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Pacific Alumni Association

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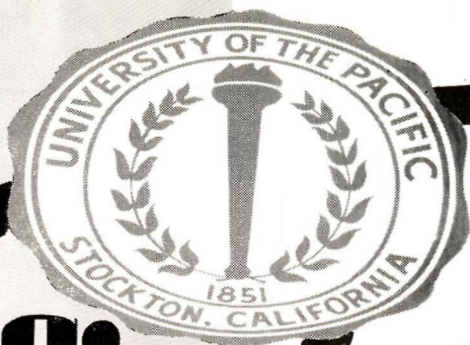
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BULLETIN  
of the



# Pacific *Review*

and Alumni Issue



DECEMBER  
1961



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## BULLETIN of the UNIVERSITY of the PACIFIC

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EDITORIAL STAFF: Joan Ulrich,  
Donald Smiley, Donald Payne.

## Our Greetings and Appreciation

WHERE WOULD WE BE WITHOUT YOU?

### DO YOU KNOW—

*That* anyone who was in residence as a student here for the equivalent of one year is automatically a member of the Alumni Association without payment of fees or dues?

*That* our records are set up on the basis of listings on the Commencement programs? Therefore, your name appears on the alumni records in the same class year as shown on the Commencement program. If you wish to have the record otherwise, we will gladly change our records to meet your wishes if you will write.

*That* a recent count revealed that we have 1,573 persons in our alumni files whose present addresses are unknown?

*That* each undelivered piece of mail is an added expense to your alumni office?

*That* we will appreciate it very much if you will let us know promptly if your mail is not reaching you. Unless we hear, we assume, of course, that "all is well."

*That* we are eager to grant "our highest award" to every alumnus who informs us when he moves, changes his occupation, or when any significant change occurs in his personal situation?

*That* what is important to you is important to us—and to your friends who read the *Review*?

*That* we want each of you to consider this a special—and a personal—invitation to visit the Alumni Office whenever and as often as you can? You are all "V-I-P" to us!

*That* we are most grateful for your continued interest and support?

### REMEMBER—WE NEED YOU!

*Our best wishes always!*

The Alumni Association Staff

Donald G. Smiley, Executive Director

Donald E. Payne, Associate Director

Beatrice Darr

Helen Jackson

**ON THE COVER:** Sending all *Review* readers wishes for a happy holiday season are Alumni Office staffers (l. to r.) Don Smiley, Don Payne, Helen Jackson, and Beatrice Darr.



# IS RUSSIAN EDUCATION OUTSTRIPPING US?

by

J. MARC JANTZEN

Dean of the School of Education

The immediate reaction of the American public following Russia's successful firing of the first Sputnik into space on October 4, 1957, was one of consternation at having been outdone. Then followed fear. But of what was the average American afraid? He was unable to identify the object of his fear, but he felt quite certain that someone had failed in his responsibilities.

Why had not our scientists been able to put a satellite into orbit? Were our scientists possibly not as well prepared as the Russian ones? If not, whose fault was this other than our schools? These and other questions were bothering many a well-meaning American citizen. In order to appease the guilt feelings, innumerable speakers and writers assailed our American schools, the teachers, and the curricular offerings in their search for a scapegoat for so-called failure.

For the past several years, criticisms have been aimed at the public schools, with the usual implication that Russian education is outstripping us, as she supposedly has in science, and that we better pattern our schools after those of Europe.

## THE ACCUSING FINGER

One of the chief critics has been Vice-Admiral H. G. Rickover, who claims that the Russian child receives a rigorous schooling during his 10 years in humanities, mathematics, and science while our high school graduate, after 12 years, has little more than an elementary education. Another writer claims that the Russians are continuing to advance faster than we do in most branches of science and that they are producing three engineers to our one and two scientists to our one.

Arthur S. Trace, Jr., an English professor at John Carroll University, examined some Russian readers and their vocabularies, after which he wrote a book *What Ivan Knows That Johnny Doesn't*. The Russian fourth grade reading book has a vocabulary of 10,000 words, according to Trace, while the American reader which he examined had only 1,800 words. He claims a great vocabulary superiority for the Russian reader, as well as its surpassing the American reader in literary quality, which therefore gives Ivan a better education.

I could continue at considerable length citing other examples of American writers pointing an accusing finger at our American public schools. Many writers for the popular press look for the spectacular in foreign countries and find a few specific examples which are then used to make sweeping generalizations of the superiority of European educational systems accompanied by the usual questions, "Now, why can't we do that?"

On August 8, 1959, Vice-Admiral Rickover testified before the Appropriations Committee of the U. S. House of Representatives. He had just returned from visiting

scientists in Russia and other European countries and talking with Ministers of Education of Russia and Poland, as well as other European educators. Nearly his entire testimony dealt with pointing out deficiencies in American education and extolling the virtues of the European systems.

A sub-committee of the Committee on Appropriations invited Dr. Lawrence G. Derthick, who was then U. S. Commissioner of Education, to reply to Rickover's attacks. This he did on February 3, 1960.

## THE REBUTTAL

Derthick observed that he and 10 leading American educators had spent six days a week for four weeks visiting approximately 100 schools throughout the Soviet Union, observing actual classroom instruction and examining textbooks and equipment. Their study produced information exactly the reverse of that reported by Rickover, who had merely conferred with a few Russian educators who would, of course, attempt to paint as glowing a picture as possible. Whereas Rickover reported an excess of administrators in American schools compared to the Russian, Derthick and his group found the opposite to be true. Further, Rickover reported a lack of organized athletics in Russian schools, yet Derthick's group found extensive trophy cases, with athletics one of the chief interests in Soviet schools.

Trace, who claimed the Russian fourth grader developed a larger vocabulary than our Johnny because the Russian reader had a 10,000 word count to 1,800 for the American reader examined, failed to tell the complete story. He forgets that the American pupil uses a fairly large number of supplementary readers, as well as library books and pamphlets. Further, Trace claims a superior literary quality for the Russian reader, but neglects to mention that much of the material is definitely propaganda.

Let me make a few observations about Russian education, based upon my study of it as well as limited observations during a visit to Leningrad and Moscow in the summer of 1960 as a leader of a party of 20 studying education in Europe.

Both the vice-president of the Moscow State University and our Intourist guide left no doubt in our minds that in Russia there is a very definite commitment to a type of education which is to enable the Soviet citizen to perform certain specialized tasks.

## THE SEVEN-YEAR PLAN AND EDUCATION

The present Seven-Year Plan (1959-65), with its accent upon an all-out economic competition between Soviet Communism and Western Capitalism, certainly is an attempt on the part of Russia to overtake and to



surpass America. The political role of the school also has been exchanged under the current Seven-Year Plan. The attempt now is to help pupils to see the world from a Communist point of view and to train them in Communist morality. This Communist morality includes devotion to country and people, a commitment to proletarian internationalism, and the acceptance of deprivations now for a new world order of plenty, justice, and fraternity some time in the future.

