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UNIVERSITY OF THE PACIFIC

PACIFIC REVIEW

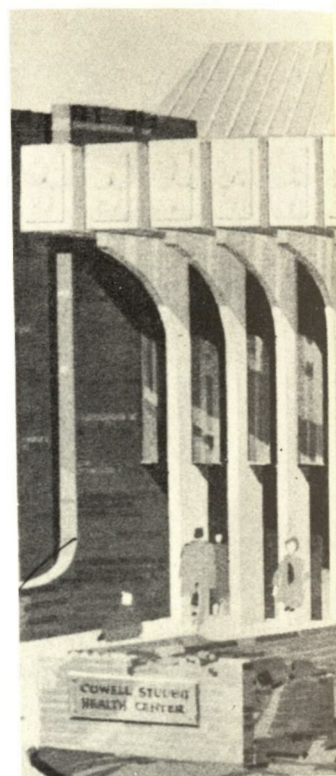
FALL
1967

STOCKTON - SAN FRANCISCO - SACRAMENTO



Cowell Student Health Center
joins Pharmacy Center as
second major construction project
north of Calaveras River

Construction begins soon on North Campus Site



□ Pacific's north campus site will hum with activity during the coming year as construction gets underway on two major projects.

A contract for construction of the new School of Pharmacy Center will be signed by November 15, with construction to begin soon after, according to Financial Vice President Robert R. Winterberg.

In addition, the design development phase of the new Cowell Student Health Center has been approved and construction will start on or about March 1, 1968.

The pharmacy construction has been delayed nearly a full year because high bids submitted last year made design changes necessary. The low bid recently submitted is within the \$3.1 million budgeted for construction. An additional \$1 million will be required to equip the buildings and provide for other expenses.

The pharmacy complex will be built very close to the original plan, according to Leonard Abbott, campus architect. The colonnades around the main building and around the rotunda have

been eliminated to help bring the cost within the original amount authorized by the Board of Regents.

It will have approximately 100,000 square feet of floor space and will occupy about six acres of the north campus site. In addition to classrooms, teaching laboratories and offices, there will be some large research laboratories, a 35,000 volume library, a clinical pharmacy, a pharmaceutical manufacturing

laboratory and conference rooms.

The external rotunda will enclose five auditoriums with seating capacities of 500, 120 and three with 76. They will be equipped with closed-circuit television monitors connected to some of the laboratories to enable large lecture classes to observe experiments at close range.

The rotunda auditoriums will be available in off-hours for other Univer-



This original design of Pacific's new Pharmacy Center has been modified by the elimination of the colonnade around the rotunda and the side-buildings. Total usable floor space remains the same.

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sity functions, including a continuing education program for practicing pharmacists, and other disciplines of the health professions.

Architect for the Pharmacy Center is the firm of Mortensen and Hollstien, of Stockton. The low bid of \$3,123,890 was submitted by Stockton contractor Charles S. Plumb.

The Pharmacy Center is scheduled for completion in June 1969.

The new student health center will be entirely paid for by a grant of \$967,990 from the S. H. Cowell Foundation of San Francisco. The firm of Ratcliff-Slama-Cadwalader of Berkeley has been selected as architect for the project. Their excellent design is shown on the front cover. It will be a three-story

building with a total floor area of more than 25,000 square feet.

Construction will be of masonry and steel along with brick to match other University structures. The windows will be of bronze-tinted plate glass set between graceful precast sandstone-type concrete arched fins.

The clinic floor of the health center will contain examination and treatment rooms, a surgery, waiting rooms, lounges, doctor's offices, a pharmacy, a laboratory and a conference room.

The top floor will contain a 32-bed infirmary with nurses stations, lounges, a dining room and a kitchen.

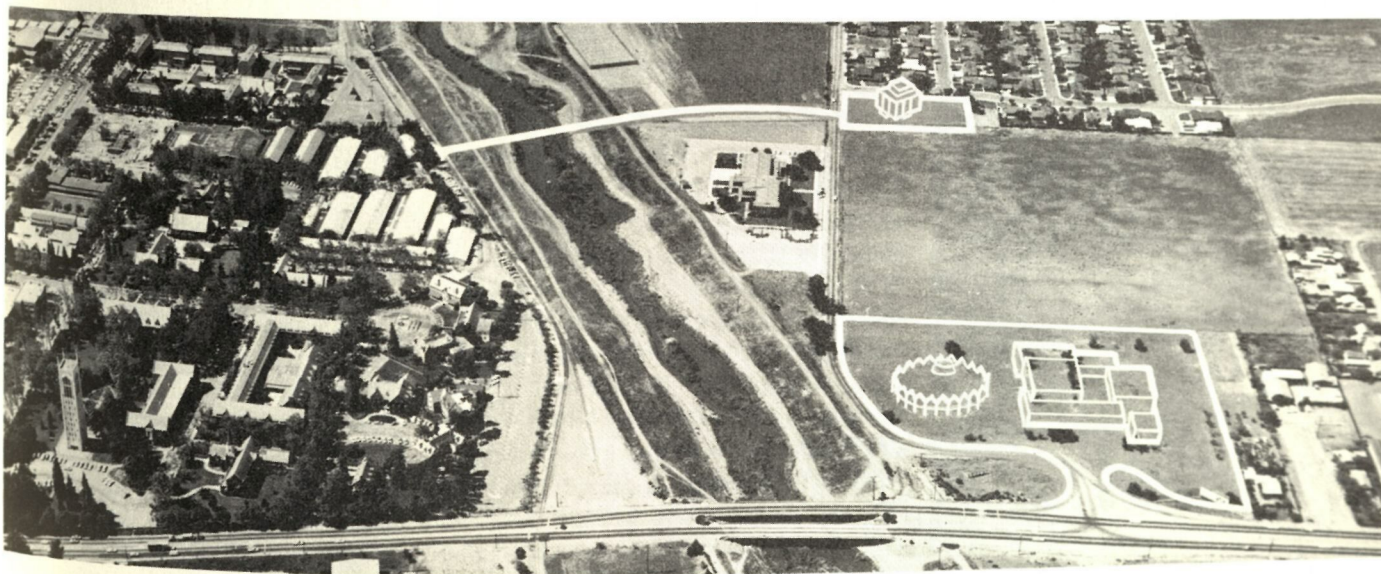
The bottom or service floor will have an x-ray room, a hydrotherapy treat-

ment room and various service and storage facilities.

