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PACIFIC REVIEW

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1941

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4

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PACIFIC ALUMNI ASSOCIATION

News and Notes

Campus Announcements

and

Living Endowment Project

THE PACIFIC REVIEW

Official Publication of the Pacific Alumni Association

ARTHUR FAREY '29, *Editor*

ROBERT E. BURNS '31, *Alumni Editor*

CHARLES WARMER '36, *Business Manager*

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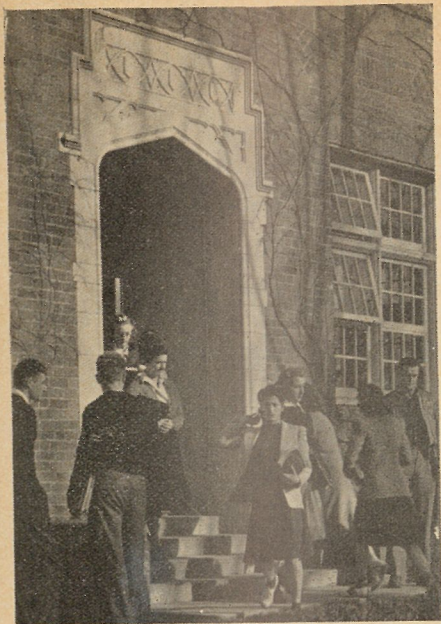
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To Our Readers



The editorial staff of THE PACIFIC REVIEW is delighted by the many encouraging responses to the first edition of the magazine in its new format. We are encouraged in our belief that the publication can be of real service.

The director of the largest university alumni association in the world has declared PACIFIC REVIEW to be the finest small college publication of its type that has come to his attention. A minister in the Southern California Conference of the Methodist Church has sent copies to three college presi-

dents with his recommendation that their institutions foster similar publications. An important Sacramento business executive who limits his reading by a carefully planned program of selection has let us know that the PACIFIC REVIEW has found a place in his reading schedule.

We need your direct assistance, too, in establishing a larger and constantly growing body of regular subscribers, essential to the standing of the publication in the periodical field and to any program of extension of its contents in the future. We regard the present form and circulation of the PACIFIC REVIEW only as a gratifying step toward the development of a really challenging medium for the best thought of the academic world and a forceful device bringing campus and community life closer to each other.

To this end we respectfully call your attention to the official statement of publication on the opposite page which exhibits the subscription structure and the plans for combining membership in the Pacific Alumni Association with subscription to the PACIFIC REVIEW.

The Publication Staff.

President Tully C. Knoles, who continues his series of articles on the liberal arts college, is known even more widely for his speaking than for his writing. His weekly radio talk, "The World Today," has been on the air for twelve years, a pioneer educational broadcast feature in the West. Knoles never uses a script. His pleasantly modulated voice, easy microphone manner, and unerring ability to time his talks to the second, make him the delight of radio technicians. Declared one N.B.C. executive, "Knoles has a clock in his head." The President travels thousands of miles annually to meet scores of speaking engagements, probably more than any other California speaker.

The Financing of a Church-related College in These Times

by

DR. TULLY C. KNOLES

Undoubtedly since the founding of the first American colleges on a church related basis the problem of their financing has been paramount. The foregoing statement relates, of course, to the Protestant colleges much more than to the Roman Catholic ones, I presume. With their financing I am not so familiar.

There are two norms, it seems to me, to be borne in mind; first, the general tendency toward the secularization of education and its support by taxation; and second, the steady and at times sharp increase in the cost of education.

If the statement were ever true, "Mark Hopkins on one end of a log and a student on the other con-

stitutes a college" it is not true today. Buildings are finer and costlier. They are more differentiated in function and more highly specialized. The staffs of colleges are also more highly trained, and the field of their teaching is very much more narrowed, hence more costly. Then, of course, the whole standard of living has increased and through various praiseworthy methods, the standards of college institutional staffs have been lifted.

It is my firm conviction that these two norms will continue at least as constant in the near future as they have in the past 100 years. College salaries have a tendency to be set by and lag somewhat behind university salaries, and the latter tend to be fixed by competition with industry. Over and over again university presidents have complained that business and industry have offered stiff competition with

them in retaining key men. If the competition is met financially, then in all fairness, other departments must be similarly dealt with.

So it seems that any discussion of the financing of church related colleges must start with the fact that no matter how difficult such financing has been in the past, it will be more difficult in the future. This is so true that recently the writer heard a distinguished Methodist educator say that he did not see how church related colleges could be continued, but he added that he was sure they should be.

Adequate Endowment

Usually colleges do not have severe difficulties in securing buildings for their work, nor is it too difficult to secure funds for necessary equipment, though in too many cases libraries and laboratories are not kept sufficiently abreast of educational development. The chief difficulty has been in securing unrestricted endowments whose income is sufficient under all circumstances to make up the deficits in the total budgets of the institutions. Many studies have been made in order to find what amount would be satisfactory, but there is, of course, no standard that would be acceptable since conditions vary so. It has been said that no college should ever have a

balance at the end of the year. That is, actual needs are always greater than ability to meet needs.

Everyone knows that income from invested funds does fluctuate and that there are certain conditions in American life which tend to make still greater burdens upon the successful investment of funds to produce stable incomes. Certainly the experience with university and college endowment committees have paralleled that of life insurance companies and other organizations which have sought safe, stable and constant incomes. From Harvard to the college with the smallest endowment the story is the same—capital losses as well as falling incomes.

There are, of course, several reasons for this situation—unstable business conditions and a surplus amount of investment capital, due to various causes. There is no agreement among experts as to the exact causes and certainly the engaging of the government in many kinds of enterprise and service formerly left to private initiative has not been without its influences. It is likely that government in America will be under the necessity for quite a while, of taxing incomes rather severely, and it is doubtful if great educational foundations such as the Carnegie and the Gen-

eral Education Board (Rockefeller) will be duplicated in the future. It is rather significant that the General Education Board some years ago ceased to make conditional gifts on college endowments. In this connection it is pertinent to record that the late Julius Rosenwald in setting up the Rosenwald Fund stipulated that it be spent in less than a generation.

However, with these facts clearly in mind and not forgetting that many church men are opposed to the whole capitalistic system, it is necessary to say that church related colleges, at present at least, must have largely increased endowments which they must invest in a Christian way and only in enterprises that are honest and constructive.

Tuitions and Income from Auxiliaries

With the increase in the number and quality of institutions supported by taxation and almost, if not quite, tuition free, one would think that competition would force institutions compelled to charge high tuition rates out of existence. But that is not the history of the case. There are many colleges of fine quality that are increasing tuition and auxiliary rates, board, room, etc., to a point that it is almost self supporting. When quality is maintained there can be no

criticism of this method from an educational standpoint. But in the very nature of the case social snobbishness and an aristocratic attitude toward life will be inevitable. But it must be admitted that an honest payment for services rendered would not be considered undesirable in any other field of activity. It does seem strange, but it is a fact, that education in America by too many people is not looked upon as a privilege, but as a right, with as little as possible of the cost to be borne by the student or his parents.