The school plan has been reduced from the previous ten-year school to an eight-year one, with basic education terminating for students at the age of 15 or 16.

Since previously too many young people were trying to get into white collar occupations and shunning jobs involving physical labor, the new Seven-Year Plan places special emphasis upon the necessity of every adolescent to engage in some kind of socially useful work. This is done in one of three ways: (1.) Full-time work with part-time further schooling; (2.) Vocational training combining study and work; (3.) Full-time school for the academically more able with part-time work.

## RELATION OF SCHOOL AND LIFE

Theoretically, the main reason for the new emphasis on work was an attempt to relate school more closely to life. The Central Committee of the Communist Party and the Council of Ministers of the USSR on November 12, 1958, approved a set of 48 "theses" dealing with "strengthening the relationship of the school with life and on the further development of the system of public education in the country."<sup>1</sup>

These "theses" criticized the system of education in Russia as it was functioning up to 1958 as too much separated from life, unduly abstract and verbal, too bookish, too much preparatory for university study, developing an aversion to physical labor, and failing to achieve a union of theory and practice. May I indicate, however, that, from a practical standpoint, this new emphasis on socially useful work also helped produce much-needed laborers for factories and for the collective farms.

Resistance on the part of industrial executives to employing adolescents led Khrushchev to remark in a radio broadcast on September 21, 1958, as follows: "The task of providing employment for such a great number of young people is not simple, primarily because at present economic executives are very much against employing adolescents and young people under 18. But this task is of first and foremost significance to the party and state. It will be necessary to break bureaucratic red tape which prevents the employment of adolescents in the national economy and to instruct the USSR Gosplan to draw up a long-term plan for the employment of adolescents who will leave the eight-year school."

<sup>1</sup> Counts, George S., *Khrushchev and the Committee Speak on Education*, University of Pittsburg Press, 1959.

<sup>2</sup> London Observer, August 7, 1960.

## WHAT ARE SCIENTISTS?

Incidentally, no one really knows whether the Soviets are producing more scientists than we are. The term "scientist" is used differently by the Russians than by us.

The guide who showed us through The Hermitage in Leningrad was introduced to us as a "scientist." Her specialty was British art. The next day we were told that the "scientists" were supervising the restoration of Petershof, formerly the Czar's summer palace destroyed by the Germans in World War II on their march to Leningrad. Professor John Summerville of Hunter College, an authority on Russia who speaks the language, in a visit to the Pacific campus in the summer of 1961, commented that the Russian language makes no distinction between the term used to define a specialist in any field and a scientist. So when statistics of the number of scientists in Russia are compared with the number of scientists in America, an attempt is made at a comparison of figures that are not comparable.

But the chief goal of the educational program of the Seven-Year Plan is not economic education or work experience, but the production of the "true" Soviet man. To develop this Soviet man with absolute and unquestioned loyalty to a Communist social order, the Seven-Year Plan provides for an extensive set of boarding schools in which the child will be under 24-hour jurisdiction by the school authorities. In such schools the teachers could "set the stage" to produce an individual completely accepting the precept of Communist morality and could combine the desired instruction with productive labor.

In the summer of 1960, our Intourist guide informed us that 400,000 children were then attending boarding schools and that they hoped to have 2,500,000 enrolled in boarding schools by 1965 and 10,000,000 by 1970.

## SPARTA AND RUSSIA

The State's assuming 24-hour control of the child is not new in history; in fact, Russia is duplicating on a huge scale what Sparta did several centuries before Christ. Basically, this plan aims at eliminating the family as a socially significant unit and at conditioning the child to become entirely state-oriented. The state becomes the parent-substitute.

Vice-Admiral Rickover recently was quoted in one of our popular magazines as follows: "The country that has the greatest number of genuinely educated people must inevitably win in the end." He implied that the Russian youth were getting the better education. But what constitutes a *genuinely educated* person? Do the Russians *educate* or *train* their children?

British novelist and columnist John Wain, upon his return from his first visit to Russia in the summer of 1960, wrote "An Open Letter to My Russian Hosts."<sup>2</sup> In it he said, "Millions of people in the Soviet Union are busily learning and teaching, and there will always be the Western visitor who is impressed by so much endeavor. More people gain a detailed knowledge of more things in Russia than in England. Of Education



in the traditional sense, of course, the concept does not exist among you. Education is the process whereby the mind is freed. Your *education* is neither ahead of ours, nor behind it, nor to one side of it. You have no education." John Wain is definitely pointing out to us that the Soviet *training* is placing undue emphasis upon science and technology at the loss of educating the individual.

### EDUCATION AND THE PAVLOV THEORY

The basic learning theory used in Russian education appears to follow the principle of association as held by Ivan Pavlov, a Russian scientist. He tried the experiment of ringing a bell every time food was given to a dog. After repeating this for some time, he tried ringing the bell without giving the dog any food. The dog's salivary glands functioned just as if he had received food. This process is also referred to as a conditioned reflex type of learning.

The Soviets, in their attempt to incubate unquestioning loyalty, use the conditioned reflex or association process to develop their ideal Soviet man. Like Pavlov's dog, the young people are ready to function as the State directs regardless of consequences. But through this *training*, as we see with Pavlov's dog, the power of discrimination is impaired. The dog was unable to distinguish between food and the ringing of the bell, since the saliva flowed under either condition. Similarly, the Soviet youth is expected to jump when told to do so without asking why.

A school system reflects the kind of society that gives it support. In our democratic society we try to educate as many as possible to each one's full potential. To do this we have developed comprehensive high schools with course offerings for a wide range of abilities and interests. Seven times as many of our American young people of high school age are actually in school as compared with the same age group in Europe, and six times as many are in college. Students in our secondary schools and colleges represent all social levels, all income levels, and a mixture of racial backgrounds.

### THE MANY VS. THE ELITE

In America we feel very confident that we must have an educated citizenry. This means everyone should receive as much education as will benefit him. In a democratic process every individual has a role to play which must be recognized as being important to him and to society.

To the contrary, nearly all European educational systems are there to educate an elite group. Secondary education definitely becomes a process to eliminate

less able students and preserve only the "select few." These proceed into the university, at which point further screening takes place. European university enrollments constitute about the same ratio to the general population as members of our highest academic honor societies such as Phi Kappa Phi would represent in our country—about five per cent.

Our schools should be judged in terms of our overall goals for America. After several years' absence from America while engaged in educational work in Europe, Byron S. Hollinshead said upon his return, "The greatest glory of America is its democratic idea: its belief in the value and possibilities of the individual—every individual."<sup>3</sup> We must judge our schools in terms of

The Educational Record, April 1958, pp. 89-96. that objective. And if they fall short in some aspect, the entire community must share in the blame for such a deficiency. The average citizen should express his concern, while the professional school man should present possible solutions for the problem which the average citizen should help evaluate.