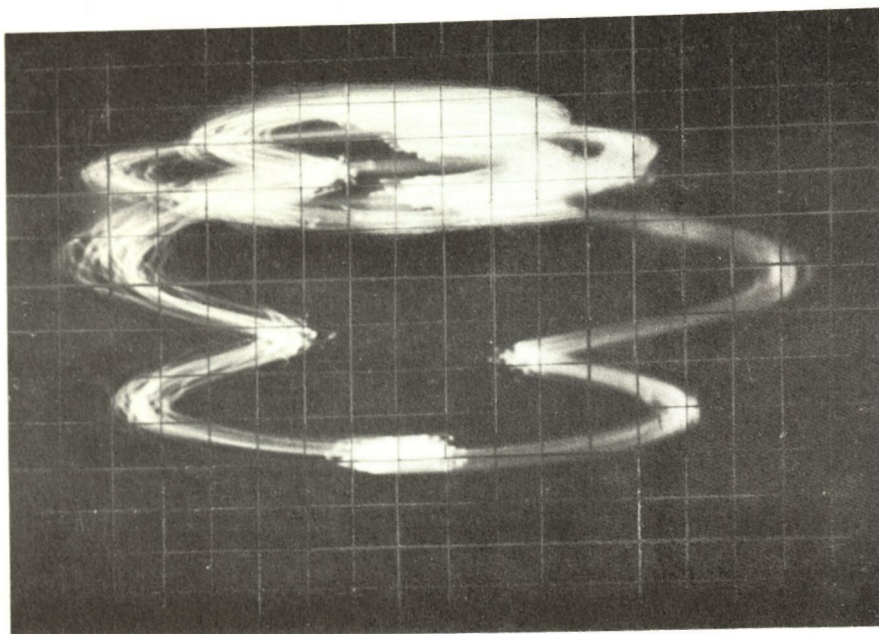
Cowell Student Health Center will be one of the finest such structures ever built. It replaces the nine-bed West Memorial Infirmary constructed in 1924 as a gift of Mrs. Charles Jackson in memory of her parents and brother. West Memorial building will be remodeled for other use, perpetuating the donor's memorial purposes.

Cowell Student Health Center will be located on the northeast corner of Manchester Avenue and Brookside Road directly opposite a new footbridge which will be constructed across the Calaveras River to connect the two campuses. It is expected to be ready for use in May, 1969.

*West Memorial Infirmary
will be remodeled for
other University use upon
completion of the Cowell
Student Health Center.*



Aerial view shows location of Cowell Student Health Center, outlined in white, top, and the new Pharmacy Center on Pacific's north campus site across the Calaveras River. A footbridge will be constructed to connect the two campuses.



Uncaging thoughts that words may soar . . .



By KENNETH PERRIN, *Associate Director, Speech and Hearing Clinic*

□ Kahil Gibran in *The Prophet* said, "And in much of your talking, thinking is half-murdered, for thought is a bird of space, that in a cage of words may indeed unfold its wings, but cannot fly."

While all of us at times are unable to effectively communicate our thoughts, there are over eight million individuals, children and adults, who have a speech or hearing defect which makes communication an even greater problem.

Communication is one of the most

Speech clinician Mary Hayes helps 2-year-old Stephanie, who is hard-of-hearing, reach for self-expression.

complex aspects of human behavior. Impairments in the processes of communication—speech, language and hearing—leave myriad problems in their wake. The child with a communication disorder may encounter overwhelming obstacles to learning and may find it difficult to establish relationships with other children which are essential to becoming a healthy, stable adult. The adult who acquires a speech or hearing disorder may experience a variety of social problems. His livelihood may be endangered; he may withdraw from his friends and cease to be a participating member of the community.

Speech pathology and audiology are the areas of professional specialization which developed out of concern for individuals who have communication disorders. The University of the Pacific has been involved in the training of speech and hearing specialists since

1946 under the direction of Dr. Howard Runion, an expert in hearing pathology. The professional acceptance of the Pacific program was recently expressed by a campus recruiter; finding all the graduates employed, he indicated the position would remain vacant until a Pacific student was available.

Although the speech and hearing program always has been outstanding, its potential has been increased by the recent receipt of a \$22,200 Federal grant from the U.S. Department of Health, Education and Welfare. Through this grant, which is renewable annually, and other monies made available by the University and local agencies, 15 students are receiving financial support.

This fall, approximately 50 student therapists, both undergraduates and graduates, returned to Pacific to pursue the academic and practical training offered in speech and hearing. It is not possible to generalize about the type of students involved in the program, for this profession attracts varied personalities. The complexity of the communication process demands such a diversity of approaches that therapists from extremely different backgrounds can each

utilize their skills and interests in behavioral, biological and physical sciences in some way. Emphasis can be placed on working with people, scientific equipment or both. Speech and hearing specialists can literally throw a dart at a map and find a job where it lands—either in a hospital, a school, a research laboratory or at a university.

The average adult gives the speech act little thought until he or a member of his family develops some type of disorder. This lack of attention seems naïve since speech, the most basic of all learned skills, is the only language skill which is not taught routinely. If, however, a speech defect does develop and a referral is made to a speech and hearing specialist, what is often expected is a "pebbles in the mouth" type of approach. This approach is more fiction than fact. Speech therapy has no recipe approach to improvement. Man is much too complex to be mechanistically treated.

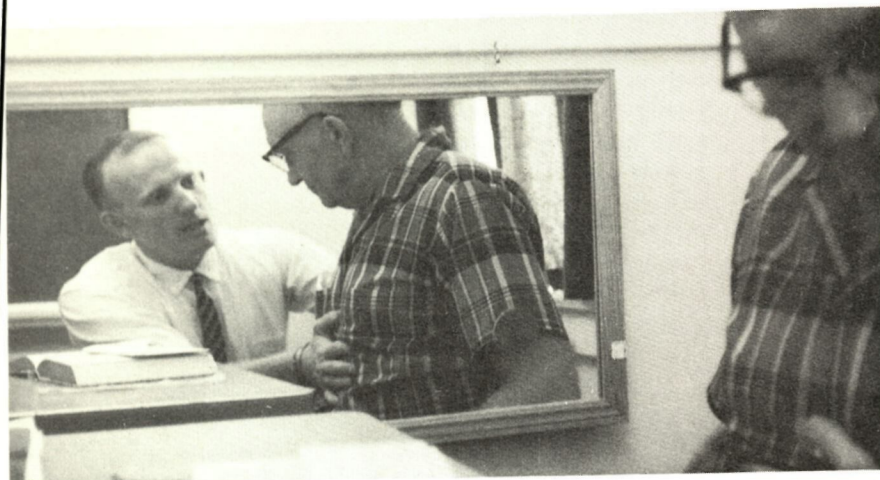
Speech therapy, like any other clinical discipline, is a dynamic process which occurs between two individuals. Without a close relationship, the process is destined to fail. Three years of study, including one year of graduate work, are required to develop the clinical skills needed to facilitate this dynamic process. Even with the completion of his graduate year the Pacific clinician will never stop learning, due to the complexity of the human organism. It is this complexness that causes

most students interested in speech pathology to major in psychology during their undergraduate years and to minor in speech pathology. Later, in the fifth year, the student takes his Master of Arts degree in speech pathology. This dual major (the minor actually involves more units than the major) facilitates the student's understanding of human behavior.

The clinical relationship is crucial, and since communication breakdown signifies a break in personal relationships, the student therapist is involved in approximately 300 hours of supervised clinical practice during his college career. The disorders with which a therapist deals in this practice may be divided into four major categories:

1. *Articulation*: Articulatory disorders involve improper production of the speech sounds, such as, "wamp" for lamp, or "thnake" for snake. This problem may or may not have an organic cause; in most instances, it does not.
2. *Voice*: A vocal problem is heard as a pitch that is too high or too low, a voice that is too loud or too soft, or where a hoarse quality exists. The therapist only undertakes to correct voice disorders after a physician has indicated that no pathology dangerous to life is causing the difficulty.
3. *Rhythm*: Disturbances of rhythm are heard as "breaks" in the natural flow of speech. Stuttering is rhythmic disorder.
4. *Symbolic*: Language impairments are termed symbolic disorders. Often this disturbance is heard in an adult following a stroke where he is unable to name things which were once familiar to him. This problem also can occur in children and is much more severe than a speech defect.

