire a maid. But today live-in aunts and grandmothers are in short supply, and to many women, employing a maid somehow seems immoral.

Another adjustment our society should make is to experiment with job forms that are somewhere between the professions and the blue-collar and low white-collar work women usually are shunted into when they lack full professional training. There are many opportunities in our society for quasi-professional people. If we gave these opportunities some status and turned them into satisfying and identifiable roles, women could fulfill them with dignity and without meeting precisely the same requirements as men.

An example that comes to mind is the person who is not a professionally

trained social worker but who could do a good job in social work without fulfilling professional training requirements. Another might be the job of a medical assistant at a level beyond that of laboratory bottlewasher or routine tester. One could go on to suggest dozens of similar opportunities.

An advantage of the quasi-professional role is that it allows the woman to work part-time. Part-time employment might be very fulfilling for a large number of women, giving them the best of two worlds.

But even if these educational and vocational changes were made, there would remain another important obstacle to the woman's career. When a husband goes to work he leaves the home behind, but a wife never does. She has to worry about meals, about adequate preparations for the children, about giving the housekeeper instructions, about entertaining. She must always have a dual responsibility.

If women are ever to be free to pursue careers on approximately the same terms as men, their husbands must be willing to assume some of the concerns which traditionally have been regarded as "women's work." A husband and wife should strive for some kind of compromise where each gives a little to help further the other's career.

For the man who is ready to make this compromise, a whole new world of satisfactions becomes possible. When my children were born I was finishing my doctorate, writing most of it at home, and my wife was busy setting up a practice as a pediatrician. I spent more time with our daughters than she did. I fed them bathed them, did many of the things that only a woman usually gets the chance to do. And I enjoyed every moment that I was a "mother" to my children.

I think most men are deprived--they lose an extraordinarily valuable part of human life not to feel what it is like to be a mother. Thus, the compromise works both ways: Not only does the man give up some of his career opportunities for his wife, but he gains some of her satisfactions.

Our culture is too hung-up about what is male and what is female, too quick to assert that there is a man's function and a woman's function and never the twain shall meet. There are functions which men and women easily can share and which they should share. We need to recognize that each of us has within himself the capacity for some male and some female satisfactions. Women can rebel in commercial maneuvering, and men can find joy in cooking, in furnishing a home, in feeding and cuddling a baby.

The major compensation for the man who is willing to make this kind of adjustment is the satisfaction of having at his side a great, vibrant, alive woman. This satisfaction spreads throughout the marriage, and one of its most potent effects is on the sexual relationship. Far from becoming "masculinized," the woman who has a sense of her identity as an independent person rather than as a mere appendage of her husband, is a more fulfilling sexual partner. At the same time she is a



partner in every other aspect of marriage.

Unfortunately, the pressures against the man who is willing to upset the male-female applecart are great indeed. The male who sacrifices anything to the female is regarded as less than a man. He is looked down upon.

When I was in graduate school, my wife was already a practicing physician. She used her maiden name in practice, and for several years I was known as "Mr. Steinman." Her patients and colleagues never knew me in any role other than that of her husband. Some of my friends used to take this as a mark of indignity, and wondered how it was possible that I could suffer it. I not only "suffered it," but reveled in it. It delighted me that my wife had her own identity fixed and that I was, for a while, an appendage to her rather than she an appendage to me. But the pressure was constantly on me to reject such a role in favor of asserting my "manhood."

Too many men are unable to counter this pressure because they fear the loss of their masculinity. For this reason the woman's problem in our society today is essentially a man's problem. For a man to be able to make the appropriate compromises, he must be strong enough as a male figure not to feel threatened by his wife's independence and self-assertion.

At the heart of this problem is the traditional pattern of male dominance in the sexual act. The man who believes that the only satisfactory sexual relationship is one in which a woman is submissive to him is also the man who would be challenged if his wife had a career. He is also the man who determines the social mechanisms which make it virtually impossible for women to undertake careers. He is the man who would find himself threatened as a male if his wife assumed an independent, or on occasion, a dominant role either in their sexual relationship or in the so-called "world of work."

I sense that many women are awakening to the fact that their sexual role need not be a submissive one. And many men are becoming aware that their own sexual lives would be far more satisfactory if their wives were not submissive. They are realizing that the traditional dominance-submission pattern of sexual relations is only one narrow stratum of sexual satisfaction, one which borders, I believe, on the sadistic. Egalitarian sharing of sexual life seems to me to be a much more normal and fulfilling pattern for the male as well as for the female.

Where a man and woman share sexual life rather than attempting to dominate one another--especially one where the man can cope with the woman in a position of independence or even of occasional dominance--it is easier for the woman to go out into the world and succeed occupationally and professionally.

New contraceptive devices and altered attitudes toward premarital sexual intercourse have made remarkable changes in the pattern of male-female dominance in sexual relations--changes which ultimately will be reflected in the pattern of possible careers for women. One long-standing element in male dominance has been man's control over the most popular and convenient forms of contraception. The

advent of The Pill has taken away some of woman's sense of powerlessness in the sexual act. Now she is able to avoid pregnancy without the man's knowing a thing about it, and to that degree she need no longer be submissive.

There also has been an important shift in the attitudes of both men and women toward premarital sex. It is not that more women are participating in sexual intercourse before marriage, but that they have begun to talk about it openly and to accept it as a respectable and moral phenomenon.

So, too, have men, and in this sense today's sexual revolution has taken place not in the woman but in the man. The young collegiate male no longer feels that the undergraduate girl with whom he has sexual intercourse is dirty, unmarriageable, immoral, sluttish. He now accepts her as normal, decent, and moral. The young woman no longer needs to feel the huge guilt about premarital sex that she formerly did; she can express this aspect of her life just as the man does. Again, a subtle but significant change has occurred in the traditional dominance-submission pattern between the sexes.

But it is not enough to rely on fortuitous changes. Major social remedies are needed to redefine male and female roles in a more realistic light. This means going back to the home, the nursery school, and the kindergarten, and telling parents and teachers to stop assigning completely exclusive definitions to male-female roles. We must begin to treat children at a very early age as a little bit male and a little bit female.

Mind you, I am not suggesting that we give up "maledom" or "femaledom." Nor am I saying that we all should have to be some kind of mixed, undefined sex. I am rather saying that a well-defined male still can appreciate significantly some aspects of the female role, and that a well-defined female can find satisfaction in some aspects of the traditional male role. What is needed is not to make one vague sex, but to realize that there is an in-between gray area where the male and female easily can exchange roles without abandoning their primary identification as either male or female.

One thing that our society can do right now to further this goal is to move into the centers of the male ego--men's colleges and universities--and teach men what the female is all about. The object would be to foster readjustments in the status and sexual relation of men and women in our society, readjustments which I believe are necessary before there can be any satisfactory resolution of the women's career issue.

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Although the female in search of a career suffers many disadvantages, there are some important advantages which flow from her role as a woman in our society. Having achieved a career, a woman need not pursue it with the same compulsions for success as a man. More-over, she can always "drop out" of her career and retreat into the traditional role if she so desires. These luxuries are not possible for the man, caught up as he is in the rat race of career pressures.



To cite once again from my own experience, I believe that my wife practiced more satisfying medicine because she did not have to achieve the things a man in our society is driven to achieve. Because she was not the sole "breadwinner" of the family, she did not feel obliged, as many male physicians do, to earn a munificent annual income. She could find fulfillment in her medical practice which might otherwise have been unavailable, because she did not have to look for a fee commensurate with her work in every case.

Thus, although the pressures to succeed and to achieve in our society are very strong, they impose a lesser burden on women than on men. This explains why some women's liberal arts colleges can continue to pursue the ideal of liberal education as education for a cultivated life, while men's colleges turn increasingly to education as preparation for graduate school and for specialized occupational and professional roles.

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Women's special difficulty is that they are unable to pursue a career on the same terms that men do and yet they are made to feel guilty if they "stay at home" and fail to seek a career. They are allowed to enjoy neither the world of work nor their home. They should be able to choose and find fulfillment in either.

NAME

Henry Lynch

1. I want to reserve a bed in a cabin for: 4 persons @\$7.75 each ☒  
3 persons @\$5.00 each  
2 persons @\$3.25 each
2. I plan to drive my own car
3. I plan to ride up in a private car ☒
4. I want to make a reservation for the bus
5. I would like to work on the Retreat Committee

PLEASE RETURN TO MARY HAYNIE BY FEBRUARY 15, 1966 AT THE LATEST.  
AND DON'T FORGET TO SIGN YOUR NAME!!

LN/mh

~~THE DAEMONIC~~: LOVE & DEATH

By Rollo May

Death and delight, anguish and joy, anxiety and the pangs of birth--these are the warp and woof of which the fabric of human love is woven. Creation and destruction both are there, inescapably intermingled, always vital, and ever the anxiety-creating elements of love.

In the early Greek account of creation, Eros--Love--creates life upon the earth. He seizes his life-giving arrows and pierces the cold bosom of the earth, and immediately the brown surface is covered with luxuriant verdure. Before, all was silent, bare, and motionless. Now, all is life, joy, and motion. He then breathes into the nostrils of the clay forms of man and woman and gives them the spirit of life.

And yet Eros destroys as he creates. The bow of Eros shoots poisoned arrows which pierce hearts to their death or to their healing and delight. The Greeks knew an eternal truth. Hesiod, in his 750 B.C. cosmogony, says that it is Eros, "handsomest among all immortals, who breaks the limbs' strength; who in all gods, in all human beings, overpowers the intelligence in the breast, and all their shrewd planning." In The Symposium, that beautiful dialogue devoted entirely to a discussion of love, Plato tells us that "Eros is a daimon. He is neither mortal nor immortal, but a mean between the two.... He is a great spirit (daimon) and like all spirits he is intermediate between the divine and the mortal. He is the mediator between men and gods, and therefore in him all is bound together."

I define the daemonic as any natural function in the individual which has the power of taking over the whole person. In my definition, Eros is the daemon which constitutes man's creative spirit, the drive that not only impels him to sexual union and to other forms of love, but also incites in him the yearning for knowledge and drives him to seek union with the truth, to become poet, or artist, or scientist. Sex and eros, anger and rage, and the craving for power are daemonic and thus either creative or destructive. When this power goes awry, and one element takes over the total personality, we see "daemon possession," the traditional term through history for psychosis. Then we see the destructive activities of the daemonic which are the reverse side of its constructive vitality.

Most fascinating and compelling of all is the relationship of the daemonic to love. In real love, it is always present. When we fall in love, as the expressive verb puts it, the world shakes and changes around us, not only in the way it looks but in our whole experience of what we are doing in the world. The shaking generally is felt consciously in its positive aspects--as a wonderful new universe which love, with its miracle, suddenly has produced. Love is the answer, we sing. But our Western culture seems to be engaged in a desperate--albeit romantic--conspiracy to enforce the illusion that this is all there is to eros. The very strength of the effort to support the illusion betrays the strong presence of the repressed, opposing pole.

This element we deny is the consciousness of death. For death is always in the shadow of the delight of love. In the shadows, too, is the dread, haunting question: will this new relationship destroy us? When we love, we give up the center of ourselves. We are thrown from our previous state of existence into a void, and though we hope for a new world, and for a new existence, we can never be sure. Nothing looks the same and may never look the same again. Our world is annihilated. How can we know whether it will ever be built up again? We give, and give up, our own center. How shall we know that we will get it back? We wake to find the whole world shaking. Where or when will it come to rest?

The most excruciating joy is accompanied by the consciousness of the imminence of death--and with the same intensity. And it seems that one is not possible without the other.



This experience of annihilation is an inward one and, as the myth rightly puts it, is essentially what eros does to us. It is not simply what another person does to us. This intensity of consciousness has something in common with the ecstasy of the mystic in his union with God. Just as he can never be sure God is there, love carries us to an intensity of consciousness where we have no guarantee of security.

The relationship between death and love has an impressive history in literature. In Italian writing, there always was the common play upon the words --amore, love; with morte, death. The connection also has its biological analogies in nature. The male bee dies after inseminating the queen. More vivid is the sex life of the praying mantis. The female bites off the head of the male as he copulates, and his death throes unite with his copulatory spasms to make them stronger. Then, inseminated, the female eats the male to store up food for the new offspring.

In our common human experience, this relationship between death and love perhaps is most clear to people when they have children. A man may have thought --and prided himself on it--very little about death, until he becomes a father. The Cruel Impostor can at any moment take away the object of his love--his child. In this esense, love is an experience of increased vulnerability. It is a reminder of our own mortality.

When we love, we open ourselves to the possibility of grief, sorrow, and disappointment, as well as of joy, fulfillment, and an intensity of consciousness we did not believe possible. Some of us never know deep love until we experience, at someone's death, the preciousness of a human relationship that was.

This razor's edge, this dizzy balance of anxiety and joy, has much to do with the exciting quality of physical love. The dread joy is not just the question of whether the love we give will be returned in kind. Indeed, the real dialectic is within the lover himself, and the anxiety is not essentially quieted if the loved one does respond. Paradoxically, the lover sometimes is more anxious when love is returned than when it is not.

If one loves unrequitedly--which is even the aim in some love writing--or from a safe distance like Dante and the whole style nouveau movement in Italian literature, one can at least go on about his customary daily tasks, writing his Divine Comedy, or sonnets, or novels. It is when love is realized that eros literally may "break the limbs' strength," as with Antony when he loved Cleopatra, or with Paris and Helen, or Heloise and Abelard.

Love's effect can parallel that of the artificial agency, LSD. Both break down the walls of our customary world and crumble our defenses, leaving us naked and vulnerable. In LSD, the experience may be one of paranoid reactions, with no delight. Yet that parallel, too, holds in love. Jealousy, envy, suspicion, rage, and even hatred can be more powerful when love is present. Many couples stay together, ostensibly motivated more by hatred than by love. As in Edward Albee's Who's Afraid of Virginia Woolf, it is sometimes very hard to tell whether hatred masks love, or the reverse.

The relationship between death and love certainly is clear in the sex act. Every kind of mythology relates the sex act itself to dying. Every therapist comes to see the relationship ever more clearly through his patients. A patient of mine whose problem was sexual frigidity and who had never experienced an orgasm in intercourse, told me of a dream which dramatically illustrates this sex and death theme. In her dream, she experienced herself for the first time in her own identity as a woman. Then, still in the dream, she had the strange conviction that she would have to jump into the river and drown. That night in sexual intercourse she had an orgasm for the first time. The capacity for surrender, for giving one's self up, must exist in love-making if there is to be the spontaneity for orgasm.

Something very basic had taken place in this woman's dream--the capacity to confront death, a capacity which is a prerequisite to growth. I take the orgasm here as a psychophysical symbol. It is not by accident that the orgasm often appears symbolically as death and rebirth. The myth of going underwater, of being drowned and born again, has been passed down through history in different religions and different cultures--to be drowned, to die, to be baptized in order to be born again.

Mythology, that treasure house of the revelations of man's self-interpretation of his inner experience and his world down through the ages, has been clear, eloquent, and profound about the relationship of love to anxiety, and to death. Joseph Campbell, our most comprehensive contemporary scholar of mythology, points out on the basis of the whole Aegean prehistoric mythology that the goddess Aphrodite and her son, Eros, are "exactly the great cosmic mother and her son --the ever-dying, ever-living god." All myths on the parentage of Eros point to such a background, Campbell says. "He is hatched from the egg of Night. He is the son, now of Gaea and Uranus, now of Artemis and Hermes, now of Iris and Zephyrus: all transformations of the same mythological background, pointing without exception to the timeless catalogue of themes with which we are now familiar--of that willing victim in whose death is our life, whose flesh is our meat and blood; our drink; the victim present in the young embracing couple of the primitive ritual of the love-death, who at the moment of ecstasy are killed, to be sacramentally roasted and consumed; the victim present in Attis or Adonis slain by a boar, Osiris slain by Seth.... In the later allegories of Eros (Cupid) and his victim, the god is in the role of the dark enemy--the rushing boar, the dark brother Seth...and the lover is the incarnate, dying god."

What a different light this throws on the human problems in love than does all our glib talk about the art of loving, about love as the answer to all our needs, love as instant self-actualization, love as contentment, or love as a mail-order technique! No wonder we try to reduce eros to purely physiological sex or try to avoid the whole dilemma by playing it cool, by using sex to drug and vaccinate ourselves against the anxiety-creating effects of eros.

It may seem possible to have sexual intercourse without any particular anxiety. But to do this in casual encounters, we block off, by definition, our eros. Eros stands for passion as opposed to mere sensation, and for authentic participation, imagination, and personal significance. We assume that we can have sex without love and thus escape the daemonic anxiety known throughout the ages as an inseparable part of human love. And we further use sexual activity itself as an escape from the commitments eros demands of us, in our hope that we have gained an airtight defense against anxiety!

But in doing so, we are in danger of losing exactly what makes sex so desirable. When human sexuality is separated from the dimension of the daemonic and becomes simply a matter of reduction of tension, it is no different from what is done better by the birds and the bees. For there is then no human mind to tangle up the machinery with fantasy and memories, no heart to long for tenderness, no imagination that yearns for a touch of ecstasy worth remembering.

Otto Rank once remarked that practically all the women who came to him for therapy had problems because their husbands were not aggressive enough. This sounds vastly oversimplified, but it contains a telling point: our effete cultivation of sex can make us so arbitrary and detached that the power of the sexual act evaporates, and women lose the vital elemental pleasure of being taken, of being transported. This aspect of the constructive use of the daemonic may be seen when we remind ourselves that through assertion of one's own individuality in relation to another person, one always skates on the edge of daemonic exploitation of the partner. Nevertheless, the daemonic is necessary and always exists in any deep relationship.



Every person, as a separate individual, experiences aloneness. And so we strive actively to overcome our aloneness by some form of love. And sexual love requires self-assertion. If we cannot be individuals in our own right, we have nothing to give, nothing to relate with. Unable to assert ourselves, we cannot participate genuinely in a relationship.

Biologically, this is expressed most vividly in the male by the erection-- a phenomenon which in itself has bewitching, erotic seductiveness for a woman as she realizes it is occurring, if she is already interested. (If she is not, she is of course repulsed, which simply proves in reverse that the erection of the penis exerts emotional power.) The erection is a powerful daemonic symbol. But this daemonic assertion, though perhaps less biologically obvious, is still present and necessary in the woman--in her capacity to have outright desire for her man, to lust for him, and to let him feel that she wants him. Both man and woman need this self-assertion to bridge their separateness and to achieve union with each other.

There is insight, therefore, in the vernacular expressions like "letting yourself go" and "being taken." I am not in the slightest arguing here for a return to primitive sexuality. Nor do I want to comfort the still infantile man or woman who interprets aggression as blunt insistence upon his or her demands of the sexual partner. I am using aggression in its healthy sense as rooted in strength, not weakness, and allied inseparably with the capacities for sensitivity and tenderness. But I am arguing that we have amputated significant aspects of our sexuality in overcultivation of sexual love, and so we run the risk of losing exactly what we set out to achieve.

The daemonic element always has its biological base. So says Goethe, whose Faust demonstrates keen understanding of modern man's daemonic urge: "The daemon is the power of nature." One of the two most important characteristics of the daemonic is that this one element within us which has its rightful function as part of the personality can itself usurp power over the whole self and thus drive us into disintegrative behavior. The erotic-sexual urge pushes us toward physical union with our partners. But it may, when it takes total command, drive us in many diverse directions and into all kinds of relationships without regard for the integration of the self. The Karamazov father has intercourse with the idiot woman in the ditch, and it is their son who later murders the father.

The creative reverse is equally important. The daemonic is also the origin of ethical sensitivity. When Socrates, in The Apologia, tells the Athenian court how he came to his decision to die rather than to recant, he explains that he has consulted his "daemon...that tells me what to do."

The daemon gives individual guidance in particular situations. It is parallel to the genii or jinni, an original symbol in Roman religion from which our word genius, and which originally meant a tutelary deity, a spirit presiding over a person's destiny, and later became a particular mental endowment or talent. Genius has its roots in the Latin verb, *genere*, which means to generate or to beget. And so it is also the voice of the creative process that produces the poet and the artist. Given the highly developed self-consciousness of Socrates, it is not surprising that he should experience his daemon as the voice of his own being. The daemon speaks in dreams, and to the sensitive person in conscious meditation and self-questioning. Aristotle believed that dreams may be called daemonic, "for nature is daemonic."

Freud expresses the daemonic dimension in his emphasis on fate and destiny, in his writings, and in his concepts of libido, thanatos, and Trieb. These words are, of course, loaded and mean many things, but there is contained in each one of them the implication that powers reside in us which can seize us. Not to come to terms with this inescapable psychobiological phenomenon leads to pathology, Freud says. This is a constructive emphasis, especially when we see it against the background of Victorian separation of the self from nature. Freud's sense of the relentless ness of life, his humility in the face of destiny, and his refusal to pander to man's need to be reassured about himself stem not from that pessimism of which he is so often accused, but from a sense of the finite quality of human existence and of the finality of death--both bespeaking a genuine sense of the daemonic.

The daemonic is vital in psychotherapy, for eros is also the push toward health and is necessary if there is to be any vitality in therapy. The fatal error in much psychotherapy is to narcotize the daemon. The poet, Rainer Maria Rilke, withdrew from this kind of anaesthesia-therapy after learning its purpose, saying: "If my devils leave me, I am afraid my angels will take flight as well."

It is well to consider carefully the daemonic force, and particularly eros, because this has portentous, even ominous, implications for the rise and fall of civilizations. The Eros who had been the powerful creator in Hesiod's time, and who caused the barren earth to spring up with green trees and breathed the spirit of life into men, deteriorated in late Greece into a child--the rosy, chubby, playful Cupid, sometimes a mere fat infant playing with his bow and arrows. It is time to face the parallel with our present culture: eros has lost passion and has become insipid, childish, and banal.

As is so often the case, the mythic degeneration reveals a critical conflict in the very roots of human experience--true for the Greeks and true for us! We flee from Eros, the once-powerful, original source of being, to sex, the mischievous plaything. Eros is demoted to the function of serving grapes and wine. He stands not for the creative use of power--sexual, procreative, and otherwise--but for the immediacy of gratification. And, mirabile dictu, we discover that the myth proclaims exactly what we have seen happening in our own day: Eros then even loses interest in sex. In one version of the myth, Aphrodite tries to find him to get him up and about his business of spreading love with his bow and arrows. And, teenager loafer that he has become, he is off gambling with Ganymede and cheating at the cards. Gone are the life-giving arrows, gone the creature who could breathe spirit into man and woman, gone the powerful Dionysian festivals, gone the frenzied dancing and the mysteries that moved the initiates more than the vaunted drugs of our mechanical age, gone even the bucolic intoxication. Oh, miserable Eros, now playboy indeed! Bacchanal with Pepsi-cola!

Is this what civilization always must do--tame Eros to make him fit the needs of the society to perpetuate itself? Must we ever change him from the power that brings to birth new being and ideas and passion, and weaken him till he no longer is the creative force that breaks old forms asunder to make new ones? And must we tame him until he stands for the goals of perpetual ease and dalliance--and ultimately of apathy?

We face a new problem in history if we are to avoid this disintegrative process in our Western culture. That problem is the war between eros and technology. There is no war between sex and technology: our inventions help make sex safe, available, and efficient. We have "the pill" and an endless supply of sexual how-to-do-it books. Sex and technology join to achieve our adjustment, and with the full release of tension over the weekend, we then assume we can work better in the button-down world on Monday. Sexual needs are not at war with technology, at least not in any immediate sense. Whether they are in the long run is another question!

But it is not at all clear that technology and eros are compatible or can ever live without perpetual warfare. Eros breaks existing forms and creates new ones--and that naturally is a threat to technology. Technology requires regularity and predictability and runs by the clock. Eros transcends all concepts and confines of time.

Eros is the essence of building civilizations. But there comes a point--and this is a critical challenge now facing modern technological Western man--when the cult of technique destroys feeling, undermines passion, and blots out personal identity. The technologically efficient lover ultimately is defeated in the contradiction which is copulation without eros. He loses the power to be carried away. It is at this point that technology diminishes consciousness and demolishes eros.

Asking the final question--Must civilization always tame Eros in the interest of stabilization?--is also asking--Must Toynbee be right? Hesiod lived in the strongly fomenting, archaic eighth century B. C., near the sources of culture and



the moments of gestation and birth when the procreative powers were at work and man had to live with chaos and form it into something new. Then the need for stabilization grew, and the daemonic power of eros was buried.

