



1-1-1961

## Pacific Review January 1961 (Bulletin of the University of the Pacific)

Pacific Alumni Association

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### Recommended Citation

Pacific Alumni Association, "Pacific Review January 1961 (Bulletin of the University of the Pacific)" (1961). *Pacific Magazine and Pacific Review*. 171.  
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BULLETIN  
of the



# Pacific Review

JANUARY  
1961

*and Alumni Issue*

CALIFORNIA WESLEYAN COLLEGE  
1851

UNIVERSITY of the PACIFIC  
1852

COLLEGE of the PACIFIC  
1911

UNIVERSITY  
of the  
PACIFIC

1961





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## ABOUT THIS ISSUE

With the beginning of the new year, Pacific also began a new era in the 110 years of its existence that have spanned some of the most exciting and dynamic years known.

The history of our alma mater has been an exciting, sometimes very thin, sometimes strong and lustrous, thread through the cloth of the times, and we, as alumni, have been, at one time or another, a strand in this thread.

As we stand at the threshold of this new chapter in the life of Pacific, it may behoove us to stop for a moment and survey the institution that has played such an important part in our lives—to take a glimpse into its past, to see what Pacific is today, and to dream with it about its future.

This is the purpose of this issue of your *Alumni Review*, as we salute the oldest chartered college in California on the 110th anniversary of its founding.

## BULLETIN of the UNIVERSITY of the PACIFIC

Vol. 48

JANUARY 30, 1961

No. 2

PUBLISHED 16 times a year: Once in April, May, June, September, and October; twice in January, February, March, and November; and three times in December.

PACIFIC REVIEW issues are published in October, November, December, January, February, March, April, and June.

ENTERED as second class matter at the Post Office, Stockton, California, April 15, 1924, at special rate of postage provided for under section 110, Act of October 3, 1917.

EDITORIAL STAFF: E. M. Crigler, Joan Ulrich, Donald Smiley.



# The Past . . . PROGRESS

- Interpretive and symbolic Events  
in the History of the College
- Views of the Past



# Interpretive and Symbolic Events In the History of the College

by REGINALD and GRACE STUART

The story of an institution is often told through the biographies of its officials. Perhaps a more accurate understanding of its worth is obtained from a study of its motives and goals.

## PIONEERING DECADES, 1851-1871

Important as the Gold Rush days were in themselves, they were of greater significance as symptoms. California had grown from a few score American citizens in 1846 into a full-sized state within five years. The men and women who had braved untold hardships in their journeys to El Dorado believed that no problem was insurmountable. Here in this new home, they demanded the best which they had known or dreamed of in the East. The climate was better, the land was more productive, and material accomplishments were more abundant. It was not surprising that they demanded, too, that the best educational advantages be made available to their children. The founding of this institution, within four months after the admission of California to the Union, was just one event that spelled out a determination to make this state an ideal place in which to live.

These two decades were, for the most part, spent in Santa Clara, the first year as the California Wesleyan College, and for the remainder as The University of the Pacific.

It soon became apparent that it took more than a charter, campus, and classrooms to make a college. Presidents and faculties came and went; the student body grew, and in one way or another, the bills were paid.

## COMPLACENT DECADES, 1871-1891

Then came a friendly, understanding administration in a new home at College Park, San Jose. All the traditional trappings of eastern colleges were adopted. The setting was suburban and conducive to intellectual effort, but there seemed to be the lack of a great compelling motive. Professors were paid a bare subsistence, and the president lived for a decade on \$1800 per year. Nobody seemed to sense that death by starvation was quite as permanent as by some more disastrous method. What the students lacked in great and noble objectives they soon made up in aping the hazing antics of the effete East.

## TROUBLED DECADES, 1891-1911

Again there were rapid "turnovers" of administrations and faculty. With no all-consuming purpose, an institution, like an individual, cannot remain in status quo.

If it does not advance it must slip back, and relatively speaking, that is what happened during this period. While administrators and faculty fussed and fumed about behavior patterns and problems, Pacific's contemporaries were not asleep.

## TRANSPLANTING DECADES, 1911-1931

At last a president arrived who looked at the situation with understanding appreciation. The "University" had shrunk away from its clothing. It was, in reality, a small college, and this president was honest enough to say so. The name was changed to "The College of the Pacific." Then came another president who did greater things. He found admission requirements so lax that almost anyone could matriculate. He stiffened the rules—and the enrollment increased. Soon he discovered another problem: Pacific was stifled and root-bound in the educational nursery of the San Francisco Bay area. State institutions, a great church college, and a privately-endowed university were sapping away most of the nourishment from the scholastic field. The president and his trustees said, "Let's move!" Almost at once the adverse trends stopped. A great project was under way and this became the controlling motive in the lives of a devoted and dedicated faculty and student body.

## REORGANIZING DECADES, 1931-1951

When the catastrophic Depression of the 1930's broke, Pacific was a solvent institution with new buildings and a trained faculty. In the days ahead, the College paid back to Stockton and the community in services every cent which had been expended by them in bringing the College to this area. Moreover, Pacific's president through countless addresses carried a message of hope and courage to every part of the state. Pacific cooperated with the City of Stockton in the establishment of a junior college—and turned it over to the City of Stockton when the city was able to carry the financial load.

## NEW HORIZONS, 1951-

Within the past ten years, Pacific's young, friendly, and dynamic president has charted a challenging course for the College. In the first place, he questioned the absurdity of measuring excellence in terms of bigness. Pacific can never equal or excel a state institution's enrollment, nor the number of its classrooms, nor the amount of its expenditures, nor can it equal the quantity output in graduates.

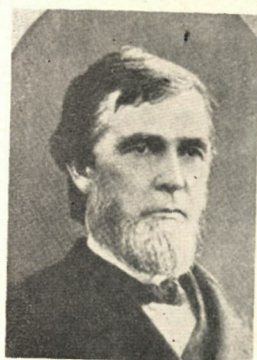


On the other hand, it can provide the intimate student-professor relationships, the personal contacts, and the suburban atmosphere, in place of the congested, tenement-house surroundings of a great public university. It can induce, perhaps, the inspiration necessary for the production of great leaders. It can challenge the quality output of its graduates.

One of the problems which face an expanding institution is: How to grow and yet retain at the same time the advantages of being small. Pacific's president offers the "cluster" type of small colleges as the solution. Plans are being drawn and the first unit will be ready for service in 1962.

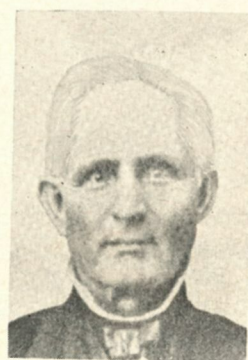
During a recent tour of the South American republics, it became apparent to our discerning administrators that the needs of the underprivileged are quite as much the problem of a modern college as they are of the statesman, the philanthropist, or the missionary. Pacific's plan, soon to be announced, is breath-taking and epoch-making. So are many of the other innovations which will come with the second decade of "New Horizons." With big ideas being worked out in faculty councils, students are bound to enlarge their own aspirations.

Undoubtedly, Pacific stands at the gateway of a manifest and abundant destiny.



THE FOUNDER:  
Edward Bannister

## Views of the Past



THE FOUNDER:  
Isaac Owens

COLLEGE PARK: The Conservatory (left) was one of the landmarks of the College Park campus in San Jose, just as the University of the Pacific Conservatory is one of the most familiar sights to all those—student, Stocktonian, and stranger—who pass the Stockton campus. Located near the Conservatory was the Women's Dorm (r.).





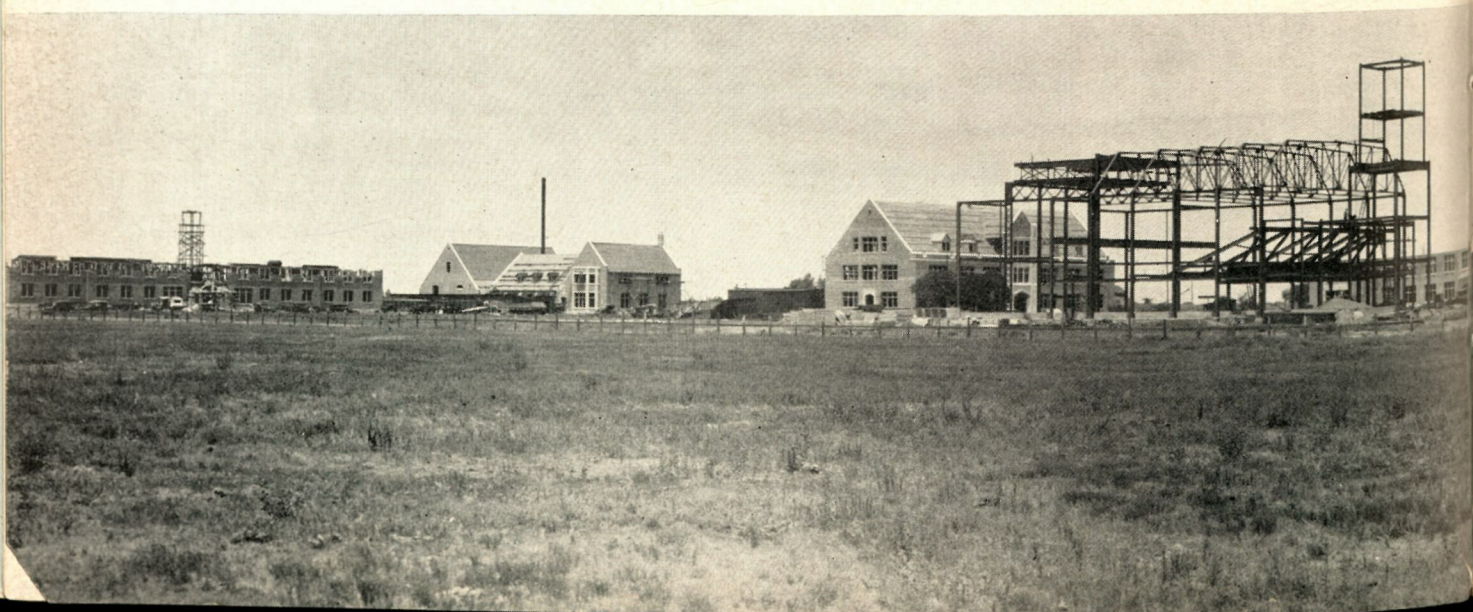


**ARBOR DAY:** Pacific students turned out en masse, and in various modes of attire, for Arbor Day festivities in 1897. President Eli McClish (front left with sideburns) posed with the group.

