



Winter 2-1-1966

Pacific Review Winter 1965-66 (Bulletin of the University of the Pacific)

Pacific Alumni Association

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Recommended Citation

Pacific Alumni Association, "Pacific Review Winter 1965-66 (Bulletin of the University of the Pacific)" (1966). *Pacific Magazine and Pacific Review*. 198.

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BULLETIN OF THE UNIVERSITY OF THE PACIFIC

PACIFIC REVIEW

WINTER
1965-66

Has the Revolution a Future?

A SPEECH BY
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PROVOST OF RAYMOND COLLEGE,
INTERPRETING STUDENT
REVOLT AND UNIVERSITY REFORM



College of the Pacific



Raymond College



Elbert Covell College



Conservatory of Music



School of Education



School of Pharmacy



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IN A WORLD OF REVOLUTIONARY CHANGE, no development today is more important than the revolution of the young. This is so because the future belongs to the young and the young form the future.

In evaluating the revolutionary movement of the young, there are certain myths that must be put to rest. First, some contend that the student activities are nothing more than a present-day expression of the panty raids and goldfish swallowings of earlier decades. Don't you believe it. This movement is different not only in form but in kind. There may be a parallel with Jonah and the Whale but not with Joe College and his goldfish. Another myth is that the current unrest involves only a lunatic fringe, a minority that in no way reflects the thinking of the majority. Two things must be said about that: First, this is a movement of the minority but that does not mean that it has no appeal for the majority. Although most students are not active, the majority of them are interested in and sympathetic toward the concerns if not the style of the active minority. Remember too that the future is always formed by minorities and this minority may have a lot to say about the future of the majority. Another myth is that the movement is controlled by Communists. I see no evidence of that. It is true, however, that the movement encourages criticism and advocates change at the basic levels of our society. Indeed, at the heart of this revolution is one fact, a fact stated well by the "Select Committee on Education" of the University of California:

A significant and growing minority of students is simply not propelled by what we have come to regard as conventional motivation . . . rather than aiming to be successful men in an achievement-oriented society, they want to be moral men in a moral society.

The moral revolution of the young feeds on the revulsion they feel for much of contemporary life. The "system," they believe, has failed. Our achievement-oriented society with its emphasis on fame, power, wealth, possessions, and competition has left us morally polluted and emotionally jaded. Hence, our creeds have become clichés, reminders of a past that can never come again and totally inadequate for the future that is coming. Western man is moving out of the age of industrialization and technology and into the

age of automation and cybernation. The consequences of this change are enormous for both the individual and society. Young people see that they must prepare for a different human and social condition and they do not find much nourishment in the carcass of our culture.

Lacking a unifying tradition or a sense of history, yet feeling a great sense of urgency and more than a little idealism, the young revolutionaries are giving their attention to the issues of power, peace, color, identity, and change. They are especially concerned to study these issues in the context of institutional life, power blocs, and other societal forces that impinge on individual freedom.

Now, concern for the issues of power, peace, color, identity, and change have carried students into an evaluation of the nature of the university in the modern world. The university is their most immediate world. College life for them is not so much a preparation for life as life itself. It is not surprising then, nor is it amiss, that students have turned their attention to the university. After all, here is an institution, one of the most important, subject to pressure, affected by power, exercising control, in need of reform.

TWO AREAS OF CONCERN

Students have focused their concern for university reform in two areas and they are calling for fundamental changes in both. First, they want to change the relationship of the institution of higher learning to the society around it, and, secondly, to change the relationship among those who live within the community of learning. Our task is to examine what is going on in both of these areas in search for an answer to the question, "Has the Revolution a Future?"

We turn first to the relationship of higher education to the society around it, and we begin by acknowledging the popularity of education with contemporary society. At the turn of this century only nine per cent of the population were high school graduates. Today the figure is 63 per cent. Then one in 20 went on to college or professional school. Today the figure is approaching one in three.

But why this enthusiasm for higher education? Viewed cynically, one might con-

BULLETIN of the UNIVERSITY OF THE PACIFIC - Volume 54, No. 1, February 1966. Statement of Ownership, Management and Circulation - Date of filing: October 1965. Title: Bulletin of the University of the Pacific. Frequency: Published 15 times a year: Once in May, July and October; twice in April, September and November; three times in February and March.

Location of publication office: 3601 Pacific Avenue, Stockton, California 95204. Publisher: University of the Pacific. Managing Editor: Harold M. Kam-bak. Owner: University of the Pacific, Stockton, California, non-profit organization. Security holders: none. No advertising. Entered as second class matter at the Post Office, Stockton, California.

conclude that colleges and universities are popular today because our society does not know what to do with young people between the ages of 17 and 21 years. Parents usually cannot live with them at home and the youth are no longer content to remain at home. The church once made use of this age group by putting them in its missionary orders or service programs, but today the church has lost its eminence and attraction. The army will take them, but the young don't take to the army. Our youth are regarded as too young to marry and establish a household; too inexperienced and lacking in skills to serve major industry; yet, too energetic to sit around and do nothing, too smart to be wards of the State, and too important to be ignored. So, not knowing what else to do with them, we send them to college. David Riesman and Christopher Jencks, in Nevitt Sanford's book *The American College*, put the matter bluntly:

The American college exists as a vast WPA project which gives promising adolescents work to do while keeping them out of the job market and also keeping several hundred faculty member off the streets.

While the Riesman-Jencks statement was offered tongue-in-cheek, there is ample evidence that society-at-large does not urge young people to go to college with an academic motivation. The United States Office of

Education studies report that Americans send boys to college in the belief that this experience, or at least the diploma, will help them get jobs, and that the girls are sent along in the hope of finding husbands.

Now jobs and husbands are worthy interests, but the literature of our schools shows that educators feel their job to be something more than the training of a boy to merit a good salary and something more than providing a girl with an opportunity to marry a good boy. Those of us in the liberal arts emphasize that higher education is concerned for ways of thinking, for historical perspective and good judgment, for helping a student learn of himself and his responsibility in society. It is immediately evident that these goals, if adhered to, are in tension with the society's concern for job-training, social graces, and cultural indoctrination.

But in actual fact most colleges and universities have come to terms with the society around them. They are "other-directed" institutions. They satisfy a public demand for education in the same sense that other establishments satisfy the public demand for Coca-Cola. And, most private institutions are no better than public institutions at this point. They are called "independent" colleges but they are seldom independent. We have everything from colleges sponsored by fundamentalist churches where students sit



Warren Bryan Martin is provost of Raymond College. This is his fourth year in this position. A testimonial to the vigor and insight of his leadership in guiding a new college through its most formative years is demonstrated in the invitation he recently received to be a "Visiting Research Educator" at the Center for Research and Development in Higher Education, University of California, Berkeley. Dr. Martin has accepted the invitation with a leave of absence for five months from his provost position to do research and writing on opportunities and procedures for innovation in higher education. He will be located at the Center during the period of February 1 through July 1, 1966. Dr. Larry Jackson, dean of the Chapel, will assume the duties of acting provost during Dr. Martin's absence. A \$4.3 million grant from the U.S. Office of Education was recently received by the Center to "accelerate innovation and improvement in the provision of education beyond the high school." In announcing the appointment, Academic Vice President Dr. Wallace Graves said "Dr. Martin's work will enrich the Raymond curriculum and bring to the attention of educators throughout the nation a greater awareness of the importance of the 'cluster' college to the future of American education as it has been developed within the University of the Pacific." Dr. Martin was recently appointed to membership on the Accreditation Committee of the State Board of Education for a term running through June 1967.

on God's right hand on through institutions controlled by exceedingly liberal groups where students are offered views ranging all the way from the left to the center to the left! The colleges and their sponsors work out accommodations that usually sacrifice the school's independence in the name of service.

Into the vortex of this pool of conflicting expectations the modern students are immersed. Eight out of 10 of them are quite ready to be baptized into the Establishment. They come to school for career purposes and they are willing to spend a few not-too-arduous years getting accredited. The majority of the students are not concerned, obviously, about the nature of the university and its changing relationship to society. But there is the minority element — the two in 10 — or at Raymond, I submit, it is more like five in 10. This element cares, has both capacity and interest, and the views of this minority concern us here because we know that today's ripple may be tomorrow's wave (although, as Ralph Gleason put it, "This is a society where it is alright for the young to ride waves but do not make them.").