Tuition will be, if the writer is not mistaken, a larger factor in financing church related colleges in the future. A recent study of the financing of two similar Methodist institutions showed that the one having the smaller endowment had the larger income, due to the fact that it received a larger tuition rate. Its clientele was no richer than the other. The school with the larger endowment was collecting from a few larger givers what the other one was collecting from a larger number of patrons.

Just what should be the fair proportion of income from endowment and from tuitions? It would be hard to estimate, but the expenses of education should not

come entirely from fees, nor should they be borne entirely from permanent funds. If too much comes from endowment, there is no sense of cooperation developed in the students. If too much is paid by students, they are likely to develop the attitude expressed in the old saying, "Let him who pays the fiddler call the tune." And after all, the church related college should have something of a very decided nature to say about campus standards and ideals, or it should cease to be church related.

Gifts to Current Expense and Church Collections

God bless the great group of men and women who in many ways contribute to the current expenses of our church related schools. Often from very unexpected sources this type of aid comes. All the Protestant denominations develop some type of connectional support for their colleges. The writer is most familiar with the method in the old Methodist Episcopal Church, and in the former Methodist Episcopal Church South. The chief difference in those two bodies was that during recent years the trend in the Methodist Episcopal Church tended to be connectional while in the South Church the Conference collections were locally raised and locally ap-

plied. The writer was a member of the Board of Education of the former Methodist Episcopal church for twenty-one years and has been a member of the present Board since its founding in 1940.

In the pre-Centenary days the colleges received from their conferences regular collections and the rule was for 80 per cent of these to be retained by the local colleges and 20 per cent to be administered by the Board of Education for its responsibilities. When the Centenary was in the making with its greatly enhanced askings for the two major Board of Missions the General Conference ruled that the Centenary should guarantee to the so-called lesser Boards among the Board of Education an annual sum during the life of the Centenary equal to the average received from the Conferences during each of the four years preceding the Centenary. Mark what this meant—a great increase for the two larger Boards, but no increase for the lesser ones. In other words, they did not share in the tremendous advance of the Centenary. But notice two things. During this period the colleges were denied access to their own Conferences in their own behalf and when the Centenary and later World Service receipts began to fall off, the college

losses were not from the advanced levels, but from their pre-Centenary levels. Thus is the case of the College of the Pacific. The average of the four year pre-Centenary was slightly under \$15,000. By 1931 the income from World Service was \$6,373.34. Each year it has dwindled until for the fiscal year 1940-41 the College received from the World Service through the Board of Education \$2,737.00 and from the California Annual Conference it received \$2,726.28.

The Conference of the former Methodist Episcopal Church South has rather consistently kept its old method even into the present union and there is an increasingly sharp issue being drawn. If our Conferences adopt the Southern method, World Service will suffer more and more; if they do not, our colleges will suffer more and more.

Alumni Living Endowment

Increasingly, because of the foregoing, church related colleges must look to their Alumni for the traditional endowment so necessary from those who are financially able, and for "Living Endowment" or annual gifts for current expense from as many alumni as can be interested. A small annual gift from those who can afford no more, and larger gifts from those who can, will be the same in temporary effect as substantial increases in endowment, and once the habit is formed there is hope for larger gifts in the future.

Pacific has a small endowment. It needs more.

Pacific has a good tuition and auxiliary income. It needs more.

Pacific has a small income from the Conference. It needs more.

Pacific has a small income from Living Endowment. It needs more.

Pacific Provides Educational Leadership

College of the Pacific Education graduates figure prominently in a committee of 21 Stockton school teachers who were cited recently by the *California Journal of Elementary Education* for their progressive work in designing a course of study in reading for three elementary levels. The committee chairman, Edward Esser, and Carrie Bowman, Fred Spooner, Hertha Rausch, Marie O'Laughlin, Patricia Roberts, and Fern Rommell are all former Pacific students.

"The course of study," says the journal, "shows a progressive attitude on the part of the curriculum workers by attempting to unite what is good of the old with what is most important in the present.

The Case For Democracy

by

MALCOLM R. EISELEN

Twenty-four years ago, the United States launched itself upon a great war, fought under a noble leader for a noble ideal—to make the world safe for democracy. In due time that war was fought and won, with many important results; but assuredly, the triumph of democratic government has not been one of them. Instead, ours is a new age of dictators. Within the last four years we have seen democratic regimes overthrown in Austria, Czechoslovakia, Norway, Denmark, Holland, Belgium and France. Today, there are only three real democracies left in all Europe—Great Britain, Sweden, and Switzerland.

This is, however, no time for democratic defeatism. If the case for democracy is valid, it will sur-

Chairman of the Pacific department of History and Political Science since 1927, Malcolm R. Eiselen is a true teacher and a popular professor in the best sense of the word. His classes exhibit one of the smallest percentages of "cuts" on the records because students don't want to miss his colorful, informative lectures. Eiselen is in demand for his meaty lectures on past and current history subjects, enlivened with a wealth of fascinating detail which he combs from obscure sources. He writes extensively and his highly readable articles have appeared in leading American periodicals including Readers Digest. Students and associates delight in his clever verse parodies.

vive its Dunkirk as it once survived its Valley Forge. In the belief that the case for democracy is valid, this article has been written. It is an attempt to set down, soberly and unemotionally, the case for democracy.

First, democracy has a psychological appeal which other forms of government lack. Democracy is a way of life. Living in a democracy, my mail reaches me as it was sent—uncensored. No one taps my telephone. I can join any political party I wish. I can vote for what and whom I please. I can read, see, and hear what I choose. I can climb the highest rostrum in the land and call President Roosevelt a super-colossal bonehead, and nothing will happen to me. When my doorbell rings, I may be an-

noyed, but I am not terrified. It may be a purveyor of Fuller brushes, or a magazine salesman with collegiate aspirations. I know it is not a German Gestapo or a Russian G.P.U. waiting to drag me off to a concentration camp. In short, democracy believes in liberty, justice and human rights.

The totalitarian has a different way of life. He does not believe in liberty, in justice, or in human rights. He denies these principles in theory and flouts them in practice. That is why, in the long run, absolutism always seems to break down. It was tried in England by the Stuart kings; the result was the English Revolution and the death of Charles I under the executioner's axe. It was tried in America by George III; the result was Lexington, Trenton, and Yorktown. It was tried in the France of the Bourbons; the Bastille fell and Louis XVI went to the guillotine. It was tried in the France of Napoleon; the end was Waterloo and St. Helena.