### CRITERION FOR EVALUATION

I would suggest, therefore, that you evaluate the Russian educational system as compared with ours not in terms of how many technicians, scientists, or specialists are produced, important as these are, but rather in terms of what that educational system does to individuals. We must expect our schools to function in such a manner as to preserve human dignity in the process of educating each student to his potential. If we continue to follow this objective, we shall accept the importance of each one's formal educational termination point and make each one feel he has reached an important goal. We shall reject the European plan of establishing a system primarily interested in the few who comprise the intellectual elite, thus making the vast majority feel they are of an inferior class who are to be "ruled" by the few.

Igor Gouzenko, a Russian who defected to the Canadian government, spoke thus of the importance of the importance of the individual in a novel called *The Fall of a Titans* "One must not only love the idea born in man's brain. One should and must love the man also. The most simple man is infinitely more precious than the most brilliant idea."

From the point of view I have expressed above, Russian education could not possibly outstrip us. And if we preserve the dignity of the individual with opportunity, I am confident the USSR will not outstrip us in the scientific and the technological fields, either.

### A SPECIAL THANKS

For some people, recognition of their outstanding work and devotion is considered by them to be an unnecessary frill. Bruce Orvis is one of these people, but his dedication to and perseverance in the fulfillment of the project of the Class of 1950—the planning, making, and dedicating of the Bengal Tiger which now is permanently enshrined in the lawn area north of the Administration Building—are worthy of extra special mention.

So to you, Bruce, from your 1950 classmates and all the other alumni to whom the Bengal will serve as a symbol and rallying point, a warm and heartfelt "Thank You"!

<sup>3</sup> Hollinshead, Byron S., *Is European Education Better?*



# Pacific, Coast to Coast

Pacific, like the old jukebox tune about love, "is sweeping the country," not only with its new academic innovations that are receiving nationwide recognition, but also with its alumni programs which are bringing together former students and alumni in various parts of the nation to reminisce about their days on campus and receive first hand accounts of the latest developments at their alma mater.

The most recent of these meetings was held December 9 in New York City. Forty-one persons from Maryland, New York, Connecticut, New Hampshire, and Washington, D. C., gathered at the Carriage Club in the metropolis to hear Pacific Theatre head DeMarcus Brown '23 and his wife Lucy '25 tell about their journey to England and the Continent from which they had recently returned and to hear and see an illustrated talk by Don Smiley, executive director of the Alumni Association, on the University—present and future.



## SPOTLIGHT *on an Alumnus*

Another name has been added to the growing roster of former Pacific Theatre participants who have "made good" in the entertainment world.

Dick Schneider '42 has been described as one of television's leading young directors.

Now director of the daily National Broadcasting Company morning show "Say When" and the winner of many TV awards, including the Sylvania Award for overall direction of the "Wide, Wide World" show, Schneider, after graduation, spent four years in the Navy before being discharged as a lieutenant and beginning his new career as an NBC pageboy in 1946.

The alumnus then became a floor manager and then was assistant director of such shows as "Philco Show," "Milton Berle," "Lanny Ross," "Admiral Broadway Review," "Broadway Spotlight," "Band of America," "Olsen and Johnson," "Martin Kane," "One Man's Family" and "Chevrolet on Broadway."

As local director, Schneider did "Easy Does It with Alan Handley," "Tex and Jinx," "Seven at Eleven," "Jerry Lester," and others.

The list of network shows for which he has been director reads like a "Who's Who" of television favorites

Those who gathered for the event also voted unanimously to repeat the get-together annually.

Chairman of the New York City affair was Carlos Wood '33. He was assisted by Daren McGavren '48 and Dick Barkle.

The New York meeting was the fifth alumni gathering to be held this fall. Others were a dinner meeting in Eureka for alumni, parents, and Methodists with Dr. Samuel Meyer, academic vice-president, as speaker; an after-game dinner in San Diego with President Robert Burns speaking; a San Jose gathering with Dr. Paul Stagg, director of physical education and inter-collegiate athletics, as the main speaker; and a dinner before the Bengals' season-opening basketball game in Berkeley.

The new year will open with an alumni meeting in January in Hawaii, with Robert Clarke '50 in charge of arrangements. Five more gatherings also are scheduled for the early spring.

through the years. Included on the roster are "Wide, Wide World," "Colgate Comedy Hour," "Jackie Gleason Comedy Hour," "Henry Morgan Show," "Kate Smith Show," "Big Story," "Treasury Men in Action," "Doorway to Danger," "Today Show," "Home," "Tonight Show," and the "General Mills Circus."

In addition, the alumnus has directed a number of special shows, done over 200 remote pickups, and pioneered in some areas in the use of color.

In color work, for example, Schneider produced and directed "Color Tour" for 13 weeks in 1954-55, directed the first color remote from Palisades Park, and was director for the first color pick-up of West Point and of former President Dwight Eisenhower.

He also was director of the New York portions of the Emmy and Academy Awards shows in 1956 and of "Salute to Eisenhower" and was overall director of coverage of the political conventions when they were held in Chicago and San Francisco.

Schneider also directed a demonstration at Fort Mead, using 20 black and white and color cameras to show the Army the future of TV in combat.

His activities have not been limited to this side of the Atlantic. Two of his more recent special overseas assignments were coverage of Princess Margaret's wedding and coverage of the summit conference in Paris.

The alumnus also has kept his contact with theatre by working in summer stock.



# PHILOSOPHY in the PACIFIC PICTURE

"We never do for a student what he can do for himself. We create difficulties for the student because we want to get him in the posture of holding everything in question."

This view determines the pedagogy of the Pacific philosophy department, according to Dr. William Nietmann, chairman of the department.

Remarking that the aim of the University's philosophy courses is "to put philosophical weapons into the hands of the students and to coach them in their use," Dr. Nietmann expanded on this teaching method in his book, *Philosophy for Beginners*, by saying, "the teacher must be careful not to be like a war correspondent. A war correspondent reports on what the fighters have done, and so does a teacher who describes what this or that philosopher meant by what he said here or there. The teacher must also be careful not to fight the student's battles for him. As a philosopher, the teacher has his own philosophical battles to fight. But he has these battles as a philosopher, and not as a teacher. The teacher of philosophy is pedagogically quite like the art teacher. Just as information about El Greco's use of perspective does not paint a picture for the art student, so information about Plato's doctrine does not philosophize for the student. This he must do for himself. Once the art student tries his hand at painting, his teacher can help him correct his errors. Likewise, once the philosophy student tries philosophizing, the teacher can help him make connections."

This ties up in the proverbial "nutshell" one of the outstanding characteristics of a philosophy department that is an excellent training ground both for those who are majoring in the subject and those for whom these mental bouts are part of the liberal arts background surrounding their main subject field.

**THE THESIS:** Dr. William Nietmann, chairman of the philosophy department, discusses a point with one of his students.



## THE BEGINNINGS

For many years after its inception, the philosophy department was closely connected with the department of Bible and religious education.