STUDENT VIEWS ON THE AREAS OF CONCERN

The views of the concerned minority are not always precise or consistent but the thrust of their thinking is fairly evident. They believe that the college can serve the needs of society best by being a center of independent thinking. Thus, they define the nature of the college. They want faculty and students to apply ideas nurtured in academic freedom to the realities of political, social, and economic revolution. Thus, they define the role of the academic in society. The university must lead, not follow; denounce, not adapt; innovate, not imitate. It must be the critical conscience to society; the heroic spirit for change; the exemplar of the courage to become; the mechanism that will move men into the tomorrows. This is the new idealism.

Students are not content to be "democrats at a distance." They challenge us to become personally involved in the substantive issues of society and to take a larger responsibility in molding the future. They confront us with the prospect of radical change

and they warn that those institutions and men that cannot be moved forward will be left behind.

This concern for relevance and commitment has a significance for the university faculty that cannot be ignored. The courses offered, lectures presented, and activities scheduled must be relevant to the modern world. Professors who are more concerned for form than essence, more worried about schedules than substance, more desirous of harmony than relevance, must be retired or revived lest they be run over. Students are gripped with a feeling of urgency, they know that the values and habits of society must be changed if, in a nuclear age, society is to survive. The role of the university is open up the issues, probe the alternatives, and point to the options that will allow man to live.

But as the students caution the faculty, so there is a caution to be given the students. Meaningful involvement may take many forms. There can be "activists" in the study as well as "activists" on the street. It may take a lot of the former to be effective in the latter. Don't scorn the theoretician. Also, too many students confuse their restlessness with revelation and conclude that to be up and going is to be up and doing. Don't be fooled. This kind of going may be merely running. Students should not confuse change with growth. Just as physical change does not guarantee physical betterment, so intellectual change does not assure intellectual growth. "Doubt your creeds" is a good slogan for a student, but another is "doubt your doubts." Both must be done if you are to assure growth as well as change.

But let me press this point into other areas of life by quoting Charles O'Connell of the University of Chicago in an address to students:

Don't be lured into the comforting belief that you have changed basically and you are now really being educated — because you have grown a beard. For all its apparent impressiveness, a beard represents "change" more than it does "growth." Don't mistake social gracelessness for genuine intellectual non-conformity; do not confuse bohemia with Utopia. Don't let cocktail conversation about Kierkegaard and Camus pass for scholarship

One of the realities of the educated life, unfortunately, is that scholarship, genuine scholarship, however exciting its results, involves a necessary preface of drudgery, long hours of patient "digging"

I am trying to say that students and faculty are in this thing together, all of us are challenged by the dimensions of this revolution, and the intellectual community can only be a guide to society-at-large if we are willing to be authentic persons and do the hard work that alone will produce a substantive contribution. Only so can the Revolution have a future.

We turn now to that second area of concern for the new students of these new times. They are concerned to recast the relationship between students, faculty, and administrators so as to make the total educational experience more personal and more vital. Has this part of the student revolution a future?

The principal task of adolescence is self-identity. It is the time of life in which the young person must ask in his own way — "Who am I?" "Where shall I go and what shall I do?" "What is important for all men and what has meaning for me?"

To get at the answers to these questions the student must differentiate himself from the conditioning influences of the society around him. He must be encouraged to reject leveling influences and be alerted to the fact that adolescence is likely to be conflict, painful and frightening conflict, between the individual and society.

Let no one minimize the dangers in this conflict. A good expression of them is found in the film produced by the National Film Board of Canada entitled "Nobody Waved Goodbye." Peter Marks is a teenager who is dissatisfied with his parents' values as well as with those of his teachers. He is willing to risk anarchy in preference to the rut in which others live. When his mother says to him, "You're bored with life," he replies, "I'm bored with *this* kind of life." So, Peter proceeds to reject the "system," rejects the authoritarianism of his home, the affluent suburban society and the rules and laws of the Establishment. But he has trouble building up his own value structure. He believes

in himself, but he isn't willing to study hard enough or train himself well enough to successfully buck the system he abhors. He enjoys his girl and they enjoy nature, music, and each other. She sees more perceptively than he does and she tries to get him out of himself — "To be an individual you must give yourself to others," she tells Peter, "You can't stand alone in the world." But at the end of the film, she stands alone, on a highway at night, with the new life of their baby stirring inside her, while Peter drives away in a stolen car, dazzled by the glare of lights on a rain-swept freeway, crying, and headed, so far as we know, nowhere.

The problems, desires, and frustrations of contemporary youth are all dramatized in that story. Young people today are rebelling against the hypocrisy, cant, and superficiality of the adult world. They are in conflict with our lock-step conformity, the pressures of our mad schedules, our mass expectations, and all those other things that squeeze the juice out of a human being. But many of them haven't found satisfactory alternatives and for them the revolution means chaos. Yet, despite the dangers, the new youth will not give up the quest for humanizing experiences and they will not stop denouncing homogenizing experiences. They are on the attack at the level of the general society and they are on the attack in colleges and universities across the country.

Institutions of higher learning are vulnerable to attack for there is a vast hiatus between the public model and the actual product. Much of what is done is actually dehumanizing and "deliberalizing." The university can be seen as another of the conditioning and controlling institutions that reduce rather than release the person; that judge him only by the norms of quantification. And candor requires us to admit that it is not just mass public educational institutions that have this problem.

Small colleges have their own way of dehumanizing students. Indeed, Raymond College has gotten into the problem in the most innocent of ways. In our quest for academic excellence we have sometimes allowed pressure to build to dehumanizing proportions. We sought quantitative and qualitative improvement in the academic life of students — God



Tobias Weaver is the person responsible for higher education in the British Ministry of Education. He was guest speaker at the Phi Delta Kappa international education conference held at Pacific this fall. In his comments to San Francisco news reporters, he said he was fascinated by Pacific's "cluster" colleges and greatly impressed by the amount of work the UOP students did, as disclosed by his own investigation. "I tested and retested their statements," he said. "I calculated that the average student there works 50 to 60 hours a week for 34 weeks of the year. British students are in school 24 weeks of the year, and I think the average student works only 36 hours a week."

knows there was room for this! — but in our determination to excel and because of the resultant demands we now see that we have threatened the joy of learning and the vivacity of youth. We wanted to encourage creative tension but the result too often has been just tension. We wanted to improve the intellectual performance of our students but we have sometimes made life a routinized, grim, humorless, competitive business. Here is a quotation from a student letter received last summer.

At school I just do not have time for people, for knowing them, hating them, loving them; time to write a poem, sing; the opportunity to turn my record player up to full volume; in short, time for all the emotional and sensual things in life. Not only do I not have time for these things, but I find myself reacting against emotional experience. I take a very . . . intellectual attitude toward everything and everyone around me. I neither hate, nor love, but accept — anything. Yet even intellectually I know this is wrong; that the emotional, irrational, sensual man is just as important, if not more basic, than his intellectual, rational side. The intellect can only interpret and order experience, so that man may better understand both himself and the world around him. But it must first of all have the experience to order.

Colleges emphasize creativity and we must not allow the academic demands to crush the human spirit that alone can foster creativity. We have jokingly talked at Raymond about "sauntering and sprinting," and there is a principle behind that phrase that is sound. It reminds us that there is a time for hard and rigorous work but also a time for reflection, adventuresome reading, personal pleasure and casual relaxation. There must be time to affirm one's individuality as well as time to demonstrate one's corporate responsibility.

Having said all of this, I want to raise some questions for faculty members. Can we help students think hard, feel things deeply, and yet encourage them to retain the buoyancy of youth? Can we teach students to be skeptical yet not cynical, realistic without being devoid of hope, serious but without the loss of humor? Do we believe that men can show enthusiasm without losing their wits?

Can they show vivacity without the loss of good judgment? I believe so, and I believe that we need to redress the balance in higher education.

THE CONCERN FOR CONFRONTATION

I have been arguing that education that is personal is education that emphasizes human particularity. But there is more to be said about the student revolt and university reform. Students today want more evidence of that concept of "community" about which we talk so much. They note that in most schools faculty members and administrators are increasingly removed both physically and spiritually from the lives of their students. Students today resist that and assert that they want more confrontation with the faculty. They do not want TA's (Teaching Assistants), or TM's (teaching machines), or TV (in which Mark Hopkins' log with the professor on one end and the student on the other is replaced by the TV log with the student on one end and the Tellie on the other). Students want the presence of the professor because of the opportunity this encounter provides for substantive dialogue. Not only can the contagious enthusiasm of the professor for his subject serve as a catalyst to the student's learning but, still more, the student needs to test himself and his ideas against the standard represented by the professor.