Now Hitler is trying it, but is he likely to succeed where a thousand other despots have failed? I am reminded of a cartoon which appeared a few years ago in the *Detroit News*. It shows Old Man History sitting at his desk; behind him stretch great rows of the huge

volumes of mankind's recorded past; before him stands a swaggering, brown-shirted figure. And the old man is gently saying, "I could tell you many things, young man, but you wouldn't listen."

Second, democracy promotes peace. Everyone knows who started the present World War, and it has been the same story for the last one hundred years. It has been the dictatorships that have been quickest on the trigger; it has been the democracies that have held back. Apparently, our democracies have learned how to keep the peace; our dictatorships have not. In that grim fact, I seem to read the ultimate death knell of the dictatorships. Mankind cannot go on indefinitely, launching a great world war every generation. Amidst increasing millions of people, we find a growing conviction that war as an instrument of national policy will have to go; and with it will have to go any system of government that makes war inevitable.

Furthermore, the same tendency is noted where internal revolutions are involved. Democracy makes it possible for a people to change their leaders and their policies without resort to bloodshed. When the people of the United States became convinced that President

Hoover was not handling the problems of the depression to suit them, they put an end to his administration. They did it peacefully by registering their wills at the ballot box. If they had decided in 1936 or in 1940 that President Roosevelt was not handling the problems of the nation well, they could have put an end to his administration in the same manner.

If the people of Germany, however, decide that Hitler is not looking after their interests well, they have no way to get rid of him except by starting a revolution; and revolutions are such messy things to have around. It is the same way with Stalin and Mussolini. The only way to get rid of them and their policies would be to toss a stick of dynamite in their direction or to put arsenic in their soup. There is no gentlemanly way to dispose of them.

Third, democracy promotes individual welfare. For some reason, it always seems to be the guiding principle of absolute rulers to treat the customers rough. We have seen that rule applied all the way from Pharaoh to Hitler. Despotism has gone hand in hand with a liberal application of the dungeon and the torture chamber. The despot seems to feel that it is his duty to go after everyone who dis-

agrees with him with fire and sword.

On the other hand, the watchword of democracy has been liberty and humanity. The obvious reason is that a democratic administration, if it wants to stay in office very long, cannot go around insulting the customers. It is no mere coincidence that the rise of democracy during the 19th century was paralleled by a period of unprecedented humanitarian reforms. We have the disappearance of slavery and serfdom; the abolition of imprisonment for debt; the abolition of whipping for soldiers, sailors, and criminals; the emancipation of women from social and economic bondage; better facilities for the care of the poor, the blind, and the insane. Especially is the individual likely to be given educational opportunity in a democracy. In a dictatorship, the big shot does the thinking for the whole country, and the rest of the people can put their brains away in mothballs. A democracy, however, has to educate in sheer self-preservation. As Daniel Webster well put it, "In a democracy we must educate or we must perish."

After all, the best test of a political system's worth is the happiness of the people who live under

(Continued on page 25)

First "off the campus" Pacific alumnus to contribute an article to the new PACIFIC REVIEW, F. Melvyn Lawson is principal of one of the nation's largest high schools at Sacramento. "Who's Who in California" tabs the rapidly rising young educator with an imposing list of education projects, research, distinguished services, civic enterprises, and writings which he would have done well to earn in a lifetime. Lawson ran 100 yards in "ten flat," played leading roles in Little Theatre productions, sang in the A Cappella Choir and Pacific Quartet, and was a leader in student life before he graduated from Pacific in 1928. Just a decade later he served as president of the Pacific Alumni Association.

The Future of Education

by
F. MELVYN LAWSON

The future of educational trends and directions is rather hard to suggest. This is due to the fact that our educational program grows out of the social scene, and is profoundly influenced by the thoughts, standards, goals, aims and general climate of opinion which dominate that scene. As we look at that scene today, we find that it presents a highly unpredictable struggle between two opposing forces in human affairs. One force is generated by that ancient concept which sees man as a mere instrument of the state, and holds that all human organization shall be set up in terms of state aims and goals. The other force is put into motion by that equally ancient, but not so universally estab-

lished concept, which holds that the state is a mere device or tool of man and is justified only by the benefits that it confers on the individual men and women who live within it.

The first of these two concepts referred to apparently has found the ultimate blueprint for human life, and seeks to impose that pattern on all mankind. "Totalitarianism" we call it because it is a governmental theory that would control our *total* lives, politically, economically, socially, and spiritually. The second concept sees life not as a fixed, static, blueprinted state of being, but as a progressive, developmental state of becoming. We call this concept "Democracy" because it is a governmental theory by which and through which we learn to practice self government, and, through such type of control, achieve self realization. The first conception

would sacrifice the individual if he gets in the way of the goal. The second holds that the development of the individual is the goal. This struggle between two worlds, says Mussolini "can permit no compromise. Either we or they. Either their ideas or ours. Either our state or theirs."

Obviously the future of education will be greatly affected by this struggle. And obviously the leaders of both sides in this contest are vitally interested in the whole purpose and process of education. In fact both sides recognize that without the control of education they cannot hope to perpetuate themselves.

Meanwhile, assuming that democracy is triumphant in this struggle (admittedly a wishful assumption on the part of the writer) what are some of the lines along which a democratic program of education will need to be projected? Space permits only a few suggestions.

First, if a democratically conceived program of education is to meet the needs of the individual and promote self realization, we shall need to be willing to change our traditional school curricula so as to meet human differences and individual variations. This need is particularly great in the secondary

schools. Two trends dictate the necessity for movement in this direction. First, changes in modern life have become so great that the gap between old curricula and the obvious realities of life has greatly widened. Second, the influx of practically the entire population into the secondary school has greatly enlarged the range of interests and abilities with which the contemporary secondary school must deal.

On the question of closing the gap between traditional courses and the modern world of reality, a few illustrations will be in order.

(1) If courses in English are to be truly functional in the field of language — communication — they must deal with more than mere formal grammar and rhetoric. To be effective they must recognize the modern aspects and tools of present day communication. This means an inclusion of, and an emphasis on, literary appreciation, dramatic interpretation, effective speaking, intelligent listening, radio and motion picture program analysis, and the utilization of newspapers and magazines.

(2) If the social studies are to be functional, they cannot be mere reproductions of dates and events of the past. They must include a considerable study of the modern

and the contemporary. Courses in this field should be set up primarily not to prepare professional historians but to train for functional citizenship.

(3) Science courses, with the rich environment that the modern day affords, should become more than mere memorization of formulas and laws. They must reveal more what applied science is doing, how science affects us as individuals, and how it is transforming the society in which we live.