Then, in 1946, the beginning of the "Nietmann era" also meant a practically new beginning for the department, with the development of a "hard core" curriculum dealing with the basics of the subject matter.

The department now lists 11 courses—Philosophy for Beginners, dealing with selections from Plato to St. Thomas Aquinas; Introduction to Logic; Modern Philosophy, with studies from Descartes to Kant; Recent Philosophy, dealing with philosophers from Hegel to the recent past; Contemporary Philosophy; Oriental Philosophy; Introduction to Metaphysics; Philosophy of Religion; Social Philosophy; Ethics; and Aesthetics—and also offers opportunities for directed study.

"In keeping the curriculum 'solid,' we never allow a person to teach anything at which he is not an expert," Dr. Nietmann explained, "which is why there is no course in Philosophy in Science in the curriculum, for example."

The department also strives for a philosophy of service, Dr. Nietmann said, gearing its courses not solely to the philosophy major but hoping they can be of use to those who may be entering fields such as law, elementary and high school teaching, journalism, medicine, and the ministry. For this reason, there are no prerequisites for any of the courses taught; each person starts out at his own level of thinking.

## IVORY TOWERS?

What type of students are most often found in the philosophy department?

"Contrary to popular belief, they are not 'eggheads' who confine themselves to an ivory tower of philosophical thought," Dr. Nietmann stated. He lists as examples of current philosophy majors who are taking an active role in campus affairs John Beyer, student body president and a star participant in inter-collegiate forensics; Bill Powell, Pacific Student Association vice-president and president of the Anderson Y Center; Steve Wishny, senior class representative; Jerry Chong, senior class president; and Bob Richards, current chairman of the Student Board of Social Control.

The quality of education received by the philosophy major at Pacific is mirrored in the number of graduates who have received scholarships and fellowships for advanced study. To illustrate this point, the department head mentioned that, for three of the past five years, Pacific graduates have gotten top scholarships at Drew Theological Seminary and that several students have been awarded full doctoral scholarships to the University of Maryland in recent years.

The department also boasts the oldest departmental student society on campus, the Philosophy Club, and maintains a chapter of Phi Sigma Tau. The stiff require-





**INFORMALITY PLUS INSPIRATION:** A beautiful natural setting is the backdrop each year for the annual Philosophy Institute where participants have a chance to delve into the thinking of some of the outstanding philosophers who serve as Institute faculty members.

ments of this national honor society include a 3.5, or B plus, grade point average in philosophy and a 3.0, or B, average in other subjects.

The impact of the Pacific philosophy department has not been confined to the campus, but has extended to the public through the Knoles Lectures, the annual summer Philosophy Institute, and the Philosophy Institute publications.

### THE KNOLES LECTURES

Professionally an historian, Dr. Tully C. Knoles, late Pacific chancellor, was no less a student of philosophy, thoroughly conversant with the concepts of the principal thinkers of the ages and the evolution of philosophical thought in Western civilization. It was the rich evidences of Knoles' scholarly devotion to this field that prompted Dr. Nietmann to establish in 1949 the annual lectureship bearing his name.

Since then, an outstanding group of philosophers—including the late Ralph T. Flewelling, director of the University of Southern California School of Theology; Paul A. Schilpp of Northwestern University; Arturo Fallico, internationally known existentialist who is teaching at San Jose State; and Paul Holmer of Yale University—have come to the podium each year to continue the tradition of the lectureship by presenting "philosophy for the common man."

### THE PHILOSOPHY INSTITUTE

When Dr. Robert E. Burns first became Pacific's president, he issued a challenge to the faculty to develop new, creative projects. Dr. Nietmann answered this challenge in 1948 with the establishment of the Pacific

Philosophy Institute, an endeavor called by Dr. Arthur W. Munk, chairman of the philosophy department at Albion College, Michigan, "one of the most unique educational experiments in process in America today" and "one of the best signs that America, in spite of all its educational waywardness in the past and the present danger of selling its soul, has not lost its creativity."

The Institute follows the same pedagogy as that used in the Pacific department, with each student starting at his own level. The students, who come for periods ranging from four days to the full three weeks, participate in a program of required reading, write short papers, participate in various types of discussion—ranging from those in which the instructor tosses back to them the written questions they have submitted, to those in which they criticize each other's papers, to those in which they have a chance to question the professors present—and attend symposia in which all the philosophers on the staff at that time take an active part.

The Knoles Lectureship topic for each year has been used as the starting point for discussion at the Philosophy Institute sessions the following summer. Each summer, the current Knoles Lecturer is also a member of the Institute staff so that he can answer critics of his thesis, rebut their counterproposals, and restate his own position.

An added attraction to the Institute is that it meets each year in a vacation spot the informality of which gives an impetus to free and open thinking and discussion. The Institute first met on the shores of Lake Tahoe and recently has been holding its sessions at Asilomar State Park on the Monterey Peninsula.

### PHILOSOPHY PUBLICATIONS

The field of Philosophy Institute publications will have a new facet in the fall of 1962 when a quarterly, the *Pacific Philosophical Forum*—the only new general journal of philosophy to be published on the West Coast in the last forty years—makes its debut. Previously, the publication activities of the Institute have been limited to the Knoles Lecture book each year.

In format, the quarterly will contain in each issue an article of monograph length establishing a thesis, two articles presenting countertheses to the thesis, and a fourth article assessing the countertheses. Although written in a language readily grasped by the non-specialist, the works also will be written in such a way as to command the respect of the professional philosopher.

The 1962 volume will deal with the significance of persons. General topic of the 1963 editions will be the philosophical foundations of American democracy.

Persons interested in subscribing to the quarterly may write to philosophy department for further information.



# THE *Campus* NEWS FRONT

## PACIFIC STARTS NEW THEATRE

Pacific will add a new dimension to its drama activities next semester when it opens the Pacific Playbox just off Pacific Avenue in the "Miracle Mile" shopping section, President Robert E. Burns announced recently.

The Playbox will provide a more intimate approach to theatre and will allow the students to present more shows with longer runs than is now possible in the Conservatory Auditorium, Dr. Burns explained.

The new theatrical outreach will be in addition to the present Pacific Theatre and Studio Theatre activities, he added.

The flexibility of the theatre structure will enable the students to experiment with various forms of production from the traditional proscenium type to those performed with the arena, triangular, or U-shaped seating arrangements for the audience around the stage area.

The building, which is now being remodeled and has been obtained by Pacific on a long-term lease, will contain an auditorium area approximately 50 feet square, and will seat between 100 and 125 people, depending on the type of presentation.

"This new outreach will be one of the most creative and imaginative moves in the long history of Pacific theatre," Dr. Burns said, "particularly because we believe the old forms of appreciation of drama are changing and a new dimension needs to be added."

The Playbox will be under the direction of veteran Pacific Theatre head DeMarcus Brown. Curt Ennen will be the technical director.