The above categories are by no means discrete; overlap can occur in the same patient.



Kenneth Perrin, associate director of Pacific's Speech and Hearing Clinic, above, shows a stroke patient the proper way to breathe while speaking. Five-year-old Gregory, top right, has a repaired cleft palate; he practices blowing out candles to strengthen his speech. Kathy Layton, right, works with 13-year-old Joey in an effort to correct his stuttering.



Although it is possible to categorize the symptoms, it is not possible to categorize the patients. Two examples serve to illustrate the complexity of the problems:

Thirteen year old Jerry's speech was so poorly articulated that he could not be understood. Embarrassed by his problem, he never spoke in school and had no friends. The only time his schoolmates talked to him was to comment about his funny speech. Jerry lived with his mother, a widow, who had never recovered from her husband's death seven years before. She readily admitted in Jerry's presence that he was an unwanted child.

Since there was no speech therapist in the school, the family physician referred Jerry to Pacific. Initially, little was accomplished for he would not believe that anyone was interested in him. Finally, after several months of intensive work, the therapist was able to win Jerry's confidence; now Jerry had a friend. Jerry worked very hard once the relationship was established and even took work home in an effort to improve faster.

After eight months and much improvement, Jerry was placed in a group

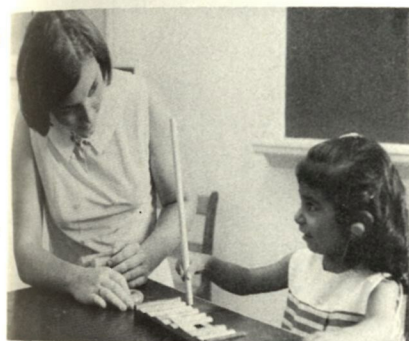
therapy situation with two boys his own age. Although at first upset by the presence of two peers, with reassurance from his therapist, he quickly adjusted. He became close friends with one of the boys and they often came to clinic together. As his speech improved, so did his school work, and he began to participate in team sports. During the time Jerry was changing, so was his mother. She had been meeting weekly with the therapist and was becoming more and more pleased by the effort her son was expending on improvement. Relations between mother and son improved considerably. Two years have now passed and Jerry no longer attends clinic. He is now an active and healthy teenager with no trace of speech impediment.

At the other end of the age spectrum is the case of 53-year-old salesman Bill, who suffered brain damage in an auto accident. When he awoke in the hospital several hours after the wreck, he had a broken arm and only two words in his vocabulary, "hell" and "damn." These words have a way of remaining after such damage even when they were never used in conversation.

The Pacific staff visited Bill while he was still in the hospital. He was

extremely anxious since his livelihood depended on his ability to speak. Bill reported later that "I knew what everyone said to me and I knew what I wanted to say, but each time I tried to say it, it came out as those two awful words."

Three weeks after the accident, Bill began to attend the clinic on a daily basis. In addition to being concerned about his job he was also embarrassed by the uncontrollable use of the word "hell," so he was quickly taught to add an "O" to the word and a socially acceptable "hello" was the result. Therapy stressed language rebuilding and the therapist designed the sessions around his job. The choice of working initially with products which Bill sold motivated him to try harder, for as he re-learned the name of each item, he was getting closer to returning to work. Bill's wife or one of his teenage sons always attended therapy too, so they knew how to help him at home. Although Bill was embarrassed that a man of his age and education was unable to name such simple things as a "fork" and a "key," he approached these tasks with humor. After eight months at the clinic, Bill had re-established a command of the language that was almost what it



Jan Harris, top left, plays cards with 6-year-old Dennis to help him overcome an articulation-disorder. Karen Jantzen, top right, performs research in speech with the aid of an oscilloscope which presents a visual display of various sounds. In the other photos, Mary Hayes is shown with 2-year-old Stephanie, and Neva Thomas works with 6-year-old Gary who has been slow in learning to speak.

was prior to the accident. He has returned to work and aside from an occasional problem with being unable to name an object, his disorder is no longer apparent.

Primary training in speech pathology is given at the college clinic. Here the therapists learn to diagnose and appraise all types of speech problems. They are instructed in therapy for both children and adults, as well as in audiological assessment of hearing problems in a well-equipped audiology laboratory. Each semester more than 100 patients are seen for therapy and diagnostic appraisal. Therapy is given, in most instances, on an individual basis. It is monitored through one way glass and by listening devices. Every word spoken and every movement made by a clinician and patient is noted and discussed later with the supervisor.

Families of patients wait in a pleasantly decorated waiting room where they and the therapist converse either before or after therapy. Therapy assignments are graded in such a way that the beginning clinician is never assigned to a case that is beyond his clinical abilities. Clinic and academic studies are

closely integrated with each complementing the other.

When the student has matured clinically, he is ready to be placed in one of the local internship programs. The variety of clinical experiences provided by Pacific is greatly enhanced by these community programs. Pacific is unique in offering participation in these internships as a part of the undergraduate training program. This off campus experience results in rich dividends in terms of better skilled therapists.

Three local hospitals and one school for delinquent youngsters take part in the internship program. At each of these, under Pacific's supervision, the intern is able to progressively expand his experience. This experience is gained not only through contact with different patients, but also through the increased contact with medical, educational and psychological service personnel employed by the institutions. The intern is a well respected treatment team member and carries out duties that a full-time speech pathologist would, if one were available. Through his experiences, the intern learns exactly what his role is in relation to other disciplines.

Besides the internship program, most of Pacific's clinicians spend one semester in a local school gaining the experience needed to qualify for a teaching credential to work with the speech and hearing handicapped.

The students at Pacific, in addition to their clinical responsibilities, carry out many research projects during the year in an effort to improve their understanding of the communication process. For over two years, various students, including Liane Michael, who is now chief of speech pathology at a Southern California rehabilitation center, Nancy Silvera, Mary Hayes and Mike Burke have been developing programmed materials for use with patients who have symbolic disturbances. Sam Terzo, now a public school speech therapist, and Dave Cox spent the summer investigating the effects of tranquilizers on speech. Karen Hancock has been using a transistorized metronome to determine if a continuous beat would correct stuttering.

Pacific is involved in training clinicians to serve the community and at the same time, serves the community while developing speech and hearing specialists.

PACIFIC'S WORLD TRAVELING FACULTY

John Wesley in the 18th century declared, "I look upon all the world as my Parish." The University of the Pacific echoes this same idea in the 20th century in its involvement in the Latin American countries through Elbert Covell College, in Asia through Callison College and, for the past six years, through a program of student teaching in Mexico by the School of Education.

In addition, individual student and faculty members travel to foreign lands to study and teach. Three faculty members, just returned, relate some of their experiences and impressions on these pages.



An English class
in a Russian
school. Photo by
Marc Jantzen.

Two members of
Emerson Cobb's
chemistry class
in Poona, India.