(4) Home economics must become more than mere cooking and sewing. This field needs to deal with the broader aspects of home and family relationships. Foods, clothing, dietetics, home planning, child care, household budgeting, and consumer education must provide the general orientation to this field.

(5) The fine arts must become an increasingly important part of the education of all our people. In a civilization which promises to reduce most types of work to a routine process of pushing buttons and pulling levers, our need for an expanded program of esthetic experiences will increase. Opportunities to develop appreciations for the many as well as skill for the few are highly essential in this area.

In brief, to train people to live in

our highly complex, fast moving world, the secondary school program must not present a highly artificial, formalized, and cloistered type of training based on mere tradition. It needs to deal with the fiber, issues, realities, and needs of today and tomorrow.

A second imperative that democratic education dictates if it is to meet the needs of the individual and promote self realization is the matter of providing special and adequate treatment for the handicapped. In this connection facilities need to be provided to discover the physical afflictions of young people which have a real bearing on their educational development. For example, defective eyesight, malformations of the body, heart weaknesses, and tendencies toward tuberculosis, all need early discovery and demand that provision be made to handle them educationally. Likewise, those handicapped by stuttering, stammering, and poor reading ability call for special diagnosis and expert treatment. Truly, if education is to be adequate and effective in the lives of people, it must strike at the heart of their major problems. Special handicaps are major problems for those who suffer from them.

Still a third line along which

(Continued on page 26)

The Campus Theatre Goes To Town

by
ARTHUR FAREY

When the curtains closed one evening last February on the final scene of Pacific Little Theatre's production of *Romeo and Juliet*, they marked not only *finis* for a magnificent theatre experience, but the climax in the college acting career of a lovely young ingenue who provoked laughter, tears, admiration and delight in an audience that was now thundering its applause. As she stood poised and smiling with her fellow players—in that magic moment when actors and audience are one—to graciously acknowledge spontaneous acclaim, there was only one shadow to dim her shining hour.

The frank admiration of director, teachers and friends was hers. She had worked steadily, studied hard, lived intensely through four campus years. In a student directed production of *The Second Mrs. Tanqueray* she began her playing as an admittedly bad Miss *Ellean*.

But she learned the fundamental lesson of concentration and went on to a remarkable series of castings in varied types of roles. Every hour of stage rehearsal was backed by another of careful study, painstaking experiment and penetration. The audience now was hailing a player with genuine ability and fine technique.

Every honor seemed "Juliet's" as she stood in the waves of applause that seemed to roll over the footlights and break around her. At the end of the year she was to receive the F. Melvyn Lawson Award, Pacific Little Theatre's own "Oscar," for the player judged to have contributed the most to the season. Yet one other thing she wanted and had never won—the approval and praise of her own father for achievement in her chosen art.

Never forbidden, but never encouraged, the young actress had independence of spirit sufficient to stick to her theatre. She knew that her father didn't believe in "little theatre." He never watched her perform—never guessed there was true talent here as well as footlight fever.

Curtain calls were followed by a gay party and the hours were tiny when "Juliet" slipped through the front door of the fine old fam-

ily home. Down the hall a light was glowing which guided her into the cordial library where her father was waiting.

The gifts were lavish, both the tangible and spiritual ones—a diamond, a promise of every backing for the theatre career she lived for, and the total enthusiasm of her father.

For his good sportsmanship had finally taken him to the theatre and to discoveries that each year are being realized by more and more people. They find that "little theatre" is not to be confused with "amateur theatricals." Completely absorbed by a thoroughly convincing performance they know suddenly that young players can be professionally trained, in the best sense of the word, and that performances are staged, costumed and lighted with superb design and technique.

When they look about them they discover that these plays are not only campus recreational activity but a college-community theatre. They are sitting among the town's best—people who know the difference and who wouldn't be led, year after year, to part with more than movie rates if they were not getting their money's worth in satisfying, stimulating entertainment.

Again they discover, by way of the press, that the audience also included a leading professional San Francisco Bay Area critic who declared the evening "well worth a Cook's Tour of 160 miles of drenched highways," and who treated the show as a newsworthy theatre event. And so another theatre enthusiast is born, and Pacific Little Theatre has taken another step in the process of becoming an invaluable link between "town and gown."

Eighteen years ago, when California's oldest college became its newest, and Pacific occupied the Stockton campus, De Marcus Brown asked the privilege of building a college little theatre. A far seeing college president assented, with the necessary reservation that it must be self supporting. The young director accepted both chance and condition. Today he is still on the job and still thinking up new production ideas and new features for the theatre.

Marc Brown battled many a fear to launch his theatre. He was so fearful at the beginning that he got his actors to load the setting for *The Rock* piecemeal onto their automobiles and took his first production out of town for its opening performance to play it to some 50

(Continued on page 28)

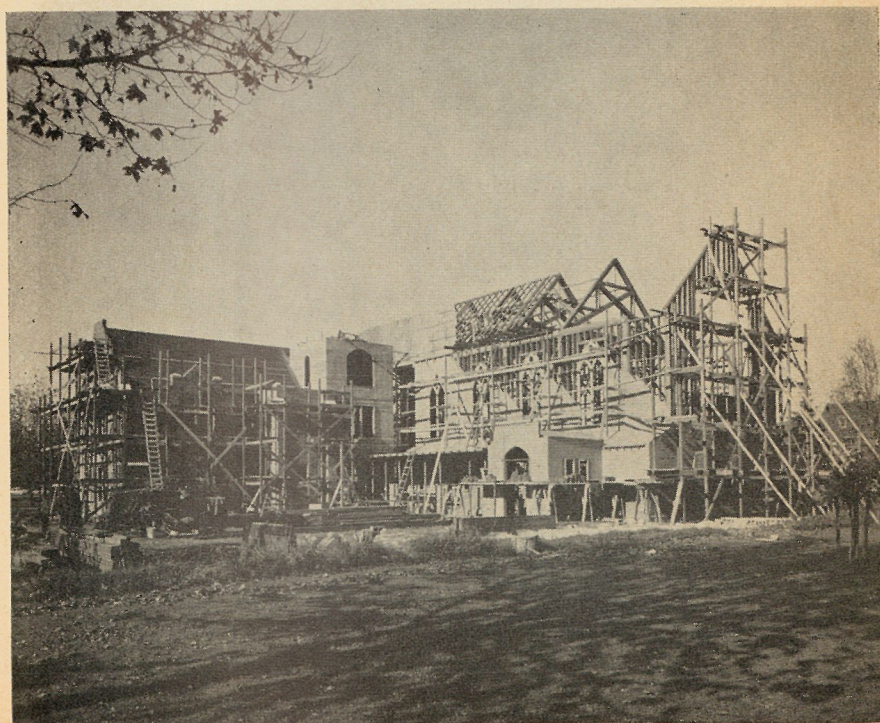
Morris Chapel

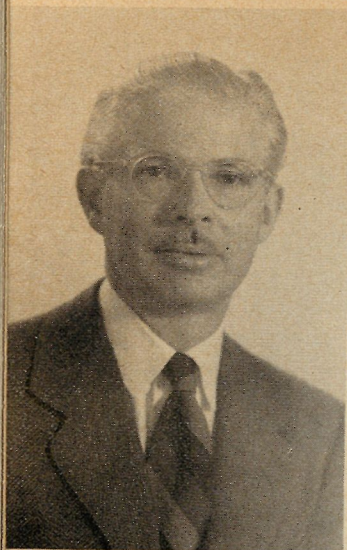
The ceremonies of the laying of the corner stone for the Morris Chapel and Christian Education unit were observed on Sunday afternoon, December 14.