**EAST HALL:** This imposing building served as both men's dormitory and class room building on the College Park campus.



**NEW HOME:** Pacific students moved from their San Jose home to the Stockton campus in 1924. The campus is shown below as it looked on June 1 of that year.





# The Present . . . PRODUCTIVENESS

- 110th Founders' Day Convocation
- The Transition
- Learning Electrically
- Music Through the Decades
- The School of Engineering
- "... and gladly teche"
- Pacific's School of Pharmacy
- The Graduate School
- College of the Pacific
- Gifts Through Giving





**LISTENING:** An almost capacity house listens as the 110th Founders' Day Convocation begins.

The organ strains and brass trio accents of "God of Our Fathers" filled Pacific Auditorium at 8 p.m. January 6 to herald the beginning of the institution's 110th Founders' Day Convocation, a memorable event marked by the changing of the name of the oldest chartered college in California from "College of the Pacific" to the "University of the Pacific," the first public announcement of a proposed 12-point program in Inter-American studies, and an announcement by President Robert E. Burns that Pacific has set as a 10-year goal the amassing of \$50 million in resources to undergird the schools and the departments of the University.

The A Cappella Choir set the mood for the program with the presentation of "A Chant Out of Doors," an original composition of Dean J. Russell Bodley, the director of the musical group for the past 23 years.

Arthur Farey '29, former Pacific director of public relations who now holds the same position for the California-Nevada Conference of the Methodist Church, then moved to the front of the stage to deliver a 10-minute dramatic interpretation of the times in which the 110-year-old Pacific was founded and the men—William Taylor, Isaac Owen, and Edward Bannister—who took "the audacious step" on January 6, 1851.

Following the announcement of the Inter-American Studies program, full details of which may be found further on in this magazine, Rico Nannini, a deputy to



## 110th Founders'

the California secretary of state, officiated during the ceremony that officially changed the name of the institution to "University of the Pacific." Presented with the new charter by four of the officers of the Pacific Student Association, the state official signed the document with the same pen that was used in the rechartering exercises when Pacific celebrated its 100th anniversary 10 years ago.

Dr. Ralph W. Sockman, outstanding New York and radio pastor and noted author, delivered the main address for the occasion, speaking on "The Christian College Grows Up."

Commenting on the needs in education today, Dr. Sockman said that there was a need for self-realization through Christian training.

"We must attain a sense of values and a sense of the wholeness of things. We must set out training on a basis of philosophies of life," the clergyman said.

Turning to the international situation, Dr. Sockman warned, "We should not gauge the comparative strength of the Soviet Union and the United States by month-to-month measurements of their missile piles. The basic strength of a nation is the philosophy of life and the morale of its citizens. America has a sounder philosophy of life than Russia, and human life is worth more along the Mississippi and the Columbia than along the Volga and the Yangtze."

"We must give our American youth a clearer sense of mission," the speaker continued. "A democracy cannot regiment its citizens as can a dictatorship. But it must inspire and guide them with great purposes. We are now re-examining the goals of our national life. We must see that a national purpose is more than the mere sum of our individual purposes. Unless we give attention to the public goal commensurate with our concern for consumer goods, we shall lose out in the international race."

One of the highlights of the Founders' Day celebration was the awarding of eight honorary degrees, the first to be granted by the new University of the Pacific.

The first to come to the speaker's stand to receive his hood and diploma from Dr. Burns was Dr. Bernhard W. Anderson, a 1936 Pacific graduate who is now dean of the Drew University School of Theology. Cited for his distinguished service in theological education, the alumnus was awarded an honorary Doctor of Sacred Theology degree.

Presented with an honorary Doctor of Pedagogy degree was Mrs. Evelyn Miller Berger, a former Pacific student who is now a noted Oakland psychologist. Previously a college teacher and dean of women, Mrs. Berger was honored for distinguished service in human relations.

Also receiving an honorary Doctor of Pedagogy degree for his distinguished service in educational ad-

**CHARTERING:** Rico Nannini signs the University of the Pacific charter as PSA officers watch.



# Day Convocation

ministration was Arthur F. Corey, executive secretary of the California Teachers Association. Dr. Burns described the official as an "educator, public school administrator, one who has fought consistently to lift the level of the school system of this state as executive secretary of the California Teachers Association, and a friend of private education as evidenced by your membership on the board of a Christian college."

Dr. Ralph Sockman, main speaker for the Convocation, was awarded an honorary Doctor of Humanities degree. Known for his weekly National Radio Pulpit program and hailed as "Dean of the American Protestant Pulpit" at Duke University commencement exercises in 1954, Dr. Sockman was named one of the six foremost clergymen of all denominations in the United States today in a poll conducted by *Christian Century* magazine.

Another churchman receiving a degree was Charles E. Lord of Modesto, Central District superintendent of the Methodist Church. He was granted an honorary Doctor of Divinity degree for his distinguished service in church administration.

Dr. Burns also conferred an honorary Doctor of Divinity degree upon Larry A. Jackson, director of Santiago College in Santiago, Chile, citing him for his distinguished service in Christian education. Dr. Jackson and his institution will have an important role in Pacific's new Inter-American Studies program.

The University's history and heritage become especially evident when Miss Elizabeth Congdon, granddaughter of Edward Bannister, was awarded an honorary Doctor of Public Services degree. Dr. Burns introduced her as "granddaughter of the first president of this institution, whose own personal life has been selfless and dedicated to the welfare of others, an untiring civic worker in the cities of Duluth, Minnesota, and Tucson, Arizona."

Cited for distinguished service in dramatic art, Miss Jo Van Fleet, Pacific alumna who received her theatrical



**CONGRATULATIONS:** Dr. Burns congratulates actress Jo Van Fleet as her former drama teacher. DeMarcus Brown looks on.

tutelage from Pacific Theatre head De Marcus Brown, was awarded an honorary Doctor of Fine Arts degree. The Broadway and Hollywood actress received an Academy Award as best supporting actress in 1955 for her work in "East of Eden" and was honored at Pacific's 1959 Alumni College as the year's "distinguished alumnus."

Dr. Burns closed the Convocation with the announcement of several administrative changes. He announced that, beginning with the fall semester, the department of psychology in the School of Education will change its name to the department of educational psychology and guidance with Dr. Jay W. Reeve as chairman. A new department of psychology will be set up in the liberal arts college (C.O.P.) with Dr. W. Edgar Gregory as acting chairman.

Also to take effect with the new academic year is the appointment of Dean Edward S. Betz as Dean of Students and Dr. Gordon G. Zimmerman, assistant professor of speech, as Dean of Men.

Dr. John S. Tucker, assistant professor of biological sciences, also was named as assistant director of the Pacific Marine Station.

**DEGREE WINNERS:** It's all smiles for degree winners Elisabeth Congdon, granddaughter of Pacific's first president, and former Pacific students Bernhard Anderson and Evelyn Miller Berger.





# THE TRANSITION

It is "University of the Pacific" now!

A highlight of the special 110th Founders Day Convocation was the historic ceremony in which Rico Nannini, a deputy to the California secretary of state, officiated at the signing of the new charter that officially changed the name of California's first chartered college from "College of the Pacific" to "University of the Pacific."

In making the transition from "college" to "university," the institution returned to the title under which it functioned from 1852 until 1911—the name it bore for the longest single period in its 110-year history. The name "College of the Pacific" will not be lost, however; it will be retained as the name of the liberal arts college of the university.

The institution, when founded in 1851 by nine Methodist ministers and laymen, was named "California Wesleyan College," since there was no statutory provision for the establishment of a university at that time. This name was never popular, however, with many feeling the use of the word "Wesleyan" imitated too closely the titles of other Methodist schools already established in different parts of the country.

At the first meeting of the Board of Trustees, the governing body sought to change the institution's name to "The University of the Pacific," a revision made possible by a new legislative enactment and approved on March 29, 1852.

Dr. Rockwell D. Hunt, who wrote *History of the College of the Pacific* in 1951 in commemoration of the 110th anniversary of Pacific's establishment, tells in his book of one of the institution's founders who, describing the name choice years later, said they decided to "plant the germ of a university and give it a big name to grow up to and into."

In 1911, however, President William Guth came to the conclusion that Pacific *had not* grown "up to and into" its name, never having undertaken university work, but was, in reality, a first class college. He recommended, therefore, that the name be changed to "College of the Pacific." This was accomplished officially on May 17, 1911.

Dr. Hunt, in his book, states that the subject of a proper name for the Central California institution was the topic of much interest in the area. As an example, he quoted an editorial from the April 9, 1911, San Francisco *Chronicle* which said, in part: "The only trouble with this institution is its name. It is not a university and never will become one, and does not, in fact, pretend to be one. It takes pride in doing the work of a 'college,' and should make its name correspond with its ideals . . ."

But Pacific *has* become a university and, in re-adopting its former name, gives full recognition to its status in the academic community. The elements most commonly used in defining a university are (1) a liberal arts college, (2) graduate study, and (3) professional schools. This is the Pacific of 1961, for it consists of Schools of Pharmacy, Education, Engineering, and Graduate Studies; a Conservatory of Music; and a liberal arts college, which now is the College of the Pacific of the University of the Pacific.

The change also will serve as a differentiation between Pacific and many of the two-year colleges which have dropped the "junior" from their names.

This, then, is our institution of the present and future.



**SENIOR CLASS GIFT:** Senior class officers unveil a new "University of the Pacific" sign on Harriet M. Smith Memorial Gate, the gift of the class of 1961, as Dr. Robert E. Burns and Ted Baun, president of the Board of Regents, look on approvingly. Officers are (l. to r.) Greg Smith, president; Jack Bursch, treasurer; Gail Prickett, secretary; and Floyd Bakan, class representative.