INTERNATIONAL CLASSROOM

By J. MARC JANTZEN, *Dean,
School of Education*

□ Our American "Headstart" idea of giving children from culturally deprived areas advance educational experiences prior to kindergarten is practiced as part of regular programs in a number of countries. In Thailand kindergarten is available to children from age three and one-half on; many children in Japan spend two years in kindergarten; and in the U.S.S.R. many three-year-olds are already in kindergarten. I saw five year olds in Moscow playing checkers and chess and doing so very satisfactorily.

English is quite commonly taught as the main second language. Both in Thailand and in India, English is compulsory beginning in the fifth grade. In Moscow, it is taught in many schools, along with German, French, and Chinese.

Japanese school children must clean their own classroom, thus making janitors unnecessary. Also in Japan, teachers and principals are held accountable for the behavior of their pupils, both in school and out of school. Promotion from one grade to the next in Japan is automatic through junior high school.

Excursions and field trips are common in most of the countries visited. In Moscow, Sundays are used for field

trips to historic places in and near Moscow, while in summer longer trips are planned. In Japan each child gets two excursions per year. The cost for poor children is paid from government funds, while others pay for part of the cost. Excursions are for two to three days, although some of a week in length are not uncommon.

The U.S.S.R. is again changing its pattern for elementary and secondary education. Whereas this has comprised an eleven year span, it has been reduced to a length of ten years, with the first eight compulsory. However, 80 per cent of eighth graders enter the ninth grade. Infants stay in kindergarten through age six, so in the U.S.S.R. the first graders are already seven years old with several years of education in the kindergarten.

It is interesting to note that in the secondary school in Moscow only two hours per week are available for electives. This amount of time is to be increased next year to make allowance for individual differences.

One of the discouraging aspects of education in India is the fact that nearly 100 per cent of children attend the first grade, but only 50 per cent continue into the second grade. More than 75 per cent of India's secondary schools are private. The government operated secondary schools are poorly staffed and poorly equipped.

INDIA'S INHERITANCE

By EMERSON COBB, *Chairman,
Department of Chemistry*

□ The program of instruction in the school system of India, from the elementary through the university, is influenced by the inheritance from the British past and bound by philosophies derived from the Indian culture. Education is stressed as a collection of facts with little or no direction toward the interpretation of facts. A student presented with a derivation of a principle and questioned about the information leading to the derivation simply states "It's a rule" and that ends the discussion as far as he is concerned. This attitude is abetted by the fact that students prepare for entrance to the university by external examinations which stress data only rather than the interpretation and understanding of the data. The examination typically used by the American university as an instrument of instruction is rarely given.

Many of the universities are changing to the semester system, thus increasing the frequency of the internal examination. The purpose of American participation in the summer institutes for college teachers of science and related

Sy Kahn, professor of English and Humanities at Raymond and COP, spent the past year in Poland on a Fulbright and U. S. State Department grant. J. Marc Jantzen, dean of the School of Education, conducted his fourth annual around-the-world spring study tour for public school teachers and administrators. Emerson Cobb, chairman of the Department of Chemistry, COP, spent the summer teaching at the University of Poona, India and visited the major cities of Pakistan, Afghanistan and Iran.

courses is to introduce the approach that will enable the college teacher of India to present an understanding of the basic principles of scientific instruction that leads to the development of a logical mind—one that can solve problems and adapt their use to upgrading the economy and the level of living of the people.

The great hinderance confronting the development of scientific education in India is the cultural inheritance. Bound intensely by concept that man is born to a certain fate and that an effort to change the path is futile prevents many capable persons from joining a useful society and making a real contribution that is badly needed. This cultural heritage, not necessarily the caste system, is shared by the wealthy, the learned and by the victim of the philosophy, the poor. A man is born to beg and starve and die. How can a beggar prepare to better himself through education when fate has dictated his lot as determined by birth? These things are not terminated by decree but by an evolutionary process that requires generations. The villager in India is a patient one fully convinced that life will continue as is until the gods favor a change. He is not a force demanding a change. Tomorrow India will be hungry—sickness and deprivation will prevail because the man in the village believes it is his fate.

The college teacher in India is limited by a number of factors in addition to those enumerated above. Two significant problems stand out. He must prepare the student for the external examination regardless of how he wishes to teach the material for it will determine the success of his pupil in his entrance to a program at the university. And he is in constant fear of being dismissed and reduced to a degree of greater peonage if he does not conform exactly to the traditional ideas and practices as determined by his administrator—a political appointee.



ISRAEL REGAINED

By SY KAHN, Professor of English and Humanities, Raymond College

□ I arrived in Tel Aviv about three weeks after the conclusion of the Six Day War between Israel and the Arab States. Most of the previous year I was in Poland, teaching American Literature to advanced students at the University of Warsaw. During those last weeks in Warsaw I had witnessed the evacuation of the Israeli Embassy whose members were jostled and reviled at the airport where they embarked. During those final weeks I resided in Warsaw, the newspapers, the newsreels and the radios crackled with the cry of Israeli aggression, and the only news available were the reports coming out of Cairo and Moscow: the Israeli Air Force was crippled, Tel Aviv was bombed, shelled and burning, the refineries at Haifa were afire. Locally, the tiny remnant of Polish Jews, about 20,000 from a prewar population of close to 3½ million, walked and worked, worried and winced, fearful of possible reprisal and animosity as the propaganda voices spoke long and passionately of Jewish aggression and atrocity. But Poles are used to the early returns on world events, they've learned patience and wariness; many simply did not believe any of the reports, and some openly laughed at the idea of Israel,

that sliver of a country, with about 2 million Jews, attacking 200 million Arabs.

Further, for me, the advent of the Arab-Israeli tension, and the outbreak of the war, concluded a year of living in a country where the German barbarities had decimated the nation and virtually eliminated Jewish life. Poland is paved with the dead: 12 million between the years of 1939 to 1947. Every spring the farmers discover new unmarked graveyards; and the cities of Poland, when recited, make a black rosary of despair, for almost all had a

Sy Kahn is pictured on a 120-degree day at the ruins of Masada, the last stronghold of Jewish resistance to the Roman conquerors in 70 A. D.

ghetto, or a slave labor camp, or a death camp with its gas chambers and crematoriums. At Auschwitz alone 4 million people died, most of them Jews.

Shortly before I left Poland, I paid my last visit to the Jewish Historical Society in Warsaw which houses those miraculously surviving artifacts, manuscripts and relics of Polish-Jewish history, as well as the records of the Ghetto Uprising in 1943 and of the Jewish Underground Resistance to the Germans. There I spoke with the Director, a small, dark man who showed me Hebrew manuscripts going back to the Ninth Century and written in a language that only he in all of Poland can still decipher. We walked the rickety floors and along the plain, open racks where lay in solemn piles the accumulated history and records of 1000 years of Jewish life in that country. Before I left for the last time, he looked at that dark, fire and blood stained collection, and said: "For 2000 years Jews have lived and suffered, and written books about it." And I said, over that last handshake: "Perhaps now it will be different," while at my back, and it seemed on my back, rested the weight of that library. Further, I could not help remember one of the glass cases upstairs where a single, small, crude, homemade rifle is on display, its rust encrusted barrel and broken stock suspended by wires so that it seems fixed in the air by

witchery. With such paltry weapons the Warsaw Ghetto Jews fought the German Army, tank force and air force for forty days before the Ghetto was reduced to rubble. They held a patch of land in Warsaw, the first taken from the Germans behind their lines in World War II.