Insight into the downfall of civilizations is revealed here. We see effete Athens set up for the more primitive Macedonians, they in turn for the Romans, and the Romans in turn for the Huns. And we for the yellow and black races?

Eros and the daemonic form are the center of the vitality of a culture, and its heart and soul. And when release of tension takes the place of this creative force, the downfall of the civilization is assured.

JBB:wr  
2/3/68



February 8, 1968

TO: The Students

FROM: Leslie Noble

PROBLEM: Applications for Raymond College for next year are running only slightly ahead of last year. On the other hand, the number of inquiries about Raymond is much higher than ever before. Since we want a freshman class of 90-100 for next year, we need to convince the people who inquired about Raymond to apply.

SOLUTIONS: The Admissions office has begun a mailing of a newsletter about Raymond and a personal letter from Mr. Kolker to all interested students. But, most of all, we need some personal follow up by Raymond students to help.

If you are going home during term break and would have time to visit high schools or with groups of prospective students, come to a meeting with Dean Taylor of the Admissions office on Thursday, February 15, at 3:30 p. m. in the Common Room.

Even if you cannot recruit at term break, be sure to write to any of your friends who are interested in attending Raymond, urging them to get their application in as soon as possible.

N/mh

DATE: February 8, 1968

TO: The Faculty

FROM: Berndt Kolker

The following is the proposed procedure for Senior  
Specialization Examinations:

1. Students will then select area for 3rd term Specialization in consultation with principal examiner.
2. Students will select faculty member(s) with whom specialization will be done, and designate choice of principal examiner in writing, who must countersign the student's choice.
3. Students will submit this information to the Academic Affairs Committee by March 20 (through Mrs. Haynie).

Senior Essay:

1. Deadlines for selecting to do a senior essay or project has passed.
2. 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

Please notice that the Specilization Examinations and the Senior Essay are two different dates.



# RAYMOND COLLEGE WEEKLY BULLETIN

Vol. VI. No. 20

February 9, 1968

Friday	(Feb. 9)	3:30 7:00 and 9:30 8:00 p.m. 8:30 p.m.	"Y" Film: "Woman in the Dunes" (Japan) Basketball: University of Santa Clara-- Civic Auditorium Stockton Symphony Concert
Saturday	(Feb. 10)	1:15 p.m.	Basketball: University of San Francisco-- Civic Auditorium
Monday	(Feb. 12)		Lincoln's Birthday--No Classes
Tuesday	(Feb. 13)	5:15 p.m. 6:30 p.m. 8:00 p.m.	Faculty Meeting--Provost's Lodge High Table Dinner High Table Program: Lewis Mayhew,* "The Future of American Higher Education"
Wednesday	(Feb. 14)	3:00 p.m.	Coffee discussion session with Mr. Kolker-- Common Room
Thursday	(Feb. 15)	3:30 p.m. 8:30 p.m.	Meeting with Dean Taylor of admissions for students interested in recruiting during Term Break Jose Greco Flamingo, Dancer--Civic Auditorium

## ANNOUNCEMENTS

QUESTIONNAIRE: Students and faculty should turn in their questionnaires on the Yosemite Retreat to Mary Haynie in the Lodge.

LINDA MORGAN is home for 2 weeks with mononucleosis.

BAND FROLIC: All students interested in working on the Raymond skit for "Band Frolic" should contact Ben Shank or Mark Young.

TESTING: Graduate Record Examination will be given March 9 and 16. The Aptitude Test is scheduled for Saturday, March 9 at 9:00 a.m.; the Advanced Test on Saturday, March 16 at 9:00 a.m. and 1:00 p.m. All tests will be in Rooms 207 and 210, Administration Bldg. Sign up in the Graduate School Office by February 9; \$4.50 for one exam and \$8.00 for both. Miller Analogies Test will be given Thursday, March 21 at 4:00 p.m. in Room 210 Administration Building. Sign up in the Graduate School Office by Tuesday, March 19. Fee, \$4.50.

CONFERENCE: A conference on University Education is planned for the weekend of Feb. 16-18 by the Anderson Y - Methodist Student Movement. The purposes of the conference are to expose the world-wide context in which the university exists and to enable a more comprehensive awareness of what education is about. We will be looking critically at education in UOP, using varieties of learning techniques - spontaneous dialogue, papers, films, lectures, art form discussions and some new re-creational activities. It is open to 50 members of the university community - administrators, faculty and housing as well as materials. It will be held at White Sulphur Springs near St. Helena. Register at the Anderson Y office from 9 a.m. to 1 p.m. until February 14. Registration must be accompanied by \$2.00.

\*LEWIS MAYHEW is Professor of Education at Stanford University. He has an A.B. and M.A. Degree from University of Illinois and a Ph.D in History from Michigan State University.



# RAYMOND COLLEGE WEEKLY BULLETIN

Vol. VI. No. 21

February 16, 1968

Friday	(Feb. 16)	3:30 7:00 and 9:30 8:00 p.m.	"Y" Film: "The Wargame" (Br-1966)--Conservatory All University Dance: Callison Dining Hall, 50¢-stag; 75¢-couple. Live bands, "Sweet-wine" and "Spanish Castle"
Saturday	(Feb. 17)	1:45 p.m.	Basketball: St Mary's (there) -- televised
Sunday	(Feb. 18)		Bank Concert Cancelled
Monday	(Feb. 19)	7:00 p.m. 8:00 p.m.	No Faculty Low Table Dr. Eric Pengelley: "Temporal Order in the Biotic World" -- 111 Weber Hall Film: "The Sword and the Flute" -- 140 AFB
Tuesday	(Feb. 20)	5:15 p.m. 6:30 p.m. 8:00 p.m.	Faculty meeting--Provost's Lodge High Table Dinner High Table Program: Karl Schnabel, pianist
Wednesday	(Feb. 21)	12:15 p.m. 3:00 p.m. 9:00 p.m.	Lunch with Schnabel--students interested in attending, contact Bob Campbell Coffee discussion session in Common Room with Schnabel for all students Film: "Peter the Great", part II -- 140 AFB
Thursday	(Feb. 22)	10:00 p.m.	Film: "India" -- 140 AFB
Friday	(Feb. 23)	7:30 p.m. 8:30 p.m.	Band Frolic--conservatory Opening of "Dylan" -- Stockton Civic Theater

## ANNOUNCEMENTS

LOST: Mark Cooper has lost his catalog of Medical Schools and Addresses.

THE EARL LECTURES will be held at the Pacific School of Religion in Berkeley February 20, 21, & 22. In the morning there are a series of section meetings, one led by Jurgen Moltmann, one of the leading younger theologians in Germany and author of The Theology of Hope, followed by the lecture series by Joseph Sittler, prominent systematic theologian from Chicago. There is a series of afternoon seminars on social and practical problems, with evening lectures by L. J. Cardinal Suenens, Archbishop of Malines-Brussels, Belgium. The Department of Religious Studies is organizing a bus trip for the events on Wednesday, February 21, and anyone interested should contact them immediately. Anyone who would like to attend the morning session only on Wednesday, returning to Raymond by 3 p.m., should contact Lewis Ford.

FEB. 21, Wednesday: Dr. Robert L. Heilbroner, "The Outlook for American Capitalism," Delta College, Speech Arts Auditorium, 8:00 p.m.

REGISTRATION SCHEDULE FOR SPRING TERM, 1967-1968

Monday, February 19:

Pick up Schedule of Classes and a Work Sheet from your mailbox in the Lodge.

Thursday, February 22 (noon):

Deadline for submission of all Special Scheduling petitions.\*\* Faculty Academic Affairs Committee meeting Friday afternoon.

Friday, February 23:

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 Monday, February 26, on the basis of the work sheets submitted. Failure to submit your work sheet on Friday may eliminate you from a desired class.

Wednesday, February 28:

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 Thursday and Friday.

Friday, March 1:

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 LATE REGISTRATION FEE.

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\*\*Approval is necessary for any form of special scheduling (Independent Study, Senior Specialization, enrollment in the special seminars and tutorials listed on the Spring Term schedule, or classes taken elsewhere within the university. Forms for this purpose may be obtained in the Lodge.

MH:wr  
2/16/68

RAYMOND COLLEGE  
SCHEDULE OF CLASSES  
SPRING TERM 1967 - 1968

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30-	RWC	RWC	Supervision	RWC	RWC
9:30	Sheldon Beg. French Burks	Beg. French  Non-Western World Noble Political Sci.	Beg. French  Supervision  Supervision	Beg. French  N-WW  Political Sci.	Beg. French  N-WW  Political Sci.
	Political Sci. Briscoe				
9:00- 12:00			RWL Kahn RWL Williams US History Wise		
9:45-	Inter. French	Inter. French	Supervision	Inter. French	Inter. French
10:45	Burke	Non-Western World Noble Psychology Schedler Political Sci. Briscoe	Supervision  Supervision  Supervision	N-WW  N-WW  Psychology  Political Sci.	N-WW  N-WW  Psychology  Political Sci.
11:00-	Adv. French	Adv. French	Supervision	Adv. French	Adv. French
12:00	Burke Economics Wagner Psychology Schedler	Economics  Psychology	Economics  Supervision	Economics  Psychology	Economics  Psychology
1:00-	Physics	(Discussion and Laboratory sections to be arranged.)			
2:00	Novakov Biology Funkhouser Intro. Fresh. Math II MacDonald *Religion Lec. Ford	I.F.M. II   I.F.M. II  *Religion Lec.	I.F.M. II   I.F.M. II  *Religion Lec.	I.F.M. II   I.F.M. II  *Religion Lec.	I.F.M. II   I.F.M. II  *Religion Lec.

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1:00-	Intro. Fresh		I. F. M. II		I. F. M. II
2:30	Math II				
	Repass				
	Sci. Tech. and	S. T. E.	S. T. E.	S. T. E.	S. T. E.
	Environment				
	Wadman				
1:00-			US History		
4:00			Wise		
2:15-	Religion Dis.**			Rel. Dis.**	
3:15	Ford				
2:30-	Sci. Tech. and	S. T. E.	S. T. E.	S. T. E.	S. T. E.
4:00	Environment				
	Wadman				
3:00-	Int. German	Int. German	Int. German	Int. German	Int. German
4:00	Sayles				
3:30-		Rel. Dis.**			
4:30					
4:00-			RWL		
5:00			English Staff		
4:00-	Adv. German			Adv. German	
6:00	Sayles				
			Non-Western		
			World Lec.		
			Noble		
4:15-				US His. Lec.	
5:15				Wise	
7:00-			RWL		
10:00			Bruce		



SEMINARS: (Times to be arranged)

Drawing--Baden

Intermediate Analysis II--MacDonald

Finite Math II--MacDonald

Differential Equations--MacDonald

Linear Algebra and Abstract Algebra--MacDonald

Topology--MacDonald

Regional and Area Planning--Kolker

Comparative Literature: Literature of Lunacy--Burke, Williams

RWC (Sec. 1)--Botond-Blazek

RWC (Sec. 2)--Botond-Blazek

\*Philosophy is a prerequisite to RELIGION.

\*\*Students are to select their religion discussion period at registration.



MEMORANDUM

January 17, 1968

TO: RAYMOND STUDENTS

FROM:

*Jimmy*

Robert B. Yegge, Dean of the College of Law at the University of Denver, will be visiting the University of the Pacific on Tuesday, January 23. Dean Yegge will be available between 3 and 4 o'clock in the Common Room to meet with students interested in law.

The University of Denver Law Center has been interested in Raymond College since its inception and offers an annual tuition scholarship to a qualified Raymond senior student. Two of our graduates, Peggy Braden and Chuck McGee, are currently enrolled there.

February 19, 1968

TO: Raymond Students and Faculty

FROM: Leslie Noble

Many of you have commented on the lack of information available on what is going on in San Francisco, especially because of the newspaper strike. I have been able to get one theater schedule, that of the American Conservatory Theatre, which has some excellent productions coming up. It is posted on the bulletin board around the corner from your mail boxes. I also have some half-price coupons for three A. C. T. plays: Tiny Alice, Our Town, and Under Milkwood, which I will give away on a first come, first serve basis. There are discounts available for students, or if a large enough group is interested, we could reserve a block of seats at a discount.

If you know of any other events coming up in San Francisco which might be of general interest, please post the dates, or tell me so that I can put it in the weekly calendar.

mh



# RAYMOND COLLEGE WEEKLY BULLETIN

Vol. VI. No. 22

February 23, 1968

Friday	(Feb. 23)	7:30 p.m.	Band Frolic; admission \$2.50--Conservatory
Saturday	(Feb. 24)	7:30 p.m.	Bank Frolic; admission \$2.50--Conservatory
Sunday	(Feb. 25)	4:00 p.m. 7:00 p.m.	Chamber of Music Recital--Conservatory "The Beautiful American," or "Lay that Burden down, White Man" will be presented in room 140 A.F. Bldg. John Morearty will lead the Callison Colonialist Players in the presentation.
Tuesday	(Feb. 27)	11:00 a.m.  6:00 p.m. 7:30 p.m.  8:30 p.m.	Chapel: Sensory Celebration II: <u>The Sense of Smell</u> , J. Wesley Brown, Methodist Minister to students, UOF Special Japanese dinner Cathy Tisinger, Callison Professor, "Contemporary, Indian Party Politics", 140 A.F. Bldg. Ferrante and Teichert: duo pianists, Civic Auditorium
Wednesday	(Feb. 28)	3:00 p.m.  9:00 p.m.	Interview with Mrs. Sheldon, prospective faculty member in German, in the Common Room--for any students interested Balbir Singh Takhar, native of India, will give a performance of Indian folk songs, room 140, A.F. Bldg.
Thursday	(Feb. 29)	8:00 p.m.  8:30 p.m.	Clausen Lectures: Robert Theobald, "The Nature of Man's Power"--Morris Chapel THE ADDING MACHINE
Friday	(Mar. 1)	8:00 p.m.  8:30 p.m.	Clausen Lectures: Robert Theobald, "Psychological Revolution of 1968"--Grace Covell Hall THE ADDING MACHINE

## ANNOUNCEMENTS

THE ADDING MACHINE--presented by the Raymond and Callison players, directed by Sy Kahn. February 29, March 1, 2, and 3; 8:30 p.m., in Great Hall, no admission charge. --any girls interested in serving as hostesses for the play please contact Lesle Noble.

SCHOLARSHIPS AND GRANTS IN AID--Pick up application blanks for scholarships and grants in aid for next year from room 105 in the Administration Building no later than March 1.

LONG DISTANCE CALLS--Only faculty members have permission to charge long distance calls to the Raymond number.

## \*\*\*\*\* REGISTRATION \*\*\*\*\*

Feb. 28 -- Pick up registration book and approved work sheet from Mary Haynie in the Lodge. Fill out registration book and complete financial arrangements at Business Office, etc. on Thursday and Friday.

March 1 -- All registration books are to be completed, stamped and returned to Mary Haynie at the Lodge by 5:00 p.m. Failure to do so will result in a \$10 late registration fee.

## MEMORANDUM

February 27, 1968

TO: Raynond and Callison Students

FROM: O. Boyd Mathias

SUBJECT: Moon Eclipse

Here are data on the moon eclipse on Good Friday, April 12, 1968

<u>Event</u>		
Moon enters penumbra	6:11	
Moon enters umbra	7:10	
Total eclipse begins	8:23	Easily visible effects
Middle of eclipse	8:47	
Total eclipse ends	9:12	
Moon leaves umbra	10:25	
Moon leaves Penumbra	11:25	

Note: At this time of the year, evening twilight lasts until about 8:15 p. m.

I am reissuing the data which Jack Davis has provided us. It is a photographic exposure table for those who wish to photograph the lunar eclipse. Under the various ASA ratings, he lists the shutter speed and then the f/stop. Notice that you may photograph the action both going into eclipse and going out of eclipse.

Because Callison students might be in different time zones during the eclipse, I have added other times to the table.

Photographic Exposure Table for Shots of Moon Eclipse beginning on Friday, April 12, 1968  
(the first number represents shutter speed, the second number represents f/stop)

EST*	CST*	MST	PST		ASA 10	ASA 25-32	ASA 64	ASA 125	ASA 400
10:15 1:30	9:15 12:30	8:15 11:30	7:15 10:30	<div> <div>In to Eclipse</div> <div>Out of Eclipse</div> </div>	1/10 12.7 1/30 8.	1/30 12.7	1/60 12.7	1/125 12.7	1/250 16.
10:30 1:15	9:30 12:15	8:30 11:15	7:30 10:15		1/10 8. 1/30 4.5	1/30 8.	1/60 8.	1/125 8.	1/125 12.7
10:45 1:00	9:45 12:00	8:45 11:00	7:45 10:00		1/5 6.3 1/30 2.	1/30 4.5	1/60 4.5	1/60 6.3	1/125 8.
11:00 12:45	10:00 11:45	9:00 10:45	8:00 9:45		1/2 4.5 1/8 2.3	1/30 2.	1/60 2.	1/60 4.	1/60 6.3
11:15 12:30	10:15 11:30	9:15 10:30	8:15 9:30		1 sec. 2.	1 sec. 3.3 1/2 2.3	1/2 3.3 1/4 2.3	1/4 3.3 1/8 2.3	1/8 3.3 1/15 2.3
11:30 12:15	10:30 11:15	9:30 10:15	8:30 9:15		2 sec. 2.	2 sec. 3.3 1 sec. 1.3	1 sec. 3.3 1/2 2.3	1/2 3.3 1/4 2.3	1/4 4. 1/8 2.8 1/15 2.

Note: In all time zones listed, the eclipse begins in the evening of Friday, April 12, 1968.

\* In CST and EST the eclipse extends to the early morning hours of Saturday, April, 13.



27 February 1968

To: Raymond Faculty, Seniors and Intermediates

From: Lewis S. Ford

The Philosophy Club at U.O.P. will be holding its regular annual philosophy conference with the faculty and students of St. Mary's College in Moraga this coming Saturday, March 2nd.

Transportation and possibly lunch will be provided (at least lunch was provided free of charge in the past). We plan to meet in front of Bannister Hall at ten o'clock, arrive at St. Mary's in time for lunch with their students, have a leisurely afternoon session, returning in time for supper here.

We plan to discuss Alphonse de Waelhens' essay on "The Phenomenology of the Body," which is available in Lawrence and O'Connor, Readings in Existential Phenomenology. I have extra xerox copies if you need them.

Please get in touch with me or leave a note if interested, so we may have some idea of how many to plan for.

DATE: February 28, 1968

TO: The Students  
FROM: Berndt Kolker

As you have undoubtedly heard, the Raymond faculty is considering certain changes in the Raymond program and curriculum. I have asked Mrs. Schedler, Messrs. Ford, Sheldon, Wadman, Wagner, and Williams to constitute a committee under the chairmanship of John Williams to make specific recommendations to the faculty by the end of March.

We will, of course, be fully informed of all developments; meanwhile, if you have ideas which you believe the committee ought to consider, I suggest that you share those ideas in writing with the faculty members on the committee.

K:eb



# RAYMOND COLLEGE WEEKLY BULLETIN

Vol. VI. No. 23

March 1, 1968

Friday	(Mar. 1)	6:00, 8:00 8:00 p.m.  8:30 p.m.	Basketball: USF (there) Clausen Lectures: Robert Theobald, "Psychological Revolution of 1968," Grace Covell Hall. THE ADDING MACHINE: Great Hall
Saturday	(Mar. 2)	9:30 a.m.  10:00 a.m.  8:30 p.m.	Clausen lectures: Robert Theobald, "The World of the 1970's" Morris Chapel Annual Philosophy Conference with faculty and students of St. Mary's College in Maraga. Meet in front of Bannister Hall. THE ADDING MACHINE: Great Hall
Sunday	(Mar. 3)	3:00 p.m.  7:30 p.m.  8:30 p.m.	Visiting Artists: Contemporary Wind Quintet. Conservatory Sunday Nite Flicks: "Masked Marvel" Conservatory THE ADDING MACHINE: Great Hall
Tuesday	(Mar. 5)	11:00 a.m.  5:15 p.m. 6:30 p.m.	Chapel: <u>A Sence of Touch</u> , Rev. Cecil Williams, Minister from Glide Foundation, with special music from San Francisco's "Meridian West" Faculty meeting--Provost Lodge Regular Dinner
Thursday	(Mar. 7)	8:00 p.m.  10:00 p.m.	*Raymond College Rep. Counsel presents two films from American Friends Service Committee--"The Hole" and "Walk In My Shoes" -- 140 AFB Film: "India, Writing in the Land," and "Symphony of Life" -- 140 AFB
Friday	(Mar. 8)	3:30, 7:00 and 9:00	"Y" Film: "Knife in the Water" Polish (1962)

## ANNOUNCEMENTS

LEWIS MAYHEW SPEECH--See Leslie Noble for copies of the speech by  
Lewis Mayhew given at High Table two weeks ago.

\* FILMS --"The Hole" is a United Nations film, a comentary on the effects of  
modern warfare. "Walk In My Shoes" is an ABC television special and gives  
the feeling of the effect of segregation by one who has experienced it.

REMINDER--Food Service is providing snacks for Raymond Students in their  
dorms at 10:30 on Sunday, Monday and Wednesday nights.

BOOKS --Two new books have arrived. Guide to American Graduate Schools, 1967,  
is a brand new comprehensive guide to graduate and professional study in the U.S.  
Vacations Abroad, 1967, International directory of summer courses, study tours  
and work camps. (See Leslie Noble or Mary Haynie if you should want to borrow  
this book)

LOST AND FOUND--A Physics book has been found in the Academic Facilities  
Building. May be claimed in room 212.



Alteration of Curriculum Committee: Meeting # 1, March 1, 1968

MEMBERS: Chairman--John Williams; Mike Wagner, Pat Schedler, Hugh Wadman, Lewis Ford, and Bill Sheldon.

Chairman Williams opened the meeting by suggesting the following ground rules:

1. The Committee must have a secretary and Bill Sheldon agreed to serve.
2. Because the Committee must meet frequently over the next few weeks and deliberate with great care, the meetings will be closed. However, other members of the faculty or students may upon occasion be invited to contribute to the Committee deliberations whenever deemed appropriate.
3. Because the Committee desires to keep all the channels of communication open, the minutes will be edited and distributed to the faculty and students. In addition, because two members of the Committee (Wadman & Schedler) also serve on the College Council, they can provide communications to and from the students via the Council.
4. Committee Calendar for the immediate future: Monday, March 4, 2:30 p.m., Mike's Office; Friday, March 8, 1:00 p.m., Schedler's house; Monday, March 11, 9:00, Schedler's house; Wednesday, March 20, Kolker's Office; and Tuesday, March 26, 5:15, report on preliminary findings to the Faculty.

After some modifications the above were approved by the Committee.

Williams next reported on two conversations he had with the Academic Vice-President, one on February 27, and the other on March 1. The report is as follows:

1. Math-Science Sequence: Because Williams did not feel that he adequately understood Bevan's criticism and suggestions, and hence could not adequately convey their import to his colleagues, he suggested that Wadman and MacDonald have a preliminary meeting with the Academic Vice-President to discuss these matters with him. An initial meeting was set for 11:00 a.m., March 2. If further meetings are deemed wise, John Tucker will be included, and Neil Lark is to be kept informed by his colleagues in Math-Science.
2. Quarter system: The Academic Vice-President gave the Committee a green light to work out the most viable calendar for the Raymond program. Initial findings indicate that a quarter system might prove most manageable. The Academic Vice-President indicated he would not be opposed

to such a calendar, providing it seemed best suited for the total Raymond program.

3. Non-Western: This area of the curriculum has never been staffed and no staff member is forthcoming. The Academic Vice-President is generally opposed to duplication of resources by the various programs of the University and offered the following suggestions regarding Non-Western:
  - a. Conversations be opened with Callison College so that those students interested in India might do their work at Callison.
  - b. Those students who may eventually want to travel and study in a non-Western country during the Raymond proposed year abroad should prepare for such travel and study by tutorial.
  - c. A Raymond Conference and/or a series of High Table Speakers emphasizing the non-Western World might be planned.
4. The Core Curriculum: The Academic Vice-President is in favor of keeping the focus of Raymond College on General Education. He sees the Raymond Curriculum as having three emphasis:
  - a. a general, integrative, historical thrust (See courses labeled General Core on the attached sheet)
  - b. a general, divisional thrust growing out of more traditional disciplines (See courses labeled Divisional Core on attached sheet)
  - c. the emphasis upon independent study (See also the attached sheet)

The next meeting will see the discussion of various alternatives for the extra year gained by the proposed move to a four year program for Raymond College. Ford urged that the Committee keep in mind that any program for that year grow out of and be compatible with the rest of the Raymond program.