# Learning Electrically



**INDIVIDUAL BOOTHS:** The Olson Language Lab has 30 booths in the newly remodeled classroom for individual study.

The first item on the Founders' Day weekend agenda was the Friday afternoon formal dedication of the \$17,000 Olson Language Laboratory, developed from funds given to the college by Mrs. Winifred Olson, trustee from Turlock.

The laboratory, in operation since September, represents the new emphasis on the spoken work in foreign language study that first began during the war.

Up until that time, the emphasis, in general, had been on reading, according to Miss Patricia Leyden, assistant professor of modern languages and director of the language lab. Now, the skills of speaking, understanding, and writing have become just as important.

"It is now felt that language, as much as playing the piano, is a skill that must be practiced in order for one to become proficient," Miss Leyden said.

"Also the idea now has been developed that a foreign language can be learned by hearing it, imitating it, and speaking it, much as a child learns to speak—building patterns of speech through imitation and then reinforcing them through grammar study," she continued.

The need for contact with the use of foreign tongues has been met in the development of language laboratories, an idea which has its foundations in the use of electrical equipment as a teaching device in the Army's

war-time accelerated language programs. The lab implements classroom instruction, which normally gives a student relatively little opportunity to work with the spoken language.

The purpose of a language laboratory, according to Miss Leyden, is to increase the student's comprehension of a foreign language, improve his pronunciation, and build his skill in using the language.

The language lab director listed three ways in which a lab can be used to accomplish this:

a) Listen-repeat. The student listens to the master tape and then repeats what he hears.

b) Drill. The student, for instance, is to practice conjugating a verb. A sentence will be given in the first person. The student will hear the second person pronoun and will have an opportunity to finish the sentence during a pause in the tape. He then will hear the correct form.

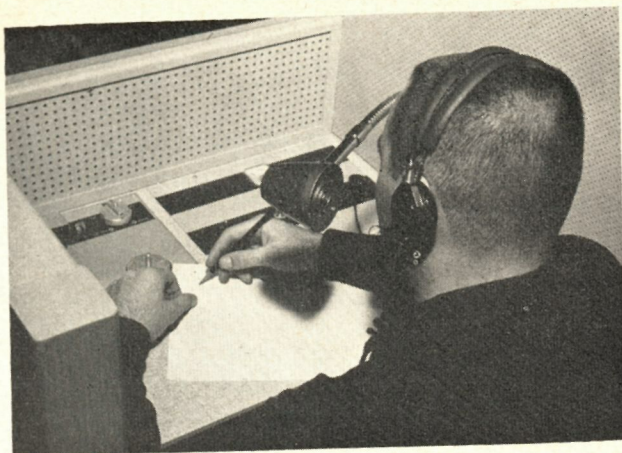
c) Comprehension. The student hears a passage spoken in the foreign tongue with no translations. The content of the excerpt then can be used for later classroom questions or discussion.

The Olson lab, equipped with 30 individual booths and a console unit, is used now for practice in beginning and intermediate Spanish, French, and German and for French phonetics. Open 48 hours a week, it is used by



**CONSOLE UNIT:** Miss Patricia Leyden, laboratory director, listens to a student by means of the master control board while a lab assistant adjusts the tape for one of the three different programs that can be played to selected booths at one time.





**HEAR AND REPEAT:** A student listens to tape from the master control board and repeats what he hears into the microphone in his booth.

200-250 students daily, with beginning students spending two hours a week and intermediate students, one hour, in the lab in addition to their regular hours in the classroom.

Each of the 30 booths is equipped with a tape recorder and dual track tapes which will enable the student to hear himself and compare his speech with that of the master tape as he goes through his assigned exercises.

The instructor or laboratory assistant controls the selection of programs for any of the booths at the console unit. Three different programs or assignments may be geared to selected booths at one time. In the Olson lab, there are usually beginning and intermediate programs of one language being used during each lab period, although more than one language may be programmed occasionally.

The console unit also permits the instructor to monitor and communicate with the student in each booth. The instructor can hear the student and what he is hearing and then correct him or give him individual instruction.

Many of the tapes being used in the Olson lab came with the classroom textbooks, making the lab an extremely effective teaching tool. The instructors also make some of their own tapes to correlate with classroom material.

The provisions of the laboratory will be increased next semester to include a "library system" which will permit students to select individual tapes for their own use.

A language laboratory, in itself, cannot do anything; it is only a complex of machines, Miss Leyden cautioned. If it is used properly, however, it can be an invaluable tool for the student as an "individual tutor" and for the instructor as a teaching aid and an impetus for experimentation and new thinking, she concluded.

## The Conservatory

# Music

Through the years, "music" has been synonymous with "Pacific" in the minds of many—a tribute to the oldest of the institution's schools, the Conservatory of Music.

The young department was organized as a full-fledged school under the direction of Professor F. Loui King in 1878 and awarded its first bachelor of music degree in 1882.

Heralded early in the 1900's as one of the best equipped schools of music in the West and compared favorably with the outstanding music schools in the nation, the Conservatory has continued on a steady ascent in accomplishment and prestige under the leadership of such well-known figures in the musical world as Warren D. Allen, Howard Hanson, Charles M. Dennis, John G. Elliott, and, presently, J. Russell Bodley.

The Conservatory now has programs leading to the bachelor of arts and master of arts degrees with a major in music; the bachelor of music and master of music degrees with majors in piano or organ, voice, band and orchestral instruments, theory and composition, and public school music; and the bachelor of music degree in music therapy. Students also may take work leading to elementary or secondary teaching credentials.

A 1928 charter member of the National Association of Schools of Music, the Conservatory early last year also received full accreditation by the National Association of Music Therapy of its music therapy program, the only major curriculum offered in the subject west of Kansas.

**TRY THAT AGAIN:** Professor Edward Shadbolt helps a student with a difficult passage. [Student is Benno Melander.]





# Through the Decades

Equipped with the usual accoutrements of a music school, the Conservatory also has an extensive music library of band, orchestra, and choral scores and records. Recent remodeling added five listening rooms to the library for the convenience of the students.

The influence of the Conservatory extends beyond the students who are majoring in music. The School fosters the appreciation of, or skill in, music for the non-major by offering fundamental courses in the subject, such as Music in Society and General History of Music, and by providing facilities for private instrument or voice lessons.

The Conservatory also sponsors a number of organizations and activities that have made the U. of P. a cultural center for Stockton area residents. The campus orchestra presents two concerts a year in addition to its performances with other campus musical groups, while the U. of P. chorus also participates in two concerts annually. During the past year, the latter organization joined with the Stockton College Chorus and Stockton Chorale for a performance of Verdi's "Te Deum" with the San Francisco Symphony in May and for the 45th annual presentation of Handel's "Messiah" in December.

Another highlight of the musical year is the annual presentation of the Opera Workshop. Giving students a chance to take part in high quality performances of famous operatic works, the Workshop has presented in recent years "Don Giovanni," "Magic Flute" and "Faust."

The versatile Pacific band performs as a marching unit for football games and parades in the fall, and, in the spring, turns its attention to concert music, capping its year with a tour of various areas of the state.

Also serving as an ambassador for the University throughout the state is the institution's famed a cappella choir. The 55-voice organization, with a traveling group of 38, completed its 25th annual tour last year and has participated in Yosemite Valley Easter sunrise services each year for the past two decades.

The group, organized by Charles M. Dennis in 1916, pioneered a cappella singing in the collegiate field in the West. Under the direction of Dean Bodley since 1934, the organization is neither a glee club nor a church choir, but has been described as a "symphony of voices" trained and directed to interpret every type of vocal composition. Choir members are drawn from throughout the student body each year after annual auditions.

In addition to its guest appearances and concerts locally and throughout the state, the choir alternates with the chapel choir in presenting the music for Pacific's weekly chapel services.

For the past 14 years, the Conservatory also has sponsored a five-week Pacific Music Camp during the summer to foster the musical interests of talented high

school musicians. Begun in 1946 by David T. Lawson, who directed the camp through the 1960 season, the project brings approximately 150 students to the campus annually to study and perform under outstanding guest conductors in band, orchestra, and choral work. In addition, the camp offers one-week courses in band, orchestra, chorus, and twirling for junior high school students, raising the grand total of those attending P.M.C. activities close to the 1,000 mark.

A music clinic held on campus early in February also provides high school musicians with a chance to work and perform under well-known conductors.

For many of the high school youngsters, participation in the Music Camp or Music Clinic have been factors in their selection of Pacific for their college careers, according to Dean Bodley. "A great many of the present Conservatory students were first here in P.M.C.," he has said.

The personal achievements of faculty and pupils offer living testimony to the quality of musicianship that is associated with the Conservatory. A few examples from the long roster are Assistant Professor Stanworth Beckler, composer of the one-act opera "The Outcasts of Poker Flat" which won the \$1,000 first prize in last year's Pi Kappa Lambda national Chamber Opera Competition; Professor John G. Elliott, immediate past national president of Pi Kappa Lambda, honorary music society; Neal O'Doan, Pacific graduate student who won the Fresno Young Artists Competition in 1959; and George Nagata, U. of P. senior, frequent violin soloist with various symphony orchestras, and concertmaster for the Stockton Symphony, San Jose Symphony, and C.O.P. orchestra.

**REHEARSAL TIME:** Dean J. Russell Bodley directs the A Cappella Choir during an afternoon rehearsal.





# The School of Engineering

Need a highway built? Advice on that office building construction? What about that contemplated irrigation system?

These are but a few of the areas in which Pacific engineering graduates have been involved for more than a third of a century.

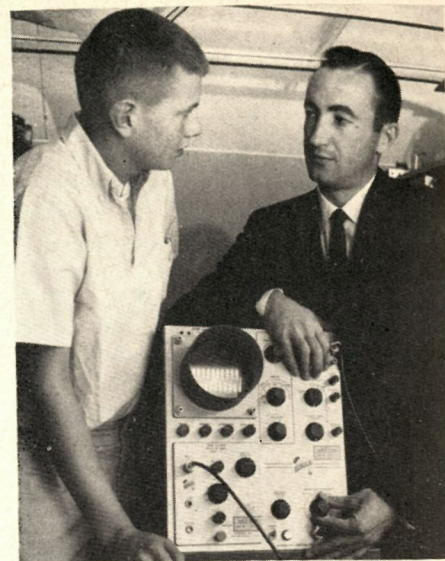
Engineering was first introduced into the college's curriculum in 1924, the year Pacific moved to Stockton. The increasing importance of the expanding subject field and the enthusiasm of the students led to a steady growth in the department up until the beginning of World War II, when the course offerings were temporarily discontinued. In 1949, however, work in the department was resumed, and a full-fledged School of Engineering was established in 1957.