The first evening I was in Tel Aviv the hotel clerk asked: "First time in Israel?" I replied, "Yes, first time." His round face smiled. "Welcome home," he said and picked up a bag.

Tel Aviv was a city still prepared for war. There were bomb shelters everywhere, sand-bagged doorways, and across the windows strips of adhesive tape, some in the design of a menorah or the Star of David. On open land there were L shaped slit trenches. Soon I learned that 10,000 graves had been prepared for the first bombing casualties, but not a single bomb was dropped in Tel Aviv. Elsewhere, an Arab pilot had managed to hit a cemetery. The Jews of Israel had not expected to lose the war, but neither had they expected to win it as quickly and totally as they had. If the victory had been attained by superior planning, remarkable organization and determination, many also felt that a miracle had something to do with it. They were prepared, they said, if they must, to fight down to the last piece of ground, to the last woman and child. Had not Nasser announced that this was a Holy war and the total destruction of every man, woman and child its aim? Never again, was the feeling. There are many Polish Jews in Israel, and many children of those Jews.

The mood in Israel was joyous and grateful, but not the jubilation of unworried victory or the crowing of tyrants. It was more the feeling that a new interlude of relative safety had been won, but who could know for how long. Everyday a few soldiers died in an incident at one of the fronts, and already it was clear that the enormous Arab losses of planes and other war weapons were being replaced by Russian shipments. How long would it take to bring the Arabs up to attack strength again? No one I spoke to wanted the war, but no one was prepared to lose it.

The sun is hot in Israel. The narrow beaches in Tel Aviv are packed with

people, an incredible swarm of them on week-ends. In the streets were many young Jewish soldiers and many young women in uniform. The soldiers on leave walked with their girls, some in summer dresses. Sometimes the men carried the short, efficient-looking gun called an ouzi, sometimes the girls did. The ouzi was developed in Israel and is an almost failure-proof weapon, highly effective at short range. Drop it in water, it will fire; drop it in mud, it will fire; let it rust, it will fire. It was created for the terrain of Israel which is various and tough — like its people. Some of those soldiers had fought on three fronts in six days; some of those pilots had flown 6 or 8 missions a day; some of the older Jews had fought in three Israeli wars, plus several others. Some had taken oaths on top of Masada, that last stronghold of 960 Jews before the final defeat by the Romans in 70 A.D. — the Israelis say C.E. for Common Era — where all the besieged Jews committed suicide rather than surrender. "Masada shall not fall again" was one of the slogans and banners under which they fought, and Masada was the symbol of all those ghettos and camps where for centuries Jews had been herded and slaughtered, as well as symbol for all that was courageous in more than 5000 years of Jewish history.

The Israelis lost 800 men in the war, half of them in the heavy fighting around Jerusalem. In a small country every loss is felt and known. On a street in Tel Aviv only one family suffered war casualties — one woman had lost all three sons. She pitched herself from the roof. June graduations had been delayed, of course. In Haifa, at the graduation exercises at one of the colleges, degrees were awarded posthumously to 3 students who did not return for the final exercises. Around Jerusalem were small piles of rubble, burned motorcycles and charred weapons. On each were the names of fallen soldiers.

The road to Jerusalem, as one gets close to the city, turns and twists through famous mountains. Along the road are the rusty monuments of the War for Independence in 1948. They are military vehicles, red metal skeletons purposely left along the roadside to remind the traveller why he is able

to ride that road and the price paid for it. Every day thousands of Jews made their way to the newly unified city of Jerusalem, to see the parts of the city that have been closed to Jews for so long, and, above all, to worship at one of the holiest and venerable places in Israel, the remaining West Wall of Solomon's Temple, twice destroyed in history. At that place was one of the great scenes of modern times. For centuries it has been called The Wailing Wall, the symbol of Jewish defeat, dispersion and misery. Now, referred to as the Western Wall by the Israelites, it is the symbol of Israel redeemed and triumphant. Every day, now, in front of that wall are thousands of Jews praying, silently or aloud, sometimes dancing in groups, sometimes alone, sometimes sitting and staring in shepherd-like contemplation. High on the wall, between massive stones, are green tufts of grass, but jammed in the crevices, as high as men and women can reach, there are thousands and thousands of rolled up pieces of paper, the messages of the heart and soul from Jews who have lived to stand there and to remember. Ancient men in patriarchal beards and long, black coats and hats are there, shawled women, soldiers with prayer shawls over their shoulders, some with the long side curls of the orthodox; the lame limped, the blind groped, the young helped the old, and amazement was everywhere. There was talk that the temple would again be built on that spot, holy to all Jews whether religious or not, either for reasons of faith or history.

It was hot and dusty. The cluttered area around the old wall had been recently cleared. Now the Wall stood free, the yellow earth before it beaten to a fine dust by thousands of scuffling, dancing, shuffling, marching feet; the air was gold with dust. It was not the black dust of the ancient libraries of woe, or the gray dust of incinerated bodies I had seen in the concentration camps. It was good to stand at the Wall, to wonder what fateful skein had brought me to that place at that moment, to balance these scenes of vitality against the scenes of death in Poland, and to silently say what it was in me to say.

Campus Notes

by Jerry Weaver, *Director,
News Bureau*

The 11th Annual Rendezvous of the Jedediah Smith Society was held early this month at Micke Grove Park near Lodi. Main speakers were Dr. and Mrs. George Eby, showing slides on "Jedediah Smith County."

The Jedediah Smith Society was organized and incorporated in 1957 to collect historical source material and extend research on the early trail blazer. Headquarters for the Society is on the University campus.

☆ ☆ ☆

Internationally-known recording stars Chad and Jeremy appeared in concert at the University on October 21. Their concert was sponsored by the Pacific Student Association.

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High Table speakers at Raymond College so far this year have included Ralph Nader, auto safety critic, Elizabeth Bartlett, poetess, and Michael Harrington, active campaigner for the War on Poverty.

High Table has been moved from Wednesdays to Tuesday evenings this year. The speeches are held at 8:00 p.m. in the Raymond College Great Hall and are being jointly sponsored by Raymond College and Callison College. Future speakers in this series include Ralph Bunche, Sen. Everett Dirksen, Walter Heller, and John Kenneth Galbraith.

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The Cherry Orchard is the first production of the 1967-68 season at the Pacific Playbox. This play by Anton Chekhov is the 345th production that De Marcus Brown has directed in his 44th season at the University. The play opened on October 28. Other dates are November 2, 3, 4 and 9, 10 and 11.

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Charles Schilling, carillonneur, organist and chairman of the Department of Applied Music appeared as a guest carillonneur at EXPO '67 in Montreal, Canada, this past summer playing concerts on the world's largest carillon.

Dr. Schilling was featured in half-hour concerts on the Sun Life Assurance Company of Canada carillon, located at Levis Tower on Ile Ste-Helene in the center of the fair site. The instrument is played from a glass-enclosed building at the base of the 96-foot tower.

One of the leading carillonneurs on the West Coast, Dr. Schilling played at the World's Fair in New York in 1964 and is featured in recitals on the carillon in the Robert E. Burns Tower at Pacific. He has been heard in over 650 concerts since the carillon was installed in March 1964.