Construction of the new chapel, first building in the 91 year history of the college which can be devoted solely to religious observance and Christian education, is proceeding at a remarkable pace. In a sincere and forward looking attempt to build for authenticity, beauty, and permanence, the construction committee has authorized certain additions and improve-

ments in specifications beyond the plans as formulated when the building was financed.

Added funds to the extent of some \$8,000 are now needed. Friends of the college and of Christian education are urged to consider this need and opportunity in relation to their benevolent gifts. Several impressive stained glass windows are available for memorial designation. It is confidently expected that there will be sufficient response to this notable project to complete all financing before the dedication.





Pacific Little Theatre

Director

De Marcus Brown



18

Seasons

127

Major Productions

Romeo and Juliet

"Worthok's town"



hook's tour of drenched highways."

WOOD SOANES,
Oakland Tribune.



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The Library—Alumni Living Endowment Project for 1941

Dr. Jacoby Reports on Library at Homecoming Banquet

On November 1st, at the College of the Pacific's Homecoming banquet, Dr. Harold S. Jacoby ('28) reported that the objective of the Alumni Living Endowment for 1941 would be the library. He said he could think of no better project for the alumni to undertake than the library, the nerve center of the campus, and that through the medium of the library the alumni would be helping all departments of the college, because all departments rely on the library for assistance. All students sooner or later find their way to this center of wisdom and learning, and the quality and quantity of library material are important factors in the raising and lowering of academic morale.

Dr. Jacoby stated that since 1938, when the college moved its library from the southeast corner of the second floor of Weber Hall to its new temporary quarters, the quality of student work has been improved.

In stating the needs, Dr. Jacoby said naturally he would like to see, not a temporary building on our

campus, but a permanent library building. However, the building is just one of the needs of the library. He stated that the temporary quarters could be re-arranged for more seating capacity, that more binding of periodicals should be done than the present library budget allows, and that there are certain books in every department which should be purchased for reference books if the college is to increase its graduate work. The library needs additional shelving space, additional tables, and actually there is no end to the useful ways in which additional funds could be used in the college library.

The immediate effects of a generous gift from the alumni to the library might not be as evident as the improvements that have been made on Knoles Field, but they will be an important factor in assuring Pacific's continuation as an educational institution through the years.

Dr. Jacoby's speech was well received by the members of the Homecoming banquet, and his challenge to them rang a bell of enthusiasm that should make the 1941 Alumni Living Endowment

surpass any mark accomplished to date.

Let's make our Alumni Living Endowment figure for 1941 rank above that of any other alumni organization of our size.



A Desire

The Alumni Council and the Alumni Living Endowment Gift Committee would like to have every alumnus read the Christmas

appeal that has been sent him. They feel that the library is such a worthy project that it cannot help but succeed if the alumnus will but allow it to be called to his attention.

Read this pamphlet, find how the library has grown, what its needs are today, and the many improvements that could be effected in our library if every alumnus and friend contributed.



Silver Jubilee for A Cappella Choir

In 1916 Charles M. Dennis joined the faculty of the Pacific Conservatory in San Jose and introduced the west to music in the a cappella manner. His Pacific choir was the first notable organization of its kind in California. Today, of course, A cappella choirs are legion. But still setting the pace in sheer musical excellence, in repertoire and in new effects and techniques is California's first choir.

Silver Jubilee of the choir was celebrated on the campus on December 13 in a great festival of song and music which featured a reunion chorus of nearly 200 voices all from Pacific choirs through a quarter century, and directed again by former Dean Dennis. Among the singers were Mrs. Howard L. Rowe of Madera, member of Dennis' original 1916 choir, and her daughter, Lucille Rowe, member of J. Russell Bodley's 1941-42 choir.

Probably no single organization has done more to keep the Pacific music tradition an active growing tradition than the A Cappella Choir. The unbroken continuity of the organization and its fidelity to the best in music and the best in performance has set a valuable standard of achievement. Annual tours bring the A Cappella singers before thousands of entranced listeners and of recent years radio has carried this singing voice of Pacific from coast to coast.

Alumni Personals

1912

JOHNS. Watson L. Johns '12 is a member of the Education staff at the University of Oregon at Eugene.

1915

YOUNG. Mahlon B. Young '15 has been serving since June as Conference Evangelist for the Methodist Church.

1916

NOBLE. Harold A. Noble '15 has returned from an extensive trip East where he has been acting in his capacity as a member of the Advisory Council of the Federal Home Loan Bank System, representing the Twelfth District.

1921

McMURRY. George Harold McMurry '17 is now editorial writer for the San Jose Mercury-Herald.

1922

McALLISTER. Mr. and Mrs. Erford McAllister '22 (Dorothy Knoles '24) have just completed a new home in San Mateo.

1924

CASE. Mr. Westwood Case is now teaching Industrial Education at Technical High School, Fresno.

PARSONS. Neil Parsons '24, formerly principal of the Mendocino High School, is now Principal of the Cloverdale High School.

1925

BAXTER. Bruce R. Baxter 'Hon. '25, until recently President of Willamette University, has been elected a Bishop of the Methodist Church and presides over the Portland Area.

1930

SAWYER. Mr. and Mrs. Wesley Sawyer '30 (Maida Strong '29) are hosts to a Christmas party at their home in December for the Pacific Alumni Club in Southern California.

1931

HAMILTON. G. Dale Hamilton '31 is spending the winter at Hamilton, Montana.

PAGE. Carl Page '31 is now an assistant to the manager of the Union Oil Co. of the San Mateo District.

APPROACHING THE CHRISTMAS HOLIDAYS

The College Book Store

Extends greetings to the Alumni of the College of the Pacific

You may need some reminder of your College days for the holidays.

Write us about Stationery, Jewelry, Belts and Buckles.

Come in and see us when on the Campus—a friendly welcome awaits you

W. H. MORRIS, Mgr.

WM. E. MORRIS '32, Asst. Mgr.