The School now offers four undergraduate degrees: the bachelor of science with a major in engineering science, designed for those desiring a broad background in the basic engineering sciences; the bachelor of science with a major in management engineering construction and industry; the bachelor of science in civil engineering, educating the student to handle such construction projects as bridges, highways, and dams; and the bachelor of science in electrical engineering, the newest addition to the School's curriculum, first introduced in 1959.

Qualified post-graduate students also may take work leading to the master of science degree, with emphases in structures, highway engineering, or sanitary engineering.

To carry out this extensive program, the School maintains eight laboratories for study and research in Baun Hall, the recently remodeled engineering building named in honor of Ted Baun, 1927 C.O.P. engineering graduate, noted California highway engineer and builder, and president of Pacific's Board of Trustees.

Included are a bituminous materials laboratory; a concrete materials lab; an electrical lab, with generators, motors, and transformers for study in fundamental electricity; a materials testing lab, equipped for the complete testing of steel, timber, and concrete; a soil mechanics laboratory; a surveying lab; an electronics lab, with equipment for evaluating electronic designs; and a circuits laboratory, with facilities for validating the theory



**ELECTRICAL ENGINEERING:** Professor Lawrence Colip explains a machine to an electrical engineering student.

of circuit analysis and synthesis and equipment for teaching modern measurement techniques.

Located behind Baun Hall is a hydraulics laboratory for the study of hydraulic structures and problems.

While the curriculum of the School is geared toward professional training, it also includes related courses so that the Pacific engineer has a solid understanding of the culture and problems of the civilization he will serve. Listed in the curriculum are courses in speech, physical education, political science, psychology, Bible, and English. A number of electives also are provided so that the student can follow his individual interests in such fields as literature or history.

The success of such a program can be seen in the number of Pacific engineering graduates who are employed by leading industrial companies, such as Aerojet Corporation or Lockheed Aircraft; or by governmental bodies such as the California Highway Department or United States Bureau of Reclamation. Still others are independent or consulting engineers or successful engineering teachers.

The immediate educational advantages of the School also extend beyond the 70 engineering majors currently enrolled. Under the direction of Dean Diefendorf, the School is currently working in cooperation with such agencies as the California Division of Highways, U.S. Bureau of Public Roads, Western Highway Institute, and League of California Cities on plans for the fourth annual Highway Conference to be held on campus in March. The event brings approximately 300 participants yearly to the campus for three days of lectures and discussion sessions with experts in all phases of highway work and problems.

**TESTING LAB:** The materials testing lab is equipped for complete testing of steel, timber, and concrete.





## *The School of Education*

### *"... and gladly teche"*

One of the Pacific schools most vividly demonstrating how a private college can serve the public interest is the School of Education.

Dedicated to the purpose of producing top quality teachers, the School has graduates teaching throughout the state and, increasingly, in widely scattered parts of the nation, helping to meet the growing public need for well-trained educators.

The School also has participated in a number of research projects aimed at increasing its service to the community or helping to find more effective ways of teaching or of training teachers.

Three major research projects in the past 10 years have been financed substantially by over \$200,000 in grants received from the Rosenberg Foundation.

The first of these was the development on campus of a clinical services program, which is now a well-established function in which the School of Education plays a part along with the speech department and Conservatory of Music. The program includes services in reading, testing, play therapy, music therapy, and speech and hearing.

A second study dealt with a plan to tap a new source of teacher supply in the junior colleges.

Rosenberg Foundation funds also are now financing a research project which has as its main purpose the development and implementation of an effective program of supervised internship for beginning teachers. Results of a previous School of Education pilot project showed that many beginning teachers and their principals felt that the teachers were not receiving the kind and amount of supervisory assistance that they needed or desired. It is hoped that results of the project will define the typical problems of the beginning teachers and the most effective ways of assisting the neophytes, will evaluate the efficacy of an on-the-job training program for principals to aid them in assisting new teachers, and will determine whether principals who have been trained in handling new teachers will assume the responsibility of supervising them as a primary function.

In addition, one of the School's most recent projects is an advanced teacher education pilot study for the instruction of emotionally disturbed students which is being conducted this month at Napa State Hospital. Sponsored by the School in cooperation with the State Departments of Mental Hygiene and Education, the study follows a recent three-year survey by the latter two organizations which showed that there are about 300,000 emotionally disturbed students in the state, or an average of two or three in a typical 30-student classroom. Seven U. of P. student teachers are serving as Student Professional Assistants in residence at the Napa hospital to aid in developing more appropriate means of teaching disturbed students. They will be encouraged to build a workable learning theory, to explore greater individual-



**"THROUGH HERE":** Dr. William Darden keeps a watchful eye on two students as they learn the intricacies of a movie camera in an audio-visual techniques class.

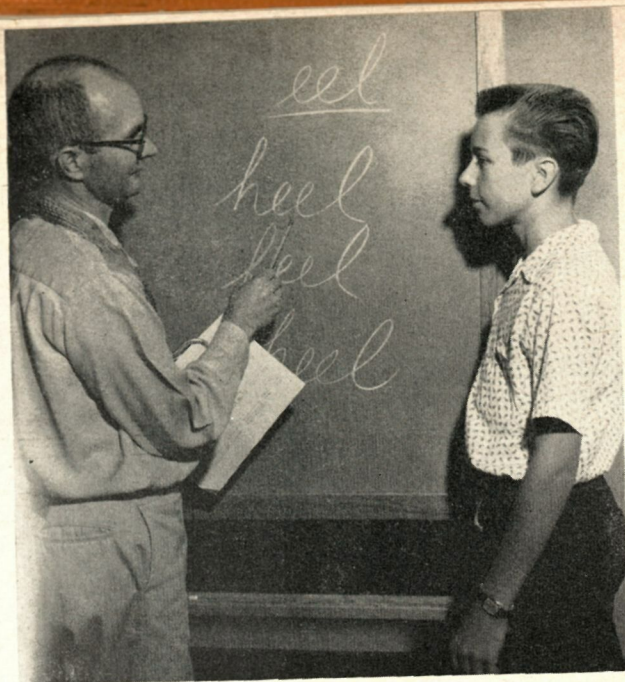
ization of instruction, and to adapt group teaching methods appropriate to regular classroom programs. The emphasis will not be on personal adjustment or therapy for the child, which is the responsibility of specialists, but on competence in teaching every child who is to be found in a regular class, according to Dr. Jay W. Reeve, associate professor of education and college coordinator of the project. During the special pilot program, the three cooperating agencies will study the adaptation of teaching techniques, impact of personalities, supervision, in-service training, and evaluation of learning.

Various faculty members also have aided the advancement of education and the public welfare on both the state and national fronts by accepting positions on governmental and organizational committees and commissions.

The School of Education had its beginnings as a department in 1910; before that time, students desiring credentials had had to transfer to other institutions. In 1915, the State Board of Education authorized the College to issue elementary and special high school credentials in art, music, and physical education; and, following the formation of a formal School of Education in 1924 which included offerings at the graduate level, Pacific was given the authority to grant high school and several special credentials.

The School now has programs approved by the California State Board of Education which prepares students for 13 different credentials: general elementary; junior high school; general secondary; special secondary in art, music, homemaking, and physical education; junior college; administration in secondary school administration and in elementary school administration; supervi-





**READING CLINIC:** An instructor helps a young boy with a reading problem in the reading clinic, one of the clinical services offered by the University.

ion; special secondary for the teaching of exceptional children; and the pupil personnel services.

In the last five years, between 160-190 credentials have been awarded annually, 50-60 per cent of which were general elementary. In 1960, for instance, 103 general elementary credentials and 68 secondary credentials—including special, general, and junior high classifications—were granted.

The School now offers bachelor of arts and master of arts degrees with a major in education and the doctor of education degree. In September, it also will institute a program leading to the bachelor of science in education degree, to be used especially for those who plan to teach in the elementary schools. The new offering, which will replace the B.A. with a major in education, will be organized into majors in broad fields, such as fine arts, English-speech, social science, and mathematics-science. Students who do not wish to enter the new program may still fulfill the requirements for an elementary credential by majoring in a subject field in the college of liberal arts (C.O.P.).

The task of "educating educators" is carried on by the four departments, each of which is headed by a chairman, that make up the School of Education: the department of elementary education; the department of secondary education; the department of educational administration; and the department of psychology, which will change its name to the department of educational psychology and guidance in September. A new department of psychology will be set up in the liberal arts college at that time.

Home for the School is two-story Owen Hall in the west section of the campus. Containing classrooms and staff offices, the building also houses the curriculum library, play therapy and reading clinics, individual testing rooms, and a comptometer for graduate student use. The School also maintains an audio-visual laboratory in neighboring Bannister Hall.

## PACIFIC'S

Born as a full-fledged school in 1955, the School of Pharmacy reached maturity in June, 1959, when it graduated its first class of 16 and, later in the month, was fully accredited by the American Council on Pharmaceutical Education.

Instituted at the suggestion of the Northern California Pharmaceutical Association to help meet the increasing need for pharmacists in the fast-growing Central Valley area and in the state as a whole, the infant School joined its big brothers at the University of Southern California and the University of California as the third college in the state offering a curriculum in this specialized field.

Under the direction of Dean Ivan Rowland, former head of the Idaho State College Pharmacy School, the Pacific School has grown rapidly and efficiently, increasing its initial enrollment of 20 pre-pharmacy and 20 first-year pharmacy students to a 1960-61 total of 250 for the entire school, its maximum for the foreseeable future, and becoming both a place for professional pharmaceutical training and a research center.

Integrated, flexible, and liberal are the key descriptive words for the program of the School of Pharmacy.

Students coming to Pacific for their pharmacy training enter a thoroughly integrated program that will lead them from high school to graduation. They are given guidance and instruction in their chosen field even in the pre-professional year and, through their association with advanced students and the skilled pharmacists who comprise the staff of the school, can begin early to feel that they are a part of the profession. Two-thirds of those in the School take their complete training—from pre-professional year to degree—at Pacific; only a limited number of well-qualified transfer students are accepted.