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The University of the Pacific is one of 56 universities in the United States that will receive senior foreign scientists this year who will be teaching and conducting research through National Science Foundation fellowship awards.

Coming to Pacific will be Dr. Marghoob S. Ali, chairman of the chemistry department at the University of Peshawar, Pakistan. He will stay for eight months beginning January 1968.

Dr. Ali will lecture in chemistry courses, conduct a graduate seminar in his field of specialization and share in a seminar on college teaching.

The purpose of bringing these scholars to the United States is to enable them to lend their talents to the improvement of scientific research and science education in the United States. At Pacific Dr. Ali will work with Dr. Emerson Cobb, chairman of the chemistry department. Dr. Cobb was a Fulbright Lecturer at the University of Peshawar in 1961.

Dr. Thomas J. Beare was recently appointed assistant dean for Administration at the School of Dentistry. He has been a member of the full-time faculty since 1963 and is also chairman of the Department of Administrative Practices and Preventive Dentistry.

A graduate of San Francisco State College he received his Doctor of Dental Surgery degree from the School of Dentistry in 1951 and his Master in Public Health degree from the University of California in 1956.

Dr. Beare first joined the faculty of the dental school in 1952 as Clinical Instructor in Operative Dentistry. In 1958 he became a Lecturer in Public Health Dentistry and for the past three years has held the title of Associate Professor of Dental Public Health.

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Youth — Alienation and Identity will be the theme for the 11th Annual George H. Colliver Lectures at the University of the Pacific on November 27 and 28.

The two principal lecturers will be Dr. Merton Strommen, Director of Church Youth Research at the Minnesota Protestant Center in Minneapolis, and Dr. Ross Snyder, professor of religious education at Chicago Theological Seminary.

Special panel discussions and symposiums will be included in the two-day program and a number of other noted authorities will make presentations. All sessions will be held at the Central Methodist Church in Stockton, across Pacific Avenue from the campus.

IN MEMORIAM

LAWTON HARRIS, associate professor of Bible and Religious Education and Physical Education, died in June at the age of 67.

Born in Purdy, Missouri, Professor Harris served in the Army during World War I and graduated from College of the Pacific in 1922, the first graduate of the College in Religious Education. He later earned an M.A. at COP.

Professor Harris joined the faculty of COP in 1938 and started the West Coast's first Recreation and Group Work Department. He was active in many youth groups and became internationally known for his annual Folk Dance Camp, now in its 20th year.



John Bevan is new Academic Vice President

□ Dr. John M. Bevan, former dean of Florida Presbyterian College in St. Petersburg, Florida, is the new academic Vice President of UOP, replacing Dr. Wallace B. Graves who resigned to accept the presidency of Evansville University in Indiana.

Dr. Bevan was born in Wilkes-Barre, Pennsylvania in 1924. He is married and has four children. He has an A.B. degree from Franklin and Marshall College, and an M.A. and Ph.D. degree from Duke University in physiological psychology. He holds, also, the B.D. degree and an honorary Sc.D. degree.

He was an instructor at Duke University in 1948, and from 1949 to 1951 was an assistant professor of psychology at Heidelberg College. From 1952 to 1959 he served as an assistant and associate professor at Davidson College. He became Dean of the faculty at Florida Presbyterian College in 1959. While there he devised the Interim term of independent study, which has since been introduced into some 80 institutions in this country as the 4-1-4 calendar. In this system a student studies four courses in the fall semester, engages in a month of independent study, and then takes four courses in the spring semester.

Dr. Bevan is the author of numerous publications in the areas of physiological psychology, para-psychology, industrial psychology, theology and higher education. He is a member of Phi Beta Kappa, Sigma Xi, Pi Gamma Mu, Omicron Delta Kappa, the American Psychological Association, the American Association of University Professors and other professional societies.

He has served as state representative at large to the Executive Committee of the American Psychological Association, as President of the North Carolina Psychological Association, as Dean of the Southern Faculty Conference, as chairman of the Associated Mid-Florida Colleges, and as chairman of the Fourth Quadrennial Conference of Protestant Colleges and Universities. In 1966 he was president elect of Florida Association of Colleges and Universities.

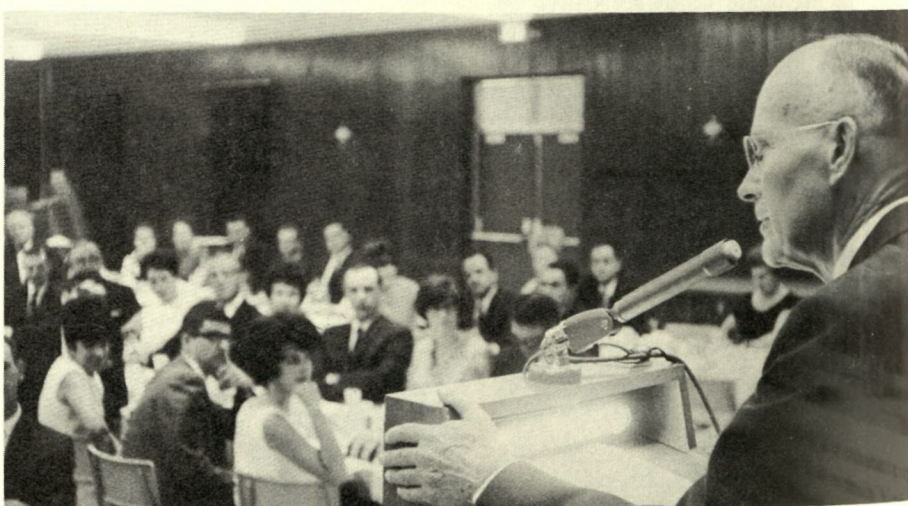


JOHN BEVAN

McGeorge Law School begins day classes

□ A record enrollment of 489 students marked the opening of law classes at the McGeorge School of Law this year.

Full-time day law school classes opened for the first time with an enrollment of 130 students. The students were greeted by Dr. John Bevan, Academic Vice President of the University, Superior Court Judge Gordon D. Schaber, Dean of the School of Law and by Judge Sherrill Halbert, United States District Judge for the Eastern District of California who serves as the Chairman of the Advisory Board of the School of Law and is a member of the Board of Regents of the University.



Emmons E. Roscoe, professor of pharmacognosy, School of Pharmacy, retired August 31 after twelve years as chairman of the department, teacher and researcher. Professor Roscoe, along with Dean Ivan W. Rowland, came from the Idaho State University College of Pharmacy in 1956 to establish Pacific's School of Pharmacy. He began his teaching career in 1923 at Idaho State. More than 100 former students and other friends came to Stockton for his retirement dinner.

"We are pleased to have over 100 new residents to the City of Sacramento come here for their legal education from over 25 states and 50 universities and colleges in the United States," commented Dean Schaber.

The evening division began its 44th year of instruction with a heavy enrollment. Approximately 75 new students signed up for first year studies, joining 284 advanced students in the part-time classes taught exclusively in the evening.

Ready for classes was a new \$100,000 addition to the McGeorge facilities at 33rd Street and Fifth Avenue consisting of two new classrooms, a new addition to the law library and faculty offices together with thousands of new volumes for the library facility.