## PMS GETS WORM STUDY GRANT

Pacific has received a \$1,600 National Science Foundation grant for research on the life history and ecology of the Chone Nollis, a small worm, at the Pacific Marine Station.

The worm is found in Tomales Bay and is a major food source for fish.

Chief investigator Raymond Underhill, Sierra College teacher and Marine Station research associate, will use the funds for a study designed to determine whether one or three species of the worm exists.

## DUHNKE JOINS FACULTY

Horst Duhnke will join the Pacific faculty in February as assistant professor of political science for the spring semester, President Robert E. Burns announced recently.

Duhnke will replace Dr. Alonzo Baker, who will be on a sabbatical leave in South America.

Now a U. S. citizen, the new teacher was born in Germany and took his elementary and high school training there. He holds a bachelor's and master's degree from the University of California, where he is now completing his doctoral requirements.

Duhnke's special interest fields are Germany, East Central and Western Europe, and the governments of the USSR. He has published works on Stalinism in Germany and the history of the Soviet zone of occupation and is doing his dissertation on "The German Communist Party in the Nazi Era—1933-45."

A frequent public lecturer, the assistant professor is a member of Phi Beta Kappa and Pi Sigma Alpha, national political science honorary. He speaks German, French, Russian, and Italian.

## THREE COURSES SCHEDULED IN SPANISH

Pacific's program in Inter-American Studies will take another step forward in the spring semester when three courses in departments other than modern languages will be offered in Spanish, according to Dr. Arthur Cullen, director of Inter-American Studies.

Scheduled as evening classes are Basic Speech, taught by Dr. John Dennis, who formerly was a faculty member at the Inter American University of Puerto Rico, and Fundamentals of Economics, with Dr. Arthur Beckwith, a native of Argentina and a frequent visitor to Latin America, as instructor.

Dr. Cullen will teach an 8 a.m. class in the Geography of Middle and South America.

The courses will be designed both for students for whom Spanish is the native tongue and for others who have varying degrees of fluency in Spanish.

## FORENSICS SQUAD CONTINUES RECORD

The Pacific forensics squad maintained its outstanding record during its fall semester activities by tallying a series of excellent and superior ratings in five major tournaments and adding to the collection of trophies filling the display shelves in the speech department.

Eight of eleven Pacific debate teams took superior ratings at the Northern California Forensics Association meet in San Francisco in early November to open the season. The squad followed this with six awards and a second place in sweepstakes competition at the Fresno Invitational in Modesto on November 10 and 11.

Some of the newcomers to the Pacific program had an opportunity to get a good taste of high level tournament competition in November when they represented the institution at the Western Speech Association tournament in Fresno shortly before Thanksgiving. Aside from the valuable experience that they gained solely by participating in the event, three of the four teams entered made the final rounds in debate, and Lois Koller, a one-year veteran, took a first place in oratory.

A highlight of the season was a two-week swing through the Mid-West by four Pacific forensics stars during which they met speech teams from throughout the nation.



John Beyer, Ted Olson, Jinny Kahle, and Brenda Robinson spent a week debating for service clubs and high schools in the Oklahoma City area before entering the Broncho Tournament at Oklahoma State November 10. One of three institutions invited to participate with the 40 or 50 southwestern schools regularly entering the tournament, all four of the Pacific students made the final rounds of various events, with top awards going to Jinny Kahle in oratory and Ted Olson in speech analysis.

The two men then went to the University of Southern Illinois to help inaugurate a University TV station and to give exhibition debates and the two coeds went to Coe College and Cornell College in Iowa for personal appearances before the four joined Coach Paul Winters and six other Pacific students in Peoria, Illinois, for the Bradley Invitational, the largest tournament in the nation.

The ten-man team competed against 650 students from 50 colleges and universities located from the East Coast to the Rockies and brought home two sweepstakes trophies.

In the individual event category, the team won the sweepstakes trophy with 48 points, the highest individual event total in the history of the tournament. Pacific entries scored superior or excellent in all seven of the individual events.

In debate, the Pacific squad, which was the only Far West entry in the tournament, tied with the University of Southern Illinois team for the sweepstakes trophy. Northwestern University placed third.

Eighteen of the 20 Pacific entries had won superior or excellent ratings in the final tally.

Three national champions made their debuts as members of the Pacific squad this fall. Patricia Ferrill, national junior college women's champion in debate from Stockton College, is competing in senior division. Junior division entrants include Albertha Hillman, national high school champion from Stockton's Edison High, and Linda Becker, a transfer student from Modesto Junior College who last year also was a national junior college women's champion.

### ZETA PHI GOES ALPHA CHI

The last local sorority on the Pacific campus, Zeta Phi, announced in mid-October that it would become the 99th chapter of Alpha Chi Omega national sorority.

The new collegiate chapter, which will be known as Delta Sigma, will join other California chapters at the University of Southern California, UCLA, University of California, San Diego State, and San Jose State. The national was founded in 1885 at DePauw University, Indiana, while Zeta Phi dates back to 1936, when it was founded as the Zetagathean Club.

The collegiates were pledged in ceremonies in late October and formal initiation is tentatively set for January or February.

## The Library

# THE HEART

"The heart of a university."

This is the phrase often used to describe a university library, and Pacific's "heart" is its 5½-year-old Irving Martin Library.

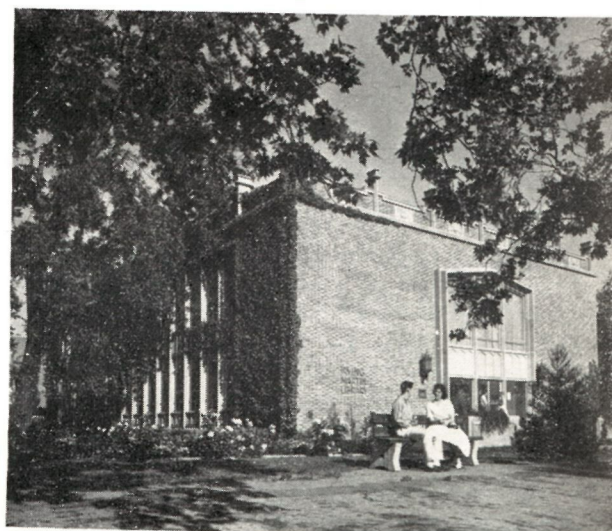
Launched in 1949 by an initial gift of \$125,000 from Irving Martin, late founder and publisher of the *Stockton Record*, the structure now bearing his name is the first building in Pacific's 110-year-old history to be designed originally as a library.

On the San Jose campus, the library was located in West Hall at the turn of the century. A fire in 1915 destroyed the building, and, with it, the library, except for the card index and the Encyclopedia Britannica. The beginnings of a new library then were housed in East Hall, a combination dormitory, classroom, and library building, until the move to Stockton in 1924.

On the new Harriet M. Smith memorial campus, the library again found itself sharing quarters, this time with the science activities in Weber Memorial Hall. In 1938, it finally was able to move into a building of its own, a structure which had been built originally as a powerhouse. Now known as Baun Hall, this presently houses Pacific's School of Engineering.