GENERAL  
CORE

DIVISIONAL  
CORE

INDEPENDENT STUDY

4

I. M. W.

Social Sciences

I

Economics

Sociology

Political Science

Psychology

Tutorials

or

Western Civ

Math - Science

II

I & II

Independent

Studies

or

American Civ

as is

Specialization

Humanities

III

Seminars

Religion

Fine Arts

Emphasis

on

Philosophy

Lit I & II

Modern Man

(to be defined and in place of  
non-Western)



## ON THE PROPOSED CURRICULUM CHANGE

Raymond was handed a directive by the Tower. We have been directed to go to a four-year plan which is supposed to relieve the financial crisis at Pacific. Raymond appears to have accepted this directive without much, if any, resistance. Our complacency and acceptance is an example of being pre-occupied with immediate concerns. In our concern with the immediate financial problems, we have failed to examine the long-range implications of the directive we have been given by the Tower. By accepting the four-year plan and proceeding with the organization of the new program, we have failed to consider just what abandoning the three-year program implies. The loss of autonomy which we automatically give up to the Tower by the acceptance of the plan is, in itself, enough to make us stop and think. Unfortunately this failure to consider the long-range results has been blindness due to our busyness with organizing. Raymond has a compulsion for efficiency and organization, but only short-term goals are organized. We have failed to even consider whether changing to a four-year program will solve even the short-term problems. Nor have we examined the possibilities for modifications within the present structure of Raymond College which could solve this problem. We have failed to consider what the implications of the conditions accompanying the directive could mean to the Raymond ideals. Some of the conditions are that we change the time schedules of our classes to fit those of Pacific's classes which would allow more Pacific students to attend our classes. The directive has required that the extra year be spent on the Pacific campus. These conditions could very likely mean that we are sacrificing our ideals. The long-range loss of the quality of students necessary to make the intellectual atmosphere, always considered to be something crucial to Raymond, would most likely follow the opening of our campus to just anybody. Raymond needs to retain its exclusiveness and autonomy if it is to be a community within ~~the~~<sup>its own</sup> basic ideals of: integrity, intellectual independence and freedom, liberal education, common curriculum, and small seminars. The core curriculum provides common ground for seminars. These seminars would prove incapable of surviving in their present quality an infusion of students without the requisite backgrounds. There are questions we have failed to ask; it is essential to ask them if Raymond is to make an informed, rational decision about what we are to be. Raymond has become a relatively coherent whole as a social and intellectual institution. Any major modification of this structure will have a great number of concomitant changes as corollaries. Not only have we failed to examine what these ramifications might be, we have been accepting the garbage that Raymond will remain basically the same if such a change takes place.

Some issues to think about:

1. What precisely does the four-year directive include?
  - 1.1 What rationale is it based upon?
2. Have the financial aspects of the present recruitment policy been emphasized?
  - 2.1 Have the financial aspects of a modified recruitment program been considered?
  - 2.2 In terms of recruitment, what makes a fourth year more attractive to Raymond? less attractive? What presently attracts people to Raymond?
  - 2.3 Have we considered making the recruitment for Raymond our responsibility rather than Pacific's?
  - 2.4 Have we considered some easy ways to improve Raymond recruitment such as small-salary, Raymond graduates, recruiters?
  - 2.5 Have we made use of the unstructured opportunities for recruitment, such as visiting high school representatives?
3. Have we challenged the financial procedures of the university?
4. Have we sought outside expert advice?
5. Have we looked into the possibilities of applying for a grant to study and to continue what we are trying to do at Raymond?
6. Have we found any measuring devices to find out the effects of the present three-year program or the possible effects of a four-year program?
7. Have we considered that accepting a four-year plan might radically change, and even destroy the intellectual program we have now?
8. Is Pacific prepared to take Raymond students for that fourth year? Are we prepared to have Pacific students in our seminars?
9. Have we considered what would happen to the independent study program? Would the fourth year mean that we would have majors and disciplines? Can Raymond be a multiversity within a cluster college?
  - 9.1 What might happen to the seminars? to the student-faculty ratio?
10. Have we considered that the fourth year may not even accomplish what it is intended to accomplish?

WADE



## Minutes of the Alteration of the Curriculum Committee

John Williams, chairman; Pat Schedler, Hugh Wadman, Mike Wagner, Bill Sheldon, Lewis Ford

March 4, all members present

The committee discussed essentially two matters: the problem of the math-science sequences if Raymond were to offer a four year program, and the image which Raymond should project and try to fulfill.

Hugh reported on the one hour meeting which he and Theo had with Bevan. He was still uncertain as to Bevan's ultimate objectives. Hugh then talked about the peculiar difficulties which the math-science courses would experience if Raymond went on a four year program. The basic problem is that a student continuing in a program of science or requiring science (medicine, for example) needed a major which Raymond could not offer. He added that the positive statements from the medical school on liberal education were principally lip service. Admission depends on GPA and a major in science courses. However some schools were mentioned by other members of the committee which were serious about the liberal education.

Mike responded with his impression of Bevan's stance, namely that Bevan is leaving us a free hand in shaping the future program with three limitations: It ought to be a four year program instead of a three year program, it cannot cost anymore, it must be designable. Mike sees the last point as the principal task of the committee. He suggested that we accept the four year program if we can solve the math-science problem. The committee agreed. The committee hopes to resolve that problem in the meeting on Friday, March 6th, after having heard a second report from Hugh on the planned meeting with Bevan. Lew asked why it would not be possible to solve the problem of the major, in this case the math or science major, by allowing the students to study at a different institution, either COP or another domestic or foreign school.

The second matter discussed was the image which Raymond should project and try to fulfill. Everyone agreed that Raymond would have to have a statement of purposes and a program to meet these purposes. But there was a disagreement on what they should be and how they could be attained. It was further agreed that the image projected would depend to a considerable degree on the nature of the year off campus, and that this year should be carefully integrated into the core curriculum. The ultimate decision on the Raymond image will also be effected to some degree by the fact that the recruiting will be done almost exclusively by the UOP Recruiting Office. Raymond will be represented to interested students along with Callison, Covell, COP, the School of Music, etc. To capture the attention of the prospective students Raymond will have to have a clear, distinct and exciting image. To make the image clear and distinctive, Lew suggested and the group concurred that the alternative(s) offered in the third year (or off campus year) should be limited so that they fit into one image.



The suggestion was mentioned, but not discussed, that the third year be used for students' work in an urban center and that the image of the college be shaped to correspond.

Mike expressed reservations to the suggestion that Raymond adopt a European emphasis. He did not think that this program was exciting enough. Many colleges already had a similar program; its adoption would lack originality. Furthermore, he felt the image itself was too parochial. Instead, he suggested Raymond should have a world image, which would stress man in the contemporary world. Hugh and Pat were in general agreement with Mike. Hugh said that the image ought to reflect the college's effort to inspire introspection. "Who am I?" is the question, he suggested, that the whole faculty presents to the students; the answers offered differ in each approach to the question. The group had difficulty in projecting the introspective question of Hugh or the world focus of Mike into an image.

It was then suggested that an image with a European emphasis could include both Mike's and Hugh's suggestion. The implication of this image is that in order to understand the "I" of Hugh's "who" or the contemporary world of Mike's the student has to understand his own tradition. Although the emphasis of Raymond would be European, it would not exclude the possibility for the student to study the non-European world at Callison or at Covell or even to spend a year in India. The University as a whole would acquire a new image unique in higher education. It would offer area studies broadly defined in individual colleges. It was further suggested that this would emphasize an image which both UOP and Raymond already have. The cluster college and liberal education are both of European origin. The languages offered at Raymond support programs which could be carried on abroad at European universities. Without stressing the major, it could be mentioned that the course work studied abroad could be transferred to Raymond and applied to a major - in any field (including math-science) in which a faculty member at Raymond is competent.

March 8, at Schedler's. Present all members and Theo.

The principal matter discussed at this meeting was the problems envisaged by the math-science faculty if Raymond went to a quarter system and a four year program. Hugh invited Theo to express the problems he foresaw for math.

The consequences for math, reported Theo, could be seen with respect to the two groups of people who take math: the non-specialist and the math major. For the first group Theo had developed a special course, non-conventional for the non-specialist. Theo convinced the group of the importance of this course for a liberal education. He also spoke convincingly of the difficulty of presenting the material he deems essential to the course in one quarter of ten weeks.

With respect to the second group, the math majors, Theo spoke persuasively of the need for a math major to also have a general education. The minimum math major, required by most Graduate Schools, is twenty-four units beyond Calculus. At present this is what the Raymond math faculty offers. It is acceptable to the math majors now, suggested Theo, because they can supplement the minimum major in the fourth year, which they gain under the three year program now offered by Raymond. On a quarter system with a four year program, the math majors would receive no more math than they now do, but they would start one year later to Graduate School. The result would be the loss of the math majors for Raymond.

At John's request, Theo said he would try to work out a sequence of the courses necessary for a math major and try to conceive of them within a four year program on the quarter system.

Hugh next presented what he felt to be Neil Lark's views on the proposed changes. Neil would probably fear that a change would lead to a watered down sequence and a highly specialized fourth year in the sciences. He feared undesirable consequences in terms of student enrollment and faculty retention. John Tucker was reported to be ambiguous about the changes. He feared however that the program which Raymond could offer in sciences might be too thin to attract qualified people with a specialized interest.

Mike suggested a possible solution to the specific problems presented by Theo and by the math-science faculty in general. He suggested they be given one of the Independent Studies courses to divide among themselves.

Hugh felt that Mike's suggestion might be a suitable solution.

John had serious reservations about lessening the number of Independent Studies courses.

March 11, at Schedler's. Hugh was absent.

At this meeting no single problem dominated the discussion. Rather an attempt was made to define the consensus of the group, as well as the differences, on many relevant matters.

John began the meeting with a report on a telephone call from President Burns to him. President Burns did not like the idea of Raymond using the Institute of European studies (IES). He wanted rather to establish and maintain a program at Cambridge. Reaction by the committee to this proposal led to a degree of consensus on the European program. The committee agreed that Raymond ought to use the facilities of the IES. (The degree to which Raymond should stress the European image was not agreed upon). With respect to President Burns' suggestion, the committee agreed that the program at Cambridge should be for UOP, and not just Raymond. It was feared that emphasis on this one possibility would be too confining. It was also suggested that the program at Cambridge could be arranged within the auspices of the IES, which would relieve UOP of many administrative problems.

John mentioned three options possible for Raymond in the extra year: foreign study, urban work, a major. The committee unanimously opposed the suggestion that Raymond develop a major program. The committee agreed that countless problems would be associated with the proposal that a formal program be worked out in connection with urban work. It was also recognized that problems would result in integrating an urban program within the Raymond curriculum as it now is. Foreign study under the auspices of the IES appealed to the group for essentially two reasons: it would be easy to implement and it could compliment the core curriculum.

The committee agreed that the core curriculum should be retained.

Mike and Lew suggested that four problems should be agreed upon, but at this point had not been:

1. The image of Raymond. This, it was agreed, would depend to a large extent on the nature of the fourth year. The committee agreed that it did not want a very limited program, i. e. study at Cambridge. It agreed that the fourth year would have to be complimentary to the core curriculum. Mike suggested that the extra year be left wide open and presented as a year in which the student had unlimited opportunities. Some of these could be spelled out: urban work, year in India, year in Europe. Pat expressed the same opinion. Lew disagreed with the "open-endedness." He feared this would lead to an image of attempting to be all things to all men. He did not think that Raymond should offer too many alternatives. He suggested that Raymond stress the core curriculum (liberal education) with a single emphasis, and include many other possibilities. Lew's principle concern was that the year complement the core curriculum.



2. Natural science. The only consensus that could be reached in this area, prior to the report from Theo and a statement from the math-science faculty in general, was that the integrity of the natural sciences should be retained.
3. Calendar. This matter was not fully discussed. In general however there seemed to be agreement that the calendar, suggested by Mike would be feasible. Some additions were suggested: a week of faculty seminars of an integrative nature; and examination week each quarter.
4. The transition from a three year to a four year program. This matter was not thoroughly discussed. It was agreed that two programs should not be running simultaneously during the transition years - one for the students on a three year program and one for others. It was suggested that those on the three year program could take a one month course prior to the beginning of the school year of the others. This would retain the integrity of the three year degree granted in the years of transition to the four year program.

The committee agreed that it ought to arrive at a specific program and concrete recommendations. Mike suggested that we accompany our report to the Administration with a supplement to contain our observations on the following:

1. off campus housing
2. recruiting
3. salary
4. administrative assistant

JW/pn  
3/20/68

Henry Lynch

The Retreat Committee has a reservation for you in a  
2\_\_\_\_, 3\_\_\_\_, 4\_\_\_\_☒ room cabin, at \$3.25\_\_\_\_, \$3.00\_\_\_\_,  
\$2.75\_\_\_\_☒ per person. Please leave this amount with Mary  
Haynie by Tuesday, March 19. We have\_\_\_\_, have not\_\_\_\_☒,  
made a bus reservation for you. \$ 2. 75

mh  
3/14/68

RAYMOND COLLEGE  
ROOM SCHEDULE  
Spring Term - 1963

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8:30-	RWC	Sheldon	MTThF	AF 233
9:30	Beg. French	Burke	MTThF	AF 203
	Non-Western World	Noble	TThF	AF 202
	Political Science	Briscoe	MTThF	AF 232

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9:00 -	RWL	Kahn	W	AF 218
12:00	RWL	Williams	W	Price I
	RWL	Bruce	W	Ritter I
	U. S. History	Wise	W	AF 203

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9:45-	Inter. French	Burke	MTThF	AF 203
10:45	Non-Western World	Noble	TThF	AF 202
	Psychology	Schedler	MTThF	AF 233
	Political Science	Briscoe	MTThF	AF 218

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11:00-	Adv. French	Burke	MTThF	AF 201
12:00	Economics	Wagner	MTWThF	AF 202
	Psychology	Schedler	MTThF	AF 233
	Linear Algebra	MacDonald	TTh	AF 218

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1:00-	Intro. Fresh. Math II	MacDonald	MTWThF	AF 130
2:00	Religion Lecture	Ford	M	AF 202
		<u>and</u>	TTh	AF 241

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1:00-	Biology	Funkhouser	MTWTh	AF 242
2:30	Intro. Fresh. Math II	Repass	MWF	AF 113
	Sci. Tech. & Environ.	Wadman	MTWThF	AF 232

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1:00-	U. S. History	Wise	W	Price I
4:00				

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1:00- 5:00	Physics	Novakov	TW	AF 219
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2:00- 3:00	Abstract Algebra	MacDonald	MWF	AF 118
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2:00- 6:00	Drawing (2:00-4:00 for students fulfilling Fine Arts requirement)	Baden	TTh	Farley II
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2:15- 3:15	Religion Disc.	Ford	MTh	Farley I
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2:30- 4:00	Sci. Tech. & Environ.	Wadman	MTWThF	AF 232
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3:00- 4:00	Inter. German	Sayles	MTWThF	AF 135
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4:00- 5:00	Religion Discussion RWL Lecture	Ford English Staff	T W	AF 202 AF 140
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4:00- 6:00	Adv. German Non-Western World Lecture	Sayles Noble	MTh W	AF 214 AF 202
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4:15- 5:15	U.S. History Lec.	Wise	Th	AF 140
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7:00- 10:00	RWL	Bruce	W	Ritter I
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Intermediate Analysis II, Finite Math II, Differential Equations, and Topology seminars are scheduled in T. MacDonald's office; Regional and Area Planning, Comparative Literature, and 2 sections of RWC are yet to be arranged.

eb:3/15/68

# RAYMOND COLLEGE WEEKLY BULLETIN

Vol. VI. No. 24

March 18, 1968

Monday	(Mar. 18)	8:15 p.m.	University Symphony Orchestra Concert
Tuesday	(Mar. 19)	11:00 a.m.	Chapel: <u>The Sence of Sound</u> , Ed Summerlin Tenor Saxophonist, composer of the first jazz liturgy performed in America, com- poser of music for the movie "Ciao."
		3:30 p.m.	Mr. Mawlawi, the United Arab Republic Representative for the Western United States, will be speaking on "The Arab- Israeli Dispute. Anderson 'Y' lecture hall.
		5:15 p.m.	Faculty meeting--Provost Lodge
		6:30 p.m.	High Table Dinner
		8:00 p.m.	High Table Program: Ed Summerlin (see today's chapel at 11:00)
Wednesday	(Mar. 20)	9:00 a.m. -	*Federal Careers Day, Callison Lounge
		4:00 p.m.	
		7:30 p.m.	Film: "I.Q. and Crime" Music C.
		8:00 p.m.	Film: "The Overcoat" 140 AFB
		8:00 p.m.	Fourth Annual Pope John XXIII Lectures: Andre E. Hellegers, M.D. "Some Catholic Perspectives on Human Reproduction" Conservatory.
		8:15 p.m.	San Francisco Opera Co. presents "The Barber of Seville" Civic Auditorium.
Thursday	(Mar. 21)	2:00, 4:00	Film: "Inside North Vietnam" Top of the
		6:00 p.m.	'Y' (Produced by Felix Greene and in con- junction with his speech at 8:00 p.m.)
		4:00, 7:45	Visiting Mathematics Lecturer--Professor Sherman K. Stein, U. C. at Davis, will discus "Physics of Convex Bodies" and "Learning and Teaching Mathematics, Kindergarten to College."
		8:00 p.m.	Felix Greene, Reporter, world news com- mentator, producer of the controversial films, "Red China" and "Inside North Viet- nam-China--What are we heading for?"
		8:00 p.m.	Mr. Roberto Tagliabue-Rossi, a young Argentinian Concert Pianist, Conservatory
		8:30 p.m.	Playbox Theatre: "The Sudden and Acci- dental Re-education of Horse Johnson"
		10:00 p.m.	Film: <u>Ganges, Sacred River</u> --140 AFB
Friday	(Mar. 22)	3:30, 7:00	Project Amigos Film: 'Othello'--140 AFB
		9:30 p.m.	
		8:30 p.m.	Playbox Theatre: "The Suden and Acci- dental Re-education of Horse Johnson"

## ANNOUNCEMENTS

\*FEDERAL CAREERS DAY--All students are encouraged to attend Federal Careers Day. Representatives from all major career fields in Government will be available at the Social Hall at Callison College. No appointments are required.

RETREAT - - All students and Faculty are invited to the Raymond Retreat at Yosemite National Park March 23 and 24. (Thats this weekend!) There are still a few seats left on the bus and we can make reservations for cabins up to Wednesday, March 20. The retreat committee is planning to use some of the time at the retreat to discuss possible changes for Raymond being discussed by the faculty at this time. Information will be coming out during this week concerning other activities planned for this weekend.



## ALTERATIONS OF CURRICULUM COMMITTEE

March 18, 1968

Members Present:      John Williams, Chairman  
                         Pat Schedler  
                         Hugh Wadman  
                         Mike Wagner  
                         William Sheldon

Members not Present:   Lewis Ford

John read the summary report of the proceedings to date which he proposed to offer to the faculty and to Berndt at the meeting with him on March 20.

John reported that the Public Relations Office, the Business Office, and Mr. Bevin did not want Raymond to make the change to a four-year program this year.

John summarized the consensus of the group with respect to the extra year to include:

- 1) A European emphasis
- 2) Unlimited possibilities
- 3) The Clusterette (Pat Suggested)

John was in favor of this idea, but he said it could not be funded and should not therefore be considered in detail at this time.

Hugh cautioned against trying to be "all things to all men." He suggested that we define precisely the nature of the changes as well as of that which is retained. The final report should include a rationale for Raymond.



March 18, 1968

TO: The Raymond Students

FROM: Leslie Noble

For the Spring Term, 1968, there will be some additions to the residence staff in the men's dorms. Doug Kroesch will be working in Wemyss House and Bob Campbell in Ritter to help the assistant residents in those dorms. Their responsibilities will mainly involve being in the dorm when the assistant residents cannot be, especially on weekends, so that students can find the dorm master key if they should need it. The Residence Staff is concerned that at least one member of the residence staff be in each dorm each weekend, but up to now this has not been possible because there were no men senior counselors.

mh

## ALTERATIONS OF CURRICULUM COMMITTEE

March 20, 1968

Members Present:     John Williams, Chairman  
                         Pat Schedler  
                         Hugh Wadman  
                         Mike Wagner  
                         William Sheldon  
                         Berndt Kolker, Provost

Members not Present:   Lewis Ford

This meeting was designed to allow the committee to present its deliberations to date to Berndt, and for him to give the committee his thoughts and suggestions.

John began the meeting with a summary of the three suggestions which the committee had considered for the additional year at Raymond:

- 1) Bill's suggestion of a European focus for the college with the extra year to be spent in a European college participating in the IES;
- 2) Mike's suggestion that Raymond assume an image of openness with the extra year to be designed in accordance to the needs of the individual student;
- 3) A compromise between the two, which John said he felt to be the general consensus of the remaining members of the committee.

Berndt made two suggestions:

- 1) Whatever the final program, a rationale would be needed which would not only justify Raymond as a distinct, but also allow it to stand out as offering something different from Callison and COP. The rationale must be presented as adding a new dimension to Raymond, not as a response to a failure;
- 2) Furthermore, the final program would have to bring some income to the UOP. If 50 students were at one time to be abroad, then the total enrollment of Raymond would have to be increased in order to finance the resources at hand, which are a fixed cost.

John suggested that Raymond students could probably go to Vista for the extra year, and that this suggestion could conceivably be made consistent with the two suggestions made by Berndt. Berndt liked the idea, and added that such a program would be ideal for Sociology and Psychology. He also mentioned that a program could possibly be arranged at Westbury.

Certain aspects of the year abroad were then criticized:

- 1) Berndt said that the integrative feature was lacking in foreign study.
- 2) Pat questioned the quality of the work, with specific reference to a course in Psychology offered at Vienna. Berndt did not think that it was a good idea to allow students to substitute courses taken abroad for core courses at Raymond. However, he added, at this time the decision whether or not to allow non-Raymond courses to be credited as the substitute for a core course at Raymond was a decision which each faculty member could make with respect to the course he teaches.
- 3) Mike agreed, adding that the Raymond faculty was also a group of personalities, and if courses taken elsewhere could be substituted for core courses, then the students would miss the experience of confronting this faculty member.

The last comment of Mike's led John to propose that Raymond re-establish a brochure for prospective students and incoming freshmen with pictures, credentials and publications of the faculty.

Mike then suggested what he thought ought to be the focus of Raymond College: core curriculum plus student centered, personalized program. He suggested that the three alternatives for the third year included in John's Initial Report to the Faculty be subsumed under this heading as three of the possibilities. But we should not stop here, he added, but include as possibilities all of the resources of the university. The small student-faculty ratio would allow careful advising of the student so that he could pick the courses of most interest to him. If he were interested in religion, for example, the faculty advisor could advise him to study with specific faculty members at COP. The faculty at Raymond would learn about the resources of the total university, and even be able to pick personalities of teachers to fit those of the students. This would be interdisciplinary within the whole university. Mike proposed that John's report be changed so that point A and B fall under C. In response to John's request, Mike agreed he would change the report accordingly.



Berndt liked the idea of the student-centered, personalized program and agreed that this ought to be the focus of Raymond. Berndt commented that perhaps the Academic Affairs Committee would best be able to assume the function of directing the students after proper counsel by their advisors.

Bill thought the principle of "openendedness" lacked structure, which would result in a lack of direction and emphasis for Raymond. Mike did not think that this was a valid criticism, and said the "openendedness" would be, on the contrary, very tightly structured. He would be analogous to a Ph. D. program.

Berndt raised a new issue. Revising the curriculum, the courses ought to be more descriptively named. Pat added a way of compromising with the demands of the Graduate Schools for a certain number of Upper Division Courses. Instead of calling a course "Psychology", it should be named "Contemporary Issues in Psychology," or something similar, and be considered an Upper-Division Course.