1932

FRANCIS. Coach Ralph B. Francis '32 of Pacific has just completed a survey of the recreational facilities of the city of Lodi and the major portion of the recommendations made in the study have been adopted by that city.

KINSEY. Katherine Kinsey '32 is now on the staff of the San Francisco Protestant Orphanage in San Francisco.

TISCORNIA. Lester Tiscornia '32 is reported to be fast improving in health at Brete Harte Sanitorium in Murphys. He expects to return to Stockton soon.

1933

SWAN. Viril Swan '33, music director at Sonora High School, has organized an adult orchestra in that city.

BRIGGS. Clarke Briggs '33 is now associated with the Fred Seely Used Car Company of Modesto.

1935

CHALLIS. George Challis '35 is now on the staff of the San Jose Mercury-Herald newspaper.

KJELDSSEN. Mr. and Mrs. Chris "Adonis" Kjeldsen '35 have purchased a new home in the Highland Park subdivision of Stockton.

HALEY. Mr. and Mrs. Ed Haley (Lucile McGlashan '35) are living on a ranch near Gustine.

PAGE. DeeWitt Page '35 has been transferred to the Hollywood office of the Clyde Wood Roadmixer Company.

1936

BAINBRIDGE. Mr. and Mrs. James Bainbridge '36 (Jean Voorhies 'x36) have been transferred to Fresno. Bainbridge is with the Pacific Telephone and Telegraph Company.

DEMAKOPOULOUS. First Lt. Nick Demakopoulos '36, formerly stationed at Camp Grant (Ill.) Medical Training Center, has been assigned to duty at Valdosta, Georgia.

RAMSEY. Pauline Ramsey '36 is a special representative for the *Vogue* magazine on the Pacific Coast. In this connection she directs fashion shows in various centers.

1937

BROWN. Virginia Brown '37, formerly Assistant Registrar of Stockton Junior College, is now in the headquarters of the Chemical Division of the War Department in San Francisco.

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ROBINSON. Victor Robinson '37 has recently accepted a position in the San Francisco Schools.

1938

FARNESI. Jack Farnesi '38 is now an analytical chemist at the San Joaquin Research Laboratory in Stockton.

MARTINOVICH. Phil Martinovich 'x38, former Tiger football star, is playing professionally with the New York Americans.

1939

FARLEY. Erwin Farley '39 has been appointed to the staff of the United States Housing Bureau in San Diego.

1940

de **ARRIETA.** John deArrieta '40, graduate in Engineering, is now in the Sacramento office of the U. S. Engineers.

FANUCCHI. John Fanucchi '40 has become associated with the Fraser Furnace Company in Stockton.

JONES. Clyde Jones '40 is in Washington, D. C., where he is in Government work.

TAKAGISHI. Samuel Takagishi '40 is now a graduate student at the Pacific School of Religion in Berkeley.

WESCOTT. Delbert Wescott '40 reports that he is now a second lieutenant in the U. S. Marine Corps.

1941

THOMAS. William "Bicycle Bill" Thomas 'x41, recent Pacific footballer, is now in the Army and is playing sensational football with the Fortieth Division team.

BELITSKY. Manuel Belitsky '41 is now employed by the Republic Steel Corporation in San Francisco.

BRANDSTAD. Frances Brandstad '41 is attending a secretarial school in Stockton.

POWELL. Douglas Powell '41 is now in Washington, D. C., where he is employed in the office of Congressman Frank Buck.

STEIN. Hans Stein '41 has been drafted by the U. S. Army.

BASTIAN. Beverly Wright Bastian '41, editor of the 1941 *Naranjado*, is now in the handbag department of Kat-ten and Marengo in Stockton.



Engagements

RICHARDSON. Leslie V. Richardson '01 to Grace Carter in Stockton on November 16.

WENNHOLD-CHARLES. Margaret Wennhold '37 to John Charles Jr. 'x38 in Stockton on October 6.

LACEY. Sgt. J. A. Lacey '28 to Margaret Laird on October 13.

KRASNOW. Audrey Krasnow '40 to Dr. Paul Finklestein November 20.

RAUSCH-HAWLEY. Hertha Rausch '39 to Howard Hawley 'x38 in Stockton on October 12.



Marriages

BRETHOUWER. Eloise Fish Brethouwer '32 to Howard Wickersham on October 3, 1940, in South Pasadena.

McGLASHAN. Lucille McGlashan '35 to Ed Haley in Sacramento on July, 1941.

FARR-ROSS. Kenneth Farr '39 to Shirley Ross at Monte Toyon on August 31, 1941.

ORSI. Elsie Orsi 'x36 to Lt. Joe Dell Wheeler in Boise, Idaho, on October 11.

CALDERWOOD-SWAGERTY. Effie Calderwood 'x42 and Clem Swagerty '39 in Martinez on October 18.

MILLBERY. Patricia Millbery '38 to Lewis Dorn in Lakeport October 12.

BRIGGS. Hamilton Briggs '41 to Jacqueline Smith in Chevy-Chase, Md., on November 8.

KINGDON-CHILDRESS. Jane Kingdon '38 and Dr. Max Childress '36 in San Francisco on November 14.

CAMPODONICO. Robert Campodonico 'x40 to Vira Clawson in Reno on November 1.

GOODRUM. Robert Goodrum 'x39 to Janet Cox in Phoenix on October 31.

REINLE. Barbara Ann Reinle 'x40 to Don Kassel in Oakland in September.

RITTER. Margaret Ritter '36 to Edgar Sears in Stockton November 23.

PARKER. Betty Lou Parker 'x42 to W. H. Ohm in Reno November 23.

MONAGHAN. Harold Monaghan 'x42 to Donna Ferguson in Stockton on November 30.

Deaths

BANNISTER. Alfred Bannister '67 in Berkeley. Bannister was the oldest living graduate of the College and a son of former President Bannister.

CUSHMAN. Mrs. O. R. Cushman on January 31, 1941.

HAWKE. E. R. Hawke of Modesto, a member of the College Board of Trustees.

Births

GUYNN. To Mr. and Mrs. Plez Guynn (Irma Belle Studley '33) a son named William Howard on October 17, 1941.

KOEHLER. To Mr. and Mrs. Edward Koehler '39 (Mildred Saugstad 'x38) a daughter named Carole Mil-

dred in Stockton on November 21, 1941.

BUSH. To Mr. and Mrs. Buford Bush x41 (Betty Rae Stone '39) a son named Brian Ray in Fresno on October 30, 1941.

THORNBURG. To Mr. and Mrs. Dwight Thornburg '35 (Harriett Farr '32) a daughter named Nancy Ann in Oakland on November 15, 1941.

FARR. To Mr. and Mrs. John Farr '35 (Katherine Heise '37) a son named David Frederick in Stockton on November 15, 1941.