Frankly, I am not sanguine about the prospects for change at this level despite the fact that students feel short-changed. Colleges and universities are becoming larger and as a corollary, more bureaucratic and impersonal. Six out of every 10 students today are in institutions with an enrollment of over 5000. Mass public education is a fact, and so are teaching assistants, ETV, and other mechanisms by which we try to meet a situation with which we simply cannot keep pace.

But, again, the separation of the faculty from the students is not a problem limited to large universities. It happens in small colleges, and for many reasons. It happens when faculty members succumb to psychic fatigue, and teaching is fatiguing, and retreat to the privacy of their gardens; or, when the faculty fear the loss of professional mobility

if they don't keep up in their Guild through travel, publication, and contract research and, hence, have little time for students; or, when, on the other hand, the students do not avail themselves of their opportunities to draw on the resources of the faculty, when students discover that meeting a professor face to face can be a demanding experience and, in fear and embarrassment, the students limit their contact with the faculty to perfunctory greetings and give their best time to peer group activities that are less arduous but perhaps less rewarding.

Nevertheless, the minority group of which I speak want something else. When these students talk about the desirability of confrontation on the campus, it is clear that they have reference to something more than just physical encounters with professors. They want that but they want more. They want to know the professor as a *person* as well as a scholar and they want the professor to know the student as a *person* as well as a learner. They want teaching that involves the whole man and is directed to the whole student. They are tired of being treated as a registrar's number; tired of being force-fed subject-matter that will be forgotten in less than a year, or will be, if retained, made obsolete in less than a decade; tired of professional haughtiness and the detached attitude of the faculty member whose mind and loyalty is somewhere else. The students of which I speak want existential involvement; in a word, they want education that is personal.

THE CONCERN FOR INTEGRATION IN LEARNING

There are other problems for educators if education is to be personal and is to involve the whole person. American colleges and universities are organized by departments and specializations with the result that while a school may pay lip-service to the education of the whole person, in actual practice we fragment the person and assume responsibility for only a part of that person. To be even more accurate, but also to reduce the prospects for the revolution's success, most faculty members assume responsibility for only a part of the student's *mind*, leaving the rest of the student's mind to other professors in other disciplines, and, finally, leaving what is left of the person to student personnel services. Thus, we conclude, in practice if

not in theory, that a man's intellectual powers exist in isolation from his volitional, affectional, and valuational powers. But in our lucid moments we know better, and the students know better. We all know that it is only by the mercies of God if we get "a whole man" when all of these bits and fragments are stuck together at commencement time.

Another barrier to the education of the whole person, and I am still offering an overview on American higher education, is that thing called "scholarly detachment." At its best it is an aid to accuracy; at its worst it is a cover for human frailty, especially for our fear of involvement. The student wants to know what the presuppositions of the discipline are, and especially what the professor is willing to live and die for. But this sort of existential exegesis takes time, is always sticky, and never easy. It is so much safer to wear the professional mask and never let it slip. Maybe wearing the mask is inevitable, given the complexity of human relationships. Maybe it is desirable, given who we are and what we are. To let the mask slip might reveal the teacher's emptiness, self-centeredness, commercial orientation, soul rotteness. Maybe wearing the mask is consistent with our conception of our professional role. But, I submit, it is not what the students are calling for. They want dialogue, they want the I-thou encounter, they want to know the professor as a person as well as a scholar.

THE RAYMOND RESPONSE

While it must be said that the future of the revolution is uncertain in large universities, it can be said that the future of the revolution is promising at Raymond. About the physical presence of the faculty there is no question. We have no TA's, TM's or TV. Faculty studies are in the quad and faculty and students are available to each other at lunches, although we tend to the familiar rather than to the new encounter at these times. Furthermore, the Raymond faculty is committed to teaching and constantly working at the job of better pedagogy and better content in the curriculum. There is work to be done, but we are at work. We do not have departments and we do have a concern for cross-disciplinary learning. Again, we often fail because habits acquired at graduate school and in previous teaching situations are hard to break. But the faculty knows that



Twelve faculty members from Cowell College, the first "cluster" college on the new UC-Santa Cruz campus, visited the Raymond College faculty early this fall. Page Smith, provost of Cowell College, told the Raymond College faculty at the end of their visit that "it's remarkable we came up with so many similar ideas. Many of our ideas were developed independently and then we found you had already instituted the same ones here." He admitted there are differences. While Raymond has a limit of 240 students, Cowell expected more than 600 in the first enrollment, and will expand beyond that. Both are essentially concerned with close personal relationships between students and faculty.

Raymond College is committed to scope and contemporaneity in teaching. Our courses have prosaic titles — philosophy, economics, psychology, biology — but the faculty is free, yea urged, to show creativity in the interior organization of these courses — to use the block and gap method of organization rather than bland general surveys, to use the theme/problem approach, to sometimes sacrifice comprehensiveness for depth, to work on ways of thinking as well as mastery of content — all to the end of making our curriculum relevant and personal. The course titles may be prosaic but not what goes on in the courses.

The Raymond faculty, furthermore, is more willing to consider the needs of the whole student — his mind and attitudes, his actions and motives — than any faculty I have known. This faculty is willing to take the time and run the risks of involvement. I do not mean to gloss over our problems (we have problems in the area of communication even though we are small), but I am saying that it is my conviction that this college has a better chance to speak responsibly and creatively to the challenge of change than almost any other educational institution in the country.

Now I want to apply the point to another body — to the student-body. Are students willing to take the risk of education that is personal? Are they willing to stand as persons rather than hide under the cover of the student culture? The problems of our society are infinitely complex and it won't do for the young to stand off and shout slogans from the safety of their sub-culture. Are they willing for debate to be sharp but not acrimonious? There are two kinds of disputants in the intellectual community — *eristical* and *heuristic*. The *eristical* disputant "is an arguer aiming at victory rather than truth." He is more concerned to dominate than to persuade; willing to destroy a person in order to make his point. The *heuristic* disputant, however, aims at truth. He is less dogmatic and more tentative. He is willing to be persuaded as well as persuade.

The question for the campus is this: "Can heuristic controversy successfully contain the destructive forces of the *eristic*, or will the *eristic* pressures of our time reduce the campus to a brutal struggle for power?" (Dr. Buele G. Gallagher, President, City College of New York.)

Here is another concern. Are the students willing to work for social change at the risk of personal peril? The evidence is that only a minority are willing at present. These students may have lost confidence in the "system" and may not see hope for social reform in the institutions of the Establishment, yet they are willing to work for the alleviation of injustice and the correction of abuses on an essentially individual basis and in local situations. On the other extreme are those students who are waiting to be told how best to fit into the "system." They want enclosure not exposure. They may be very bright but they are afraid to think. They are afraid that thinking might lead to alienation for them from the prevailing culture and that they do not want. They want to belong. In between, somewhere along the continuum, there is a group not so courageous about involvement as the first group, yet not so docile as the second group. These "middle-ers" "think" to the point of developing an "ideology of privacy." They conform externally to the mores of society but they shun social responsibility. They blend into the docile majority but play it cool. This is a strategy to safeguard their inner freedom. They may be expected to hedge on the risk of education that probes the depths. You see them playing the game in class. They look attentive, they nod, smile, write. But they are not touched at the depths of their being and they do not mean to be. They live in the moment and hope for the best. But they default on the future.

EDUCATION FOR CHARACTER

There is a final point to be made. Education that is personal must inevitably be education that gets involved in value judgments.

To be educated is not just to know something, it is to know something important. When you qualify the noun *knowledge* with the adjective *important* you have passed beyond fact to value. Facts become important in the context of value judgments. We believe that education is most valuable when it is personal. Do we see that confidence, trust, and involvement are implicit in the very idea? In all of this we are making value judgments, indeed, when we say that education is personal we are agreeing with Martin Buber when he wrote:

Education worthy of the name is essentially education of character. For the genuine educator does not merely consider individual functions of his pupil, as one intending to teach him only to know or to be capable of certain definite things; but his concern is always the person as a whole, both in the actuality in which he lives before you now and in his possibilities, what he can become.

Once again the risks loom up. Faculty members do not like to expose their value presuppositions. And students do not like to have the hierarchy of values by which they order their lives evaluated by others. Nor do they like to make value judgments that impinge on others. We know the reasons for this. We share the reaction of our day against all norms, religious or political, that claim to have absolute validity or claim to be of a higher order than man. Values are not permitted to be anything but expressions of the life of a group — a collection of communal conveniences. The danger in this, as the youth see, is that the group itself, for example a nation, may be raised to an absolute value.