John passed on to new matters. Two issues had not been faced:

- 1) Math-Science
- 2) Non-Western

Bevan suggested that the Raymond Curriculum omit the Non-Western Civilization as a required course.

Mike said that eliminating the course would effectively cut all non-Western material from the curriculum, since the shortened school year would discourage any faculty member from adding non-Western books. And he added, he could not visualize a college in the modern age which was deliverately not concerned with the Non-Western World. In response to a question from John, Mike explained the rationale for having non-specialists teach the course. It provided, he said, the opportunity for the students to learn to study independently. The students choose a project and write a paper, which teaches them how to do research and organize material.

John elaborated on Bevan's proposal for exposing Raymond students to the Non-Western World. This would involve a series of high table speakers who would offer a broad perspective on the subject. Some of them might stay and offer seminars on a week-end conference. Credit could be given.

Mike did not think this was a feasible suggestion. Berndt also saw some serious problems in it:

- 1) Would it be worth four credits?
- 2) If it is only for Freshman, they may only attend in the Freshman year.

In order to clear the air of another problem, John then raised the question: Does the Social Science Faculty feel they are under-staffed since each member teaches 1 1/2 courses? Mike answered that he did not seek an enlargement to the Social Science Faculty but filling positions which existed in the original plan. He feared "drift" in the college, either to the Humanities or the Sciences. The danger would be that if the Humanities faculty obtains a voting majority in the faculty, it can say "No more Faculty" in other areas.

In conclusion, Mike asked the committee if anyone objected to his speaking to the retreat on March 23rd. Pat added that she hoped he would stress the openness of the proposed new image of Raymond.

Mike also repeated that President Burns wants to become more involved with Raymond. Berndt suggested that the next faculty meeting, where the results of the committee to date are to be presented, might not be a good one to invite President Burns to attend. Berndt also suggested that President Burns and Mr. Bevan be invited together.

## RAYMOND COLLEGE RETREAT

### General Information

#### 1. TRANSPORTATION

Traveling time is about 3 hours.

BUS: Departure time is 9:00 A. M. Saturday from the Provost's Lodge and 3:00 P. M. Sunday from Yosemite Lodge (Don't be late!)

A 50¢ entrance fee will be required from everyone.

(Hopefully) the bus fare will be reimbursed.

CAR: Chains are not required in the valley floor, but you may need them if you expect to go higher.

Route: Highway 120 is currently open. If you take this route, you should have chains (just in case).

Alternate route: Highway 99 to Merced, connecting with highway 140 (no chains required).

Expenses: You are encouraged to share traveling expenses.

Check-in-time is 12:00 noon Saturday, or later.

#### 2. MEALS

One sack lunch is provided per person. It may be picked up at the Provost's Lodge after 8:30 Saturday morning.

Meals are available at a nearby cafeteria and restaurant, starting at \$1.25 per meal.

A grocery store is within walking distance from the cabins.

(you might pack your own lunches...)

#### 3. ACTIVITIES

In addition to the ones on the attached sheet, students and faculty are encouraged to attend a meeting at 9:00 P. M. Saturday evening in the cafeteria to discuss proposals concerning curriculum changes.

For those interested in bicycling, the rate is 50¢ per hour.



## RETREAT - (Continued)

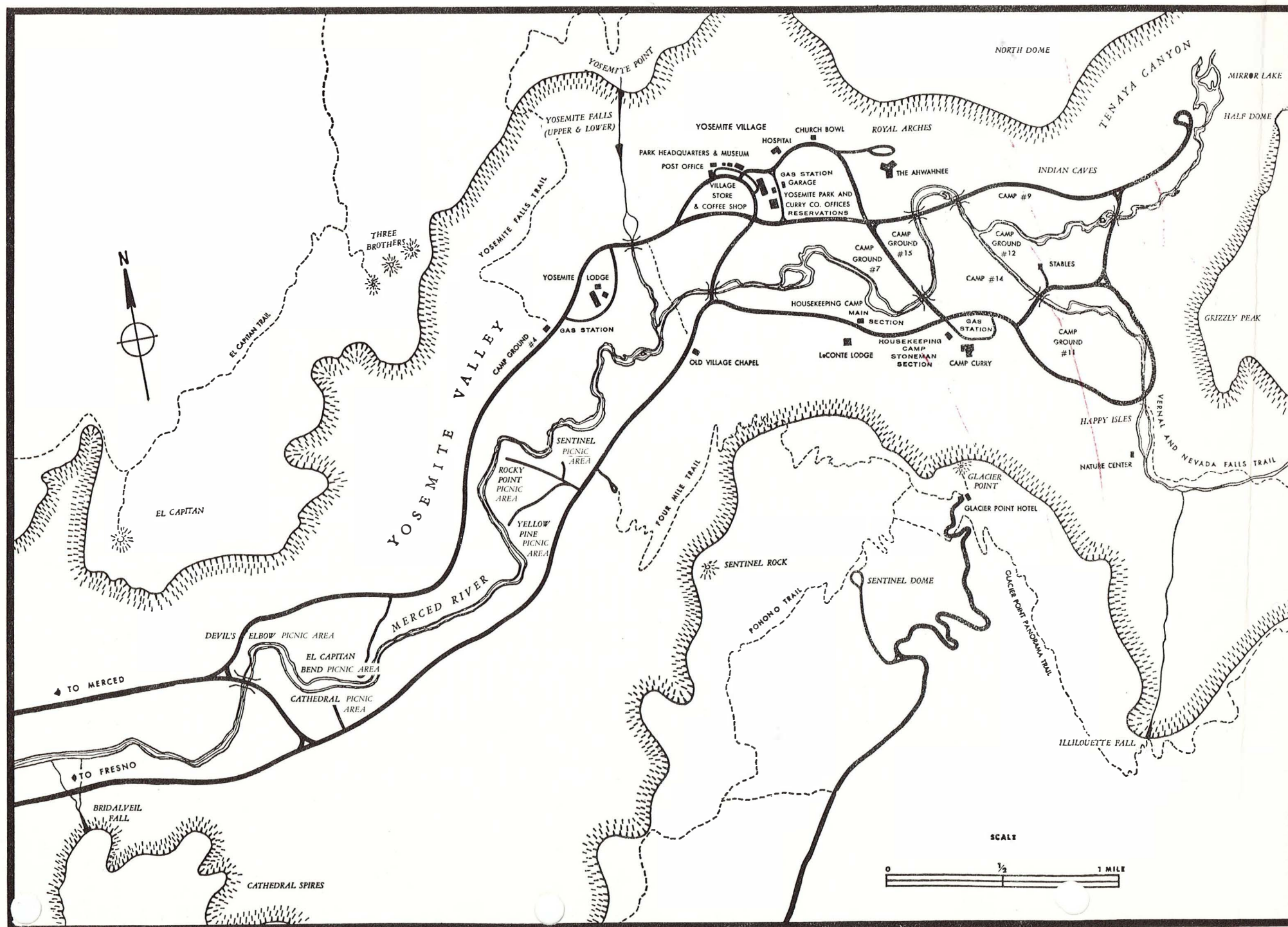
### 4. Weather

Fair and warm (through Friday). The snow (at Badger Pass) is excellent: 55 inches, packed powder. (For more current weather information, call the ranger station at 209-372-4222.)

### 5. Provisions

Take flashlights, warm clothing, towels, etc. (No bedding is needed.)

AR/jlm 3/21/68





# WHAT TO SEE AND DO IN YOSEMITE

**Yosemite is open all year. Each season has its own distinctive beauty.**

**SPRING** — In the springtime, Yosemite comes alive with the vibrance of the waterfalls, the newly-leaved trees and the green meadows. Within the Valley are six major falls, plus innumerable active, but shortlived, cascades.

**SUMMER** — All the park is open to the visitor during the summer season. In the valley there is every opportunity for outdoor recreation for every member of the family. Horseback riding, hiking or strolling, swimming, fishing, cycling, attending naturalist programs are a part of a Yosemite visit. These activities, pursued in a setting of truly unexcelled natural grandeur, take on a new and refreshing dimension.

**FALL** — Among many, including the 'natives', autumn is the best season of the year. The trees and shrubs turn glorious, wild colors, the weather is warm, the nights on the brisk side. Though the summer season, with its many visitors, has passed, there is no dearth of activity, as the stable, golf courses, etc. are yet open.

**WINTER** — To most, winter means skiing and at Badger Pass, 22 miles from the Valley, is an assortment of slopes ideal for the novice and intermediate skier plus lifts and other facilities. Too, the Valley, with a frosting of snow, is a particularly dramatic sight. An outdoor, natural ice rink provides fun for the skaters afternoons and evenings. Roads into and within Yosemite are kept well-plowed all year. The Ahwahnee, Yosemite Lodge and all facilities in the Village are open year 'round.

## MAJOR ATTRACTIONS

While the entire park is 1,200 square miles, Yosemite Valley is of first importance. The majestic granite cliffs, the beautiful waterfalls which flow best in spring and early summer, the forests and meadows combine to make the Valley unique in the world.

### MARIPOSA GROVE OF BIG TREES

Located 35 miles from the Valley, the grove contains many specimens of the sequoia gigantea, among the oldest and largest living things on earth. The unusual Grizzly Giant and Wawona Tunnel trees are here. Meals and lodgings available at the Big Trees Lodge.

### GLACIER POINT

Glacier Point is 3,000 feet above the Valley and, from it, there is a breathtaking view directly down into the valley. And, to the north and east are panoramics of the majestic Sierra Nevada ranges. The Firefall originates from Glacier Point. Meals and lodgings at Glacier Point Hotel.

### HIGH SIERRA

No summer trip to Yosemite is complete without a drive over the Tioga Pass road through the high elevation forests and the beautiful Tuolumne Meadows. Along the way are view points which will demand a stop of the photographers. In the area are good fishing lakes and streams, hundreds of miles of hiking trails, established camping sites. Also, there is a series of permanent high Sierra camps, accessible on foot or horseback, offering comfortable lodging and daily meals. Tuolumne Meadows Lodge on the road provides accommodations and meals.

## SERVICE FACILITIES

You will find in Yosemite Valley most every service facility you may need. In the Village are gas stations, general store, garage, laundry office, barber and beauty shops, photo studios, etc. Western Union located at Yosemite Lodge. Taxi service from all hotels, etc.

## THE WEATHER

During the summer season, June through mid-September, the weather in Yosemite is mild, both day and night. Generally, temperatures range between 85° and 50°. There are occasional short thundershowers in the afternoons during August and September. In the spring time, the weather is somewhat cooler, varying between 75° and 37°. Fall temperature — late September and October the days are warm, 82° and nights cool, 42°. Winters are mild comparatively, though anti-freeze in radiators is advised as nighttime temperatures may drop below 32°. Snow falls in the Valley; it is never a problem and main roads are kept open at all times. Tire chains should be carried during the winter.

### MEDICAL - DENTAL SERVICE

A well-equipped hospital, with physicians, nurses and dentist in attendance, is maintained in Yosemite Valley.

## CHURCH SERVICES

Most denominations hold regular worship services. See bulletin boards for schedules.

## CARE OF CHILDREN

For children from one to six years of age, inclusive, a completely equipped playground under the supervision of a trained attendant is maintained at Camp Curry, during the summer season. Baby sitting can be arranged with advance notice. Children 7 to 13 inclusive may join the Grizzly Club at Camp Curry — games, crafts, hikes, etc.

## KENNELS

Dogs, cats or other active pets may not be housed in hotels, lodges or camps. There is a kennel at the stables in Yosemite Valley; no others in park.

## SERVICES AND ACTIVITIES

**SIGHTSEEING TRIPS** — The Yosemite Transportation System during

the summer season operates comfortable motor coaches on daily sight-seeing trips to the Mariposa Grove of Big Trees, Glacier Point and around the floor of Yosemite Valley.

**RIDING** — Saddle animals may be rented from stables on the floor of Yosemite Valley, Wawona, White Wolf, and Tuolumne Meadows. Guided trips to special points of interest off the Valley floor are scheduled daily throughout the summer months.

**HIKING** — In the Valley, there are several easy trails for strolling, others that lead to points above the Valley Rim, such as the tops of Yosemite, Vernal or Nevada Falls.

**FISHING** — Fishing season approximately April 29 to October 31. Many lakes and streams in the Yosemite High Sierra; several varieties of trout. Tackle can be bought or rented at the stores. California State License required.

**GOLF** — Nine hole championship length course (3,035 yards — par 35) located at Wawona, 27 miles from Yosemite Valley. There is an experienced professional in charge. Clubs may be rented. A 9-hole pitch and putt course is located on the grounds of The Ahwahnee.

**TENNIS** — Hard surfaced tennis courts are located on the grounds of The Ahwahnee and at Wawona.

**SWIMMING** — There are heated pools at Yosemite Lodge and Camp Curry operating during the summer season. Also, in summer, the Merced River offers good swimming and a number of sandy beaches.

**DANCING** — There is dancing nightly except Sunday in the Indian Room at The Ahwahnee. All Valley visitors welcome.

**FIREFALL** — The Firefall has been a Yosemite tradition for nearly seventy years. It takes place nightly during the summer, Saturdays and certain other nights during the rest of the year. From Glacier Point, 3,000 feet above the Valley, a cascade of glowing coals is pushed into the darkness, resembling a waterfall of fire.

**BICYCLES** — Available for rental during the spring, summer and fall seasons at Camp Curry and Yosemite Lodge. The level valley floor with its many miles of roads is ideal for cycling.

**LAUNDROMAT** — A public laundromat is located at Housekeeping Camp, open daily during the summer season. Also available there are public showers, firewood, camping gear, etc.

**WINTER SPORTS** — During the skiing season, approximately December 1 - April 1, there is excellent skiing at Badger Pass, 22 miles from the Valley. It offers a chair and 4 T-bar lifts, an outstanding ski school plus all other facilities — meals, shops, etc. The slopes are particularly popular with the beginning and intermediate skiers. At Camp Curry there is an open-air natural ice skating rink, open daily — weather permitting — from December 15 to March 1.

## HOW TO REACH YOSEMITE

### Private Car

Coming from Southern California, take highway 99 to Fresno and then highway 41 to the South Entrance. Coming from the north there are two choices, highway 50 to Manteca connecting with highway 120 or on to highway 99 to Merced connecting with highway 140. All three routes are open all year. During the summer and early fall, approximately June 1 to mid-October the Tioga Pass trans-Sierra route is open to the east, connecting with highway 395.

### Public Transportation

#### Air Service

United Air Lines between Los Angeles and San Francisco make scheduled stops at Fresno and Merced, California. Consult air service time tables for connections with Yosemite Transportation System.

#### By Train or Bus

✓ Through the Merced, California, Gateway —  
Daily, the Year 'Round.

The Southern Pacific railroad "San Joaquin Valley Line," the Santa Fe rail, Pacific Greyhound, and Continental Bus Lines between Los Angeles and San Francisco, offer service to and from Merced, Calif., connecting with Yosemite Transportation System motor coaches to and from Yosemite Valley.

The California Parlor Car Tours operates motor tours of California, which make connections with Yosemite Transportation System at Merced.

Through the Fresno, California Gateway via Mariposa  
Big Trees—Daily, June 10 to Sept. 6, Inclusive.

The Southern Pacific railroad "San Joaquin Valley Line" between Los Angeles and San Francisco, the Santa Fe railroad and bus lines between Los Angeles and San Francisco, and the Pacific Greyhound lines stages "San Joaquin Valley Route" between Los Angeles and San Francisco, offer service to and from Fresno, Calif., connecting with Yosemite Transportation System motor coaches to and from Yosemite Valley.

Through the Lake Tahoe, California, Gateway via Tioga  
Pass — Daily, July 5 to September 1.

The Southern Pacific railroad "Ogden Route" between Ogden, Utah, and San Francisco or Oakland, Calif., and the Pacific Greyhound lines buses "Salt Lake Route" between Salt Lake City, Utah and San Francisco, Calif., offer service to and from Reno, Nevada — with connections to Lake Tahoe — connecting at Sahara Tahoe Hotel, Stateline, Nevada, with Yosemite Transportation System motor coaches to and from Yosemite Valley.



# RAYMOND COLLEGE WEEKLY BULLETIN

VOL. VI. No. 25

March 22, 1968

Friday	(Mar. 22)	3:30, 7:00 and 9:30 8:30 p.m.	Project Amigos Film: 'Othello' 140 AFB  Playbox Theatre: "The Sudden and Accidental Re-education of Horse Johnson."
Saturday	(Mar. 23)	9:00 a.m.  1:00 a.m.	RETREAT --Meet at the Lodge--will be back at 6:00 p.m. Sunday. Robert Kennedy will arrive at the Metropolitan Airport. There is a possibility that he will come to UOP campus. You will be notified of this later.
Monday	(Mar. 25)	3:00 p.m.  7:00 p.m. 7:15 p.m.	Tiwo O. Dosumo-Johnson--"Cultural Pluralism in Africa" Common Room. PLAY TRYOUTS: "Marat-Sade" by Weiss. Tiwo O. Dosumo-Johnson--"Which Way Africa" Presidents Dining Room, Anderson Building.
Tuesday	(Mar. 26)	11:00 a.m.  5:15 p.m. 6:30 p.m. 7:00 p.m.  8:00 p.m.	Tiwo O. Dosumo-Johnson, Member of Liberian delegation to the United Nations General Assembly. "America Through an African's Eyes" Faculty meeting--Provost Lodge High Table Dinner Jester Hairston, Hollywood actor (The Alamo) singer, choral director. Morris Chapel. High Table Program: Friends of Chamber Music. Prague Quartet.
Wednesday	(Mar. 27)	5:30 p.m.  8:00 p.m.	Easter Dinner--spring buffet in the dining halls. Faculty and their families are invited. \$2.00, plus tax, children under 12, one-half price. Russian Film: "The Grasshopper" 140 AFB
Thursday	(Mar. 28)	10:00 p.m.	Film: "Gautama, The Buddha" 140 AFB
Friday	(Mar. 29)	3:30, 7:00 and 9:00 11:00 p.m.	'Y' Film: "Seven Deadly Sins" (French-Italian 1952) Special Showing for Raymond and Callison students. "Zorba the Great" at the Village Theater.

## ANNOUNCEMENTS

DICK GREGORY--comedian and civil rights activist will be speaking at the University of the Pacific campus on Saturday night March 30th at 8:15 in the Conservatory. Tickets are \$1.25 for students--purchased at the PSA office.

SENIORS--1968-69 Current Financial Aids for Graduate Students has arrived at the Lodge. Seniors interested in this book on Graduate fellowships, Assistantships, loans and grants-in-aid can borrow this from Mary Haynie or Leslie Noble.

DATE: March 22, 1968

TO: Senior Students and Faculty

FROM: Berndt Kolker

All students taking Senior Specialization Exams are reminded that they were supposed to have selected faculty members with whom the specialization work will be done, and a principal examiner, by March 20. This information is to be submitted in writing to Mary Haynie, and the written choice must be countersigned.

Students writing Senior Essays are reminded that the deadline for the submission of their outline is April 1.

These dates were first communicated to you on February 8.

K:eb

DATE: March 27, 1968

TO: Students and Faculty

FROM: Beradi Kolker

John Kenneth Galbraith and Mrs. Galbraith will be our guests on Sunday, April 7. In their honor, the High Table dinner for that week will take place on Sunday at 1:00 p.m., in Great Hall, and there will be no High Table dinner on Tuesday, April 9.

All students, faculty wives, and faculty who plan to attend, should notify the following persons no later than Thursday, April 4 (by noon): faculty and faculty wives, Ellen Bakan; students, Leslie Noble.

K:eb



March 28, 1968

TO: Raymond Students and Faculty

FROM: Leslie Noble

There are several events scheduled for the next few weeks which I want to bring to your attention.

- Saturday, March 30      Dick Gregory will be speaking in the Conservatory at 8:15 p.m. Tickets are \$1.25 for students and \$1.75 for non-students and can be purchased from the P.S.A. office.
- Sunday, March 31      Dick Gregory will be speaking in Chapel on "Where's the Church, Baby?" at 10 a.m.
- Sunday, April 7      John Kenneth Calbraith will be the Raymond High Table speaker. He will give an address in the morning and will be the guest at a special dress dinner at 12 noon. (Since that is during the C.C.P. Easter Vacation, we will be the only audience.)
- Sunday, April 14      An Easter picnic is being planned for Raymond students (and faculty?) at Mickle's Grove. It has been suggested that we have an Easter egg party for some South Stockton children similar to our Christmas party. Anyone with ideas for such an event or who would help plan it, please talk to Leslie Noble or Greg Graves.

mb

for MARAT/SADE by Peter Weiss, directed by Sy Kahn

WHERE: RAYMOND GREAT HALL

WHEN: MARCH 25th, PM to 11:00 PM (?)

Marat/Sade is one of the most engaging and challenging plays written since the end of World War II. Consequently it is demanding, but it is rewarding. It calls for a cast of about 30 characters, about ten of which are major roles, not to mention the usual crucial jobs behind the scenes in order to make the scene. People interested in the dimensions of the play other than acting should read the material below and respond accordingly.

There is a need for five musicians to play the score for the play. They are an intimate part of the performance. The musical score is fascinating and in the Kurt Weil mode of "Three Penny Opera" for those who may know it. The music, in a real sense, is an important character on the stage. The instrumentation called for involves (1) piano, or organ or harmonium (2) lute or guitar (3) flute (4) trumpet and (5) drums. It is possible that other instruments can be used or substituted, so if you play an instrument other than these, please let me know. Fill out the form below and please return it to Mrs. Mary Haynie, Secretary, in the Raymond Lodge.

Further, those faculty and students who wish to work on the play but who do not intend to read for a part will also kindly fill out the form below and return it to Mrs. Haynie in the Raymond Lodge.

Name (please print) \_\_\_\_\_

College and college address \_\_\_\_\_

For musicians:

I play \_\_\_\_\_ and can/~~cannot~~ read a musical score.

For crews:

I am interested in:

Set design and construction \_\_\_\_\_

Lighting \_\_\_\_\_

Costume \_\_\_\_\_

Sound \_\_\_\_\_

Make-up \_\_\_\_\_

Publicity \_\_\_\_\_

Props \_\_\_\_\_

Tentative dates for performance: May 16, 17, 18, 19

I think we have the possibilities for a highly effective production of this play, but as always it will depend on the response in all areas. PARTICIPATION IN THIS PLAY IS OPEN TO ALL MEMBERS OF THE CLUSTER SCHOOLS, STUDENTS, FACULTY AND FACULTY FAMILY MEMBERS. I look forward to hearing from you.

Cordially,

Sy Kahn

March 27, 1968

TO: Raymond Students  
FROM: Leslie Noble

On Sunday, March 31, the Alumni House is having an informal dessert for Raymond students. The purpose of this affair is to bring together Raymond students with some students from C. O. P. to discuss various university problems. You are all invited to the dessert which is at 7:30 p. m. in the Delta Gamma House.

mh



March 28, 1968

TO: The Faculty and students  
FROM: Ray Kolling

You are very likely aware of the fact that I was found guilty of unintentional plagiarism on my Non-Western World term paper by Student Court. My unintentional plagiarism was the result of haste, ignorance, and, therefore, extreme negligence.

In expanding and rewriting my paper I found myself quite pressed for time. This was due to the demands of other courses and my job. Thus, in attempting to hand in the paper promptly, I very negligently wrote my paper off of my note cards, mistakenly considering my notes to be paraphrases while some were actually quotes. I carelessly included these quotes in my paper without proper citation or footnoting. In addition I was quite ignorant and negligent in my footnoting for I footnoted groups of pages rather than page by page. However, the fact that I did footnote material (albeit sloppily) gives further weight to the fact that my plagiarism was the result of ignorance, haste and negligence rather than a deliberate attempt to steal someone's ideas and claim them as my own.

Hence, I extend my deepest apology to the community for my inexcusable negligence. Though my action stemmed from carelessness and not intention, I still affronted the Honor Code and the community in that I failed to maintain the vital honesty of Raymond College. It is this honesty which makes Raymond a community and not merely a campus. Thus, I feel the serious import of my negligence.

I also wish to express my respect to the Student Court for the mature manner in which it handled the case. I became cognizant of the gravity of my offense. Yet the verdict of the Court did not negate all that I have worked for in the past three years.