THOMPSON. To Mr. and Mrs. James Thompson 'x36 a daughter named Terry in Turlock.

RONE. To Mr. and Mrs. Robert Rone (Lucile Brubaker '32) a daughter named Caroline in San Francisco on October 8, 1941.

DiGIORGIO. To Mr. and Mrs. Robert DiGiorgio (Eleanor Vollmann 'x35) a daughter named Ann in San Francisco on November, 1941.

McCOARD. To Mr. and Mrs. Charles McCoard (Ruth Farey '28) a son named David Craig in Merced on November 20, 1941.

Adoptions

MARTIN. Mr. and Mrs. Irving Martin Jr. (Dorothy Lloyd Martin 'x37) a son named Robert Randall.

HURD. Mr. and Mrs. Vernon Hurd '30 (Marian Holman '31) a son named Gordon Allen. Born April 30, 1941 and adopted in June, 1941.

BURNS. Mr. and Mrs. Robert Burns '31 (Grace Weeks '34) a daughter named Bonnie Jean. Born August 10, 1941 and adopted September 23, 1941.

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it. Measuring success in terms of human happiness, today's democracies have had all the best of the argument. Before the outbreak of the present war, probably the most advanced nation in the world in government, prosperity, and general contentment was democratic Sweden. The people of Great Britain and the Dominions were better off than those of any dictatorship that you care to name. The American people have achieved the highest standard of material comfort in the world, and we did not require the services of any megalomaniac in a funny-colored shirt to get it for us.

Fourth, the past failures of other systems of government. If you are disgusted sometimes with the deficiencies of democracy, to what other system would you have us turn? Should we turn to hereditary monarchy? It would be hard to find a worse system. Theodore Roosevelt once said that there was only one European monarch who had enough ability to carry his own precinct in an honest election. That, believe it or not, was the German Kaiser. Consider in this connection the ruling family of Spain, recently deposed, with its long line of physical and mental defectives. Consider too the cen-

turies of suffering that were brought upon Europe by succeeding generations of Hapsburgs and Bourbons. No, hereditary monarchy is absolutely out as a means of producing the man of the hour. It is just as likely to place a weakling or a fool upon the throne as a hero or a sage.

Should we turn then to dictatorship, where the autocrat has forged his way to the front through sheer ability. This method has produced some very outstanding men. They have in many cases used their dictatorial powers to put through some very worth-while reforms. But search the pages of history well. How many of them have gone very long without having power go to their heads? History will show that most of these self-appointed dictators have gone out in a ghastly finale of bloodshed, tyranny, and anarchy. The present crop are only running true to form in this respect. By their fruits shall ye know them, and the fruits of dictatorship have been unspeakably bitter.

Lastly, should we turn to aristocracy, the rule of a specially privileged class? Unfortunately, class rule in actual practice has almost always proved selfish and arrogant. Whether it was the religious aristocracy of 17th century New Eng-

land, or the landed aristocracy of 18th century England, or the monied aristocracy of 19th century America, the ruling class has been inclined to use its control of the government for the advancement of its own interests, and for the exploitation of the people.

Democracy as a system of government is by no means perfect. Nevertheless, it represents the highest and noblest type of government to which mankind has yet aspired. As we look back over the history of our nation, there is nothing to suggest that Theodore Roosevelt was wrong when he said, "The majority of the plain people will day in and day out make fewer mistakes in governing themselves than any smaller body of men will make in trying to govern them."



(Continued from page 12)

education must be projected in the future lies in the wider use of life-like activities and vital experiences as educational devices. Too many of our educational efforts present mere vicarious experiences. Too many consist of mere reading and being "talked to." More and more should the curriculum provide for the active participation of both students and teachers in the matter of purposing, planning, executing,

and evaluating the work at hand. The good life is something to be learned. Pupils learn it not by merely hearing about it, but by living it.

Still a fourth consideration for any future program of democratic education should deal with the problem of training people for vocations. In this connection it is necessary for the educator to be aware of some rather pronounced tendencies in the modern work-a-day world. Recent studies indicate that changes in industry have come so fast and labor is so mobile that out of some 20,000 or more payroll jobs, few are relatively permanent. Thus, most persons will not have merely one job during a lifetime. They will have at least four or five. This means, educationally, that preparation for vocational competence must no longer be conceived in terms of narrow, specialized training for one supposed life-time occupation. Such competence, on the contrary, must be based on an all-around development of the individual, and on a mastery of those fundamentals that continually reappear in all types of human relationships. In brief, vocational needs of the future can probably best be summarized by the words: Training, Placement, Re-training, Re-placement.

Two additional points are worthy of mention as one contemplates the future of education in our democracy. The first is that we definitely need more social approval for school training which is not on the academic side of the fence. All cannot prepare for the professions. Yet everyone will try if teachers and laymen continue to give all recognition and approbation to that curriculum which trains for the professions.

The second point, which is closely related to the first, is that all types of work are necessary, and in a democracy all types should be considered respectable. The truth of this is certainly being found during the present defense effort, and it should be remembered after this particular effort is ended. As we recognize this fact we shall also recognize that the education of the future should be broad enough to include all men, not merely a select few.

As pointed out at the beginning of this discussion, the future of education is inextricably tied up in the great struggle between totalitarianism and democracy. As we conclude, this point should not be forgotten. In contemplation of this thought it is noted that there are those today who tell us that the outcome of this struggle already is apparent. Such folks profess to see that outcome in the form of a great "wave of the future" already formed and rolling toward us in a sort of predestined way. Some see it as a wave of totalitarianism. Others claim that it is essentially a wave of democracy. Actually it is probably not pre-ordained to be either. It can be one or the other. It all depends on us. This is due to the fact that there are certain dynamic, fluid forces within our control in the present situation. Such forces can be used toward either one goal or the other. How these forces are used will determine the true "wave of the future."

Jacoby Heads Trustees

Long time friend of Pacific, father of Pacific's Dr. Harold Jacoby, and President of the Golden West Building and Loan Association, Mr. O. D. Jacoby of Oakland is the new President of the Board of Trustees of the College of the Pacific.

Jacoby was elected at a recent annual meeting of the board assembled in San Francisco, and has been serving as acting chairman since the passing during the summer of Thomas F. Baxter.

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people in a neighboring community. Last season 4200 people set a new Little Theatre high for performances of an original musical comedy—book, music and lyrics by an undergraduate author. The theatre operates on three stages: Auditorium, the beautiful Outdoor Theatre, and the experimental Studio Theatre where students direct and design their own productions for public approval.