That only provides a new idolatry. Yet the alternative may be anarchy. There is the paradox and there is the peril.

I have been talking about problems one gets into if education is to be personal, involving the whole man and concerned for the whole of life. These are the problems that must be faced if the revolution on the American campus is to have a future. My hope is that faculty and students will face them together. Our experience indicates that while colleges and societies are complex, and while human progress is not inevitable, despair does not serve us. We must have the courage to strive toward some goals. As we face the task of personalizing and vitalizing education, one goal should be "the pursuit of truth in the company of friends." Another goal should be to keep open, in the words of E. M. Forster, "a few breathing holes for the human spirit." And, along the way, and as we work together, our admonition to each other shall be:

Take good care of your life,
Make good use of your life,
For this, now, is your time on earth.



MALCOLM R. EISELEN
1902 - 1965

The work of a great teacher was concluded on October 28, 1965.

Like all great teachers, his life had meaning in that it transcended the daily tasks of simple existence. His every thought and action was designed to help the rest of his fellow men — students, colleagues, and friends. Many times over the years that I have been privileged to know him, Dr. Eiselen told me that he was not a philosopher. But if philosophy is true to its name — the love of wisdom — he was one of the few true philosophers I have ever known, for he not only loved wisdom himself but bent every effort to convey that love of wisdom to others.

Centuries ago Dionysius of Halicarnassus defined history as "philosophy teaching by example." This is what Malcolm Eiselen conceived history to be and what his own life and work exemplified.

I know that his former students will not wish his life's work to end with him, and it is with this in mind that a Memorial Fund is being established at the University of the Pacific for the purpose of acquiring books in his chosen fields of history and political science. Each will carry a special bookmark entitled "The Malcolm Eiselen Memorial Fund." It is hoped that, as an "open" Fund, the dollar amount will grow as a significant endowment with the income used each year to build a substantial book collection in the University Library for use by students studying in his two major fields of interest. In this way, former students and friends not only honor a beloved teacher but perpetuate his work throughout the life of this University. Make your check payable to The Malcolm Eiselen Memorial Fund and mail to the Office of the President, University of the Pacific, Stockton, California 95204. A gift acknowledgment will be forwarded by the University to his family (dollar amount not indicated).

— MALCOLM MOULE

As a well-known historian, Dr. Eiselen traveled extensively throughout the 50 states and visited over 40 foreign countries. He was the author of two books as well as articles published in Encyclopedia Britannica and the World Book Encyclopedia. Two of his magazine articles were published in Reader's Digest. He earned his Bachelor's and Master's degrees at Northwestern University and his Ph.D. degree at University of Pennsylvania. As chairman of the Department of History and Political Science in the College of the Pacific, Dr. Eiselen specialized in United States History, American Government and International Relations. He joined the Pacific faculty in 1927.

"Privately financed independent colleges and universities have never been more vitally influential in the American free enterprise society than they are today and they should be given increasing financial support."

STUART T. SAUNDERS
Chairman of the Board
Pennsylvania Railroad Company



From left at Newcomen dinner: Roger S. Firestone, Stuart T. Saunders, Dr. Burns and Charles Penrose, Jr., president of The Newcomen Society in North America.

PRESIDENT ROBERT E. BURNS and Stuart T. Saunders, chairman of the Board of the Pennsylvania Railroad Company, were featured speakers at a formal dinner sponsored by The Newcomen Society in North America to honor American higher education. Over 500 business leaders and college presidents attended the dinner held in the Pierre Hotel ballroom, New York City, last October.

Roger S. Firestone, president of Firestone Plastics Company and a member of the Independent College Funds of American (ICFA) executive committee, introduced both speakers. Dr. Burns is chairman of ICFA which represents 503 non-tax-supported colleges organized in 39 constituent associations throughout the country. Mr. Saunders is an ICFA trustee.

American Newcomen is an organization of executives in business and the professions with a common interest in industrial, financial and economic history. Founded in England, the group was named after Thomas Newcomen (1663-1729), inventor of the world's first practical steam engine.

The traditional partnership between industry and higher education, especially the privately financed independent colleges and universities, was emphasized in Mr. Saunders' remarks.

"Privately financed independent colleges and universities have never been more vitally influential in the American free enterprise society

than they are today and they should be given increasing financial support," he said.

"Freedom of education and freedom of enterprise are one and the same thing. Despite the steady rise in corporate giving to colleges and universities in recent years, corporate support has been too little too late. In 1964, corporate contributions to education amounted to only .31 of one percent of net income before taxes.

"Certainly it is neither too demanding nor overly optimistic to hope that corporate gifts to education will reach one percent of net income before taxes within the next few years.

"No responsible businessman concerned with higher education should lose faith in the privately financed colleges and universities. Nor should they fail to recognize that the colleges and universities are vital to our free enterprise system."

Recalling the "explosions" of enrollment, knowledge and ideas in the academic world, Mr. Saunders said he feels that "the detonation we need most of all is an explosion of quality."

He said that today's trend "toward huge multiversities" must be counter-acted with private institutions that will by choice remain relatively small, with smaller sized classes and more individual attention to students. Mr. Saunders further emphasized that "businessmen and corporations have a greater responsibility than ever before to see that the colleges receive enough private support to keep their independence."

Dr. Burns arrived in New York for his Newcomen Society speech just as he returned from his fourth trip to England for further study of its university system. He was accompanied on the trip by Academic Vice President Wallace Graves and Dr. Larry Jackson, dean of the chapel.

As Pacific's "cluster" college concept continues to flourish with Michigan State being among the most recent to adopt the plan, it was somewhat flattering, according to Dr. Burns, "to find that one of Britain's new institutions, the University of York, has taken the plan over almost exactly."

"In the four years since we completed our study of the Oxford and Cambridge system and founded our first 'cluster' college, the evidence continues to mount that we are on the right track. The University of the Pacific has always stood for a quality education. We now have

more than demonstrated the means for preserving as well as strengthening the quality of our educational program in a manner completely compatible with the demands of the explosions in knowledge and population. We only have to keep working hard at what we are doing and we will continue to welcome the opportunity to share any of our procedures and experience with other educators in any part of the world."

Historical development of Oxford and Cambridge has concentrated in an alliance of small colleges which are very largely independent of each other. Pacific's concept brings all the colleges under one central administration and students use centralized facilities such as the library and laboratories. Also, innovations in curriculum and teaching methods to meet specific needs are given major emphasis.

Plans are now being finalized for founding the third "cluster" college scheduled to open in the fall of 1967. Raymond College was founded in 1962 and Elbert Covell College in 1963. The University's original undergraduate program is continued by the College of the Pacific, providing diversity in traditional areas of study and a cohesive vitality in the total University structure.

DENTAL SCHOOL GIFT

□ Dr. George M. Hollenbeck recently presented a check for \$80,000 to the University's School of Dentistry, completing payment on his pledge of \$120,000 to the new dental school building fund.

An internationally renowned dental scientist, educator and practitioner, Dr. Hollenbeck is professor of prosthetic dentistry at the school. He is also director of the George M. Hollenbeck Research Laboratories and is the recipient of many international awards and honorary degrees for his work in behalf of dental sciences.

HARVARD DEBATE COACH

Doug Pipes enrolled at Harvard Law School following graduation from the University last spring. Precedent was shattered and Doug found himself appointed as Harvard debate coach in addition to his law studies. Pacific's debate coach, Paul Winters, says Harvard debate teams are consistently one of the top ten in the nation. This should be interesting since Pacific is in the same league of top contenders.

There is another dimension to be

watched. Raoul Kennedy, a 1965 graduate now enrolled at the University of California law school in Berkeley, was appointed assistant debate coach in addition to his studies. Pipes and Kennedy swept the field as a team in 1964, winning the nationwide television and West Point national championship debates. In other words, Coach Winters and the College of the Pacific Speech Department continue to reap compliments as well as new competition in their winning ways.

BODLEY RESIGNS AS DEAN

Dr. J. Russell Bodley has resigned as dean of the Conservatory of Music, effective in June at the end of current academic year. He will give his full attention to teaching and choral directing in the Conservatory.

Dr. Bodley enrolled as a freshman at Pacific 46 years ago. He became a member of the faculty in 1923 and has served as dean since 1955. He is the tenth dean of the oldest collegiate school of music in California.