Respectively submitted,

*Ray Kolling*

Ray Kolling

March 28, 1968

To the faculty and students of Raymond College:

As you are probably well aware, I have been found guilty of the self-accused charge of observing Ray Kolling's paper during a Non-Western World quiz and noting that Ray's answers corresponded to mine. Although this was an unintentional act with no deliberate attempt to cheat, I am now well aware that such observation is a very serious offense in that it does not uphold the degree of integrity contained within the standards of Raymond College. This whole case came about through a foolish action on my part, for which I offer my apology to the community.

Upon looking back over the incident, I feel that I should briefly outline what could have happened to me had the Raymond Student Court not considered all of the implications of the case and had it not acted in such a creditable way. Through my actions I jeopardized several very important factors in my vocational plans which have great influence on my personal future. Had I been required to withdraw from Raymond, I would have had to relinquish my acceptance to Hastings College of Law. This in itself would have been a great upset. Further, I would have had to attend the University of California for one more full year just in order to obtain my B.A. This would have entailed more expense and effort and a substantial delay. Not only would I had to have gone one more year, but, because of institutionalized deadlines, I could not have entered U.C.'s spring quarter. This would mean that I would have been subject to the draft. In summary, by my actions, I would have lost all that I had gained by attending Raymond for these three years. I can only thank the Raymond Court for equilibrating their punishment with my degree of guilt.

I hope this statement has expressed the necessity to keep within the ideals set out in our Honor Code and my increased respect for the Student Court. Again I can only say that I am most ashamed and sorry for my thoughtless error.

Respectfully,



Rick LeDoux

EUGENE Mc CARTHY  
will be at the Stockton Airport  
12:45 Saturday Afternoon

Transportation will be available to anyone outside the  
Provost Lodge by 12:15.



# RAYMOND COLLEGE WEEKLY BULLETIN

Vol. VI. No. 26,

March 29, 1968

Friday	(Mar. 29)	3:30, 7:00 and 9:30 8:00 p.m.  11:00 <u>p.m.</u>	'Y' Film: "Seven Deadly Sins" 140 AFB  Play Box: The Sudden and Accidental Re-Education of Horse Johnson. 157 Adams St. Special Showing for Raymond and Callison students. "Zorba the Great" at the Village Theater.
Saturday	(Mar. 30)	All Day 8:30 p.m.  8:30 p.m.	California History Institute Dick Gregory, comedian and author, Conservatory. Play Box: The Sudden and Accidental Re-Education of Horse Johnson. 157 Adams St.
Sunday	(Mar. 31)	10:00 a.m.	Special Chapel Service: Dick Gregory, comedian, author, and civil rights advocate. "Where's the Church, Baby?" Morris Chapel.
Tuesday	(Ap. 2)	11:00 a.m.   5:15 p.m. 6:30 p.m. 8:00 p.m.	Chapel: Easter Celebration--Dr. Lawrence Meredith, Dean of the Chapel, Dr. Carl Talbot, Asst. Prof. Speech. "Who's Afraid of Virginia Woolf?" Faculty meeting--Provost Lodge High Table Dinner High Table Program: Donn Parker "Computers: Useful Tools or Monsters?" (He is from Control Data Corporation.)
Thursday	(Ap. 4)	10:00 p.m.	Film: "Toward A Better Society" and "India Independent" 140 AFB

## ANNOUNCEMENTS

SPECIAL HIGH TABLE: Dr. John Kenneth Galbraith will be on campus to speak as a part of our High Table series Sunday, April 7. Dr. and Mrs. Galbraith will be our honored guests for the special High Table Dinner served at 1:00 p.m., and he will speak immediately following the dinner.

## ALTERATIONS OF CURRICULUM COMMITTEE

April 5, 1968

Place: Pat Schedler's

Members Present: John Williams, Chairman  
Pat Schedler  
Mike Wagner  
Lewis Ford  
Bill Sheldon

Members not Present: High Wadman

Next Meeting: Wednesday, April 10, 2:00 p.m. in Mike's Office.

John reported on the meeting that he and Berndt had with Bevan in which they discussed the "Initial Report to the Faculty". Bevan was in agreement with the substance of the report. His comments were principally on detail. He approved of the idea of a multiplicity of individual programs, but added that they would have to be tightly structured. They would also have to be academically and financially acceptable, but he thought Raymond faculty should not concern itself unduly with this latter matter about which he would counsel us. Specifically, he urged that the Committee and Faculty think in terms of a Program, not in terms of credits or units of work. Programs already suggested, which he thought would be acceptable, included:

1. A year in India with Callison
2. IES
3. An Arrangement with Cambridge, which can conceivably be worked out in cooperation with Tarkio College in Missouri
4. Individual exchanges with a few other colleges (similar to what Quincey Bragg suggested in his report to the Committee) but the ratio of students who leave Raymond and those who come should be approximately 1:1
5. Working with the Stockton Municipal Government
6. Work at the Marine Biology Station. (George Blum also suggested the semester in Washington program).

Programs which Bevan rejected included Peace Corps, Clusterette, McGeorge Law School, and Bill Byron's program with the California Youth Authority. Bevan agreed Raymond should not offer a major, but extra work beyond the core curriculum should be called "an area of concentrated study" or "specialization". If this involved work with faculty other than Raymond, Bevan suggested that both the Raymond faculty member and the student make

the arrangements. Bevan was flexible about the Non-Western World, and about the Math-Science sequence.

Lewis criticized the "openendedness" of the proposal and suggested that the faculty should also be presented the other suggestion which came out of the committee, namely that the choices be limited to the three which were included in the first "Initial Report to the Faculty."

Other matters discussed briefly:

John said that he wanted to share the proceedings of the Committee with Bill Binkley who is anxious to help us bridge gaps as he works on programming for COP.

Hugh is preparing for John a list of the pre-med requirements so that John can try to figure out a way of providing a program for these students at Raymond and COP.

Tentative future dates to be kept open by Committee members are Wednesday, 2:00 - 3:30 p.m. and Thursday, 4:00 - 5:00 p.m.

On the program for the extra year, which was listed as "Foreign Study and Travel", the words "and Travel" should be eliminated.

Lew asked for the justification for two required Upper Division courses in Literature. John did not want to answer without consulting his colleagues in Literature, but suggested tentatively that the reorganization of the total Core Curriculum was not being discussed. Mike added that the policy at Raymond was that all changes in curriculum come solely from the person or persons teaching the course under discussion.

The Committee discussed briefly the need for a uniform Style Sheet on matters of the documentation and paper form which could be used as a guide for Faculty and Students in the writing of essays.

The Committee also suggested that individual faculty members try to distribute a brief outline of their course, including reading list, to the other faculty members. This, it was hoped, would allow each faculty member to make cross references to material used by another, which in turn would make the interdisciplinary ideal more realizable.



# POST-EASTER Egg HUNT

for Headstart kids - Saturday at 2:00

Sat. morning there will be 15 dozen Easter eggs out in the Quad ready to be dyed.

Sat. after lunch we will hide the same eggs and goodies in the Quad.

Sat at 2:00 - who knows? (be there!)

All faculty children six yrs and younger are invited!

The Easter Bunny Needs You

April 9, 1968

TO: The Seniors

FROM: Leslie Noble

There seems to be much disagreement as to whether there should be a senior party, and if so, where, when, etc. Contrary to rumors, there has been no date set as of yet for such an event. If you want a party, plans should begin immediately, so could all interested seniors meet in the Common Room Tuesday night right after dinner. Be thinking about what you want to do, where, how to finance it, and who is going to be on the planning committee.

mh



## ALTERATIONS OF CURRICULUM COMMITTEE

April 10, 1968

Members Present: John Williams, Chairman  
Pat Schedler  
Hugh Wadman  
Mike Wagner  
Lewis Ford

Members not Present: Bill Sheldon

The principal matter discussed at this meeting was the math-science sequence. This program is important in making the non-scientist sensitive to the purposes, methods and impact of science on the world, and for providing a preparation for the scientist. The courses are more than general surveys in scope and rigor.

One of the problems which the science faculty recognize is that there is not enough integration between the divisions of the curriculum. The faculty is interested in suggestions as to how this problem might be alleviated. One possibility suggested was to discuss one topic in a variety of courses (e. g. sex).

Two specific problems discussed were those of the pre-med student and of the math major. It was said that the current belief that the medical schools want their students to have a liberal education is merely lip-service. They want the science courses. It was therefore suggested that the additional courses not offered at Raymond be taken at UOP. This could also be used to alleviate overload in the science faculty, which presently offers 7 -1/2 units of "core" courses to each pre-med student. In principle, this would be nothing new since at present students wanting organic and analytical chemistry take it at UOP. The problem of integrating the Raymond schedule with that of UOP would conceivably not exist if the university went on a standard schedule. A hypothetical schedule for a pre-med student was conceived like this:

Sophomore Year: Chemistry Triad and Independent Study  
in Chemistry;  
Junior Year: Analytic and Organic Chemistry at UOP;  
Senior Year: Special Study in science research.

The problem of the math major is different. The problem arises from the fact that at present Theo is teaching all of the math classes for a minimum major. He can teach no more, yet he feels that the math major would want to be able to accumulate more courses in four years than in three at Raymond, with the consequence that Math majors would not come to Raymond.



With respect to math the question was asked: Do students (and which ones: pre-med?) need two terms of math? Hugh answered - only with respect to the sciences - that one term is adequate preparation for what the sciences need (slide rule, elementary statistics, etc.). No one disputed with Theo's observation at a previous meeting of this committee, that math is in and of itself a value and an integral part of a liberal education. Nor did anyone feel that his "Aesthetic Math" could be taught in less than two terms. Pat suggested that an Independent Study might be given to Theo for "Aesthetic Math." It was also suggested that perhaps the students studying science would profit more from one course in preparatory math and be allowed to apply the other math class required to a science course.

The problem which has led to these latter speculations is that on a quarter system less time would be available each term for class contact. This is more serious for some courses than others, especially the math-science (and language) courses. Theo is not certain that he can include all of the necessary material for his two-term math course in two quarters of ten or eleven weeks each. The science faculty does not know if it can adjust to the shortened contact time either. Mike suggested that perhaps the science faculty be allowed to have one of the present four Independent Studies to alleviate this problem.

It was also suggested that a quarter of eleven weeks be adopted, with the last week devoted to evaluations. The math-science faculty could use this extra week for course work. Pat suggested a modification to the effect that the disposal of the eleventh week be at the discretion of the individual faculty member.

It was hoped that Hugh, John, Neil and Theo could work out a solution in detail for the math-science sequence, which would be read, to be implemented by September, 1969.

Other matters discussed, which were not relevant to the math-science sequence:

1. Mike and Lew were requested to compile a list of the matters to be discussed by this committee in the remainder of this term.
2. Lew asked if scheduling were to be discussed. If so, he suggested that the faculty should get an evaluation from the students of the different lengths of meeting times - one, two and three hours.

3. College Council will meet with this committee on Thursday, May 2, at noon in the Great Hall.
4. Non-Western World was briefly discussed. It was observed that a list of those who have not taken it will have to be compiled. It was also suggested for next year that Joseph and Leslie might teach it, that George might be able to help with bibliographical resources.

April 11, 1968

TO: Senior Students

FROM: Graduation Exercises Committee

At the recent meeting of the senior class, it was decided that Raymond should order embossed announcements of the graduation exercises. In order that we may place this order as soon as possible, please sign your name and the number of announcements you wish to purchase on the sign-up sheet posted on the bulletin board. The price of individual announcements will be between 30-45¢ so the more you order, the smaller will be the cost.

mh



DATE: April 11, 1968

TO: Raymond Students and Faculty

FROM: Berndt Kolker

Pursuant to a request from the students, and the approval of the faculty, a three-day week-end is being announced.

The week-end that seems to work best into the Spring Term schedule is the week-end of April 27-28-29. Therefore, there will be no classes on April 29.

eb

# RAYMOND COLLEGE WEEKLY BULLETIN

Vol. VI. No. 28

April 12, 1968

Sunday	(Ap. 14)	4:00 p. m.	Easter Sunday Picnic at Micke Grove for Raymond students and faculty.
Tuesday	(Ap. 16)	11:00 a. m.	Chapel: Patricia Maginnis, Dr. Henry H. Brewster, Catherine Davis, Weldon Crowley. "Sex, Abortion, and the College Scene."
		5:15 p. m.	Faculty Meeting: Beth Mason from Counseling Services--reporting on research on Raymond Students.
Wednesday	(Ap. 17)	9:00 a. m.	There will be a speaker in Miss Nobles Non-Western World class from the Stockton Buddhist Temple. "Buddism in China and Japan." 218--AFB
		3:00 p. m.	Baseball: UOP-Santa Clara WCAC, here.
		7:30 p. m.	Film: "Crime Under Twenty-one" Music C.
Thursday	(Ap. 18)	11:00 a. m.	Congressman John McFall, member of the House Appropriations Committee, who is close to the Johnson Administration and just recently took a trip to Viet Nam will be speaking to Raymond Students in the Common Room.
		10:00 p. m.	Film: "Growth of the University of Education in India and Young Ambassador." 140--AFB
Friday	(Ap. 19)	3:30, 7:00 and 9:00	"Y" Film: "The Ipcress File" (British-1964)

## ANNOUNCEMENTS

LONG WEEKEND--The faculty have voted to cancel classes on Monday, April 29. This means students wanting to take a long weekend off campus will not have to return for classes until Tuesday, April 30.

STUDENT/FACULTY RETREAT--sponsored by the Anderson Y Center on the weekend of April 19-21 at Lodestar (located in the sierras above West Point). The retreat will focus on the meaning of education in an urban environment. \$5.75 per person. Information and registration at the "Y" office.

THE FOURTH ANNUAL UNIVERSITY OF THE PACIFIC ART EXHIBITION--will continue at the Pioneer Museum and Haggin Gallery until April 28.



April 16, 1968

TO: Seniors

FROM: Leslie Noble and Berndt Kolker

For our own records, for public relations, and for your own information, we would like to know what you are planning to do when you leave Raymond. Could you please answer the following questions and return this form to Mary Haynie. If you do not yet know what you will be doing, please return the sheet anyway and inform us as soon as you make a decision. If we can help you in any way with recommendations, or if you want to talk over various possibilities with us, please make an appointment as soon as possible.

\* \* \* \* \*

1. If you are planning to attend graduate school, to what schools did you apply? Would you please indicate where you were accepted, if you received any fellowships, assistantships or loans, and which one you are going to or hope to attend. What is your intended major department or area of study?

Yes, I intend to go to grad school, but not soon.  
Not until I figure out where I'm going

At which schools did you have to send your back-up letter grades?

2. Are you looking for or do you have a job at this time? How did you hear about this job?

3. If you are planning to be married, could you indicate names, dates and future address.

Eventually

4. How are you planning to fulfill your military service obligations?

~~Probably~~ Probably by enlisting in the Air Force



Page 2

5. Do you know where the University Placement Office is and what facilities it offers to students?

No

Henry Lynch  
NAME

LN:BK/mh

## ALTERATIONS OF CURRICULUM COMMITTEE

April 17, 1968

Members Present:

John Williams, Chairman  
Pat Schedler  
Hugh Wadman  
Mike Wagner  
William Sheldon  
Lewis Ford

Also Present:

David Burke  
Barbara Sayles  
Ulrike Sheldon

This meeting was devoted to the problem of altering the language programs. The discussion followed the memo dated April 11, which was submitted by David and John. It was agreed that the Burke Plan (numbered "1") was preferable to the Williams plan. There was general agreement that the language requirement, as it now is, is not completely satisfactory. Barbara suggested that the requirement be kept as it is with the addition that those students who cannot master foreign language, provided they have made up the units in some other course, be allowed to graduate without a foreign language. (See Barbara's memo for her reservations in detail.) David suggested that all incoming Freshmen be required to take a foreign language first term. To complete the language triad, approximately two-thirds of these students would continue in the language, whereas the other one-third would be required to take a culture course on France, Germany, or Spain offered by the language faculty. Barbara felt it would add unduly to the teaching load of the language faculty, which already has a large number of classes and students. She also said that she, being most interested and competent in literature, would have to teach the course as "literature in translation." Since she personally had reservations about translated works, she felt that it was possible that the enthusiasm necessary for a successful course might be lacking in her culture course. Barbara had reservations about the culture course.

Other suggestions as to how the language requirement might be changed included:

- 1) Ulrike's, which envisioned filling the now vacant Spanish position position with someone who could teach linguistics and the culture courses. Mike objected to the addition of new disciplines; Lew pointed out the difficulty of finding someone with these qualifications; Pat inquired about the status of the Spanish position. Does the position still exist for Raymond, or does striking it from the budget automatically remove it from the Curriculum? And, can positions be interchanged in the curriculum and in the budget?

- 2) Mike's, which suggested having the requirement be either math or language, but not both. Pat asked how the two could be compared, and Lew assured her that they could since they involve similar discipline and reasoning abilities.
- 3) Barbara mentioned the rumor that the administration was interested in creating a central language department for the whole university. This would undoubtedly significantly effect the program at Raymond. John said he would ask Bevan for details on the rumor.
- 4) Mike also asked if the language courses necessarily had to follow consecutively. He suggested that students planning to go on to Graduate School might prefer to take the last term of language in their senior year. David and Barbara believed it was much more effective if the courses were consecutive. Lew added, that to remove the language requirement from the freshman year would break up the common year for Freshmen.



April 17, 1968

MEMORANDUM

TO: Raymond Students

FROM: John S. Williams for the Alterations of the  
Curriculum Committee.

The following two proposals were presented to the Faculty for consideration on March 26 and April 9 respectively. Continuing our policy of sharing with students all the information possible, we ask you to study with care the attached proposals. Sometime during several weeks the entire student body will have an opportunity to enter into extended dialogue with the Committee at an I. C. Session.

Thank you.

## Initial Report of the Alteration of the Curriculum Committee

The following is an initial report from the Alteration of the Curriculum Committee. It is in no way final, nor does it even include all the numerous items we have discussed. It does, however, begin to examine some of the essential problems we must deal with.

The Committee feels quite strongly that Raymond College must eventually concern itself, however briefly, with some cogent, clearly articulate rationale for its existence. While it may be self-evident to the present faculty that Raymond has an important role to play in a technological society, it is not necessarily to be assumed that others will see its relevancy. This initial report assumes certain important things about Raymond College, though it is by no means a substitute for that statement of rationale.

There is a consensus in the Committee that any program added to Raymond as a result of moving to a four year college must be an extension of and have real integrity with the core curriculum. The following suggestions, therefore, are in two parts: the first consisting of a brief, not fully articulate, but crucially important emphasis upon the Raymond core curriculum which all students must encounter; the second consisting of recommendations for the additional time in terms of individually planned programs designed to meet the needs and aspirations of Raymond students. The proposed four year Raymond curriculum would, then, have the two following dimensions.

- I. The Committee is in unanimous agreement that the focus of Raymond College should continue to be on liberal and integrative education, training students to be conversant with and attentive to the historical forces that have shaped our century and introducing them to those disciplines which, whatever their future vocations, they must understand if they are to meet humanely the demands of the next century. The existing Raymond pattern of courses would constitute the core curriculum for every Raymond Student.
- II. The additional time, whether utilized at the student's junior or senior year or spread throughout his four years of college, should be considered a period of personal growth and enrichment. Since a primary emphasis of Raymond College is upon the personal development of the individual, each student's particular emerging goals and aspirations will be carefully considered in planning that student's program during his time of personal growth and enrichment. This new dimension of the Raymond program would be a further extension of the present independent study and will be referred to as a student centered program.

The intention for this innovation is to enlarge the area of flexibility for the individual student by providing him or her with (a) the opportunity to move into any one of a number of well structured programs offered through

the facilities of the University of the Pacific (such as a year in India with Callison or a traditional major offered in a COP department) or (b) the opportunity to structure interdisciplinary or special research programs through the facilities of the University. The student centered program would derive structure from, (a) existing programs, or (b) it would have to be planned specifically by the student and his advisor and then approved by the Academic Affairs Committee. Appropriate guidelines will need to be set up.

The possibilities for the student centered dimension of the Raymond curriculum would be limited only by the imagination of the student and his advisor, the facilities of the University and the restraints of scheduling the student's time.

A. Student centered programs which could derive their integrity from the University's existing structure and procedure are exemplified by the following already operating or potential programs:

1. Study abroad:

A year in India with Callison

A year of study abroad through the Institute of European Studies

A year at Cambridge (either through a UOP division similar to Callison in India or by other special arrangements)

Other such overseas programs the University might establish

2. Student exchanges with other colleges and universities.

(Raymond is actively exploring such programs with Sarah Lawrence and Old Westburg.)

3. Urban studies programs (a year with Vista?)

4. Concentration in co-operation with a department at COP.

5. Concentration in co-operation with the School of Education.

6. Concentration in co-operation with the School of Music.

7. A year of research and study in marine biology at the University of Pacific Marine Station at Dillon Beach.

8. Other programs which might be structured within the University.

B. Student centered programs which would be unique and require special planning to guarantee structure and integrity are exemplified by the following:

1. Interdisciplinary areas of concentration:

Religion and Philosophy

Comparative Literature

Administration

etc.



2. Special concentrations that could be structured from the total facilities of the University:
  - Anthropology (Sociology Department, Callison, Independent study)
  - Latin American Studies (Covell and Walter Payne of COP)
  - Computer programming (two Raymond graduates have already done limited work in this area by using facilities of Delta College)
3. Special research projects for students who have clearly demonstrated reliable capacity for quality, largely unsupervised, independent study:
  - First hand as well as documentary research of migratory workers
  - Work in city planning
  - Work in state hospitals
  - etc.

As experience is gained in developing special student programs there would be an accumulation of models and guide lines by which to develop and structure other successive programs.

A significant practical feature of this new student centered dimension of the Raymond curriculum is that it could be started immediately, in a modest way, without additional financing or extensive burdensome administrative planning. It would have the dramatic potential of creative dynamic growth. Further, if students chose options to leave the campus (for study abroad for example) an approximate equivalent number of students could be admitted to Raymond so as to maintain the on-campus student-faculty ratio at a constant ten to one ratio.

The general suggestions here outlined should provide much greater flexibility to Raymond College while allowing even more emphasis upon the personal, liberating experience of quality General Education. The focus will continue to be on a balanced integrative liberal education which combines personal development with a serious quest for integrity and truth, an education, in short, which will sensitize the individual student to the complexities of our world, and prepare him to encounter its problems in a truly humane way.

JW/pn

April 9, 1968

## ALTERATIONS FOR CURRICULUM COMMITTEE

Report to the Raymond Faculty on the Freshman Year and the Core Curriculum.

Alterations of the Curriculum Committee: John Williams, Chairman; Pat Schedler, Hugh Wadman, Mike Wagner, Lewis Ford, Bill Sheldon.

The Alterations of the Curriculum Committee proposes that the Freshman year at Raymond College be changed as follows: Language (another report on suggested changes in Language is forthcoming); Freshman English (Revan approves of the design of the present course, but urges a more creative title) + beginning the Math-Science sequence; and IMW + one term of Civ. + Non-Western. This arrangement will have the advantage of giving a fixed and common program for all Freshman, one that the rest of the core curriculum can truly presuppose. Moreover, it will provide a fairly even balance between the three divisions in the teaching of Freshman.

An explanation needs to be given concerning the Committee's thinking on the IMW + Civ. + Non-Western sequence. The Committee's thinking is as follows:

- A. IMW (Fall Term) IMW will continue to be primarily a lecture course and will be taught and structured by Mike Wagner.
- B. Freshman Civ. (Winter term) The term of Civ. as the Committee pictures it, will be an examination of the historical origins of our common Western heritage. The Committee visualizes changing the name of RWC to "Social and Political Thinkers in Historical Perspective." Original works of thinkers of ancient and medieval history who contributed significantly to our Western Heritage will be analyzed individually for content and synthesized collectively into an historical perspective. It is further suggested that this course be team taught (assumes two faculty members), relying partially on lectures and partially on discussions. The course could be structured in several ways. Here are two:
  - a. Three common lectures for all students + 6 to 8 one hour discussion groups (implies 6 to 8 hours class contact per week per faculty member).
  - b. Two common lectures + 6 to 8 two hour discussion groups (8 to 10 hours class contact per week per faculty member). It should be pointed out that 6 discussion groups of 15 students

each will accomodate 90 students; 8 groups, 120 students.