The \$400,000 Martin Library stands as a building "custom-made" for library use. Modern in design, yet similar to the established Collegiate Gothic architecture of the rest of the campus, the two-story building contains

**IRVING MARTIN LIBRARY:** Housing the bulk of the library facilities on campus, the \$400,000 Martin Library is the first building in Pacific's history to be designed specifically for such use.





# OF A UNIVERSITY

two general reading rooms, storage and circulation space for approximately 100,000 volumes, individual study carrels for graduate and research students, a reserve book room, administration and staff rooms, work rooms, service units, and the Western Americana Room, which houses a special collection of books, documents, and pictures on the early history of the West.

The building design allows for additional units to be added in the future so that the structure will be able to be developed into the great University library that figures importantly in Pacific's plans for the future.

The facilities of the library now extend beyond the main building, also.

In Weber Hall, there is a chemistry-pharmacy library containing all types of material relating to those two fields of study.

A special music library contains records and music manuscripts. Books about music, reference books, and teaching equipment are kept in the main library.

The School of Education curriculum laboratory houses elementary and secondary school materials that can be used in lesson planning and curriculum development.

Irving Martin Library is open 79 hours each week for student use. The supplementary libraries operate on a 40-hour week schedule.

**READER-PRINTER:** Arthur Swann, director of libraries, shows a coed how to run the reader-printer, one of the modern technological developments now available for use in the library.



The Pacific library system now has over 87,000 books, ranging from the American Association of Colleges for Teacher Education Study Series No. 1 to Krystyna Zywulska's *I Came Back*, catalogued in its main files in Irving Martin, with approximately 5,000 added to the general collection each year. These are mainly in open stacks, although there is a small treasure collection of theses, art books with loose plates, portfolios, and a few rare books.

The library subscribes to about 700 periodicals, with 300 more coming as gifts each year. It gets about half of the periodicals to which it subscribes on microfilm also so that it does not have to store and bind past editions of the volumes.

Available to the students are 16 newspapers, six of which are in foreign languages. These foreign language papers include four in Spanish, pointing up Pacific's increased Latin American interest, one in French, and one in German.

Mirroring the age of technology in library operation are the six microfilm readers, one microfilm reader-printer, and two micro-print readers that are available for use. The library also has a copy machine for reproducing book, periodical, and flat sheet material.

Arthur J. Swann, director of libraries, heads a professional staff of eight, assisted by a clerical staff of six full time and three part-time workers and 18 students, which is responsible for the work of the library.

**CHEMISTRY-PHYSICS LIBRARY:** Special materials relating to chemistry and physics are found in a modern setting in Weber Hall.







**MERRY CHRISTMAS:** A North Hall resident plays Santa Claus to two of the participants in the Anderson Y recreation program for mentally handicapped children.

An opinion sometimes voiced by adults when commenting on the college students of today is that "they're tied up in what goes on on their own campus and not interested in anything but the Homecoming dance or who's pinned to whom" or that "they climb in their ivory tower and let the rest of the world go by."

One of the programs on the Pacific campus that disproves these views is the recreation program for mentally handicapped children currently being carried on at the Anderson Y Center.

Begun this fall at the suggestion of Mrs. Clifford Hand, a professional worker with the mentally handicapped and wife of a Pacific associate professor of English, the program seeks to fill the need of the children for a feeling of acceptance and for a recreational outlet that is not available to them among their peer groups after school or on weekends.

Twenty-one coeds, with majors ranging from education to psychology to music, have been active participants in the project, which provides two hours of recreation each Saturday morning for handicapped children ranging in age from 5 to 20.

One of those who has taken a leadership position in the project is Lynda Rumble, a junior elementary education major from Altadena.

Explaining the program, she said the children, who range in age from 5 to 20, are divided into three groups: the first, for the young and badly disturbed; the second, for the pre-teens and those in their early teens; and the third, for those from 15 to 20.

The activities for each group are geared to their age and ability level, she said. The younger groups enjoy having the counselors read them stories, playing with clay, and participating in simple games. The older group plays simple card games, puts together puzzles, and enjoys simple folk dances. Nature walks and outside

## No Ivory Tower

games are scheduled when the weather permits, and special events for the holidays are planned.

For instance, the Saturday before Hallowe'en, the program participants, wearing masks they had made the previous week, made the rounds of the campus living groups, which had been alerted in advance to the impending arrival of the early "trick-or-treaters."

For Christmas, North Hall, a men's dormitory, planned a party for the youngsters, complete with a tree, gifts, and a Santa Claus.

The coed counselors meet each week following the program with Mrs. Hand, who is serving as professional volunteer adviser, to discuss the day's program and to plan the next week's program.

What does the program do for the youngsters who participate?

"These children need maybe twice as much affection as the normal child," Lynda said. "They need personal attention and help, some to relate to other children and others to relate to reality."

"They also need to relate to adults and to feel they are accepted by them, so many of the girls form individual relationships with the children. Some of the children switch their relationships from one counselor to another each week; others maintain them week after week," Lynda said.

The roster of children participating in the program has grown from an initial 10 to 15 to 30, Lynda said. The youngsters come from Tracy, Lodi, and other surrounding towns as well as Stockton.

An illustration of the success of the venture came at Thanksgiving when the counselors announced there would be no Saturday program because they would be home for the holiday. Many of the mothers called the drivers who normally pick up the children on Saturday to be sure there wasn't a program because their children wanted to go.

The project also has proved to be one of great worth to the counselors.

Working with these children "grows on you," Lynda said. "It's wonderful to see them begin to relate, to watch as they begin to become aware of others."

She said that, although the program is purely recreational, one finds oneself teaching the participants things unconsciously.

"We have been able to learn a great deal about handicapped children," the coed said, "but we have also gained a better understanding of all children."

Many of the problems these children have are problems confronting a normal child that have been magnified a number of times, Lynda explained.

The enthusiasm which has greeted the project both from the counselors and from the participants has led to plans to make this a continuing program.



# KEEPING UP *with the* ALUMNI

1 9 2 6

ALFRED FISHER is a partner in the architectural firm of Fisher and Metcalf in Sacramento and is a member of the American Institute of Architects.

JEANNETTE (GRATTAN) FRY is a counselor at Sutter Junior High School in Sacramento.

EDWARD LEE is minister of the Chinese Community Methodist Church in Oakland.

WILLIAM SHARKEY is now publisher of the *Contra Costa Gazette* and *Pleasant Hill News*.

1 9 3 0

LT. COL. HARRY W. WEBSTER, chaplain at Fort Mason, Calif., since 1959, was honored at special retirement ceremonies at the military post in October. He and his family are now making plans to go to South Vietnam where he will be pastor of the American Church in Saigon.

1 9 3 1

DR. THERESA WOO has been named in the second edition of *Who's Who of American Women* published recently.