"We will miss him as the dean but respect his wish to drop the dean's administrative work load," Dr. Burns said. "Naturally we are pleased that he will continue to teach and maintain the high reputation of our A Cappella Choir."

As director of the A Cappella Choir since 1934, Dr. Bodley is only the second conductor of this famed group. Plans are underway for observing the Golden Anniversary of the choir during Homecoming 1966.

MATCHING GIFT PROGRAM

More and more alumni, parents and friends of the University are taking advantage of matching gift programs offered by employers. This provides a direct and meaningful method for employers to demonstrate a personal interest in the educational initiative of their employees. Generally all that is required is for the employee to obtain a gift transmittal form from his employer, fill in the gift amount, indicate the name of the institution, and mail this with his gift to the Vice President for Development at the University. This identifies the University of the Pacific in your firm's support to higher education and brings recognition to you and your firm for "double support" since the firm will then match the amount of your gift.

One recent example of a matching gift came to the University as an

unsolicited, unrestricted gift of \$500. Since it carried no explanation as to why it was sent, a long-distance telephone call to the donors brought this answer:

"My wife and I have been doing a lot of thinking and talking lately about the role of the privately supported university. This may surprise you, but we are graduates of a large state university. We know that all tax-supported universities have an important job to do, but we like what we read and hear about the program, faculty and students at the University of the Pacific. My wife and I decided that we really believe in the private church-related university and that we should stretch a little this year to help one of these schools that's doing an outstanding job. This is the reason we sent our gift to the University of the Pacific."

The telephone call also disclosed that the donors are parents of four pre-college-age children. The husband is employed in a branch of a national firm which is matching the \$500 through their Matching Gift Aid to Education program.

This is a good reason to double check on whether your firm has a matching gift program for education that can double your gift to Pacific.

PARENTS' PROGRESS REPORT

This year's Pacific Parents' project is designed to aid all the colleges, schools and departments of the University in the purchase of needed equipment. Each gift may carry a designated program to fit the parent's interest. Undesignated gifts will be distributed equally at the end of the academic year when the current Pacific Parents' Fund closes. A total of \$5,890 has been received to date.

NEW BOARD MEMBER

Joseph W. Rupley of Orinda, California has been elected to the University Board of Regents. He is treasurer of Safeway Stores, Inc., in San Francisco.

A graduate of Whitman College, he has worked as a former newspaper writer in Spokane, Washington, served as personnel officer for the Farm Credit Administration of Spokane, and held the position of chief field representative for the Far Western States and the Pacific Ocean Area for the United States Bureau of Budget. He has been associated with Safeway Stores since 1953.

MEMORIAL SCHOLARSHIPS

□ Two memorial scholarships have been established recently at the University that will perpetuate the memory of two outstanding individuals.

Mr. and Mrs. Joseph Rupley of Orinda have established the Robert Rupley Memorial Scholarship Fund in honor of their son, Bob, who was killed by gunfire in Caracas, Venezuela, on February 19, 1965, when special police mistook him and three Peace Corps companions riding in a Peace Corps jeep for terrorists who had been active in the area. The scholarship will support a deserving and promising student, native of Venezuela, at Elbert Covell College, the Spanish-speaking "cluster" college at the University.

Bob Rupley was associate national director of the Peace Corps in Venezuela in charge of a program of developing cooperatives, especially in rural areas. Following his graduation from UC-Berkeley, he had served as a Peace Corps Volunteer in Peru where he had been placed in charge of the credit cooperative program for the country at the age of 22. He was 25 at the time of his death.

A national scholarship fund has been established as a memorial to Dr. Elliott L. Fisher, national Methodist Church executive and a member of the University Board of Regents who died August 16, 1965 in New York.

The scholarship will provide an annual award for a student from Methodist secondary schools in Latin American countries entering Elbert Covell College.

As a promoter of the World Service Fund of The Methodist Church, Dr. Fisher was especially interested in the advanced education of students from other lands. Gifts for the scholarship fund are being received at the office of Bishop Donald H. Tippet of San Francisco and the Council of World Service and Finance, 1200 Davis Street, Evanston, Illinois.

Dr. Fisher received his undergraduate education at San Jose State College and the College of the Pacific and his theological training at Pacific School of Religion and the former Kimball School of Theology. He received the Doctor of Divinity degree from College of the Pacific in 1946.

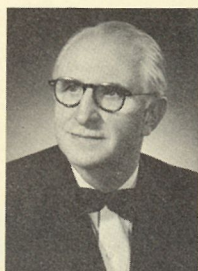


Mr. Joseph Rupley



Dr. Elliott Fisher

NEW STAFF MEMBERS



Dr. Case

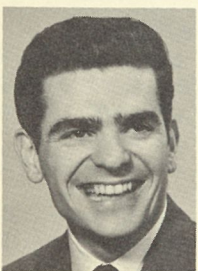
□ Dr. Leland D. Case has completed an outstanding journalism career and now begins a new career at the University. He has a singular interest with multiple responsibilities, serving as director of the California History Foundation, curator of the Stuart Library of Western Americana and secretary-treasurer of the Jedediah Smith Society.

From 1956 until joining the University, Dr. Case was founder and editor of *Together* magazine. In the 20 years between 1930 and 1950, he was editor of the *Rotarian* magazine. As author, former staff member of the Paris edition of the New York Herald-Tribune, university professor and co-publisher of a newspaper, his varied interests match his boundless energy. Anyone not aware of the significance of membership in The Westerners or the Jedediah Smith Society or the California History Foundation should consider joining soon. It gives new meaning to living in the West. Dr. Case is making sure of that.

A graduate of Macalester College, Dr. Case did graduate work at the University of Minnesota, Northwestern University and the University of Chicago. He holds honorary degrees from Dakota Wesleyan University, Morningside College and Simpson College.



Mr. Abbott



Mr. Russell

□ Leonard Abbott has been appointed to the newly-created position of director of campus planning and University architect. He will work with faculty committees and coordinate details pertinent to long-range campus master plans as well as doing liaison work with architects on final plans for new facilities and modifications of existing buildings, reporting directly to the financial vice president, Mr. Robert Winterberg.

A native of Visalia, Mr. Abbott received his California architectural license in 1957 and became a member of the American Institute of Architects in the same year. He entered private practice in Visalia in 1958 under the firm name of Fletcher-Abbott-Krikorian.

His commissions include the Fresno Armenian Home for the Aged, the Pittsburgh-Des Moines Steel Company in Sacramento, the Tulare County Farm Advisors and Agriculture Commissioner Office Building and the Southern California Gas Company Division Headquarters in Visalia.



Mr. Lamm



Mr. Cole

□ Ralph Russell was recently appointed associate director of development to direct the business, industry and agriculture gift support program as well as handle special gift assignments. He has assumed the responsibilities formerly handled by Mr. Wm. B. Purse.

Mr. Russell came to Pacific from Oxnard, California where he was director of the American Red Cross for Ventura County. A 1957 graduate of the University of Hardin-Simmons, he has done graduate work at the University of Houston. A native of Colorado Springs, Colorado, he has also taught in a private school, worked for a medical management firm as an account executive and published a book last year on comparative religions.

In announcing Mr. Russell's appointment, Mr. Thomas S. Thompson, vice president for development, also reported a change in title for Mr. James Norvell, from associate director to director of development. Mr. Norvell is presently devoting his primary attention to raising funds for the new \$3.5 million School of Pharmacy building. He is also staff coordinator for Pacific Associates.

□ Michael Lamm has been appointed director of publications, a newly-created position in the Public Relations Office which operates under the direction of the vice president for development, Mr. Thomas S. Thompson.

"Although the University academic and general development program has been expanded significantly in recent years, the position being filled by Mr. Lamm is the first new position to be created in the public relations staff to handle the ever-increasing volume of publication work," Mr. Thompson said. "We feel Mr. Lamm's qualifications will further strengthen the role of this University through the medium of its publications."

Formerly managing editor of *Motor Trend* magazine in Los Angeles, Mr. Lamm has an extensive writing background. He has served as managing editor of *Outboard Dealer News*, as editor of *Foreign Car Guide* and has done free-lance writing for numerous magazines.

He attended Reed College in Portland, Oregon and received his Bachelor's degree from Columbia University in 1959.