It is further proposed that the other Civ. course become a more advanced history course, designed for students other than Freshman, taught under the Divisional Core of The Social Sciences, and its content, of course, to be structured at the discretion of the two faculty members teaching the course. The Advanced History course will need to be taught, then, during Fall and Spring terms (Civ. will be fixed at the Winter term following IMW) and could be structured mechanically as follows:

1969-1970

Faculty	Fall	Winter	Spring
	A-2 sec.	Civ.	1 sec.
	B-0 sec.	Civ.	2 sec.

1970-1971

A-0 sec.	Civ.	2 sec.
B-2 sec.	Civ.	1 sec.

The above schedule assumes an Advanced course in History, serving the normal student load per year at Raymond College of 75 students (5 sections per year of 15 students per section)

C. Non-Western (Spring Term)

It is suggested that the Non-Western World course be designed to achieve at least two important objectives:

1. An intellectual need of the Raymond curriculum
  2. Pedagogical needs of a college emphasizing student centered programs and independent study.
- a. The Committee feels quite strongly that, if Raymond College is to remain relevant to the Student who must increasingly think in terms of a world community, we must maintain some work in areas of the Non-Western World. The Non-Western course can provide the medium through which each student comes to identify intellectually and emotionally with people of another and very different culture. Therefore, each student will pick out a Non-Western country which he will then explore as thoroughly as possible. His work will be structured primarily on a tutorial basis with a faculty member from the Division of Social Sciences, though other faculty members who wish to participate may occasionally do so.



- b. Moreover, this work in Non-Western will be each student's first opportunity to educate himself through independent study. The Committee, therefore, strongly urges that careful preparation be given students at the beginning of the term in effective methods of efficient research and that the progress of their research be carefully supervised. Hopefully, such an experience early in each student's career at Raymond will better prepare him for future independent study.

JW/pn

# RAYMOND COLLEGE WEEKLY BULLETIN

Vol. VI. No. 29

April 19, 1966

Friday	(Ap. 19)	3:30, 7:00 and 9:00	"Y" Film: "The Ipcress File (British 1964) 140 AFB
Saturday	(Ap. 20)	1:00 p.m.  1:00 p.m.	There will be an Easter egg hunt and a picnic for the South Stockton Head-Start children. Quad. Baseball: Loyola--Billy Hebert Field.
Sunday	(Ap. 21)	8:00 p.m.	Tippett Lecture I. Nevitt Sanford, Professor of psychology and of education at Stanford University. Theme--"Higher Education: Inquiry Into Community" Great Hall.
Monday	(Ap. 22)	10:00 a.m.  8:00 p.m.	Nevitt Sanford will be available to talk with students in the Common Room. Tippett Lecture II. Nevitt Sanford. "Higher Education: Inquiry Into Community" Great Hall.
Tuesday	(Ap. 23)	11:00 a.m.  3:00 p.m.  5:15 p.m. 6:30 p.m.  8:00 p.m.	Tippett Lecture III. Nevitt Sanford. "Higher Education: Inquiry Into Community" Morris Chapel. Baseball: U.C., Davis--Billy Hebert Field. Faculty meeting: Provost Lodge. High Table Dinner--Presenting Raymond Chorale. Tippett Lecture IV. Nevitt Sanford. "Higher Education: Inquiry Into Community" Morris Chapel.
Wednesday	(Ap. 24)	8:00 p.m.  8:15 p.m.	Russian Film: The Revolutionists (1936) 140 AFB. A Cappella Choir Home Concert.
Thursday	(Ap. 25)	9:00 a.m.	All University Study Day: Theme "The Draft" Conservatory Auditorium.
Friday	(Ap. 26)	3:30, 7:00 and 9:00	"Y" Film: Romeo and Juliet (British 1966) 140 AFB.

## ANNOUNCEMENTS

LONG WEEKEND--The faculty have voted to cancel classes on Monday, April 29. This means students wanting to take a long weekend off campus will not have to return for classes until Tuesday, April 30.

PSA JAZZ FESTIVAL CONCERT--Presenting Thelonius Monk, April 29, 8:15 p.m. Scottish Rite Temple. Tickets are available at the PSA Office.



## ALTERATIONS OF CURRICULUM COMMITTEE

April 24, 1968

Members Present: John Williams, Chairman  
Pat Schedler  
Hugh Wadman  
Mike Wagner  
William Sheldon

Members not Present: Lewis Ford

Others Present: Barbara Sayles  
David Burke  
Mr. Spinoza

The principal matter discussed at this meeting was the language requirement at Raymond. All of the members present agreed on the following:

1. That the present language requirement - three terms of compulsory foreign language for all students - should be altered;
2. That the language faculty has and has had for some time an excessive teaching load;
3. That at least one term of foreign language should be required of all Freshmen.

There was not unanimous agreement on the rationale for each of the above. The rationale for #1 was:

- a) A small percentage of students are incapable of learning a foreign language. These few should not be forced to spend a full year studying that which they cannot learn. They get nothing from the course and are more likely than not to slow down the progress of the better student.
- b) The learning of a foreign language is not in and of itself an integral part of a liberal education. Those students who do not want to take one for three terms should therefore not be required to do so.
- c) One year of language, the maximum offered at Raymond (apart from Independent Studies) is only beneficial to the student if the acceleration is rapid, which is only possible if the slower, uninterested students are not in the class.



The rationale for #2 was:

- a) The language faculty has three preparations (although David sometimes mentioned that little time was needed for an experienced language teacher to prepare for a beginning course.
- b) Due to the nature of the process of learning a foreign language, the classes - at least the Beginning and perhaps the Intermediate - have to be met daily five days a week.
- c) In addition to the normal teaching load, the language faculty, like the rest of the faculty, also has seminars and Independent Study students (Literature of Lunacy; Brazil).

The rationale for #3 was:

- a) The language faculty has reservations about the quality of language instruction the average pupil receives in high school. The pupil comes to college with an aversion to foreign language, which more likely than not is due to the teaching methods he was previously exposed to rather than the subject matter itself. Hopefully, the exposure at Raymond would dispel enough of the students' prejudices so that he can see the value of a foreign language.
- b) Some exposure to a foreign language is an integral part of a liberal education.

There was no consensus, however, on the nature of the change.

1. David's proposal (see Memo from April 11, 1968) was objected to for the following reasons:

- a) The proposed Culture Course would be too similar to the presently existing Civ and Lit courses;
- b) They would add an additional preparation to the already excessive teaching load of the language faculty. The fact that the language faculty would have no additional students in David's proposal was not thought to be as significant as the fact that there would be an additional preparation.
- c) Barbara believed that the only way she could teach a culture course would be as literature in translation, an approach she has serious reservations about.

2. Ulrike and Barbara presented the argument that the study of language is in and of itself an integral part of a liberal education. This would not have to be in the form of a foreign language, however. It could be through linguistics, either historical or structural, or both. The committee agreed that if the language triad remained a requirement, this would be the most academically feasible alternate to the foreign language. The problems to the proposal were principally of a pragmatic nature:

A) Staffing

- 1) Few People are qualified to teach linguistics and those who are might be reluctant to accept a position in which their students were those who were incapable of learning a foreign language and those disinterested in a foreign language.
- 2) There is no position allotted in the budget for such a person, to which it was asked:
  - a) Could the vacant position for a Spanish teacher be filled with a linguistics teacher?
  - b) Could and would the existing faculty be interested in teaching linguistics? Barbara indicated an interest in historical linguistics. It was suggested that Cliff Hand might be interested in teaching linguistics.

- B) This would create a new course in the core curriculum which might be detrimental to it.

3. Pat suggested that the language requirement be changed from three terms to one term. Any language beyond one term would be optional. She suggested "special scheduling" for the two terms thereby freed, by which was meant work connected with the proposed year of independent study. Hugh objected to this proposal on the grounds that:

- a) It would weaken the curriculum
- b) It might become another Independent Study, which would mean additional responsibilities - performed with an uneconomical use of time - for the rest of the faculty.

4. Mike suggested that the language requirement be kept at three terms. However, those who fail the first term could be allowed to substitute two other courses for the second and third term.

of the language requirement. He especially thought that additional math courses would be justifiable substitutes. Objection to this proposal was that:

- a) There already is a math requirement, and this would mean some students would be required to take a disproportionate amount of math.
- b) Language and math are not similar enough to be exchangeable.



# RAYMOND COLLEGE WEEKLY BULLETIN

Vol. VI. No. 30

April 26, 1968

Friday	(Ap. 26)	3:30, 7:00 and 9:00	"Y" Film: Romeo and Juliet (British 1966) 140 AFB
Saturday	(Ap. 27)	1:00 p.m.	Baseball: San Jose State--Billy Hebert Field.
Monday	(Ap. 29)	8:15 p.m.	NO CLASSES PSA Jazz Festival Concert, Thelonius Monk. Scottish Rite Temple. Tickets at PSA Office.
Tuesday	(Ap. 30)	11:00 a.m.	Chapel: Dr. Charles Schilling, Prof. of Music, University Organist and Director of the Chapel Choir. "Chapel Choir Concert"
Wednesday	(May 1)	8:00 p.m.	Russian Film: Potemkin (1925) 140 AFB
Thursday	(May 2)	10:00 p.m.	Film: Nehru Man of Two Worlds. 140 AFB
Friday	(May 3)	3:30, 7:00 and 9:00 8:30 p.m.	"Y" Film: "Cranes are Flying" (USSR 1957) 140 AFB. Stockton Symphony and Stockton Chorale. Last concert of the year presenting <u>Carmina Burana</u> by Carl Orff, at Stockton Junior High. Tickets available at student rates either at Weberstown Box Office or at the door.

## ANNOUNCEMENTS

"Y" SPRING CAMPING TRIP: Weekend of May 10, 11, 12 at Yosemite. The Group is limited to 25, so if you are interested, register soon at the Anderson "Y". Cost-- \$5.00.

SENIOR COUNSELOR: All Intermediate Students who plan to apply for the position of Senior Counselor should get their application to Leslie Noble no later than May 1.

"MEET YOUR CANDIDATE" PICNIC: Sunday from 1:00 to 5:00 at Dads point there is going to be a picnic sponsored by the Mexican-American Political Association and by the NAACP. All Stockton people are invited and it will be a good opportunity to meet with supporters of Kennedy, McCarthy, and the 'Peace and Freedom Party'. For more information see the announcement on the bulletin board in the Lodge.



TO: The Raymond Community

May 1, 1968

From: Neil Peterson And Paul Frisch

Rep Council has tentatively approved a Raymond film series sponsored by us for the 1968-69 school year to raise money for the social fund. A list of proposed and optional films for this series are shown below. It should be noted that the majority of these films are fairly recent American productions. This limitation as well as the selection of films is necessitated by their cost and because "art" films and foreign productions are offered elsewhere on campus.

If you feel that the proposed list offers a fair selection of films please let us know by placing a big OK across this notice and turning it in to Mary Haynie.

However, if there are any films on the optional list that you think should be on the proposed list simply put a check to the left of the film you think should be shown. If you do choose one or more on the optional list to be shown in place of one or more on the proposed list, please cross out the corresponding number that should be deleted from the proposed list since only 20 films will be screened. Then, turn in this notice to Mary Haynie.

If you have any questions or want further information on the series, or if you want data on any of the films contact either of us.

All forms should be returned to Mary by 4 P.M. today. Thank you.

#### PROPOSED

The Night of the Generals  
Dead Heat on a Merry Go Round  
Lord Jim  
Backfire  
The Chase  
The Bridge on the River Kwai  
The Bedford Incident  
The Deadly Affair  
All the Kings Men  
Baby the Rain Must Fall  
World Without Sun  
Raftin in the Sun  
Advise and Consent  
The Cardinal  
FROM HERE to High Noon  
The Pumpkin Eater  
That Man in Istanbul  
On the Water Front  
Under the Yum Yum Tree  
Pail-Safe

#### OPTIONAL

Behold a Pale Horse  
The Happening  
From Here to Eternity  
Mister Roberts  
Oklahoma  
The Music Man  
Picnic  
The Last Hurrah  
The Nun's Story  
Barabbas  
Zulu  
The Last Angry Man  
Bell, Book and Candle  
Bye Bye Birdie  
Dark at the Top of the Stairs  
Death of a Salesman  
What Ever Happened to Baby Jane?  
Diamond Head



# RAYMOND COLLEGE WEEKLY BULLETIN

Vol. VI. No. 31

May 3, 1968

Friday	(May 3)	3:30, 7:00 and 9:00 3:45 p.m. 5:30 p.m. 7:30 p.m.	'Y' Film: "Cranes Are Flying" (USSR) 140 AFB. Mardi Gras, Fun and Games-- West Hall Lawn. All Campus Spring Steak Barbecue. Mardi Gras Rally. Conservatory.
Saturday	(May 4)	All Day 1:00-8:00 9:00 p.m.	Spring Parent's Day 'Y' International Pleasure Fair Mardi Gras Dance--featuring Electric Flag Band. Stag Sports Pavilion.
Sunday	(May 5)	8:00-12:00 3:00 p.m. 7:00 p.m. 7:00 p.m.	Strawberry Breakfast--Anderson Y Lawn. Spring Band Concert Jewish Music Concert sponsored by "Hadassah". Great Hall. St. Mary's Players in a production of T.S. Eliot's "Murder in the Cathedral." Chapel
Monday	(May 6)	7:00-9:00	Folk Dance Festival. Gym.
Tuesday	(May 7)	11:00 a.m.  1:30 p.m. 5:15 p.m. 6:30 p.m. 8:00 p.m.	Chapel: Robert Short, Author of <u>The Gospel According to Peanuts</u> , Doctoral candidate in Theology and Literature, University of Chicago. "The Parables of Peanuts." Baseball: UOP/Cal. State Hayward. Here Faculty meeting--Provost Lodge High Table Dinner High Table Program: Raymond College Faculty Research Lecture. Lewis Ford. "Overcoming Theological Parochialism: The Problem of Extra-terrestrial Life."
Wednesday	(May 8)	3:00 p.m.	Baseball: UOP/Stanislaus State. Here.
Thursday	(May 9)	8:00 p.m. 10:00 p.m.	Reading of Play "Galileo" by Brecht. Callison Students. 140 AFB. Film: "Family and Faith" 140 AFB
Friday	(May 10)	3:30, 7:00 and 9:00 8:30-1:00	'Y' Film: "The Pawnbroker" (USA) 140 AFB. Callison College Dance. Callison Dining Room.

## ANNOUNCEMENTS

PLAYBOX THEATRE--"The America" May 4, 8, 9, 10, 11, 15, 16, 17 & 18. For reservations call 462-8676. Curtain time week nights is 8:00 p.m. and on Saturdays, 8:30 p.m.

'Y' SPRING CAMPING TRIP--Weekend of May 10, 11, 12 at Yosemite. The Group is limited to 25, so if you are interested, register soon at the Anderson 'Y'. Cost--\$5.00.

Wanted: A student to work in an adult English class. He must speak Spanish. Three hours on Wednesday and Thursday night. Pay: \$2.00 per hour. See Carl Schwarcz. 464-2011 or 465-6152.

CALLISON MOVIE--Raymond students are invited to see "Triumph of the Will" Thursday, May 9, 10:00 a.m. 140 AFB.



To: The Raymond Students

From: Marge Bruce  
English Faculty  
May 6, 1968

Students interested in taking an Independent Study seminar entitled "The Role of the Negro in American Literature" next year should see me or leave their names with Mary Haynie.

Because of the complexity of the topic, it is tentatively planned that the course will be a two-term one, beginning in the Fall and again in the Winter, if there is sufficient interest. The first term will be devoted to reading a core of novels, which will be analyzed in class as to the way various writers perceive the negro in our culture, and relevant works selected from other fields. The list is not yet compiled, but Uncle Tom's Cabin will be the first novel and is a must. C. Vann Woodward's The Strange Career of Jim Crow and W. J. Cash's The Mind of the South are examples of pertinent background reading. By the end of the first term, the student will have developed a topic focussing on whatever aspect of the problem he has become interested in and will have compiled a relevant bibliography. He will devote the second term to investigating the topic he has chosen in depth and to writing a term paper. Hopefully, final papers can be presented in abstract form to the rest of the seminar members towards the end of the second term. The papers need not necessarily focus on works of literature should the student's interests carry him into other fields.

Since the course is still in the planning stage, interested students are welcome to contribute their ideas both as to the material to be read and as to the way the course is to be structured. Some of you may be able to do some reading and research over the summer.

May 8, 1968

TO: Raymond Students

FROM: Leslie Noble

If you are looking for summer work in the Stockton area, there is need for students to work with the following agencies:

Stockton Unified School District  
Migrant Ministry  
Project Identity  
Downtown Y. M. C. A.  
South Stockton Parish  
Etc.

Dr. Bevan is lining up these jobs and he needs to know how many students could work. Give your name to his secretary, Mrs. Dederer, 114 Administration Building, if you are interested in either paid or volunteer work.

mh

May 9, 1968

TO: The Raymond Students

FROM: Leslie Noble

The lists attached consist of the names of the Intermediates who have applied for the position of Senior Counselor for the 1968-69 school year. There will be eight counselors chosen, four men and four women.

While each counselor defines the job according to his own personality, some of his general responsibilities will be as follows:

1. Working with the Raymond Provost, Dean, faculty advisors and the University Counseling Services to help individual students. Next year more orientation will be given the senior counselors for these "counseling" responsibilities.
2. Working with the University Housing and Maintenance Offices in reporting items and rooms needing repairs, checking room changes, and taking care of the Master Keys when the other residence staff is not in the dorm.
3. Working with the Raymond Representative Council to determine and evaluate the Social Contract and the Honor Code for Raymond students.
4. To help with freshman orientation (this year beginning August 23) and various other student activities throughout the year.

The final selection will be made by Mr. Kolker and myself with the recommendations of the present residence staff and student body being taken into consideration. Would you please check the four men or women you would like to have chosen as Senior Counselors, and give your list to Mary Haynie in the Lodge as soon as possible.

mh



# RAYMOND COLLEGE WEEKLY BULLETIN

Vol. VI. No. 32

May 10, 1968

Friday	(May 10)	3:30, 7:00 and 9:00 8:00 p.m. 8:15 p.m. 8:30-1:00	'Y' Film: "The Pawnbroker" (USA) 140 AFB. Playbox: "The American." Collegium Musicum. Conservatory Callison College Dance. Callison Dining Room.
Saturday	(May 11)	1:00 p.m. 8:30 p.m.  8:30 p.m.	Baseball: St. Mary's--Billy Hebert Field. PSA Jazz Fextival: Vince Guaraldi. Conservatory Playbox: "The American."
Monday	(May 13)	7:00 p.m.	Faculty Research Lecture and Banquet. Dr. Walter A. Payne, Professor of Hist- ory. "The Guatemalan Revolution 1945- 1955; An Interpretation." Covell Dining Hall.
Tuesday	(May 14)	11:00 a.m.  5:15 p.m. 5:30 p.m.	Chapel: Celebration honoring Bishop Donald Harvey Tippettt retiring Bishop for Northern California-Nevada Conference of the Methodist Church. Faculty meeting: Provost Lodge Opening of Raymond Student Art Show. Reception and 1965-66 Art Film. Common Room.
Wednesday	(May 15)	8:00 p.m.	Playbox: "The American"
Thursday	(May 16)	8:00 p.m. 8:30 p.m.	Playbox: "The American" Marat/Sade. Admission: Students 50¢ non-students \$1.00. Great Hall
Friday	(May 17)	3:30, 7:00 and 9:00 8:00 p.m. 8:30 p.m.	'Y' Film: "Faust" (Ger.) 140 AFB  Playbox: "The American" Marat/Sade. Admission: Students 50¢ non-students \$1.00. Great Hall

## ANNOUNCEMENTS

All girls interested in serving as hostesses for Marat/Sade, please see Mary Haynie.

May 10, 1968

TO: Students, Faculty and Administrative Personnel

FROM: Mike Wagner

SUBJECT: Student Assistants in IMW (Fall, 1968)

I want to talk with students who are interested in assisting me in offering IMW ~~next~~ fall. I anticipate that the course will be offered somewhat differently and the role of student assistants will be somewhat different from the pattern of the past.

The students would still take on the role of assisting as a full credit course. They would have to schedule their fall term so MTWTh would be available from 3:00-5:00 for IMW.

There are some reasons why I have preferred to postpone until later in the term negotiating for student assistants. However, as students are planning their special scheduling for the fall term now, I want those interested to know that I am planning on student assistants in IMW. Those interested should keep this in mind. If students and faculty are willing it may be necessary to switch, at a later date, from a special scheduled course to assisting in IMW.

For now I will be pleased to have anyone interested in working with me in IMW send me an informal note so I will have his or her name. Also, if students, faculty or administrative personnel feel that there are students they want to recommend to me it will be helpful and I will be grateful for suggestions.

Please send me your name or suggestions immediately. I will then find a time so we can talk about the course and the role of the student assistants. This will help interested students decide whether they wish to be further considered. After a discussion with interested students we will know better how to proceed should some final selection process be necessary.

Please send me your names directly or through Mary Haynie. Please do so immediately.

Thank you,

Mike Wagner

DATE: May 15, 1968

TO: All Seniors

FROM: Berndt L. Kolker, Provost

Candidates for graduation who would like to participate with the University's graduating class at the Baccalaureate and President's reception, will be interested in the following information:

**BACCALAUREATE:** The baccalaureate service will be held in the Pacific Auditorium at 10:30 a.m., Sunday, June 9. The procession will form on the first floor of Weber Hall at 10:00 a.m. Be on time, with proper cap and gown (no hood). Wear dark shoes; men should wear dark trousers.

**PRESIDENT'S RECEPTION:** President and Mrs. Burns will greet you and your guests personally at the Anderson Social Hall on Sunday (Commencement Day) afternoon from 2:00 until 4:00 o'clock.

BLK/jlm



## PHI SIGMA TAU BANQUET

Phi Sigma Tau President Jay Greenberg will deliver the Presidential Address at the Phi Sigma Tau Banquet on Wednesday, May 15, at 6:00 p.m. in the Patio Room of Grace Covell Dining Hall.

Jay's paper will be entitled "Criteria and Contemporary Philosophy: the advantages of slowness and cooperation". In answer to the question what that means, he indicated that he is interested in the question what are the criteria in terms of which we judge whether we have adequate criteria and do we get caught in a continual regress of criteria upon criteria upon criteria for the truth?

It sounds like a stimulating evening and you are invited.

ALMOST 100 YEARS AGO, BAHÁ'U'LLAH PROCLAIMED  
THAT THESE WERE THE PRINCIPLES OF A NEW AGE:

1. The oneness of mankind.
2. Independent investigation of truth.
3. The common foundation of all religions.
4. The essential harmony of science and religion.
5. Equality of men and women.
6. Elimination of prejudice of all kinds.
7. Universal compulsory education.
8. A spiritual solution of the economic problem.
9. A universal auxiliary language.
10. Universal peace upheld by a world government.

At a time when to most people a world government seemed not only impossible, but quaint; when religious sectarianism was at unprecedented heights; when the Bible was the standard by which the masses judged science, at the clergy's word rather than using their own judgment; fifty years before women received the vote even in the United States; and even longer before the falseness of doctrines of racial superiority was shown;--at that time Bahá'u'llah's teachings were startling, and most men were too attached to their old ways to accept these powerful new ideas. Today, the truth of Bahá'u'llah's teachings is apparent, and they have in fact been largely accepted--as idealistic, perhaps, but as necessary. If you want to find out more about Bahá'u'llah's life and teachings, come to the ANDERSON "Y" on MONDAYS, WEDNESDAYS, or FRIDAYS, between 7:30 p.m. and 10:00 p.m. A discussion about Bahá'u'llah will be going on--listen, ask questions, leave when you wish.