The School maintains a curriculum that is flexible enough to allow its students to prepare themselves for a desired area of specialization. If, after two professional years, the student decides that he has a particular interest in hospital pharmacy, retail pharmacy, or research and teaching, the staff, in counselling him, will tailor a course of study for him that will prepare him fully for his specialization. About 80 per cent of the pharmacy students now declare an interest in retail pharmacy, according to Dean Rowland.

Although the curriculum of the School is geared toward professional training and education, a number of related courses are included so that the Pacific pharmacist not only is competent in his own field but has a liberal education that will help him both to understand and to be a part of modern society. Listed in the curriculum are courses in political science, English, business administration, physical education, and Bible. A number of electives also are provided so that the student can follow his individual interests in such fields as history, philosophy, art, drama, and music.



# SCHOOL OF PHARMACY

"Book learning" is put into actual practice by the white-jacketed classes at San Joaquin General Hospital, where students in hospital pharmacy get actual experience under a cooperative arrangement with the Hospital, and in the School's own dispensary. Given by Harlow Boyle of the Boyle Pharmaceutical Company of Los Angeles, the student-manned pharmacy, with a registered pharmacist as supervisor, provides services for the University's students and faculty.

The Pharmacy School keeps abreast of the technological developments in its area by offering to its students training in the newest techniques in the field. For instance, radioactive tracer techniques will be taught in pharmaceutical chemistry next year, according to Dean Rowland.

The School itself is comprised of five departments—pharmaceutical chemistry, pharmacognosy, physiology and pharmacology, pharmacy, and pharmacy administration. The five-year curriculum leads to a bachelor of science in pharmacy degree; in addition, many students take a major in chemistry or zoology and receive a bachelor of arts degree before entering their last professional year. Work also may be taken in the School leading to the master of science degree with emphasis in pharmacy, pharmaceutical chemistry, or physiology-

pharmacology. In 1959, the Pharmacy School began an optional sixth-year program for the Doctor of Pharmacy degree.

The classroom and laboratory activities are carried on in sparkling Weber Hall facilities that have been designed to meet the specific needs of the budding pharmacists. Newest addition to the School is the dispensing laboratory, where pills and potions are concocted in professional surroundings.

Research activities are an important by-product of the School's program. The School has done consulting work for citrus growers on bioflavonoids, and Dr. Carl Riedesel and Mrs. Cisco Kihara have been studying the physiological effects of certain alkaloids found in varieties of narcissus bulbs grown in the Stockton region.

The department of physiology and pharmacology has been working under an Office of Naval Research grant in developing methods of utilizing chick embryos to measure the effects of drugs and chemicals, a project which may add greatly to the knowledge of the actual cellular effects of the substances on the human body and its various systems.

The educational benefits of the School have extended beyond the campus, also. In past months, it has sponsored in-service seminars for practicing pharmacists in several cities. In return, various pharmaceutical firms, associations, and women's auxiliaries, as well as individuals, have shown their concern for and interest in the School by making financial contributions, supplying equipment, and establishing scholarship aid and loan funds.

The School will offer the public its first complete view of its facilities and operations when it celebrates its fifth birthday with an open house on February 26. Sponsored by Phi Delta Chi, men's pharmacy fraternity, the event will be held from 1 to 5 p.m.



**DISPENSARY:** A student pharmacist (above) prepares a prescription for a customer in the School's own pharmacy (right, which provides services for the University's students and faculty.





# The Graduate School

One of the increasingly important functions of a university—provision for advanced academic work—is the main concern of Pacific's Graduate School.

Although the first master of arts degree was granted at Pacific in 1861, it was the development of the School of Education, which was founded in 1924 when the institution moved from San Jose to its present Stockton campus, that led to the first major expansion of post-graduate study.

For many years, Pacific had no formal department of graduate studies; the registrar assumed responsibility for the graduate students. In 1946, however, Dr. Fred L. Farley, then dean of the College, was named to take on, in addition, the mantle of dean of graduate studies, and a Graduate Council was established. Ten years later, the Division of Graduate Studies was organized and, on January 6, this received formal recognition as a full-fledged school.

The main function of the School is to coordinate and serve as an administrative headquarters for various graduate degree programs offered by the schools and departments of the University.

In the administration of the graduate program, the responsibility for the guidance of and course schedule for each degree candidate is left to the department or school in which the student is taking his major work.

The 13-member Graduate Council, made up of six persons elected by the faculty and seven appointed by the president, and presided over by Dr. Willis N. Potter, dean of graduate studies since 1953, is in charge of the general policies and procedures of the School, the acceptance of programs of study leading to advanced degrees, the maintenance of proper standards, and decisions in matters requiring special action. The Council also is responsible for the final recommendation of candidates for degrees.

The Graduate School also cooperates with the other departments and schools in the approval of masters' theses and doctoral dissertations. After a school or department has approved the work's content, the manuscript is turned in to the Graduate School office where Dr. Clifford J. Hand, assistant professor of English and thesis examiner, checks for form and grammatical error.

The theses and dissertations, when finally approved, are bound, and two copies of each work are kept on permanent file in Irving Martin Library. Many of the schools and departments also get volumes of works in their field for their files or specialized libraries.

During the last three years, 194 theses and dissertations have been accepted as partial fulfillment for advanced degrees.

The responsibility of the Graduate School is not a small one, for five degrees are offered at Pacific in a variety of fields and areas of concentration.

Programs leading to the master of arts degree are set up in the areas of biological sciences, chemistry, economics, education, English, family life education, history and political science, modern languages, music, physical education and health education, physics, psychology, religious education, sociology, and speech.

The Conservatory of Music offers the master of music in the fields of applied music, theory and composition and public school music.

Work towards the master of science degree is available in the departments of chemistry, physics, and the biological sciences, the School of Engineering, and the School of Pharmacy.

In addition to the master's degree, the School of Education offers the doctor of education degree, requiring of candidates thorough knowledge of the general field of education as well as specialization in one of five areas of concentration: the sociological foundations of education, educational leadership, educational psychology and guidance, teacher education, and teaching of chemistry.

Finally, in September, 1960, Pacific formally initiated work towards the doctor of philosophy in teaching, with curricula leading to the new degree now available in the departments of chemistry and English.

The increasing importance of advanced degrees is mirrored in the number which have been granted recently at Pacific. The conferral of 108 master's and doctoral sheepskins in 1959 and 97 in 1960 set new marks in the institution's history. In the past five years, 357 have been granted, an average of about 70 a year.

Another trend observed by Dr. Potter during his years as graduate dean is the growing number of highly qualified students who are coming to Pacific for graduate work from other parts of the United States and from foreign countries. During this academic year, students are on campus from India, Saudi Arabia, the Philippines, Chile, Hungary, and the Netherlands.

In all, the Graduate School this year is serving approximately 250 students who are working towards advanced degrees—either on a full-time or part-time basis. Of these, about 40 are in some stage of a doctoral program, Dr. Potter stated.



# The COLLEGE of the PACIFIC



**TEACHING:** Students listen attentively to a lecture in a home economics and family life class.

Providing the basic core of knowledge from which all of the professional schools have developed is the College of the Pacific, the new name for the college of liberal arts, the oldest division in the University.

One of the most difficult divisions of the academic structure to define because of the vastness of its range, the college of liberal arts embraces in its various curricula the entire sweep of basic knowledge—ideas and ideals, laws of nature, principles—that has been accumulated by man since the beginning of civilization.

The main product of a liberal arts education has been said to be an independent and inquiring mind, developed to the maximum of its capabilities. This has become increasingly important as each generation has needed more deeply the tools and vision with which to face the problems of its times.

In addition to preparing students for life, the liberal arts also prepare them for a living.

The scientist, the writer, the linguist, the artist, the economist, the sociologist, the psychologist are but a few of those who have found careers in applied fields in the liberal arts.

The liberal arts also play an important part in the background requirements of such technical and professional areas as agriculture, engineering, medicine, and law.

The indispensability of a liberal arts background in the Pacific professional schools can be seen in the number of liberal arts courses required for their various degrees and the number of electives provided in each program to allow each student to select some courses outside the major field. These liberal arts electives enable the engineering, education, music, or pharmacy student to become not only skilled in his chosen profession but also knowledgeable of the heritage and conditions of the society which he will be serving and of which he will be a part.

At Pacific, the task of "educating the whole man" is carried on by the 18 departments that make up C.O.P.: ancient languages, art, Bible and religious education,

business administration, chemistry, economics, English, geology and geography, history and political science, home economics and family living, mathematics, modern languages, philosophy, physics, sociology, speech, biological sciences, and health, physical education, and recreation.

In all these departments, students will find curricula leading to a bachelor of arts degree. In five departments a bachelor of science degree may be obtained, and 12 of the departments offer work for the master's degree.

In addition, the departments of chemistry and English formally began programs last September leading to the Doctor of Philosophy in Teaching degree. The program was developed to meet the increasing need for breadth as well as depth in the training of potential college teachers and administrators. The candidates are required to meet the general requirements for a doctor's degree, which include (1) mastery of a field of study, (2) meeting of foreign language requirements, and (3) advanced research and dissertation; they must also do directed teaching at the college level and take courses which will guarantee their competence as teachers. The degree candidates are also encouraged to select a minor field of study related to their major.

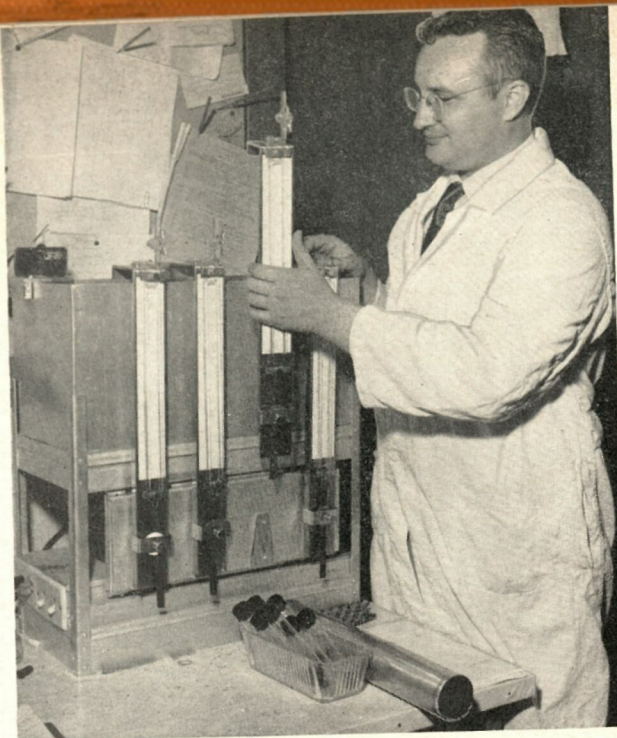
The impact of the liberal arts college extends far beyond the regularly enrolled undergraduate students.