□ Ted Cole assumed the responsibilities of director of duplicating and mailing services upon the re-

tirement of Mr. Ralph Vance. This represented a major move geographically for Mr. Cole but a continuation of his previous work at the United States Coast Guard Academy in New London, Connecticut. He used some accumulated vacation time to get oriented to this new campus position, then made a brief return trip to his former eastern locale to receive his discharge papers, officially terminating his 20 years in the service.

CANCER RESEARCH

□ The Millheim Foundation for Cancer Research has awarded an \$8,160 grant to a School of Pharmacy professor to continue his studies of an unusual affinity of cancer cells for a specific antibiotic called tetracycline.

James R. Thompson, assistant professor of physiology and pharmacology, has applied the funds to the purchase of at least two new pieces of scientific equipment — an ultracentrifuge and a fluorescence microscope — and the assistance of a graduate student to help him with the project.

"It is hoped that the study may shed some light on the very nature of the cancer cell and through such knowledge, lead to an improved clinical understanding of some aspects of the cancer problem," Thompson said.

Dr. Carl C. Riedesel, department chairman; Dr. John W. Phillips, and Dr. Elizabeth P. Barbour, research associates, are also working with him.

SCHOLARSHIP GRANTS

□ The Education Aids Committee of the Minnesota Mining and Manufacturing Company has presented a \$2000 grant to Elbert Covell College for the establishment of scholarships beginning in 1966.

According to instructions on use of the scholarship funds received by Dr. Arthur Cullen, director of the College, the money is to be applied toward one or more scholarships for students from Latin American countries where the 3M Company has operations. These countries are Argentina, Brazil, Colombia, Mexico and Venezuela.

"We are very happy to receive this scholarship award from the 3M Company," Dr. Cullen said. "A grant such as this is indicative of the belief of major American business in the sound contribution being made by our Spanish-speak-

This college toward better inter-American relationships in business, education and government service." Three students recently received Brown Zellerbach Foundation Scholarship Awards for \$500 each for use during the 1965-66 academic year. The recipients were John Fruth, senior from New Brighton, Pennsylvania, majoring in economics; Mark Kusanovich, a junior from Modesto, majoring in history, and Errardo Borrero, a senior at El Cort Covell College from Cuenca, Ecuador, majoring in economics and inter-American studies.

DEPARTMENTS DIVIDED

The Department of History and Political Science, over which Dr. Malcolm Eiselen had presided as chairman for more than 25 years, will now function as two separate departments in the College of the Pacific.

"This change has been discussed for some time and had the endorsement of Dr. Eiselen long before his recent death," said Dr. Harold Jacoby, dean of the College. "We have come to the point where students majoring in these areas have comprised the largest body of undergraduate students in the University with eight full-time faculty members serving these areas plus several part-time members."

Dr. Malcolm H. Moule has been named chairman of the Department of History, and Dr. Raymond L. McIlvanna chairman of the Department of Political Science. Both men hold the rank of full professor in their respective fields.

Even though each field will be developing its distinct disciplinary area, close coordination between the two will be maintained and both departments will continue to offer work toward the A.B. and M.A. degrees, according to Dean Jacoby.

TEACHER INTERN PLAN

College graduates who have not had the time to obtain a teaching credential will be interested in the teacher intern plan to be launched in the spring semester as a cooperative project between the Stockton Unified School District (SUSD) and the University's School of Education.

According to Dr. J. Marc Jantzen, dean of the School of Education, California school districts are searching for more teachers.

"This program is designed for the person who has earned a bachelor's degree, perhaps a number of years

ago, but has been unable to devote the time to obtaining a credential," Dr. Jantzen said. "This allows an intern to obtain a credential without having to return to school full time."

Three-quarters of a normal salary will be paid each intern by SUSD. The other one-quarter covers tuition at the University. Anyone interested should contact Dr. Jantzen or SUSD administrators.

ENGINEERING FUND

A School of Engineering Memorial Endowment Fund has been established by Dr. and Mrs. T. D. Englehorn of Salinas as a memorial to their son, Louis, a senior civil engineering student who died last November.

"It is the hope of Dr. and Mrs. Englehorn that other donors will send gifts to this fund for other memorial purposes as a means of strengthening our engineering program," said Henderson McGee, dean of the School of Engineering. "All gifts will be memorialized in a permanent record book."

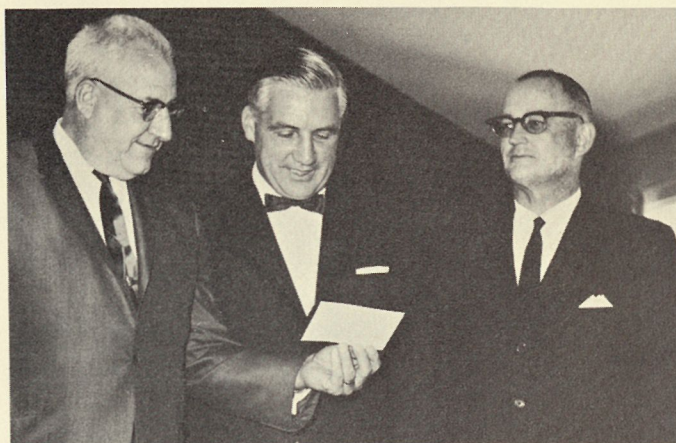
Income from the fund will apply to costs of faculty and student research projects, the acquisition of equipment and materials, purchase of technical library references and similar academic purposes normally beyond the resources of the school's budget.

1966 BI&A CHAIRMAN

Delmar McComb has been appointed head of the 1966 San Joaquin County Business, Industry & Agriculture fund campaign. Mr. McComb will direct about 200 volunteers in raising funds through cash gifts and pledges that will help the University meet its current operating expenses. The fund campaign will begin February 15.

Owner of the San Joaquin Monument Company, Mr. McComb is a member of the San Joaquin Planning Commission, a director of the Wilson Way Improvement Association, the Elks Lodge, the American Cancer Society of San Joaquin County and the Greater Stockton Chamber of Commerce.

He was a member of the Citizens' Committee for a New Public Library and was chairman of the Citizens' Committee to promote the Charter Amendment. He has also served as president of the Chamber of Commerce and was chairman of the first Mayor's Commission to promote Stockton's growth.



Dr. Ivan Rowland, dean of the School of Pharmacy, holds the check recently presented by Dwight O. Moore (right) representing payment on a \$25,000 pledge by the Upjohn Company to the new pharmacy building project. Thomas S. Thompson (center), vice president for development, represented University administration in receiving the gift. Mr. Moore is Upjohn's West Coast branch manager.

"The Upjohn Company was the first pharmaceutical firm to give a major gift to the School of Pharmacy when our school was first started," Dean Rowland said. "We are pleased that they are, again, the first to give a major grant toward our new facility."

A total of \$276,000 has been received in 64 gifts and pledges in addition to the \$1,626,683 government grant.

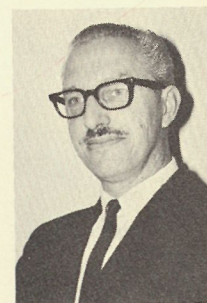
NEW LIBRARY DIRECTOR

James A. Riddles, who has been serving as acting director of University libraries since last September, has been appointed director of libraries. Arthur Swann resigned from this position at the end of the last academic year to return to teaching at University of Denver.

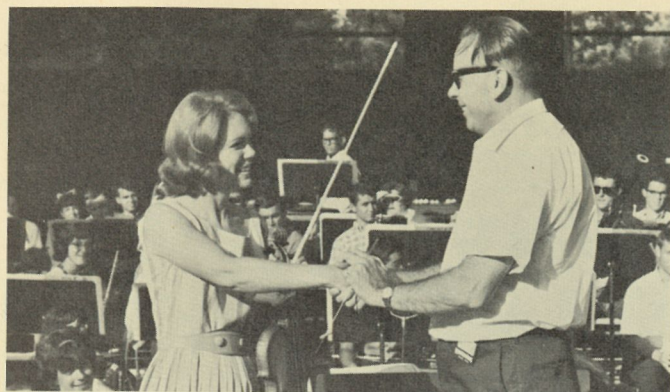
Speaking in behalf of the University Library Committee, Dr. Howard W. Zimmerman said "we found Mr. Riddles to be the most outstanding person for the job."

Mr. Riddles began as University reference librarian in 1960, working previously as senior librarian at the San Diego Public Library and acting as librarian at Riverside City College.

A graduate of Arizona State University, he received his M.L.S. degree from the University of Southern California. He did graduate work at Garrett Biblical Institute in Evanston, Illinois and Pendle Hill in Wallingford, Pennsylvania.