U.C.P. Bahá'í Club

# RAYMOND COLLEGE WEEKLY BULLETIN

Vol. VI. No. 33

May 17, 1968

Friday	(May 17)	3:30, 7:00 and 9:00 8:30 p.m. 8:00 p.m.	'Y' Film: "Faust" 140 AFB "Marat/Sade" Great Hall. Admission \$1.00, students 50¢. Playbox: "The American"
Saturday	(May 18)	8:15 p.m. 8:30 p.m. 8:30 p.m.	Phi Mu Alpha Contemporary Program Conservatory. "Marat/Sade" Great Hall Playbox: "The American"
Sunday	(May 19)	8:30 p.m.	"Marat/Sade" Great Hall.
Tuesday	(May 21)	5:15 p.m. 6:30 p.m. 7:00 p.m.	Faculty Meeting--Provost Lodge Dinner (Not a High Table Dinner) I.C. Session--Common Room.
Wednesday	(May 22)	8:00 p.m.	San Joaquin Delta College Home Concert. SJDC Speech Arts Auditorium.
Thursday	(May 23)	8:00 p.m.	San Joaquin Delta College Home Concert SJDC Speech Arts Auditorium.

## ANNOUNCEMENTS

ART EXHIBIT--May 12 to June 3, Pacific Art Center, presenting an exhibit of the works of UOP graduating seniors.

The schedule for the academic year 1968-69 is as follows:

Orientation	Aug. 23-25
Fall Term	Aug. 26-Nov. 20
Winter Term	Nov. 27-March 12
Christmas Vacation	Dec. 18-Jan. 5
Spring Term	March 19-June 18

PRE-REGISTRATION--Friday and Monday, May 17 and 20. Complete pre-registration in Business Office (and other university offices in case of scholarships and loans) in the Administration Building. (Do not register on Saturday, May 18.)



TO: Alterations of the Curriculum Committee, Raymond Faculty, and  
Administration

May 20, 1968

FROM: Gene Wise

SUBJECT: Memorandum on the 4-Year Directive

Pacific, it seems, is in a severe financial crisis. Indicative is the last issue of the Pacific Alumni Review, devoted to the economic crisis in higher education throughout the country, and spotlighting Pacific's condition by statements from Ted Baun, President of the Board of Regents, Academic Vice-President Bevan, and President Burns.

As a cluster of Pacific, Raymond shares in this crisis; indeed, because of its unexpectedly low enrollment, it has allegedly become a financial drain upon the University. It is in this context that we received in February what has been labelled "the 4-year directive."

It may be that the Raymond program is at fault for its poor financial condition and low enrollment; the administrative directive implies that. And Raymond must be responsive to that charge, even if in exercising that responsibility we are able to prove that the problem lies in recruiting, not in our program. The burden of proof, at any rate, has been placed upon us, and we must accept it.

But to focus that burden within Raymond on the curriculum seems to me misplaced. By adopting the label "Alterations of the Curriculum Committee," the group appointed to respond to that directive seem operationally to have prejudged the source of Raymond's discontents, and, in my estimation, to have underestimated the depth of our crisis.

I believe that what the Committee is doing is badly needed, has been so for some time. Our curriculum needs rejuvenating. But in a time of crisis radical questions must be asked, and the Committee's published reports do not convey that sense of the fundamental. Such questions might be sorted out into six categories--(1) inter-university communications, (2) internal Raymond faculty relations, (3) Raymond's "image," (4) Raymond students and the 4-year directive, (5) procedures and business, and (6) perspective.

#### (1) Inter-University Communications

What precisely does this "4-year directive" mean? Is it a suggestion, a request, or a dictate? How much leeway is Raymond given in response? If a massive effort were made next year and we recruited a full freshman class, would we still be asked, or required, to move to a 4-year program?

On what evidence is the directive based? President Burns' original justification was the draft--i.e., men were avoiding Raymond because they would be subject to draft a year earlier. But in the last year, when the draft has become most acute, Raymond's male population has risen and Callison has acquired an imbalance of females over males. Thus the draft

thesis has been attained, if not shattered. Now the justification is that parents see a college education only in yearly terms, and that viewed this way Raymond is the most expensive college in California. But Raymond does have a plan whereby that 3-year cost may be spread out over 4 years. Has that plan been emphasized by the recruiting staff, and in our recruiting literature? In an informal poll conducted in my seminars, upwards of 60% of the students were unaware of such a plan. Further, it seems odd that a clientele the large proportion of whom earn over \$10,000 a year would be so short-sighted in their financial planning as not to weigh the total rather than the yearly cost of education. Finally on this point, the Gaff report shows that 26% of Raymond students report a yearly family income under \$10,000, but only 17% of CCP students. If it is indeed true that a 4-year program and a lower per-year cost would make Raymond appeal to a wider economic base, why is it not doing so for CCP?

Sound ideas planned Raymond College, and the basic ones have proved workable, save for the single problem of recruiting. At the outset, ex-President Martin was assured repeatedly by ex-Vice-President Meyer and by President Burns that recruiting for such a distinctive program would simply be no problem. It now looks as our number one problem. And now Raymond is asked to alter if not scrap several of its most sound ideas to accommodate what appears as the weakest and least-thought-out area of the program--recruiting. In this light, it is important to ask what kind of cost accounting has gone into the Raymond program, and what additions--in personnel, in procedure, in ideas--have been made to the recruiting staff since the University initiated its cluster concept in 1960. Louis Mayhew, one of the country's leading educational advisers, states that a university the size of Pacific requires at least 15-20 full-time recruiters. We have three.

The problem here is not simply to affix responsibility for our low enrollment, though correct diagnosis is prerequisite to any prescription for cure. It is also a deeper issue gripping at the entire Raymond faculty: In the light of what appears as a wrong diagnosis, what assurance have we that two or three years hence we won't be directed to make another major overhaul of our academic program? Both logic (the assumption that a distinctive 3-year program should attract students, if properly advertised) and our own evidence (many of our present students came because of the 3-year program) suggest that by moving to the 4-year program we are liable to have fewer rather than more students. And since the income from each student would be smaller, our financial conditions could easily become worse. Faulty diagnosis now may put the University in even deeper financial straits, and perhaps destroy the distinctive Raymond program in the process. As with Detroit so with educational programs--continued model changes may seem creative and progressive in ~~new~~ conception, but the result is almost invariably shoddy craftsmanship.

The established innovative college is often put in a peculiar position vis-a-vis change. When it has institutionalized a fundamental innovation, then it can be labelled as conservative or unimaginative if it refuses further basic changes, even if those changes cause it to tend back toward the original status quo. President Burns so charged the Raymond faculty with conservatism in his High Table address last September. There is no counter to this type of charge, save to make quality and not movement the touchstone of vitality in an institution.



The question ought not to be whether we are conserving or innovating, but whether we are doing important things, and doing them well. A desire for change helps create quality experimental programs, but the mid-set which insists upon change for change's sake can destroy such programs more easily than they can be created.

At its March 20 meeting the Curriculum Committee discussed having President Burns and Vice-President Devan meet together with the Raymond faculty. This seems to me imperative, and should be done as soon as possible to avoid the end-of-year rush. Perhaps Dean Taylor should be invited also. The University has an enormous investment in Raymond College, and so do we. It is now making ~~me~~ a radical demand on us, to alter substantially a first-rate academic program. Few programs at Pacific have brought the University as much academic distinction as Raymond's. Surely, then, we may make demands on it in return. We ~~request~~ request clarification on at least the following issues:

Why has our request to secure help for an overworked Raymond administration been turned down? With an overstaffed faculty and an understaffed administration, we have attempted, as we restructure for a 4-year program, temporarily to transfer some funds from faculty to administrative appointments. But we have been told that funds cannot be so transferred, that faculty and administrative budgets must be kept separate. It seems short-sighted to refuse us the opportunity of pinpointing our personnel where our needs are greatest.

Has serious thought been given to adding at least one man in the recruiting office whose sole responsibility would be for the cluster colleges? Or perhaps one for each ~~cluster~~ cluster college? Recent graduates might provide an excellent source. In lieu of this, we are denied the opportunity to test whether our distinctive program can be sold with a distinctive effort. In advertising its ~~vehicles~~ automobiles, General Motors does not emphasize General Motors; it emphasizes Chevrolet, Pontiac, Oldsmobile, Buick. And it has researched carefully to discover the particular clientele for each product, and pinpoints its advertising in that direction.

Students and faculty have made repeated efforts to aid in recruiting this year, but have received little cooperation from the recruiting office. We are told that Raymond does not attract students, but when we attempt to answer that charge with action, we are rebuffed.

Finally in this category, have we received clarification whether this 4-year directive means the end of Raymond's "period of innovation"? Raymond has heretofore been granted considerable autonomy by the University administration--to structure its own academic program, to innovate in social regulations, to be free of all-University curriculum requirements, to structure its own schedule, in short, to create its own program and respond to its own problems. This autonomy has caused countless hang-ups at Raymond, but it also has contributed to the College's distinctiveness, and, according to objective evidence, to its quality. And this autonomy has been protected by the idea of a "period of innovation" for each Pacific ~~cluster~~ cluster college.



40

How seriously is Raymond's distinctiveness altered by the directive? And how wide is the directive? We have already been asked to move on the University's hour schedule, and have evidently accommodated to this request without general faculty discussion. Will we also be requested, or directed, to move onto its yearly schedule soon? And will we soon be required, as part of an effort to seek greater efficiency and avoid "duplication of facilities," to use University personnel for some of our core courses (non-Western? language?), or allow them to use ours for some of theirs? And what might this mean for our small seminar structure?

These questions may seem excessively alarmist, yet without clarification of the boundaries of autonomy and accommodation we are left to speculation. If the University is to continue capitalizing in its external public relations on the cluster college concept, then surely it has an obligation to specify internally what that means. And we, at Raymond, are obliged to seek such clarification, if we wish to remain distinctive. Otherwise our autonomy may be eroded piecemeal.

## (2) Internal Raymond Faculty Relations

Two years ago Raymond suffered a crisis with the resignation of its Provost. In that situation, the faculty responded by assuming responsibility for the College. And by exercising that responsibility with dignity and unity, it received generous cooperation from University authorities.

In this crisis we have evidently splintered that consensus, for the Raymond faculty now appears to disagree as much on basics as on incidentals. And perhaps because of our division we are evidently meeting with a less than fully cooperative response from the University administration. We now lack the power and respect we commanded two years ago. It is thus that our "domestic" and our "foreign" relations may be intertwined.

Some have been labelled, privately if not publicly, as "Old Guard reactionaries." There may be truth in that charge. In our faculty are several who believe that the image traditionally associated with Raymond College was clear and powerful, and that it worked. Its touchstone, these faculty feel, was academic quality, and they can cite objective evidence to substantiate their claim. In that these individuals wish to protect that image and the reality underlying it, they may justly be labelled conservative, if not reactionary.

There may be serious enough shortcomings in the Raymond program to justify substantially altering it. If so, then where is the new image of quality underlying the proposed alterations, and what are the criteria to substantiate that quality? In short, does the new image of innovation have form and substance, is it more than merely a wish to do something different? There has been precious little dialogue on basics here. Without dialogue, the important distinction between experimenting and tinkering may become blurred.

We have been urged, from without and now from within, to abandon our hidebound conservatism, and to innovate anew. But as recent thinking on political categories has moved beyond the conventional line spectrum (with reaction at one end and revolution at the other, and conservatism

and liberalism opposing at the middle) to the model of a circle where extremes meet, so does formless innovation have a curiously circular character to it. After a time, you may innovate yourselves back to where you began.

### (3) Raymond's "Image"

In its March 4 and 11 meetings, the Curriculum Committee discussed Raymond's image, and in its Initial Report to the faculty it states, "The Committee feels quite strongly that Raymond College must eventually concern itself, however briefly, with some cogent, clearly articulate rationale for its existence." Yet we have proceeded to entertain proposals calling for substantial alterations in the program before such a rationale has been discussed, or evidently even considered. Are we to ~~re~~ restructure our program first, then rationalize it later? If so, we indicate by our actions that we don't take purposes very seriously. I share the concern of my colleague Neil Lark, expressed in his Easter Memorandum.

I am very distressed to read in the committee's minutes that the proposed changes are leading the College into facing an "identity crisis." (Is this some sort of contagious disease which we have caught from our least mature students?) This may have been a problem elsewhere, but it is a new situation for Raymond College. As I interpret the Gaff Report, one point which is absolutely and unmistakably clear is that all students--incoming freshmen as well as seniors--have the same clear distinctive image of Raymond College, and that this image is very close to what the founders envisioned it to be. We should nourish this image with great care, for it is essential for maintaining the academic and intellectual and independent-thinking climate on the campus, and it is an important factor in attracting the sort of student which we desire for the College.

We have had an image, but have failed to articulate it or the substance underlying it (doubtless, this may have contributed to our shortcomings in recruiting, and to the sometimes aimless criticism of our students, at the core curriculum, at registration procedures, at term letters, at the Ac-Fac Building). And now as we structure a new institution, we postpone considering our basic presuppositions because other problems are more pressing. This seems an unwillingness to put "first things first."

The point here is not so much that we must have a purpose--that may imply more consensus than is desirable--but that we enter dialogue on purposes. We have basked in the luxury of avoiding educational philosophy these last years only because the philosophy had previously been thought out so well for us and so clearly implemented in our structure that we weren't forced to think for ourselves. But now we must. We must reconsider purposes simply because we must reconsider policies, and we must reconsider policies simply because we must respond, this time radically, to new problems. Without the problems, there might be no need for continuing policies, and without the policies no need for sustaining purposes. But as long as we have problems, we require purposes--that is, dialogue on the basics underlying our responses to any given problem, and their relationship to the distinctive orientation of the College.

Without consideration of such purposes, we cannot answer the question:



What are we doing here which is so unique and valuable that it merits special attention and special support? And we shall lack clear priorities to know what is basic and what incidental, and thereby continue being forced to respond to yesterday's problem today, so that we can communicate our solution by tomorrow's deadline. The alternative to clear educational goals is not no goals, or an open-minded pragmatism, but vague, unarticulated goals, bootlegged without rational discussion. One of Raymond's early strengths was its clear sense of direction, and the usable dictum that "we do only a few things, but do them well." We are threatened with loss of direction now, and consequent proliferation of tasks beyond the limited resources of such a small institution to "do them well."

#### (4) Raymond Students and the 4-Year Directive

It seems we have been working from an image of our past which pictures our students (1) as laboring under enormous strains imposed by an authoritarian environment, and (2) as excessively parochial vis-a-vis the rest of the University. Part of the rationale for the 4-year program, then, comes from the belief that students would (or should) welcome the opportunity to study at a more relaxed pace, and would also welcome and profit from wider academic and social contacts in the University.

There is little doubt that our students have been under excessive strain, and that they have often been pridefully parochial in their attitudes toward the rest of the University. Yet this should not lead us directly to optimism concerning how our students may respond to a more leisurely 4-year program. Again, we must ask more radical questions.

First, it must be noted that strain itself is not bad. Surely, Dr. Bevan's Florida Presbyterian students who were expected to study 50-60 hours/week during their interterm were put under enormous strain. Yet the fact that they responded by averaging 58 hours/week suggests that they must have welcomed the challenge (John Bevan, "Florida Presbyterian College: New Adventure in Education," in Hugh Stickler, ed., Experimental Colleges: Their Role in American Higher Education / Tallahassee, Florida: Florida State University Press, 1964 /, p. 96, 103). I doubt that Raymond has ever demanded such a work burden from its students. The question is not how much work is expected, but how meaningful it is. That the Gaff report shows 91% of our students responding "Yes" to the item "Most courses are a real intellectual challenge" and 99% to "Faculty members bring lots of energy and enthusiasm into their teaching" (the corresponding COP percentages are 24 and 58) suggests that most of their work has been seen by them as meaningful. Careful reading of Gaff's report, and of Beth Mason's follow-up study, shows that much of the strain at Raymond is brought here by the students and that it may have but incidental relation to the tightly-structured environment. Our students have always complained of social restrictions, and justifiably welcome relaxations of the last year. But they have not, until recently, complained of academic restrictions. Gaff report evidence suggests that they have not so complained in the past because they felt their work challenging and meaningful. Now, with a looser academic structure, they are complaining. Is the structure at fault, or our failure to pour meaning into that structure, or articulate a rationale for it?



Gaff report findings need to be considered carefully in other deliberations on the future. They should make us less sanguine about how students may respond to an extra year of independent study spent elsewhere in the University.

According to student perceptions Raymond College is radically different from the College of the Pacific. Indeed, two more different segments of the same university, both proclaiming the same goals, probably cannot be found anywhere in the United States. [emphasis in original]

(Gaff report, p. 67. Incidentally, those critical of his COP sample will find that Gaff has answered those charges on pp. 81-82. There he spells out, by citing several studies [some done by the CCI and CUES authors], that a random sample has not proven necessary to validate these scales. He concludes, "Indeed, the normative data for the CCI was derived from 1933 juniors and seniors at 32 colleges and universities, a non-random sample with an average size of 60." Gaff's non-random COP sample was 97%.

Abundant evidence supports that conclusion. Study the chart on p. 69, for example, and apply to it the conversion table from p. 65. There Gaff has compared Raymond, COP, and an elite group of four small colleges (Dryn Haur, Oberlin, Shimer, Vassar) on the eight Intellectual Climate factors of the College Characteristics Index. Converted to percentiles, the results look something like this:

<u>Work-Play</u>	-	<u>Elite 86%</u>	<u>Raymond 65%</u>	<u>COP 14%</u>	51% (Raymond-COP differential)
<u>Non-Vocational Climate</u>	-	<u>Elite 96%</u>	<u>Raymond 98%</u>	<u>COP 35%</u>	63%
<u>Aspirations Level</u>	-	<u>Elite 95%</u>	<u>Raymond 96%</u>	<u>COP 7%</u>	89%
<u>Intellectual Climate</u>	-	<u>Elite 94%</u>	<u>Raymond 89%</u>	<u>COP 13%</u>	96%
<u>Student Dignity</u>	-	<u>Elite 90%</u>	<u>Raymond 94%</u>	<u>COP 10%</u>	84%
<u>Academic Climate</u>	-	<u>Elite 89%</u>	<u>Raymond 60%</u>	<u>COP 7%</u>	53%
<u>Academic Achievement</u>	-	<u>Elite 85%</u>	<u>Raymond 89%</u>	<u>COP 5%</u>	84%
<u>Self-Expression</u>	-	<u>Elite 69%</u>	<u>Raymond 96%</u>	<u>COP 4%</u>	92%

Raymond students reported a climate superior to that of elite group students on five of the eight factors. COP comes no closer than 51 percentiles lower than Raymond, and is at one point 92 below. The mean percentile difference between Raymond and COP is 7%. And the poorest Raymond rating--on Academic Climate--tests distinctively the facilities of the ~~environment~~. To insist that these two groups should interact more

is one issue; to assume that they will, and meaningfully, is quite another.

Gaff's report questions other assumptions. If our students were so inhibited by an authoritarian environment, for example, why should 97% have responded "Yes" to the item "Students are encouraged to criticize administration policies and teaching practices" (the corresponding COP percentage is 29), 96% to "There is a high degree of respect of non-conformity and intellectual freedom" (COP 23%), only 4% "Yes" to the item "Student organizations are closely supervised to guard against mistakes" (COP 46%) and 4% to "The school administration has little tolerance for student complaints and protests" (COP 62%)? This evidence, from the Raymond student body of May, 1966, challenges our image of Raymond's ~~past~~ authoritarian past, and perhaps our projections about the academic benefits of a more relaxed future.

The point here is not to cheer the Raymond students' sense of exclusiveness, but to emphasize that it is a psychological fact. Certainly the University administration and faculty have liberalized in students' perceptions during the last two years, yet will it be sufficient to bridge the radical differences between these ~~two~~ student cultures?

We may respond that this should be our next challenge, to move Raymond students into the larger University culture. But this again skews our past. For many of our active students have been involved in University ~~the~~ affairs; the more reserved ones will not become involved whatever the structure. Raymond's student population is well under 10% of that in the whole University, and yet: Two of the last five student body Presidents have been from Raymond, plus last year's Vice-President and Academic Standards Commissioner, and the last two student body Treasurers (Ken Henry, I believe, was elected while still at Raymond, though he served from COP). In 1963-64 the Outstanding Sophomore Man in the University was a Raymond student, in 1964-65 the Outstanding Senior Man, in 1965-66 the Outstanding Sophomore Man, again in 1966-67 the Outstanding Senior. This is the first year in which Raymond students were eligible that they have not received one or the other award. Further, many Raymond students have worked with the Model UN, with the NSA, ~~with~~ with the O.U. Close Program, in south Stockton.

Raymond students may have been exclusivist vis-a-vis the University, but they have not been escapist. They, and the faculty, have given substance to Burns' and Martin's vision of a "coterie of the concerned" leading the University from its edges. It is doubtful that they could have been as effective working from its center.

Our question ought not to be "Is Raymond too inflexible?" but rather "Do the inflexibilities inhibit or encourage what we're trying to do here?" Which moves back again to the question "What are we trying to do here?" And the further one, "To whom?" Again, we have survived under the luxury of an inherited structure and ethos, where we have largely drawn students committed to the distinctive Raymond program. But we have not sought to clarify what types of individuals these are, and how and why they were attracted to Raymond.

Gaff's report provides evidence on this, and there ought to be raw data in our files on what and who attracted our students to this institution. We should use this. We ought also to draw up a clearer



profile of our students here, successful and unsuccessful, and what and how our best (and worst) students are doing after they graduate. If we are, in Hugh Haden's terms, to sell a "Cadillac" program, then we ought to know who buys Cadillacs and why, and what they do with Cadillacs after buying them.

Several other questions arise concerning student response to the 4-year program. If we have experienced difficulties recruiting for a 3-year program, might we not encounter more in recruiting for one which includes only 3/4 of a college education? Will students buy a "junior college plus one" structure, however high the quality of the "junior college"? And what can Raymond offer under such a structure that other quality small colleges--Reed, Santa Cruz, for example--cannot do better?

Short of abandoning our core curriculum and allowing numerous transfers in, are we not likely to have less retention in a 4-year program than under our present structure? It may be that Raymond would retain as well for its 3 years, but would the University hold a high proportion of Raymond's students for the 4th year? Why should they not transfer to Cal or Stanford or Davis to complete their major, or work in areas of special interest to them? Since the per-year tuition of each Raymond student would be reduced under the new plan, it is likely that the University would lose rather than gain revenue under such a 4-year plan.

If most students were to take their year of independent inquiry at the 4th year, then they would not graduate from Raymond even though they remained at the University. What effects on the community and its ethos would be produced by having only a few Raymond graduates?

If most of our students took their 4th undergraduate year ~~elsewhere~~ elsewhere--either in the University or at another campus--would we not face greater outside pressures for more conventional grading systems, and for altering our courses so that they more clearly fit established prerequisites?

How will the COP faculty respond to an increasingly large number of Raymond students taking their courses? What are their responses to the relatively few Raymond students who have already taken COP courses? Might they not also--quite justifiably--require prerequisites, more conventional Raymond grades, etc.?

Finally, how much do our students stand to gain from an extra year of independent study spent elsewhere in the University? The Curriculum Committee has listed potential interdisciplinary majors in Religion and Philosophy, Comparative Literature, American Studies, and Administration as resulting from that 4th year. Yet we have already sent students directly to graduate school from our existing 3-year program in all but one of those areas. In most cases, it seems, the departments where COP offerings are strongest and most potentially attractive to our students are areas where Raymond is strong too. In most areas where students would require an extra year before moving on to graduate and professional school, COP is either weak or lacks the requisite offerings.



### (5) Procedures and Busy-ness

One of Gaff's concluding generalizations is that when an institution moves beyond its "utopian" to its potentially "experimental" stage, it must create procedures for continuously gaining a clearer, more rational understanding of itself--what it has done, what it is now doing, what it intends to do, and why. Rationality should supplant ideology.

In the last two years we have made ventures in this direction. During the Provost changeovers in 1966, I was commissioned to do an extensive study of faculty minutes, as a means of giving the faculty, but especially the incoming Provost, a better understanding of where we had been on a few basic issues in our history. During part of the winter of 1966-67, the faculty broke down into committees to establish procedures and make recommendations on several of our fundamental issues--Raymond's image; faculty load and leave; staffing, independent study, and internal loads; the Dean of Student Life, grading and term letters; legislation to clarify the academic program. And Jerry Gaff spent two summers, plus much of last year, working on his \$14,000 government-financed study of Raymond and COP.