Also on hand were the first full-time faculty members ever to be employed by the law school. Teaching in both day and evening divisions are Assistant Dean Charles Luther, Allan B. O'Connor, Robert Jagiello, Claude D. Rohwer, Florence Luther and Librarian Lloyd R. Riley. They are assisted by teaching fellow Wallace J. Smith. The school will continue its policy of hiring portions of its instructional staff on a part-time basis from the membership of the local bench and bar. Professors Horace E. Cecchettini, Victor Bertolani and Anthony Kennedy are teaching during the current academic year.

Callison College Classes Begin

Callison College, the University's third "cluster" college, opened this fall with a freshman class of 80 students—the goal originally set for its Charter Class.

Emphasizing history and the social sciences, with special attention given to the non-Western world, Callison College offers the unique experience of a full sophomore year spent in residence on an Asian campus.

Dr. Larry Jackson is the provost of the new college. He believes that an important part of a liberal arts education is the development of the capacity to make enlightened value judgments after a critical examination of evidence. "An experience in another culture should enhance a student's ability to make enlightened value judgments about his own culture. This is why we at Callison College are taking the sophomore class to Asia. The experience, well controlled, of living for an entire academic year in a new and strange culture should stretch a student's imagination and help him to come to terms with himself and his world."

The decision to place the overseas year in the second, or sophomore year,



Dr. Larry Jackson, provost of Callison College, meets with some of the entering freshmen in the Callison lounge. The new cluster college opened with a charter class of 80 students.

according to Jackson, was influenced by several factors. "By placing the experience in the second year, students will have ample time upon returning to the Stockton campus to build a major in the area of their vocational interests. Among the possibilities available will be area studies in economics, business administration, political sciences, history, anthropology, languages and comparative religion."

Also, according to Jackson, the placing of the overseas experience in the second year is "an attempt to make the sophomore year an exciting and rewarding one. Though the overseas curriculum will be a demanding one, it is hoped that the year abroad will serve as a catalyst which will enable the student to return to the Stockton campus for a significant junior and senior experience."

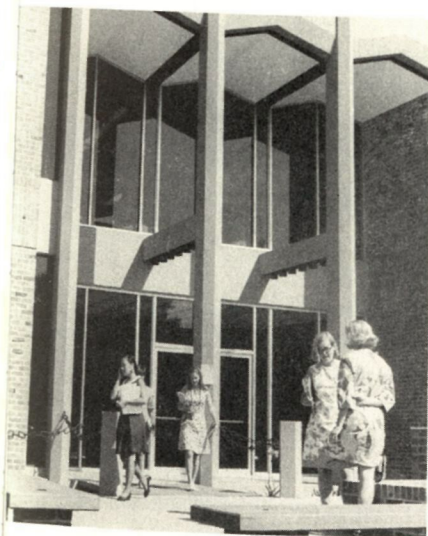
"The Callison College program is planned in response to a growing awareness that our survival depends upon our educating a generation for global responsibility," Dr. Jackson said. "Those planning the Callison program believe that it is no longer acceptable for a college to work on the assumption that the student who has acquired an understanding for our Western tradition can live meaningfully in a world in which his future is inextricably bound with millions whose lives have been touched in only the remotest sense by this tradition. Our survival as a free society is

dependent upon our developing a thorough understanding of the history, culture, and aspirations of the people of the non-Western world."

Committed to general education, the Callison curriculum reflects confidence in the increasingly effective work being done by the American high school. The heavy emphasis on the non-Western world is an attempt to meet the urgent imperative placed upon the university to education for global responsibility.

During both semesters of the freshman year, students will take a six-unit Heritage of Man course. This course will be taught by a team of four professors representing the disciplines of history, political science, literature, and religion. Students in the first year will also take two semesters of an Anthropological Study of American Culture, and two semesters each of economics and science.

Callison College is named in honor of Dr. and Mrs. Ferd W. Callison of San Francisco, whose gift of two and a half million dollars made possible the founding of the college.



Callison students will share this new Academic Center with Raymond and Covell students. Completed this fall, the \$885,000 building contains 24 classrooms and 50 faculty offices. It is located on the site of the old tennis courts, just east of the cluster colleges.

CALLISON COLLEGE WAS DEDICATED IN FORMAL CEREMONIES ON OCTOBER 24. THIS SIGNIFICANT EVENT WILL BE REPORTED IN THE WINTER ISSUE OF THE PACIFIC REVIEW.

MUSIC STUDENTS LEARN TEACHING TECHNIQUES VIA VIDEO-TAPE RECORDING

□ The Conservatory of Music in conjunction with the School of Education began a new program in music education this summer. Under the leadership of Dr. L. H. McQuerrey, professor of Music Education and chairman of the Department of Music Education, a video-tape music experience laboratory was established for prospective public school music teachers. Last summer music education graduates of the class of 1967 began a new internship program. Internships involving a nine months' teaching assignment in a local school are on a half-time basis with the intern assuming full faculty status at his cooperating public school. Most of these interns will be meeting teaching credential requirements and also graduate requirements for the Master's degree in music education.

In order to prepare for the full year of teaching, Dr. McQuerrey guided last summer's interns through crucial first-teaching experiences using video tape procedures. Students met each day for two hours of experience directing a small ensemble of public school musicians in special arrangements of school music prepared by the interns. Each conducting session was taped and then played back for immediate criticism. "The great value of the program," says McQuerrey, "is this immediate feedback where the fledgling teacher *sees and hears* how effectively he is getting across his material." Dr. Preston Stedman, dean of the Conservatory of Music, says that micro-teaching (video-tape procedures applied to teaching) is at least 100% more effective than the traditional student-teaching procedures of the past. "I know of no other music school in the country, with the exception of Stanford University, moving into the frontier of learning in this manner. It is a remarkable contribution in the training of young music educators," he said.



*Video-tape recorder
in use in UOP
Conservatory*

NEW REGENT ELECTED

□ Federal Judge Sherrill Halbert of Sacramento has been elected to the Board of Regents of the University.

Judge Halbert was president of the Board of Trustees of the McGeorge College of Law in Sacramento when that institution was amalgamated into the University structure last October. He will now represent the McGeorge School of Law on the Board.

A native of Terra Bella, California, he attended high school in Porterville and received his Bachelor of Arts and Doctor of Jurisprudence Degrees from the University of California at Berkeley.

Judge Halbert was admitted to the Bar of California in 1927. He has served as Deputy District Attorney of Tulare County, Deputy Attorney General of California, Assistant District Attorney and District Attorney of Stanislaus County, Judge of the Superior Court of Stanislaus County, and has served as United States District Judge for the Northern District of California since 1954.

He is a member of the Native Sons of the Golden West, Alpha Chi Rho, Phi Delta Phi, the Rotary, Lions, the Commonwealth Club of San Francisco and the American Bar Association. He is actively interested in the history of California and is a member of the American Society for Legal History and the California Historical Society.

Judge Halbert is also a student of the history of Abraham Lincoln. He has collected over 400 hard-bound volumes and more than 1000 other items of Lincoln papers and is the co-author of two books on Lincoln.



JUDGE SHERRILL HALBERT

SUCCESSFUL SUMMER SESSION REPORTED

□ The University of the Pacific Summer School this year held its own against a generally declining trend in summer school enrollment, according to Dean J. Marc Jantzen.