Mr. Riddles



Mr. Matesky

Ralph Matesky, associate professor of music in the Conservatory of Music, just received a citation for distinguished service from the American String Teachers Association. The presentation was made at the national ASTA convention in Dallas. His efforts have been conspicuous in the University and the Stockton Symphony Orchestra programs as well as the Idyllwild International Youth Symphony tour to Scandinavia this past summer.

While preparing for the tour, well-known concert violinist Camilla Wicks performed with the youth orchestra. Miss Wicks is shown receiving congratulations from Mr. Matesky in the above picture. She performed with the University Symphony Orchestra string section in a concert on campus this fall to raise scholarship funds for gifted string players.

Mr. Matesky earned generous ovations on the Scandinavian tour, as declared in the Oslo press "...it is absolutely fantastic what these carefully selected young people accomplish musically and technically in a big orchestra. Their interpretations are powerful and clear, but the young musicians have a great director — Ralph Matesky."

STATESMAN LECTURES

□ Dr. Alberto Lleras Camargo, former president of Colombia and a leading Latin American statesman, was guest speaker this fall for the Elbert Covell College Bishop George A. Miller Lectureship. He spoke on "The Alliance after Kennedy." Dr. Evelyn Miller Berger, daughter of Bishop Miller, is pictured at left with Dr. Lleras.

Twice Dr. Lleras has been president of Colombia. He has served as an advisor to the Alliance for Progress and is the one individual who almost single-handedly transformed the Pan American Union into the far stronger Organization of American States.



Drs. Lleras & Berger

NEW ASSOCIATES OFFICERS

□ Harold R. Nelson, Stockton investment broker, has been elected president of Pacific Associates for the 1965-66 academic year. Other officers are Clifford C. Wisdom, vice president; Mrs. Wesley Schuldt, secretary; and Simpson H. Hornage, treasurer.

"This is a very challenging job for me," Mr. Nelson said. "The University of the Pacific plays a very important part in the economic and cultural life of San Joaquin County and the City of Stockton. Further expansion being planned by the University is an exciting example of our community's development. The Pacific Associates should play an important part in this growth. I hope that I will be able to build on what has been done by past presidents in strengthening the ties of understanding between the University and the community."

Pacific Associates was organized in 1953 as the means for a large group of friends of the University to become involved in advancement of the University. One of their primary projects is to help people throughout San Joaquin County to be better informed on the University.

CHEMISTRY RATES HIGH

□ A new American Chemical Society Directory of Graduate Research, just off the press, lists 68 published works by the 10 chemistry faculty identified with the University's Graduate School. Only institutions offering an organized curriculum leading to doctoral degrees in chemistry are included. This afforded two significant comparisons:

(1) The number of research papers published by the University of the Pacific faculty compared very favorably with leading state universities.

(2) In the Directory's statistics section on number of doctoral degrees awarded in chemistry, Pacific ranked fifth for 1964-65 among the 11 major California institutions listed.

The Directory is designed to serve undergraduate students and faculty advisors in choosing a graduate school appropriate to each student's particular interests and talents. Although research activity is not the only yardstick the student should use in selecting a graduate school,

it demonstrates a vitality within the science program being offered.

Four degrees, B.A., B.S., M.S. and Ph.D., are offered in Pacific's chemistry program with specializations in organic, analytical, inorganic and physical chemistry.

NSF RESEARCH GRANTS

□ Two National Science Foundation research grants, totalling \$49,795, have been received by two science departments in the College of the Pacific.

A grant of \$33,500 will support a two-year project on "Estimation of Electronic Energy Surfaces" under the direction of Dr. Carl E. Wulfman, chairman of the Department of Physics.

Secondary school teachers will participate in a research program at Pacific Marine Station at Dillon Beach underwritten by a \$16,295 grant supervised by Dr. Edmund H. Smith, director of this specialized facility that is operated within the program of the Department of Biological Sciences. Systematic zoology, field ecology, marine botany, environmental physiology and paleontology are subjects taught.

FALL ENROLLMENT

Statistics released for the first semester of the 1965-66 academic year by Miss Ellen Deering, registrar, show a total of 2676 full-time students enrolled at the University. This divides into 1450 men and 1226 women.

Full-time faculty now total 194 with 60 percent holding the earned doctorate. Total teaching staff now numbers 431, including part-time faculty and consultants.

DENTIST CITATION

□ A citation "for the educational and professional advancement of dentistry and the speciality of orthodontics" has been presented to Dr. Frederick T. West, clinical professor of orthodontics emeritus at the University's School of Dentistry, by the Edward H. Angle Society of Orthodontia. The citation has been presented to only three other persons in the past 45 years.

Dr. West graduated from the College of Physicians and Surgeons in 1917. He was one of five alumni who saved the school in 1923 when it was about to close for lack of financial support. P & S amalgamated with the University in 1962. Dr. West is a member of the University Board of Regents.

SEASON HIGHLIGHTS

Football — Strain breaks LeBaron's passing record



TOM STRAIN'S 476 pass attempts, 218 completions and 36 interceptions in his three years of Tiger quarterbacking notched some new records and depicts his primary offensive pattern. Strain pitched 231 of 257 passes attempted in the '65 season, for 1361 yards gained, surpassing LeBaron's 1949 passing yardage of 1282. Strain now holds single game records in passes attempted and completed. Gary Woznick earned honors in passes caught, holding third place among Pacific's top receivers.

PACIFIC'S TOP FIVE PASSERS

	Years	No.	Att.	Comp.	Int.	Yds.	Pct.	TD
Tom Strain	1963-65	3	476	218	36	2758	.457	13
Widdie LeBaron	1946-49	4	430	204	33	3841	.474	49
Roy Ottoson	1952-53	2	331	175	18	2148	.529	15
Tom Flores	1956-57	2	311	156	18	2099	.502	16
Doug Scovil	1949-51	3	246	108	21	1455	.439	13

Soccer — Sparked by Elbert Covell College students



LEO PIZARRO from Chile led the Tiger attack. Under Coach Dick Davey's able leadership, the 16-man squad (representing 14 countries) had a 5-5 season record. Pizarro led with 14 shots made in 51 attempts, plus 10 assists. Pacific is now a strong contender in the N. Calif. Intercollegiate Soccer Conference with wins this past season over Chico, Santa Clara, Davis and San Francisco State. UOP shots taken totalled 232-40 compared with opponents total of 148-28.

Water Polo — Ups season record from 5-14 to 11-11



JIM MACKENZIE, a junior from Menlo Park, drove his way to the high scoring spot with 92 goals in the 22-game season. He was named to the All-Northern California first team; Bart Nelson, a freshman from Los Altos, was named to the Honorable Mention team. Freshman Bob Allen from San Jose and Mark Wille from Stockton turned in outstanding performances. Coach Connor Sutton loses three seniors in June: Larry Huiras, John Ostrom, Ralph Purdy.

Cross Country — Best record posted in UOP history

Pacific's new track coach, Darrell Zimmerman, set a great stride in this phase of his program with wins over Sonoma State, Chico State, Cal Poly and USF against losses to Fresno, Hayward and Davis. Freshman Tom Mason set a new school record of 22:16. He and freshman John Mills set Pacific's pace.

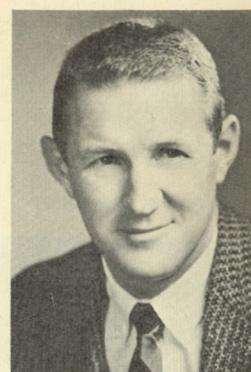
Basketball — Tigers top WCAC contenders at season mid-point



KEITH SWAGERTY has been stretching his full 6-7 height to achieve a national rebound record — he's currently holding 3rd place. But Coach Dick Edwards' surging Tigers remain deadlocked for first place with the defending San Francisco Dons based on a spread of talent. Forward Bob Krulish continues to fill out Pacific's top scoring totals with Swagerty. Guards David Fox, Bruce Parsons and Art Gilbert have proved their penetrating power. The championship quality of the whole Tiger squad has had pulling power for fans with standing-room-only on the home court scene. All this and only three seniors on the squad. Future prospects also point to Assistant Coach Dennis Willens and the winning ways of his freshman team.

SCOVIL NEW GRID BOSS

□ Doug Scovil has returned to his alma mater as head football coach, succeeding Don "Tiny" Campora. A native of San Francisco, Scovil was a Pacific quarterback in 1949, 1950 and 1951. He is the school's number five all-time passer.