Yet virtually none of this work has been rendered usable, because of the continuous press of more immediate but less fundamental considerations. What Robert Merton calls the "imperious immediacy of interest" has kept us so busy that we have been unable to give serious consideration to less pressing long-range problems. We could not, three weeks ago, answer Marge Bruce's question "What does honors mean?" because we were too hurried to vote on who should and who should not receive honors. That is typical of how the press of short-range decisions has caused perennial postponement of their underlying presuppositions.

For example, Neil Lark's committee was charged a year ago last winter with clarifying and writing down the procedures of our academic program--the core curriculum and the sequence in which it is to be taken, criteria for judging students in academic difficulty, the 4-year option, comprehensive examinations, etc. The committee worked from an extensive draft which had been drawn up earlier by Mike Wagner, and from added suggestions by Hugh Washman. The final report was completed February 20, to meet a March 1 deadline, and was written chiefly by Lark himself. But because of the drug crisis last spring, it was continually postponed until our last meeting, June 16. But again other matters were so pressing that we gave it less than a half-hour's consideration, hurriedly passing it. When students contemptuously berated faculty ignorance of academic procedures in their IC session this past December, it was decided that these procedures should be written down somewhere. But they already had been, ten months before. They had been operationally forgotten, however, for no effective devices had been implemented to make them usable.

When we have worked on long-range issues, therefore, much of our labor has been wasted because no procedures are created to follow up on them. Of all the committee work last year, only the Dean of Student Life, grading and term letter committee achieved reasonable success. A Raymond "image" was drafted, but it too was passed over hurriedly in our final meeting last spring, and has operationally been forgotten also; the faculty

load and leave and staffing and internal load committee reports have not informed our discussions or policy this year, nor, as was noted, has the work of the legislative committee. There is little continuity in our work and thinking from year to year. And now Neil Lark in his Easter Memorandum asks if the work of previous 4-year committees has been read and considered by the present 4-year committee.

#### (6) Perspective

A year ago last January the Union for Research and Experimentation in Higher Education (an organization containing small colleges of similar quality with Raymond, and with similar opportunities and problems--Antioch, Bard, Goddard, Hofstra, Montclair, Nasson, Northeastern Illinois State, Sarah Lawrence, Shimer, and Stephens) sponsored a conference on "Innovation in the Teaching of Science" at Bard College in New York. Raymond's science program is one of the most distinctive in the United States, yet no one from here attended. Had we known about the conference--and because we have had past associations with the Union we had no reason for not knowing--we could have established valuable contacts with faculty there which might have paid off in future faculty recruiting in science and in mathematics. Last spring a conference on cluster colleges was held at Pomona. No one from Raymond attended or, I believe, even knew about it. Never, to my knowledge, have we sent a student to an educational conference (and only seldom do we send faculty or administrators to conferences discussing academic programs with problems and opportunities similar to ours), yet most other colleges do send students, and with profit to them and the students.

We are losing effective contact with the educational world, and especially with programs of our size and quality. And as a result we are not seeing or judging ourselves in comparative perspective. Operationally, we lack the distance from Raymond to be able to probe deeply into it.

Have we, for example, thought of applying for grant money to study our program and its 3-year innovation? We have met remarkably little resistance, even from hidebound graduate schools, on our 3-year B.A. It is possible that a careful study might justify what we have done here, or at least given us time and perspective in shifting to a 4-year program.

Have we considered asking the University for aid to study and visit other experimental and cluster colleges? Several of them have visited here, but how many have we visited? We occasionally hear that Old Westbury is trying this creative idea or Bensalem that, but we rarely hear how their experiments are working. We hear about their ideals, not their experiences. And Raymond should have taught us that good ideals often have unanticipated bad consequences.

My impression is that the best students often leave quality experimental programs after 2 years to pursue their specialization at a university. Our 3-year program has protected us against that, but unless we know what is the experience of small, quality 4-year programs, we may be in similar danger if we move to a longer program. Raymond has been able successfully to overcome a major problem of innovating programs--recruiting and retaining quality faculty--but if this College becomes a 2-year feeder for university programs, we could quickly lose that



faculty.

Have we sought counsel from outside educational experts? Lewis Mayhew and Nevitt Sanford, two of the nation's best, have been on campus recently. We might have profitably used them. Also Joe Tuzman, director of Berkeley's Experimental College, is nearby. Or Byron Stookey, Director of Academic Planning at Santa Cruz. Stookey came across poorly here in interpersonal encounter two years ago, yet his written work shows him brimming with useful ideas. Santa Cruz borrowed much from Raymond in their early planning; ~~now~~ we might tap them now. It would cost the University to seek counsel from such experts, but it may cost us all far more if we move onto a 4-year program without adequate planning.

Are we creating measuring devices, so that we may know more precisely the effects of our changing to a 4-year program? If we fail to do this, what answers can we give if we are asked in two or three years to make another radical alteration of our program?

We have been directed by this University to abandon one of the most distinctive and academically successful parts of the Raymond program, and the consequences of this may cause drastic alterations in the entire College. We need not bear all this burden ourselves. Many of us feel that the basic fault here is the University's penny-wise, dollar-foolish policy in recruiting. Surely we must challenge that policy, for if there are not basic changes in it we are likely to be poorer financially in a year or two, and with a watered-down academic program. We have long been advised to leave recruiting to the University admissions office, and keep our own administrators at home. To the extent that we have followed this advice from the University administration, we have become worse off than ever.

<sup>a</sup>  
But whether we prevail there or not, we must avoid following a similar policy ourselves in responding to this 4-year directive. We must request that the University give us resources commensurate with its demands on us, and we must use those resources efficiently.



5.21

SUMMER CULTURAL INSTITUTES - NEWS EXTRA

THE UNIVERSITY OF THE PACIFIC HAS JOINED EFFORTS WITH 9 OTHER COLLEGES AND UNIVERSITIES IN SPONSORING SUMMER CULTURAL INSTITUTES.

DEAN J. MARC JANTZEN IS HANDLING APPLICATIONS FOR THESE INSTITUTES AND HAS PROMOTIONAL MATERIALS AVAILABLE.

THIS SUMMER THERE WILL BE 3 INSTITUTES; 8 TO 10 WEEK CULTURAL STUDY PROGRAMS, CONDUCTED IN INDIA, HONG KONG, AND MEXICO.

NOTIFICATION HAS JUST BEEN RECEIVED THAT SCHOLARSHIPS ARE AVAILABLE FOR THE FOLLOWING PLACES IN THE AMOUNTS DESIGNATED:

-	MADRAS, INDIA	\$600.00
	HONG KONG	\$650.00
	MEXICO	\$300.00

THESE SCHOLARSHIPS ARE AVAILABLE TO ANY STUDENT INTERESTED IN PARTICIPATING, AND WHO IS ACCEPTED. LOAN FUNDS ON N.D.E.A. TERMS ARE ALSO AVAILABLE.

IF YOU ARE INTERESTED, PLEASE SEE DEAN JANTZEN BY MAY 25th.



May 22, 1968

TO: The Alterations of the Curriculum Committee.

FROM: Mowry Baden

SUBJECT: Some positive aspects of a four year plan for Raymond College.

The undergraduate experience is really the acquisition of an instant family, particularly in a small, liberal arts college. It is an intense four years in which the values of every student are challenged and changed. They are challenged within a social and academic matrix. A matrix which provides constant and remarkably reliable targets for newly acquired values. This instant family is a source of strength for both students and faculty. The language is quite homogenous, and the respect for scholarly and artistic goals high.

This academic, instant family is a powerful force but it also has weaknesses. It tends to turn in upon itself, to become provincial and hermetic. The best remedy would seem to be an infusion of new blood-- in the form of new students and faculty from other colleges or from experiences gained by members of the instant family while away from the campus. The former solution seems an impractical one for Raymond since the core curriculum is not designed to encourage transfer students. The latter solution is more practical--particularly in the light of a four year program.

#### Moratorium

The Raymond core curriculum could be offered over three years-- as it is now. All students would spend an obligatory year away from the campus during their junior year. It seems unwise to place the moratorium year at the Senior level simply because it provides no benefits to the community; no infusion of new blood in the form of new ideas gleaned from new experiences.

#### Some general moratorium guidelines:

Both academic and non academic programs for the moratorium year would be encouraged--the latter to be given special attention. Most of the proposals outlined in the March 26 "Initial Report of the Alteration of the Curriculum Committee" fall easily within a moratorium scheme. Those proposals that seem least attractive are those which keep the student on the University campus. Special attention should be given to preparation

so that the student goes into his moratorium year with some general objectives and specific procedures in mind. Mike Wagner's Guidelines for Planning, Approving and Evaluating Student-Centered Programs, (May 20, 1968) is a good starting point.

### Conclusion

The most crucial aspect of a moratorium scheme is its meaning to the instant family. It is one thing to broadly endorse a host of student-centered programs--it is quite another to make the experiences derived there from meaningful and accessible to the rest of the community. Certainly there should be a review committee to evaluate the quality of work done by a student during his moratorium year, but equally important would be the guarantee of time and locale for the presentation and further exploration of moratorium year experiences for the benefit of the total community during that student's senior year.

I am as much perturbed by the "directive" as anyone, yet I fail to see why we cannot benefit from a four year program. Decisions made under the gun need not be poor ones.



23 May 1968

to: RAYMOND SENIORS AND FACULTY

re: SENIOR PARTY

In accord with the preference expressed by the Seniors in answer to a recent questionnaire, plans are being made for both a dinner/dance at the Elkhorn Country Club the night of Friday, June 7, and for an informal picnic the afternoon and evening of Sunday, June 9, with Lick Grove the probable location of the picnic. Seniors and their dates and faculty and their spouses/dates are invited to the dinner/dance, and the entire student body and faculty and their families are invited to the picnic.

Due to a deadline set by the Elkhorn Country Club so that they may satisfactorily prepare food and facilities, we must know by Friday, May 31, how many people will attend. Please complete the form below, enclose four dollars and fifty cents (\$4.50) per person, and return to Ralph Frey before Friday, May 31. (Seniors will note a 50¢ increase in cost from what was suggested on the questionnaire. This extra 50¢ is to cover the cleaning cost for the linen tablecloths and napkins, and to provide, in addition, a large buffet of hors-d'oeuvre during the cocktail hour.)

date: Friday, May 31, deadline for reservations  
Friday, June 7, dinner/dance

schedule: 7:00 p.m. - 8:00 p.m., Cocktail Hour  
8:00 p.m., Dinner  
Dance, following dinner, until 1:00 a.m.

dress: Semi-Formal

name

spouse/date

Thank you very much for your cooperation. Plans and details of the informal picnic will be announced soon, but due to the involvement of the Country Club for the dinner/dance, these arrangements must be made NOW.

May 24, 1968

TO: Seniors

FROM: The Graduation Committee (Mr. Kolker, Miss Noble, Mr. Kambak, Sheri Herman, Ellen Bakan, Shirley Sasaki, and Marilyn Miller)

Plans for the Awards Dinner and graduation are being made now and invitations have already been sent out to your parents. The schedule for the evening of June 13 goes like this:

- 5:00 Reception in the Common Room (dinner tickets will be purchased in the Lobby of Great Hall.)
- 6:00 Dinner served in Callison and Covell dining halls.
- 7:30 Senior class and faculty picture (in caps and gowns on the stairs in front of the Lodge.)
- 8:00 Awards Ceremony - Great Hall  
Speaker: Dr. John Bevan, Academic Vice President, University of the Pacific

Non-graduating seniors may go through the graduation ceremony and be recognized as part of the class, however their names will not be listed in the programs. They should give their names to Mary Haynie if they want to participate. All seniors can rent their robes and bandoleers from the bookstore. The deposit fee is \$5.50, and the deadline for ordering them is June 1.

mh

# RAYMOND COLLEGE WEEKLY BULLETIN

Vol. VI. No. 34

May 24, 1968

Friday	(May 24)	9:00-1:00	Raymond Dance--Great Hall
Sunday	(May 26)	2:30 p.m.	Ballet Coppelia by Delibes. Civic Auditorium. Student Tickets \$1.00 (Any students wanting more information, check with Russ Lawrence who is performing in it)
Tuesday	(May 28)	5:15 p.m. 6:00 p.m.	Faculty Meeting--Provost Lodge Regular Dinner
Wednesday	(May 29)	10:00 p.m.	Film: "Conversation on China"--All Non-Western World classes. 140 AFB.

## ANNOUNCEMENTS

MEMORIAL DAY: There will be classes at Raymond on Memorial Day, May 30.  
It is a COP Holiday.

SUMMER WORK: Those looking for summer work go to Placement Office at  
Callison Lodge.



May 27, 1968

TO: The Students and Faculty

FROM: Leslie Noble

What books would you like to recommend/require for the freshmen for summer reading? One suggestion has been the President's Riot Commission Report; another has been Mervin Freedman's The College Experience. Please give me your suggestions by the end of the term so that we can get a mailing out to the new freshmen early this summer.

mh

RAYMOND COLLEGE WEEKLY BULLETIN

Vol. VI. No. 35

May 31, 1968

Thursday	(June 6)	5:15 p.m.	Faculty Meeting--Provost Lodge
		6:00 p.m.	Regular Dinner
Friday	(June 7)	7:00 p.m.	Senior Party: Dinner/Dance, Elkhorn Country Club.
		8:15 p.m.	UOP Commencement Concert. Conservatory.

ANNOUNCEMENTS

SENIORS: Get your reservations for the Dinner/Dance turned in to Ralph Frey today, May 31!!!

All COP Students should check with Leslie Noble or the Head Resident before they leave the dorm. COP Senior girls should turn their key in to Mr. Green at the Housing Office, second floor tower, in order to get your refund.

WORD JAZZZZAJ DROW

produced by: Tim McLane  
Ben Shank

THE GREATHALLANTAE RGHET

June 5, 1968

Wednesday

8:00 P.M. until 8:45 P.M.



Financed by Head Start and Bank of America



TO: Jamie Dalton, Sheri Herman, Jane Humes, Ken Marr, Wes Triplett,  
David Wellenbrock, Marilyn Miller, Henry Lynch  
FROM: Mike Wagner  
SUBJECT: Senior Specialization Comprehensive Examination

If I am to be responsible for, or involved in, administering your Senior Specialization Comprehensive please submit to me by Friday, May 31 (this year!) a list of approximately eight questions which will cover, in a comprehensive way, the areas covered by your Independent Study specialization.

If other faculty members are to be involved or if I am not to be involved please let me know immediately.

There is some urgency about this, I believe.

DATE: June 5, 1968

TO: The Students and Faculty

FROM: Berndt Kolker

RE: Comprehensive Schedule

The Comprehensive Schedule for the week of June 10 is as follows:

Monday:	Literature and Civilization (morning)
Tuesday:	Language (morning and afternoon)
Wednesday:	Natural Sciences (morning)
Thursday:	Mathematics (morning and afternoon)

The Comps scheduled in the morning will take place from 8:30 to 12:30 p.m. The afternoon Comps will take place from 1:30 to 5:30 p.m.

All Comprehensives are scheduled to be administered in the Academic Facilities Building, Rooms 241/242. The students who wish to use typewriters may do so in Room 236.

No classes will meet and no assignments will be due after June 7.

eb

THE MEETING FOR RAYMOND COLLEGE CANDIDATES  
HAS BEEN CHANGED FROM WEDNESDAY NIGHT TO  
THURSDAY, JUNE 8 AT 8:00 IN THE COMMON ROOM.  
ANYONE INTERESTED IN TALKING TO THE CANDIDATES,  
PLEASE ATTEND. ELECTIONS WILL BE AT DINNER  
THURSDAY NIGHT.



# RAYMOND COLLEGE WEEKLY BULLETIN

Vol. VI. No. 36

June 7, 1968

Friday	(June 7)	7:00 p.m. 8:15 p.m.	Dinner/Dance, Elkhorn Country Club. UOP Commencement Concert--Conservatory Auditorium.
Sunday	(June 9)	10:30 a.m.  2 - 4 p.m.  6:00 p.m.	UOP Baccalaureate Service--Conservatory Auditorium President's Reception--Anderson Social Hall. UOP Commencement Exercises--Pacific Memorial Stadium.
Tuesday	(June 11)	1:00 p.m.	Faculty Meeting--Common Room
Thursday	(June 13)	5:00 p.m.  6:00 p.m.  7:30 p.m.  8:00 p.m.	**Social Hour for students, faculty and parents. Dinner in Callison and E. Covell Dining Rooms. Pictures of seniors and faculty on steps in front of the Lodge. Awards Program. Great Hall
Friday	(June 14)	1:00 p.m.	Faculty Meeting--Common Room.

## ANNOUNCEMENTS

\*\*Tickets for the dinner will be on sale in the lobby-lounge from 5:00 to dinner.

### Meals during exam week:

Breakfast	same as usual	
Lunch	12:30-1:00	cafeteria style
Dinner	5:30-6:00	cafeteria style

### Exceptions:

Thursday lunch	12:30-1:00	Callison Dinning Hall
Friday lunch	12:00-12:30	

### Comprehensive Schedule:

Monday:	Literature and Civilization (morning)
Tuesday:	Language (morning and afternoon)
Wednesday:	Natural Sciences (morning)
Thursday:	Mathematics (morning and afternoon)

The Comps scheduled in the morning will take place from 8:30 to 12:30 p.m.  
The afternoon Comps will take place from 1:30 to 5:30 p.m.  
Rooms 241/242. (Typewriters Room 236)

All students must be out of their dorms by 6:00 p.m. Friday. If for some reason you must spend Friday night here, see Leslie Noble.



DATE: June 13, 1968

TO: Faculty and Students

FROM: Berndt Kolker

Program for Awards Dinner and Commencement Exercises, June 13, 1968

- 5:00 - 6:00 pm Reception for students, parents, and faculty in Common Room
- 6:00 - 7:25 pm Dinner in Elbert Covell and Callison Dining Rooms (faculty tickets are attached); Students do not need tickets; Parents of students obtain tickets in the Lobby-Lounge between 5:00 and 6:00 p.m.; Students whose parents are not here may eat in the dining room of their choice as seats are available; There will be no program during the meal.
- 7:30 - 7:45 pm Seniors and faculty assemble in Quad for final class photograph. Academic attire is not to be worn at that time.
- 7:50 pm Faculty and graduating seniors will robe and reassemble in Elbert Covell Lobby Lounge (just adjacent to ours). Graduating seniors are requested to line up in conformance with the roster shown on the attached sheet.
- 8:00 p.m. Graduation procession into Great Hall; Commencement Marshall, Professor Sheldon, and Professor Wadman lead the procession; then graduating students assemble as per attached roster; faculty follow with no special order required, except in the case of Professors Sheldon, Wadman, and Wagner, who participate in the procession and the program. (Professor Sheldon will make arrangements for this); the University Vice-Presidents, Miss Noble are next; and the final group is President Burns and the Provost. Graduating students will occupy the first four rows on their left. Faculty will proceed to the chairs set up on the platform on their right. University administrators, Miss Noble, and the Provost will sit in blue chairs on the left of the platform (for program sequence, please see the program which will be distributed).

After the degrees have been conferred on individual students the Provost will conclude the evening activities. There will be no recessional.

Graduating seniors are requested to form these two lines  
outside of the Great Hall;

Farr	-	Evans	
Drizigacker	-	Dalton	
Cushing	-	Cupples	First row in
Cooper	-	Coombes	Great Hall
Cole	-	Chappell	

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Lynch	-	Lockett	
LeDoux	-	Kolling	
Johnson	-	Humes	Second row in
Herman	-	Hearne	Great Hall
Greenberg	-	Frey	

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Spafford	-	Macnab	
Sasaki	-	Olson	
Murray	-	Mumm	Third row in
Morgan	-	Miller	Great Hall
Marr	-	Marcoux	

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Wardrip	-	Wellinbrock	
Wacker	-	Wade	Fourth row in
Triplett	-	Valier	Great Hall

Tanner



June 13, 1968

TO: All Students

FROM: Mike Wagner

Please return all term papers or books that have been borrowed directly or indirectly from me. Those who took economics this past term please be sure I have my copy of the term paper. You can leave this material with Mary Haynie.

Thank you.

FALL, 1968-69

COURSE	TEACHER	SECTION	DAYS	HOURS	
Religion	W. Mullen	I	M & T	10 - 12	
		II	W & Th	10 - 12	
Sociology	G. Rice	I	M & Th	10 - 12	
		II	M & Th	4 - 6	
Civilization  Lecture (Everyone)	B. Sheldon	I	W & F	8 - 10	
		II	W & F	10 - 12	
			M	9 - 10	
Art	B. Mullen	I	T	1 - 4	
			Th	9 - 12	
		II	T	9 - 12	
			Th	1 - 4	
Psychology  Lecture (Everyone)	P. Schedler	I	Th & F	9 - 10:30	
		II	Th & F	10:30-12	
			T	2 - 3:30	
Political Science	J. Briscoe	I	M & Th	8 - 10	
		II	T & F	8 - 10	
Chemistry Lecture (Everyone) Discussion Discussion Lab Discussion Discussion Lab	H. Wadman		M & W	1 - 2:15	
		I	M	2:15-3:45	
			I	F	1 - 2:30
			I	T	1 - 4
		II	W	2:15-3:45	
		II	F	2:30-4:00	
		II		9:00-12:00	
Physics Lecture (Everyone) Discussion Discussion Lab Discussion Discussion Lab	N. Lark		M & W	1 - 2:15	
		I	M	2:15-3:45	
			I	F	1:00-2:30
			I	T	9:00-12:00
		II	W	2:15-3:45	
		II	F	2:30-4:00	
		II	Th	1 - 4	

WINTER, 1968-69

COURSE	TEACHER	SECTION	DAYS	HOURS
Philosophy	W. Mullen	I	M & T	10 - 12
		II	W & Th	10 - 12
Sociology	G. Rice	I	M & Th	10 - 12
		II	M & Th	4 - 6
U.S. Foreign Relations	J. Briscoe	I	M & Th	8 - 10
		II	T & F	8 - 10
Non-Western World	L. Noble	I	T & Th	8 - 10
Psychology Lecture (Everyone)	P. Schedler	I	Th & F	9 - 10:30
		II	Th & F	10:30-12
			T	2 - 3:30
Art	B. Mullen	I	T	1 - 4
			Th	9 - 12
		II	T	9 - 12
			Th	1 - 4
Literature I	S. Kahn	I	M & W	8 - 10
Literature I	J. Williams	II	M & W	8 - 10
Literature I	C. Hand	III	M & W	8 - 10
Literature Lecture			F	9:00
Chemistry	H. Wadman			
Lecture (Everyone)			M & T	1 - 2:15
Discussion		I	M	2:15-3:45
Discussion		I	F	1:00-2:30
Lab		I	Th	9 - 12
Discussion		II	W	2:15-3:45
Discussion		II	F	2:30-4:00
Lab		II	Th	1 - 4
Biology	J. Tucker			
Lecture & Discussion (Everyone)			M & W	1 - 3
Lab		I	T	8:30-12:00
Lab		II	T	1 - 4:30



SPRING, 1969

COURSE	TEACHER	SECTION	DAYS	HOURS
Religion	G. Rice	I	M & Th	10 - 12
		II	M & Th	4 - 6
Philosophy	W. Mullen	I	M & T	10 - 12
		II	W & Th	10 - 12
American Civilization (Puritans) Lecture	G. Wise	I	W	9 - 12
		II	W	1 - 4
			M	9 - 10
Civilization  Lecture	G. Blum	I	W & F	8 - 10
		II	W & F	10 - 12
			M	9 - 10
Economics	M. Wagner	I	M T, W Th	4 - 5:20
Literature II  Lecture	Kahn	I	M & W	8 - 10
	Hand	II	M & W	8 - 10
	Williams	III	M & W	8 - 10
			F	9:00
Non-Western World (Brazil)	L. Noble	I	T & Th	8 - 10
	D. Burke	II	M	1 - 3
Physics Lecture (Everyone) Discussion Discussion Lab Discussion Discussion Lab	N. Lark		M & T	1 - 2:15
		I	M	2:15-3:45
		I	F	1 - 2:30
		I	Th	9 - 12
		II	T	2:15-3:45
		II	F	2:30-4
		II	Th	1 - 4
Biology Lecture & Discussion (Everyone) Lab Lab	J. Tucker		M & W	1 - 3
		I	T	8:30-12:00
		II	T	1 - 4:30
Science, Technology, & Environment	H. Wadman	To be arranged		