Late afternoon and evening courses in C.O.P., as well as the professional schools, offer to people in Stockton and nearby communities an opportunity to take a variety of courses that may both help them in their careers and stimulate them in areas in which they may have a specific interest.

The quality of research being carried on by the departments of biological sciences, chemistry, and physics in the College is indicated by the number of grants that have been received by faculty members in the departments to finance various research projects in which they and, in many cases, their student assistants are involved.

The summer activities of the College also contribute to its ongoing program of service and scholarship. In





**RESEARCH:** Dr. Donald Lehmann, associate professor of biological science, checks the apparatus he uses in his research on trypanosomes, tiny flagellates 25-30 thousandths of an inch in length. He is trying to develop methods of distinguishing the various types of parasites and determine the media in which they grow best.

addition to its regular academic offerings during the summer, various departments of the College have participated in specialized programs. This past summer, for instance, the department of business administration, in conjunction with the School of Education, held a workshop for teachers on the understanding of business and industry; the departments of chemistry, physics, and mathematics participated in two institutes, one for high school students and one for high school teachers, financed by the National Science Foundation; and the drama division of the department of speech sponsored for the eleventh year the Fallon House Theatre repertory company in the historic California town of Columbia. Another arm of the liberal arts college, the Pacific Marine Station at Dillon Beach, also held a National Science Foundation-supported institute.

The work of the college of liberal arts is carried on by an outstanding faculty, representing in their academic training many distinguished graduate schools in the United States and abroad, in ever-improving facilities. The Olson Language Laboratory, making available to students the best in modern, language-learning equipment, was recently dedicated; a program of classroom renovation has "lightened and brightened" the lecture rooms in the Administration Building and Weber Hall; and laboratories and other facilities are high on the list of improvements which mirror Pacific's concern for quality in all aspects of its academic life.

## Gifts

February 1 will be the kick-off date for the 1960-61 Alumni Fund Drive, the beginning of the one short period in the year when Pacific alumni will be asked to express their approval of and interest in the on-going program of the institution by offering financial support.

### LIST FOR GIFTS THROUGH GIVING . . .

#### ANCIENT LANGUAGES

Library books, esp. reference works and back files of periodicals

4	large wall maps for classroom use	\$30
2	specimen sets of Greek and Roman coins	10
4	slide sets on classical subjects	20
2	glass-enclosed wall cases	250

#### ART

1-50	sound films	\$35-150
2	electric hammers	130-160
1	spinet piano	375-700

#### BIBLE AND RELIGIOUS EDUCATION

1	overhead projector	\$450
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#### ECONOMICS

Year's subscription to: \$5 and below

"Survey of Current Business"  
 "Monthly Labor Review"  
 "American Economic Review"  
 "The Quarterly Journal of Economics"  
 "The Economic Journal"  
 "The Review of Economics and Statistics"  
 "The Journal of Political Economy"

#### Books

	"Board of Governors & Federal Reserve System"	\$5
	"Handbook of Labor Statistics"	2.50
	"Agricultural Statistics"	2.50
	"Statistical Abstract of the U.S."	3.50

1	Graduate assistant	500
1	scholarship for grad. student from Taipei U.	500
2	comfortable chairs for Social Science Workshop	50

#### EDUCATION

1	overhead projector	\$350
5	files for Curriculum Library	100
1	magazine rack	50
	Linoleum for Owen Hall entryway and stairs	
	Books for children's literature collection in Curriculum Library	
1	file for occupational information for school counseling training	
10	scholarships for grad. students in fifth year for credential	200-500
60	scholarships for part-time grad. students	50

#### ENGINEERING

1	electric calculator	\$475
2	drafting machines	138
2	planimeters	45

#### ENGLISH

1	9-volume edition of Thomas Aldrich	
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# Through Giving

This year many alumni felt that their gift would be more significant if they could direct it towards the purchase of a specific item needed by a school or department in which they had a particular interest. Thus, the different departments were asked to list a few of the items needed, the results of which are listed below.

The list gives the number of the articles needed, the article, and the unit price for each. Alumni who would like to earmark their contributions to purchase, or to help to purchase, a special item may do so by noting this when they return their solicitation envelope.

1	12-volume edition of Ambrose Bierce		1	40-vol. set of "The Papers of Ben Franklin"	300
1	5th edition of works of Ann Bradstreet		1	50-volume set of "The Adams Papers"	500
1	20-volume set of Orestes Brownson			Books for library in Latin-American history	
1	24-volume set of William Morris	\$100	1	set of 26 wall maps in U.S history	70
1	16-volume set of Walter Landor	50	1	set of 16 wall maps in Hispanic-Amer. history	45
1	10-volume set of Shelley's "Complete Works"	100	16	extra-large world history wall maps	18
1	8-volume set of Yeats' collected works			HOME ECONOMICS	
1	16-volume set of Conrad's "Collected Works"		1	slant needle Singer sewing machine	\$350
1	37-volume set of Thomas Hardy	125	1	wardrobe and cabinet for tote trays	500
1	18-volume set of Samuel Richardson	100	1	barbecue area	400
1	11-volume set of Tobias Smollett			additional furnishings for home managem't apart.	
1	26-volume set of Wm. Thackeray	75		MARINE STATION	
1	16-volume set of Herman Melville		1	heavy duty sander	\$90
	Back copies, microfilm, or off prints of		1	table saw	150
	"Publications of the Modern Language		1	light power drill and press frame	100
	Association of America" (Vols. 1-34)		6	microscope lamps	25
	"Modern Philology" (Vols. 1-53)		1	camera lucida	87
	"Journal of English and Germanic Philology"		1	microtome	250
	(Vols. 1-date and new subscription)		3	dissecting microscopes	275
	"English Literary History" (Vols. 1-23)		3	fire extinguishers	45
	"Philological Quarterly" (Vols. 1-31)		1	Nassau wind speed indicator	58
	"Review of English Studies" (All old series		1	hand-aspirated psychrometer	25
	and Vols. 1-5 of new)		1	camera	350-500
	"Shakespeare Quarterly" (Vols. 1-7)			MATHEMATICS	
	"Studies in Philology" (Vols. 1-53)			Glass display cases for mathematical models	50 up
	GEOLOGY			MODERN LANGUAGES	
2	polarizing microscopes	\$543	1	record player	60
2	microscope accessory sets	200	1	tape recorder	150
1	stereoscopic microscope	360		PHARMACY	
1	geiger counter	140	1	small adding machine	\$250
1	Rayner refractometer and accessories	114	2-6	microscopes (macrotype)	250
1	mineralight all purpose ultra-violet	102	1	safety storage vault (safe)	500
1	diamond saw outfit cutting model	136	2-6	torsion balances	200
1	steel map cabinet	\$99-157	1	electric typewriter	500
1	micro altimeter	300		PHILOSOPHY	
1	refractometer	490	1	dictating machine	\$200
	GRADUATE STUDIES		1	four-drawer file cabinet	80
1	dictaphone	\$225		PHYSICS	
1	"Encyclopedia of Educational Research"	25	2	vacuum tube voltmeters	\$40
1	"A Guide to Graduate Study"	6	2	scintillation counter heads	125
1	Metal file cabinet	85	1	set of two plug-in amplifiers for Tektronix	405
1	metal storage cabinet	55		Oscilloscope	Type CA \$250
	HEALTH, P.E., AND RECREATION				Type D 155
1	back and leg dynamometer for grad. research	\$150		SOCIOLOGY	
1	blood pressure test set for grad. research	45	1	small sink, fresh water connection, and sewer	
1	wet spirometer for grad. research	50		connection for Social Science Workshop	
1	wrestling mat cover	150		SPEECH	
	HISTORY		1	duplicating equipment	\$500
1	complete file of "Missouri Valley		1	tape recorder for Speech Clinic	200
	Historical Review"	\$500		additional sound deadening in audiometric	
1	50-volume set of "The Jefferson Papers"	350		room	300



# The Future . . . PROMISE

- Pacific's Pattern for the Future
- Statement for Tomorrow



## *Pacific's Pattern for the Future*

The sharpening of the mind within a small college atmosphere where every student has a "feeling of belonging" and where personal competence is the goal rather than the accumulation of a specific number of units for graduation is Pacific's pattern for the future.

This concept, worked out by President Robert E. Burns following a study of the best in the American and English educational systems, will permit Pacific to accept its fair share of the growing numbers of college-bound students while remaining small and retaining all the features and advantages that characterize the private, church-related institution.

This goal, a new departure in American higher education, calls for the development of a cluster of small liberal arts colleges within the University of the Pacific structure, on and adjacent to the present Pacific campus, each having its own identity, character, faculty, and student body. The long-range plan calls for a university patterned after Oxford, with its cluster colleges limited to 250 students each and grouped around the present facilities.

Ground will be broken in March for the first of these new colleges, with construction scheduled to begin this spring. The new institution will open its doors to 60 freshmen in the fall of 1962.

The first of these cluster colleges will be named Raymond College in honor of Mr. and Mrs. Walter Raymond of Knight's Landing, California, who have given Pacific 3,500 acres of rich Sutter County land valued at \$1,500,000. This college will be erected on the old Baxter Stadium site on the Pacific campus.

Plans for the second of these cluster-type colleges are on the drawing boards and financing for it is in sight.

In commenting on this plan to "grow bigger by remaining small," Dr. Burns said: "I can envision as many as 15 of these new colleges in as many years. Our institution, now the University of the Pacific, will remain at its present size of about 1,750 students. But, in the face of admissions pressures, we will grow by trying to remain small. Each time we add a college, we will add 250 students; but they will be housed and instructed in small units which will retain all the best features of the small college."