Doug Scovil

For the past three years he has served as assistant head football coach at the United States Naval Academy in Annapolis, Maryland. Prior to that he was head football coach at College of San Mateo where his teams compiled a 35-7-6 record and won three Big Eight titles. His first coaching position in 1954 was at Sacred Heart High School in San Francisco and in 1957, he took that team to its first city title.

Great enthusiasm has surrounded Coach Scovil's arrival and he has taken a great initiative that brings new promise to Pacific's football prospects. He has named two other alumni to assistant football coaching positions.

Don McCormick, athletic director at Encina High in Sacramento, assumes a Pacific assistant coach position February 1. He was an outstanding quarterback, halfback and defensive back for the Tigers, graduating in 1950. After assuming the head football coach position at Grant High School in Sacramento, he had two consecutive winning seasons and was named Sacramento "Coach of the Year" in 1956. Two years later in his first year at Encina High School, Don again received this same honor. In 1961, he was named to the Sacramento Hall of Fame.



Don McCormick

Doug Smith, line coach at Contra Costa College, is the other new assistant Coach who also starred in Tiger football as an end from 1949 to 1951. He coached at Mt. Diablo High School, then had the line coach position at Diablo Valley College from 1961 to 1963.



Doug Smith

John Giannoni, Tom Stubbs and Darrell Zimmerman will also assist in football on a part-time basis.

Coach Scovil is the third straight member of Pacific's undefeated 1949 team to assume leadership of the Tigers. John Rohde held the post from 1961 through 1963 and Don Campora from 1964 through the 1965 season. Pacific's 4-25 record for the past three seasons, with a 1-8 last season, presents a special challenge to Doug Scovil. One of his chief duties at Navy for the past three years has been recruiting, especially on the West Coast.

*You are invited
to share your copy
of the Pacific Review
with friends
interested in
higher education.*

CAMPUS CALENDAR

POPE JOHN XXIII LECTURESHIP, FEBRUARY 7-11 Father John McKenzie presents two public lectures during week of class visits: 8 p.m., Feb. 7, Conservatory; 11 a.m., Feb. 11, Chapel. Topics: "New Trends in Catholic Biblical Study" and "Problem of Authority in Catholic Biblical Study."

BAND CONCERTS, FEBRUARY 11-12. College Band Directors National Association (Western Division) meeting on campus includes UOP Band concert, 8:30 p.m., Fri., Feb. 11; Marin College Band, 10:30 a.m.; Redlands Univ. Band, 11:15 a.m.; Stanford Univ. Band, 2 p.m.; Junior College Honor Band, 3 p.m., Sat., Feb. 12 — Conservatory of Music.

CELEBRITY SERIES February 14 Dr. Stringfellow Barr, distinguished educator and historian; March 2, Colin Wilson, one of Britain's most colorful literary figures — 8 p.m. in Conservatory Auditorium; April 16, Dave Brubeck, 8:30 p.m. in Civic Auditorium — \$2 per person without season ticket.

EDUCATIONAL TV, FEB. 19 - APRIL 23 Next in series of extension courses taught on KQVR (Channel 13) by UOP faculty. Larry Walker, assistant professor of art, presents "An Introduction to Art Education" (Art development for children ages 3 to 12) with one unit of credit, \$25, televised 9 to 10 a.m., Sat. mornings. Registration closes March 7. Write Dr. John Dennis for information.

CLAUSEN LECTURESHIP, MARCH 4-5 Hans J. Morgenstern, leading American authority on international relations, speaking on "The Strategy of Peace." Lecture, 8 p.m., each evening at Great Hall, Raymond College.

FOUNDERS' DAY, MARCH 5-6 Two-day program featuring science symposium, Sat. noon luncheon by reservation; Sun., 3 p.m., program in Conservatory Auditorium. Noted speakers from business, education.

HIGHWAY CONFERENCE, MARCH 8-10 Sponsored by School of Engineering for those concerned with planning, development and maintenance of public works facilities, including streets, roads and highways.

HIGH TABLE, WEDNESDAY EVENINGS at Raymond College Great Hall — February 9, Virginia Satir from Mental Research Institute; February 16, Chamber Orchestra Ensemble from Vienna Symphony Orchestra; March 9, Arthur D. Howard, geologist, Stanford; March 23, John Ciardi, Saturday Review poetry editor; April 20, Irving Boekelheide, physics professor, Chico State; April 27, Robert Scalapino, political science professor, Univ. of Calif.; May 4, Sy Kahn, Raymond College professor.

FESTIVAL OF THE ARTS, MARCH 23-27 Series of art, music, drama events for University and Stockton community.

1966 INTERCOLLEGIATE ATHLETIC SCHEDULES

BASKETBALL

Feb. 4 *Pepperdine (there)
Feb. 5 *Loyola (there)
Feb. 11 *Santa Clara (there)
Feb. 12 *U. S. F. (home)
Feb. 18 *Pepperdine (home)
Feb. 19 *Loyola (home)
Feb. 22 *St. Mary's (there)
Feb. 25 *Santa Clara (home)
Feb. 26 *U. S. F. (there)
Mar. 2 *San Jose State (there)
Mar. 5 *Santa Barbara (there)

TRACK

Mar. 5 Davis Relays (Davis)
Mar. 19 Southern Oregon (Stockton)
Mar. 26 Claremont Relay (Los Angeles)
Apr. 2 Chico State (Chico)
Sonoma State
Apr. 16 UC - Davis (Davis)
Sonoma State, USF
Apr. 23 Westmont Relays (Santa Barbara)
Apr. 30 Cal State - Hayward (Hayward)
Sacramento State
May 7 USF (Stockton) Stanislaus State
May 13-14 West Coast Relays (Fresno)
May 21 NCAA Regional
Jun. 10-11 NCAA National Meet,
(Delaware, Ohio)

BASEBALL

Mar. 12 University of Nevada (home) 2
Mar. 15 University of California (home)
Mar. 19 *St. Mary's (there) 2
Mar. 22 Sacramento State (there)
Mar. 23 Univ. of California, Davis (home)
Mar. 26 *San Jose State (there) 2
Mar. 29 Fresno State (home) 2
Apr. 2 *Univ. of San Francisco (home) 2
Apr. 4-7 Easter Tournament —
San Diego Marines
Apr. 16 Chico State (there) 2
Apr. 20 Sacramento State (home)
Apr. 23 *Univ. of San Francisco (there) 2
Apr. 27 Cal State (home) 2
Apr. 30 *San Jose State (home) 2
May 3 Univ. of California, Davis (there)
May 6 San Diego Marines (home)
May 7 *St. Mary's (home) 2
May 10 Stanford University (there)
May 12 San Francisco State (there) 2
All home games at Billy Hebert Field
*West Coast Athletic Conference games

Contributions to the Chuck "Buzz" Verduzco Memorial Scholarship Fund have just reached the \$5000 mark. Project sponsored by friends in Pittsburg, Gustine, Merced and Stockton. Includes drawing for 1966 Mustang at March 5 UOP Varsity - Alumni football game.

SWIMMING

Feb. 3 UC at Berkeley (3:30pm) Berkeley
Feb. 4-5 UC at Sta. Barb. Relays, Sta. Barb.
Feb. 8 San Francisco "O" Club (7:30pm)
San Francisco
Feb. 12 Cal Poly (2:00pm) San Luis Ob.
Feb. 17 Chico State (3:30pm) Chico
Feb. 18 University of Oregon (7:30pm)
Eugene, Oregon
Feb. 19 Oregon St. (2:00pm)
Corvallis, Oregon.
Feb. 25 S.F. State (4:00pm) San Francisco
Feb. 26 San Jose State (11:00am) Stockton.
Mar. 4-5 WCAC Championships
Mar. 10-11-12 NCAA College Regionals
Mar. 17-18-19 NCAA College Nationals

FOOTBALL

Sep. 17 Los Angeles State (home)
Sep. 24 West Texas State (home)
Oct. 1 Idaho (Moscow)
Oct. 8 New Mexico State (Las Cruces)
Oct. 15 Montana (home)
Oct. 22 Hawaii (Honolulu)
Oct. 29 San Jose State (Homecoming)
Nov. 5 Utah State (home)
Nov. 12 Fresno State (Fresno)
Nov. 18 Long Beach State (Long Beach)
Nov. 26 B. Y. U. (Provo)