DOROTHY SEYMOUR was recently appointed executive director of the new Family Agency of Shasta County, the first professionally staffed social agency in that immediate area. She makes her headquarters in Redding.

MRS. EVERETT STARK (ANNE TURNER) recently had a one-man show of landscapes, seascapes, and California scenes at the Burlingame Branch Library under the sponsorship of the Burlingame Art Society.

1 9 3 2

EARL SMITH '32 was the "Business Profile" of the week in a recent issue of the *Sunnyvale Standard*. Manager of Goddard and Brown Furniture in Mountain View since 1959, the former student has had a wealth of experience in the furniture

field since first taking a job in the industry in 1934. His professional history includes operating his own decorating studio in Hollywood before the war and managing several branches of the McMahon stores.

1 9 3 3

DR. ERNEST SIMARD is one of three U. S. members of the Council of the International Society of Clinical Pathologists. In addition to his private practice in Salinas, he also is director of laboratories at Salinas Valley Memorial Hospital and is president-elect of the California Society of Pathologists.

1 9 3 4

BRADFORD CRITTENDEN, former San Joaquin County district attorney and present California Highway Patrol commissioner, has been elected vice-chairman of the state and provincial section of the International Association of Chiefs of Police.

1 9 3 6

MRS. TOM WILSON (ALICE PETERSON) is assistant principal and dean of girls at Benjamin Franklin Junior High School in San Francisco.

1 9 3 8

MRS. EILEEN (DANIELS) COGGIN recently returned to her alma mater to give an organ recital in the Conservatory Auditorium under the sponsorship of the campus chapter of Phi Kappa Lambda, national music honorary.

1 9 4 1

MRS. JERRY FROST (BARBARA FOSTER) is now doing school nursing for Belmont Elementary School District after receiving her public health nursing certificate from the U. C. Medical Center in June.

LESLIE KNOLES has resigned his position on the Modesto City Council because of his increased duties as commander of the 100-man Naval Reserve unit in Modesto.

1 9 4 6

MRS. LLOYD R. NEVE (MURIEL HAYWARD) is now living in Bunkyo Ku, Japan, where her husband is teaching Old Testament in the Lutheran Theological Seminary. She writes that "the children (all six of them) enjoy life in this really big city but we old folks will be glad to get back to rural evangelism in another five years."

EARL HARVEY, in addition to his teaching duties in Oakland city schools, is the director of the Earl Harvey Chorale, which was organized in 1959 as an outlet for talented East Bay vocalists. The group gives frequent concerts for service and youth groups.

MRS. JOHN D. STEPHENS (MARY JANE YARDLEY) has returned to Stockton where her husband, who attended Pacific on the Marine V-12 program, has been appointed district trust officer for the Bank of America, with Stockton as his headquarters. They moved from their former home in Kentfield with their four children.

1 9 5 0

WALTER JEFFORD JR. has been transferred by the Shell Chemical Company to its plant in Pittsburg, Calif.

HAROLD NEU, former road commissioner and surveyor for the County of Merced, is now manager of engineering field services for La Habra.

1 9 5 1

ROBERT MERDINGER is in his second year as assistant vice-president of San Joaquin First Federal Savings and Loan Association in Tracy.

VIRGINIA PRINCE is one of ten women who were selected to be trained as agents dealing particularly with career women in the Western home office of John Hancock Mutual Life Insurance Company.



MITCHELL WARCHOL is a survey technician for the U. S. Corps of Engineers and is responsible for surveying flood control dams, military airports, missile sites, and other military installations. He is currently assigned to Manchester, N. H.

LESLIE JOHNSON is currently a choral music teacher at Ukiah Union High School, where he also is pioneering a program designed for the mentally retarded on the high school level.

ROBERT LANE, in addition to a position as a teacher at Sunnyside High School, is a member of the Pleasanton Police Reserve and a Boy Scout cubmaster.

ALLEN McALLASTER, a sports reporter for the *Oakland Tribune* for the past five years, was a frequent returnee to his alma mater during the football season. His paper assigned him to cover the 1961 home football games.

REVEREND VERNON KRAFT was recently commissioned as minister of missions for the Rockridge Evangelical United Brethren Church in Contra Costa, which he will develop and then serve as minister. Author of the book, *"The Director of Christian Education in the Local Church,"* he has helped build up four mission churches in his 10 years in the ministry.

1 9 5 2

DARRELL WINNICH, formerly assistant vice-president and member of the investment department of the Commonwealth group of mutual funds, has joined Schwabacher and Company as assistant manager of the research department.

E. TODD CLARK is a member of a Ford Foundation teaching team at Azusa High School, where he has been a member of the social studies department staff for the past three years. After graduating from Pacific, he worked for Proctor and Gamble for two years, earned a master's degree in history, and attended Claremont Graduate School, where he is a candidate for his doctorate. The Clarks—Todd, Carol (SIMMONS) '53, and their three children—live in Claremont.

JOHN RICH, a Navy lieutenant, is serving as president of the Imperial Beach Chamber of Commerce.

1 9 5 6

BOB GIARDINA is presently head track coach at Liberty High School in Brentwood and also assists in football.

JANE BARRETT is spending a second year in Germany, this year as a fourth grade teacher in an Army school in Stuttgart.

LYNN SWANSON assumed a new position at the Linfield Research Institute in McMinnville, Oregon, in November. He has just completed two years of post-doctoral work at the University of Chicago.

SIGURD (M.A. '56) and CYNTHIA (COBB) STAUTLAND are now stationed at the Teacher Training Center, Mpwapwa, Tanganyika, where he is a UNESCO field expert advising the government and helping to set up schools. Before going to Tanganyika, the Stautlands were at Levanger Teachers College in Norway for three years where he was lecturing in English and education.

BRUCE SHORE, after obtaining his doctor's degree at Massachusetts Institute of Technology, is now with Analytic Services, Inc., a non-profit corporation which, like the larger and older RAND Corporation, provides advice and scientific guidance to planners in the headquarters of the Air Force. He writes from his home in Arlington, Virginia, that "quite literally my work is often pretty far out. As many of you predicted I am becoming an expert on Nothing At All—space to be precise. It is a big field, with no ceiling and lots of room for expansion."

1 9 5 7

PETER KNOLES now is studying at the University of Tübingen School of Theology in Germany under a full scholarship awarded on the basis of his work at Pacific and the Lutheran Theological Seminary in Chicago. In addition to the award to Tübingen, the alumnus received a supplementary scholarship which

covered his 1961 summer study in the Institute in Goethe Staifen-Graisgau.

MARY STELL POLSINELLI, currently a teacher in Moraga, has been appointed co-chairman of the recreation committee of the Catholic Alumni Club of San Francisco.

1 9 5 9

DEHNE (WILLIAMS) SMITH is busy getting her husband and year-old daughter, Keigh Lee, installed in a new home in Santa Ana. The Smiths formerly lived in South Gate, but moved to Santa Ana when he was transferred by his firm to Anaheim.