Each of these colleges will have its own individuality, its own provost and faculty, and its own housing, commons room, and dining room; and each will operate on a near-tutorial system, with a 20-1 student-faculty ratio, Dr. Burns said.

Each college will offer high-quality interdepartmental courses, with much independent work in the first two years and tutorials in the last two years. The curriculum will have five divisions: natural sciences, including chem-

istry and physics in both theory and laboratory; communications, comprising both mathematics and the written and spoken word; social sciences; humanities; and personal development.

Each student will take only three courses a semester, Dr. Burns said. Comprehensive examinations taken at the end of the four years will determine whether he has successfully completed his 24 courses. Semester-end examinations will simply give a clue to progress.

"The cardinal sin of American colleges," Dr. Burns said, "is the splintering of the curriculum—the proliferation of courses. And the amount of vocationalism in colleges has reached the ludicrous. The purpose of these colleges will be the sharpening of the mind. Students who want vocational training should go elsewhere.

"These clustered colleges will give a student a feeling of belonging, a sense of pride, a feeling American education is losing because of large enrollments."

The plan calls for restriction of extra-curricular activities, the absence of fraternities and sororities, an absence of specialities, a strong intramural program, and no participation in inter-collegiate athletics.

Campus living for the new colleges will be similar to the Oxford and Cambridge quadrangle systems, with 64 students residing in a building. There will be an emphasis on development of character and gracious living.

The Baxter Stadium site will accommodate Raymond College and two others to be erected adjacent to it. The Federal Home and Housing Agency has approved a loan of \$1,850,000 to erect buildings for the first two colleges. The California-Nevada Conference of the Methodist Church next year will conduct a campaign to raise about \$1,000,000 for the purchase of the 42-acre campus of Stockton College, which is adjacent to the present campus. Pacific also has received land gifts valued at almost \$2,000,000.

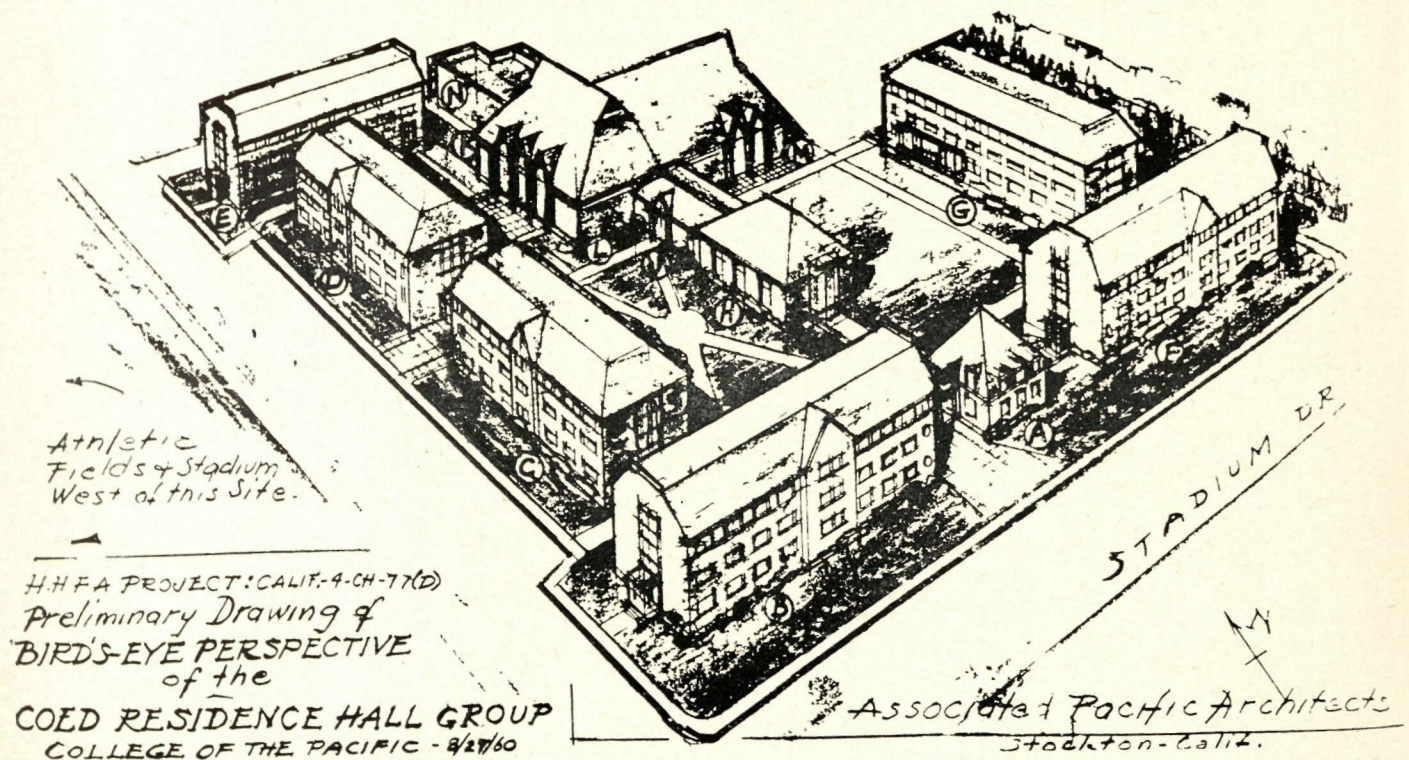
The present University of the Pacific will remain as it is, Dr. Burns said: a coeducational institution with its graduate school; schools of music, education, pharmacy, and engineering; and a college of liberal arts. The cluster colleges to be added also will be pure liberal arts, the president said.

"The University of the Pacific will never become a carbon copy of the expanding institutions of the state college system," Dr. Burns said. "We will provide something different. We hope that the novel program we envision will produce outstanding business, educational, political, and religious leaders by combining some of the best qualities of the old English system with newer American ideas."

*(see picture on following page)*



BUILDINGS INCLUDED IN PRESENT-  
H.H.F.A. PROJECT FOR 400 STUDENTS



Pictured above is the architect's drawing of the building soon to be constructed on the Baxter Stadium site under the auspices of a \$1,850,000 Federal Home and Housing Agency loan. The buildings, which will serve as living units for the new cluster colleges, will be of an architecture similar to that of the existing campus. The present construction will provide complete living facilities for the first of the cluster colleges, Raymond College, and will have, in addition, two dormitories and a dining room for the second college. Eventually, living accommodations for three of the cluster colleges will be erected in Baxter Stadium.

Lettered in the diagram are:

- A—Administration Unit
- B—Residence Hall, Raymond
- C—Residence Hall, Raymond
- D—Residence Hall, Raymond
- E—Residence Hall, Raymond
- F—Residence Hall, Second College
- G—Residence Hall, Second College
- H—Commons Hall, Raymond
- J—Vestibule to Dining Room
- K—Kitchen
- L—Dining Room, Raymond
- M—Dining Hall, Second College



## A Statement For Tomorrow

by DR. SAMUEL L. MEYER

Following an initial announcement of Pacific's proposed program in Inter-American Studies by President Robert E. Burns, Dr. Samuel L. Meyer, academic vice-president, gave the details of the program in the following address as one of the highlights of the 110th Founders' Day Convocation January 6.

Since the close of World War II, many thoughtful citizens of the United States have become increasingly concerned about our lack of interest, as a nation, in the countries south of the Rio Grande. This has been particularly true of those of us who, during the war or since, have had personal or professional contacts with the people of that region.

As the years have gone by and the situation began to worsen rather than to improve, it occurred to President Burns, and others here at the College of the Pacific, that this was an area in which the College might render conspicuous service.

There are many reasons for this. The state of California has close historic ties with Mexico; a high proportion of the population of the state is Spanish-speaking; the Methodist Church, to which this College is related, has long been involved in an extensive and significant missionary and educational program in both Central and South America; through our library holdings in California history and Western Americana, we have the beginnings of a collection which might well serve as the basis for studies in this field; we are now using the most advanced techniques and equipment for the teaching of foreign languages; for a small college with a small faculty, we have a surprisingly large number of faculty members who, through personal contacts and professional interests, are associated with Latin America. Surely, felt President Burns, and the others with whom he counselled, the College of the Pacific, as a church-related institution with such resources, should be able to make an important contribution in this field.

Rather than sit at our desks in Stockton and make such plans by long range, it was decided that representatives of the College should visit South America and obtain, first hand, the information needed before such a program could be proposed. As a result, and as many of you well know, this past summer Dr. Burns and I visited South America, travelling some 20,000 miles in 10 countries and talking with literally hundreds of persons in all walks of life. We did not go to tell the people of South America what we were going to do;

rather, we went to seek information, to get ideas and then, with that information and those ideas, to develop a plan.

Leaving Stockton on June 20 and returning on August 1, for periods of from three to six days we visited Panama City, Panama; Bogota, Colombia; Quito, Ecuador; Lima and Cuzco, Peru; Santiago, Chile; Buenos Aires, Argentina; Montevideo, Uruguay; Asuncion, Paraguay; Sao Paulo, Brazilia, and Rio de Janeiro, Brazil; and Caracas, Venezuela. We talked with educators, students, businessmen, editors, embassy staff members, ambassadors, officials of the binational centers, representatives of various agencies such as the Fulbright Commission and the Rockefeller Foundation, and others from whom valuable information might be obtained.