The director knows good theatre, knows how to please an audience, and knows how to give technique and inspiration to young players. He doesn't represent his theatre as a "professional school" and hasn't directly recommended a commercial theatre career to a half dozen of his students—though more than that have "made the grade." But he does send them out with something truly learned. For one thing, they learn the concentration and direction of energy, which Brown believes is one of the most important things a college student can learn. They discover that good plays don't just happen. They find out that a lot of people have to forget hours, and fatigue and dances and picnics—or that triumphant performance simply does not emerge. And by observation

and actual experience they acquire a real working fund of theatre techniques and art principles.

Several years ago a doctor was given an "Annie Oakley" to a Pacific Little Theatre production. It was his first experience with this new kind of amateurs. Now he brings a party of 14 to a performance of every show. Recently he told the director, "You're giving the public what it doesn't want—and making them like it." Brown has a keen perception of "what the public wants" and can give it to them—but he also believes in giving the public something to reach for, and his theatre is doing much to make the public want the best in theatre.

And it's right here that he is perhaps making his greatest ultimate contribution to the much debated theatre of the future in America. Many of his players go out as teachers and directors, several are in radio, some are in the commercial theatre—but most of them go into the ordinary lives of ordinary citizens. But they all go with *something*. They possess forever a chosen art—an art which will always lure them to the theatre. But going to the theatre will never be in terms of chocolate chewing matinee parties for them. For them it will forever be another hour with

a touch of magic—where good theatre will inspire and lift them—where bad theatre won't fool them.

In short they will be the kind of an audience on which all the hopes of a finer art theatre in America totally depend. They are forming a public that wants the best.

Brown has worked in the professional theatre, too, but too long in this world of the professional-amateur to love any other kind of theatre quite so much. He still has to keep his theatre a self-supporting enterprise. The reputation of his theatre and its financial future is

still at stake every time the curtain rises on an opening night. And that's what's turned his hair grey and kept his heart light. He still has to meet the test—and any student who wants to play for him must meet it.

Clayton Hamilton, one of Broadway's finest playwrights a quarter century past, has watched the little theatre emerge in the American scene. "There are two kinds of little theatres," he says, "good ones and bad ones. The good ones have good directors."



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Pacific Sports

On December fifth the 1941 football varsity played its last game, losing to the San Diego State College Aztecs, and on December sixth the basketball varsity played its first game, turning back an alumni squad in the traditional cage season inaugural.

A glance back over the grid campaign reveals Mr. Stagg's 52nd collegiate squad as a strong defensive team. Only one opponent scored more than two touchdowns against the Tigers who blanked four other opponents to win another Far Western Conference title. Biggest cheer belongs to the "unsung" heroes of the forward wall who allowed nobody but the Southern Methodist Mustangs to run away with them.

More than that, it was the line squad which finally supplied the backfield with one of its most potent scoring threats in the person of big fullback Earl Klapstein, alias "tackle" Klapstein, alias "center" Klapstein. He treated Pacific rooters to their first 100 yard scoring run since Little All American Bobby Kientz turned the trick against Chicago two years ago. Both runs were off intercepted passes and both went from goal line to goal line. Klapstein also smashed over

for Pacific "Methodists" touchdown against Pacific Lutheran's defense at Tacoma.

To mention some names is to omit others, and every man on the roster of 33 players did his part, if only in practice sessions, to keep the 1941 Tigers going through a tough 11 game schedule and 7500 miles of travel. Big tackle Aaron Rempel, oldest college player on the coast, playing for football's oldest coach at California's oldest college, was the traditional pillar of dependability and more than once played 60 minutes of hard football.

Kieth Slaughter, "iron man of the cinder path" developed into a fleet ball carrier, good passer and punter. Ijams and Johnson were very steady guards, "Scooter" Brandon looms as a flashy long gainer for '42, Don Huff is turning into one of Pacific's best all time tackles, and Bud Brown played "all out" hard driving football at his half-back post.

Graduation, selective service, and unsettled conditions will take at least half of this year's squad. It's a football problem that all small colleges are facing—building virtually new teams for each season. When it is recalled that only seven men on the 1941 varsity had game experience last year, A. A. Stagg and his players deserve every praise



Modern Basketball in the New Pacific Pavilion



BOB MONOGAN
Student Prexy and Cage Star

for welding a team that held its own.

Now for an estimate of Pacific's basketball futures as Coach Ralph "Doc" Francis steps off the turf and onto the hardwood. Something different here—Francis can start an all veteran lineup to execute his flashy double pivot, five

men in motion, "continuity" basketball. A group of players ought to normally improve by ten per cent from one season to another, Francis figures, but he believes Monogan, Rogers, Johns, Henning Slaughter and Nikkel are capable of being twenty-five per cent better than a year ago.

Art Jansen from Sacramento Junior College, and Jack Toomay, up from the Stockton Jaysee Cubs, are best among the new prospects at this writing. Toomay ought to be most in the news since he is sports editor of the Pacific Weekly.

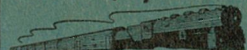
Pacific goes back on the Stanford casaba schedule this season and also plays Santa Clara, St. Marys and University of San Francisco, which means the toughest competition to be found on the coast for the Francismen.

Acclaim for Pacific Musician

Rapidly emerging from the ranks of western musicians is composer-pianist-conductor Hubert Klyne Headley, graduate of the Pacific Conservatory in 1929. Not the most important evidence of Headley's ascending note is the fact his likeness was recently rendered in oil by portraitist Fred G. Sigerist. Artist and composer are both members of the Santa Barbara State College faculty.

Sigerist exhibited his painting and Headly played two of his recent piano compositions for a recent soiree at Headly's Santa Barbara home. The painter has received praise for both command of detail and mood exhibited by his portrait, and the musician will seek critical acclaim for his piano works when he appears in concert at the Wilshire Ebell Theatre, Hollywood.

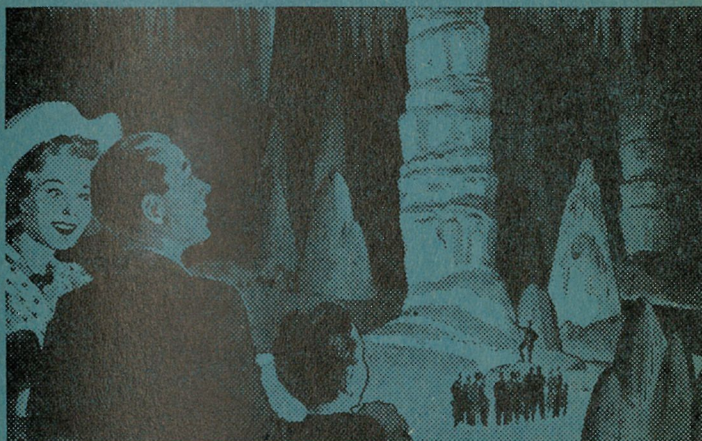
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