1 9 6 0

GARY GIOVANNONI, who entered the Army in July, has just completed eight weeks of advanced individual training at the Armor Training Center, Fort Knox, Kentucky. He was briefed on how to operate the 90-millimeter tank gun and drive the Army's medium tank and on the duties and responsibilities of each of the four members of the tank crew.

ROBERT SAPP is now athletic coach and instructor in mechanical drawing at Galt High School.

1 9 6 1

HARDY MILLER is employed at Campbell Soup Company in Sacramento as a management trainee in their industrial engineering department. In the evenings he is studying for his master of science degree in business administration at Sacramento State College.

GREG SMITH, now a student in the University of California Graduate School of Business Administration, spent the summer on a three-month tour of Europe. Traveling alone, he visited 13 countries, including Yugoslavia, and reports American students were treated most cordially everywhere he went.

DAVID LEACH has joined his father in the family drug store in Salinas.

JAMES ELKINS has been appointed to the Berkeley Police Department and is serving in the patrol division.



## Married

MANUEL BORGES '57 of Fortuna and Peggy Adams of Stockton in a private ceremony in Stockton's Church of the Annunciation on September 2. The couple has established a home in Stockton, where the groom is teaching physical education at Stockton Junior High School.

MARY MAY ROBERTS '60 of Wilmingtong and GERALD LITTLETON '60 of Galt in a ceremony in the home of the bride's parents on September 2. The newlyweds are living in San

Andreas, where the groom is teaching at Calaveras Union High School.

SHERI SHARP '62, Delta Delta Delta from Stockton, and TERRY HULL '62, Phi Kappa Tau from San Anselmo, in evening rites in Morris Chapel on September 15. The bride and groom are living in Stockton while completing their educations.

DENNIS HONEYCHURCH '61 and Janice Pigozzi, both of Stockton, in St. Bernadette's Catholic Church in their hometown on September 24. The newlyweds are residing in San Rafael. The groom is a pharmacist in San Anselmo.

TOSHIYUKI FUJISHIGE x'57 of Stockton and Toshiko Turuzawa of

Berkeley in the Stockton Buddhist Church on Sept. 24. The couple is living in Stockton, where the groom is a dentist.

EVELYN FROST '57 of San Jose and Lloyd Franzen of Healdsburg in an October 8 ceremony in St. Ann's Chapel in San Jose. The newlyweds are living in Stockton, where the groom is a map draftsman in the Santa Clara County assessor's office and the bride is teaching.

JOHN SYLVESTER '58 of San Francisco and Joanne Young of Lakeside in a candlelight ceremony November 11 at the St. Francis Chapel in Balboa Park. The newlyweds are making their first home in San Francisco.

## Births

Alison Ann joined her 21-month-old brother, Eric, in the John Wilcox nursery in Stockton on October 12. Mom is the former Inge Hoekendijk '57.

Tamera Jeanne joined the Ernie Leopold household in Berkeley on August 12. Mom is the former Carrie Jones '59.

Michael Rey is now master of the H. Marshall Dunlap, Jr., '61 nursery in Stockton. The new heir made his first appearance in October.

Mary (Grothe) '60 and Gilbert Sanchez are the parents of a son, Michael Anthony, born June 26. The Sanchez family is making its home in Manhattan Beach.

Theo '51 and Gwen (Sheperd) '54 Adkins became parents for the first time when daughter Dana was born October 27. The Adkins family is living in Santa Rosa.

Jolene Kay is the name selected for the newest addition to the Philip Little household by her proud pop

and mom, the former Betty Jo Waters '59. The little miss was born in Arcadia Methodist Hospital August 13 and now is at home in Temple City.

Capt. and Mrs. Garrett Sidler (Barbara Turner) '58 received a special Hallowe'en treat when their first-born, Scott, arrived in Raleigh, North Carolina.

Lynn Engdahl '60 and his wife are the parents of a son, Eric, born in October. The alumnus is now director of forensics at Coe College, Iowa.

Fred Busher '56 and his wife welcomed a son in Stockton on October 22.

Renee Margaret, who arrived October 30 in O'Conner Hospital in San Jose, has joined her two brothers in the Ronald J. Schenone household in San Jose. The busy mother is the former Gloria Chinchiole '57.

Allen '56 and Nina (Hsu) '58 Wong are the parents of a daughter, born October 27 in Stockton.

Sally Ann was born to Warren and Rosemary '61 Brawley October 29 in Dameron Hospital in Stockton.

MARIE (LOVELESS) ROTHENBUSH '33 passed away in October in her Yuba City home. A resident of Stockton until 1959, she is survived by her husband and three children.

MRS. GLEN PETERSEN (DORIS JOHNSON) '35 died in Sacramento

The Robert Bairds balanced their family tally at two and two with the arrival of Thomas William November 3 in Modesto Memorial Hospital. Greeting their new brother were Rebecca, 6, Patricia, 4½, and Robert Jr., 1½. Mom is the former Beverly Ann Billups '48.

The Jess Reyes x'56 family welcomed a daughter on November 7 in Stockton.

Gregory Paul, born March 17, is the new addition to the Lynn Swanson '56 household in Mc Minnville, Oregon.

James '52 and Olive (Nelson) '58 Ritchey are the parents of a son born November 1 in Stockton.

Philip '54 and Marilyn (Beard) '54 Comfort now match the television show "My Three Sons" with the addition of Krist Kendall to their brood on October 21 in Stockton. Their other sons are Timothy, 6, and Jerrold, 3. Pop is the pastor of Holy Cross Methodist Church in Stockton.

Bruce Shore '56 and his wife are the parents of a young heir, Timothy, who is keeping his doting parents busy in Arlington, Virginia.

on October 18. A teacher in the Arden-Carmichael School District until three years ago, she is survived by her husband and two daughters.

MRS. CARRIE E. (DRAPER) DUNCAN '08 passed away on Sept. 10.

## In Memory

MRS. MERRILL ARMOUR (ALICE WHIFFEN) '26 passed away July 14.



# Campus Events

## DECEMBER - JANUARY

SUN.	MON.	TUE.	WED.	THU.	FRI.	SAT.
					21	22 23
24	25	26	27	28	29	30
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

### music

#### JANUARY 7

Senior Recital  
Paul Switzler  
4 p.m., Conservatory

#### JANUARY 12, 13

Pacific Opera Workshop presents . . .  
Verdi's "MASKED BALL"  
Dr. Lucas Underwood conducting  
8 p.m., Conservatory

### basketball

Utah State	December 21	Logan, Utah
Brigham Young	December 22	Provo, Utah
W.C.A.C. Tournament	December 27-30	San Francisco
St. Mary's	January 6	Stockton
San Jose State	January 12	Stockton
San Francisco State	January 13	San Francisco
Fresno State	January 26	Fresno
U. of San Francisco	January 30	San Francisco

Home Games in Civic Auditorium at 8:15 p.m.

548 Book as