To give you some idea of the caliber of the persons contacted, it seems appropriate to mention a few: William Eddy, Director of the fine Instituto Panamericano, a Methodist school in Panama City; Dr. Ferenc Vajta, Professor at the University of the Andes in Bogota; Carlos Mantilla, editor of *El Comercio*, leading newspaper of Quito; Dr. Victor Andres Belaunde, of Peru, immediate past president of the General Assembly of the United Nations; Dr. Fernando Cabieses Molina, distinguished neurosurgeon and President of the Peruvian-North American Medical Association; Carlos Carrasco, Director of Colegio America, the Methodist high school in Callao, port of Lima; Larry Jackson, Director of Santiago College, outstanding Methodist school in Santiago; Dr. Joseph Rupert, of the Rockefeller Foundation, also in Santiago; Dr. Irma Salas, a leading woman educator of Chile; Dr. Ernesto Bauman, Director of noted Ward College in Buenos Aires; Dr. Alberta Giensa Pas, famed editor of *La Prensa*, one of the great newspapers of the world; Dr. R. Frondizi, President of the University of Buenos Aires and brother of the President of the Republic of Argentina; Dr. C. Lana-Sarrate, Director of the Argentine-North American University Association; Ambassador Robert Woodward, in Montevideo; Jose A. Richero, Director of the Crandon Institute in Montevideo, another outstanding Methodist school; Dr. Crispin Insaurralde, distinguished Rector of the National University of Asuncion; Ambassador to Paraguay, Harry F. Stimpson, Jr.; President Peter C. Baker, of the Instituto Mackenzie, in Sao Paulo; Dr. and Mrs. Ernst Marcus, European-trained zoologists at the University of Sao Paulo; Peggy Daily, on the staff of the *Daily Journal*, in Caracas; and Ambassador to Venezuela, Edward J. Sparks.

Sitting in our hotel in Caracas, the President of the College of the Pacific and the Academic Vice-President organized our voluminous notes, ideas, suggestions, and

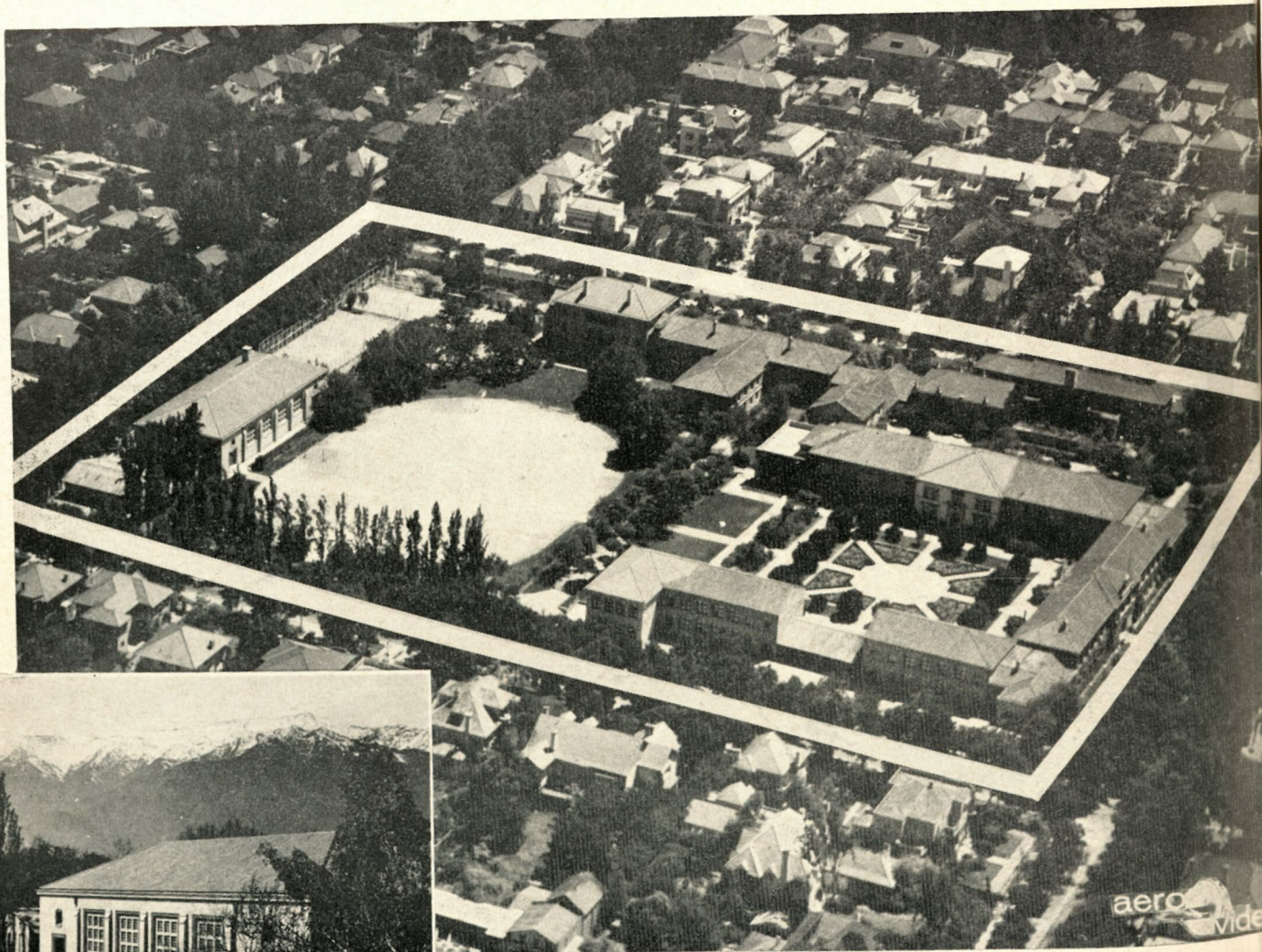


developed a program of Inter-American Studies, a plan which has since been clarified and refined. It has been presented to, and approved in principle by, the Executive Policy Committee of the College and the Board of Trustees.

It includes the following points:

1. To coordinate and expand our course offerings into a well-planned and balanced curriculum in the field of Inter-American Studies.
2. To utilize the faculty resources we now have and, from time to time, to procure additional faculty who have competence in this field.
3. To strengthen our library facilities as essential support for such studies.
4. To increase the use of persons from Latin America as speakers and visitors to the campus.
5. To develop a scholarship program which will make it possible for students from Latin American countries to continue their education at the University of the Pacific.
6. To provide "experience opportunities" for the staff members of the binational centers on the campus of the University of the Pacific.
7. To develop an "Exchange Professorship Program" which will make it possible for us to bring professors from Latin American institutions to our faculty and to provide the opportunity for qualified members of our faculty to teach in institutions there.
8. To encourage and conduct tours to Central and South America as a part of the tour program of the University.
9. To investigate the possibility of establishing a "Language House" program in Spanish during summer sessions.
10. As a result of the economic potential, political significance, and dynamic development of the United

**SANTIAGO COLLEGE:** Outstanding Methodist High School in Santiago, Chile.



Aerial view and gymnasium with mountains in background.



States of Brazil, to move, as rapidly as possible, to expand our foreign language offerings to include Portuguese.

11. To cooperate with Santiago College, in Santiago, Chile, and Ward College, in Buenos Aires, Argentina, in expanding their programs through the development of junior colleges at both institutions. The emphasis in each will be on a "liberal arts-centered curriculum," almost completely unheard of in South American higher education. Our contribution will be to provide advice and counsel in the development of courses and curricula, to make qualified members of our faculty available for teaching in the junior colleges, and to encourage our students to take advantage of a "sophomore year abroad" by attending these junior colleges.
12. As the "Oxford-type" cluster colleges to be associated with the University of the Pacific develop, to consider the possibility of designating one of the colleges,

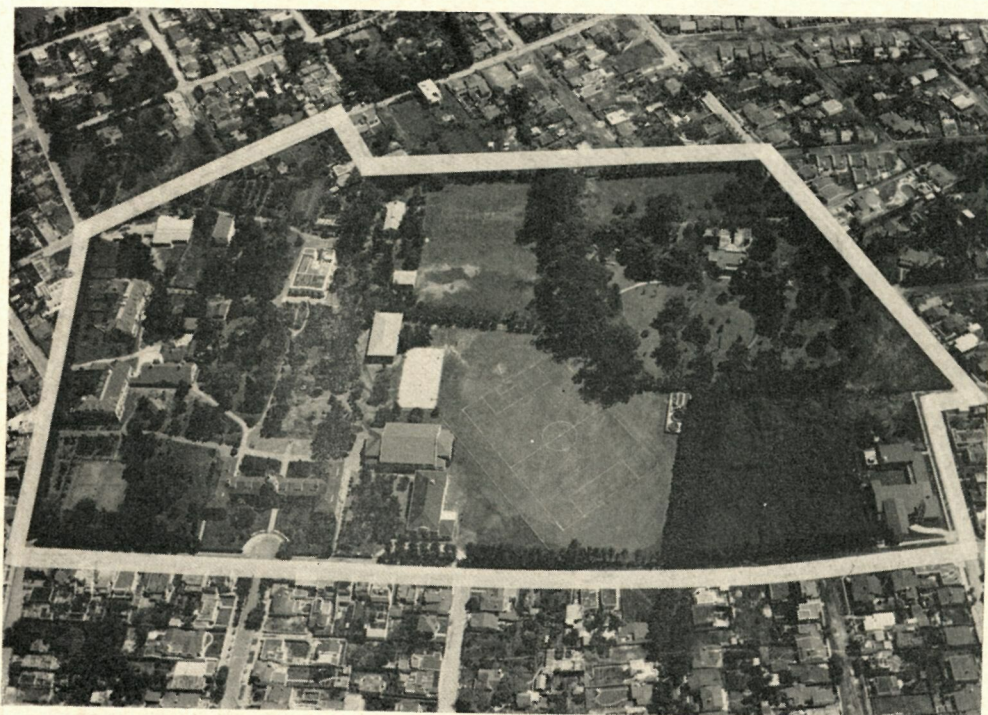
perhaps the second to be founded, as a liberal arts college in which all instruction will be in the Spanish language, an academic innovation of major significance.

In these ways, we believe we can make a distinctive contribution to Christian higher education at the University of the Pacific and, at the same time, greatly widen the range of our educational services. We believe that an investment in Christian, democratic education in Latin America is an investment in the future of Western civilization.

Within a few weeks, a coordinator or director of Pacific's program of Inter-American Studies will be named. Already, and in a modest way, some of the steps in this program have been taken. They represent the beginning of what may well be an extensive series of regional studies, a series that may ultimately include the entire Pacific Basin. This is Pacific's answer to the challenge of the times; this is Pacific's statement for tomorrow!

**WARD COLLEGE:** Noted Methodist High School in Buenos Aires, Argentina.

**Aerial view and entrance to Oldham Hall, main building on campus.**





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