Pacific's two sessions drew 2,055 this year, compared to 2,095 individual students last year. In terms of full-time equivalents, this amounts to 1576 in 1967 and 1579 in 1966.

Dean Jantzen said that most of the northern California summer schools reported a considerable drop in attendance this year.

The summer students ranged from incoming freshmen getting a head start in English to veteran teachers returning to work on advanced degrees in chemistry, English and education. Most are from the Stockton area, but a good many commuted from Sacramento and Modesto. Increasing numbers of summer students are coming from farther away and living on campus, according to Dean Jantzen.



TIGER SPORTS

by John Marks Sports Information Director

FINAL THREE AT HOME

The Tiger football squad will complete the 1967 season with three exciting games all at home. November 4th one of the nation's toughest elevens comes to Stockton, Colorado State University (Parents' Day); and then Homecoming and band day with valley rival Fresno State College on November 11. The Tigers close the season on November 18 with the quick 49'ers of Long Beach State College. All of these games will begin at 1:00 p.m. at the Pacific Memorial Stadium.



JACK LAYLAND



BOB LOCATELLI

NOR-CAL "PLAYERS-OF-THE-WEEK"

Two Tiger gridders have been awarded the honor of "Northern California Player of the Week" so far this season. The award, which is given by the Northern California Football Writers Association, has been given to senior fullback Jack Layland from San Pablo for his fine game against the University of Idaho. In that game he gained 127 yards in 23 carries for a 5.5 per carry average. Another recipient, Bob Locatelli, a senior defensive tackle from Boulder Creek, was cited for his defensive play against Utah State University. He made 6 unassisted tackles and 15 assisted tackles in that game. Pacific is in competition for this weekly award with California, Stanford, San Jose State, Santa Clara, San Francisco State, Hayward State, University of San Francisco, and St. Mary's.

DEFENDING CHAMPS OPEN PRACTICE

The defending West Coast Athletic Conference Champions opened practice on the Pacific campus on October 16th. Coach Dick Edwards met some thirteen varsity players, including six lettermen, and seven sophomore candidates. The daily practice sessions, which are held in Pacific Pavilion, will culminate on Saturday, December 2nd, with the season opener against the Pioneers of Hayward State. The Tigers, who have won two consecutive WCAC league crowns, are led by Coach Dick Edwards, who in his four seasons at Pacific has posted an impressive 76-33 mark, with 47-10 in the last two seasons.

Off of last year's championship team the Tigers lost Keith Swagerty, Bob Krulish, David Fox, Bruce Parsons, Gary Neese and Jim Hill, all of whom were instrumental in taking the Tigers to the top.

Pacing the Tigers this year will be forwards Bob Jones, 6'6," and Pat Foley, 6'5½," center Tom Jones, 6'9," and guards Robby DeWitt, 6'5," and Joe Ferguson, 6'1." With the exception of Tom Jones, who sat out this past season, all have seen a great deal of action and can definitely be considered as experienced ball players.

Up from last year's frosh team, which posted a fine 17-5 record, are forwards Bill Stricker, 6'8," and Joel Perisho, 6'6"; guards Fred Carpenter, 6'5," Don Miller, 6'3," and Bill Clapperton, 5'10," and center Steve Guy, 6'6½."

The Tigers, who finished last season ranked 16th in the nation, have a fine schedule with games against powerful Seattle University, Hardin-Simmons, North Texas State, Portland, and the extremely tough WCAC foes. The Tigers will spend the Christmas Holiday in Nevada playing in the Las Vegas Holiday Classic along with Loyola of Los Angeles, Arizona State, and host Nevada Southern University.

BASKETBALL SCHEDULE 1967-68

HOME GAMES

Dec. 4	Fresno State
Dec. 8	Seattle
Dec. 19	University of California at Davis
Jan. 6	St. Mary's
Jan. 27	San Francisco State
Jan. 29	University of Nevada
Feb. 1	Loyola
Feb. 2	Pepperdine
Feb. 9	Santa Clara
Feb. 10	USF
Mar. 8	University of California at Santa Barbara
Mar. 9	San Jose State College

GAMES AWAY

Dec. 2	Hayward State
Dec. 12	North Texas State
Dec. 14	Hardin-Simmons University
Dec. 22	Linfield
Dec. 23	Portland
Dec. 27-28	Las Vegas Tourney
Jan 11	University of California at Santa Barbara
Jan. 13	San Jose State College
Feb. 17	St. Mary's
Feb. 23	Loyola
Feb. 24	Pepperdine
Mar. 1	USF
Mar. 2	Santa Clara

Campus Calendar

CHAPEL SERVICES

11:00 a.m.

- Nov. 7 Mowry Baden, Instructor in Humanities and Artist in Residence, Raymond College. Note: This Chapel will be held in the Lecture Hall of the Academic Facilities Building.
- Nov. 14 John Howard Griffin, Novelist: *Black Power and Whitewash; Black Like Me Revisited*
- Nov. 21 Dr. B. Davie Napier, Dean of the Chapel and Professor of Religion, Stanford University: *The Problem of Unbelief, or Thank God I'm an Atheist*
- Nov. 28 Bettina Aptheker: *Anarchy or Community, the College Revolutionary's Quest for Values*
- Dec. 5 Dr. Larry Jackson, provost, Callison College: *Broken Images; Uncharted Seas*.
- Dec. 12 James Pike: *The New Morality in Swaddling Clothes; Love Came Down at Christmas*. Note: This Chapel at 8:00 p.m.

RAYMOND-CALLISON HIGH TABLE

8:00 p.m., Raymond Great Hall

- Nov. 7 Arthur Clarke, Science Fiction Writer: *The Promise of Space*
- Nov. 21 Gary Clarke, Director, Topeka, Kansas Zoological Society

ANDERSON "Y" FILMS

3:30, 7:00 and 9:30 p.m.

Academic Facilities lecture hall

- Nov. 3 *Shop on Mainstreet*
- Nov. 17 *Last Year at Marienbad*
- Dec. 8 *Guns of Navarone*
- Jan. 3 *The Rest is Silence*
- Jan. 12 *Juliet of the Spirits*
- Feb. 9 *Woman in the Dunes*

Law students aid indigent defendants

□ Senior students at McGeorge School of Law have been performing a public service while gaining practical experience through participation in a new experimental course, in which they actually assist in the defense of indigents charged with crimes.

Recently 20 top McGeorge students wrote briefs in five cases assigned by the 3rd District Court of Appeals to Sacramento lawyer William Gregory. Gregory incorporated the students' work into his own presentations in court.

Results have so impressed Fred Pierce, presiding justice of the 3rd District Court, that he plans to urge other law schools and other appellate courts in California to follow the McGeorge example.

Convictions of three young men on robbery, auto theft and felony assault

were reversed in one recent case through a brief written by student Wallace J. Smith, who argued that incriminating statements obtained from the youths by the police were improperly heard at their trial. They had not been completely informed of their rights as required by the U. S. Supreme Court in its Miranda ruling; Lawyer Gregory gives complete credit to student Smith. In a letter to Law School dean, Gordon Schaber, he said, "The point in the brief was completely developed by Wally Smith, and had it not been for him I would have missed the issue myself."

Gregory said the use of students in the appellate courts can cut expenses while giving defendants the benefit of more thorough research. He noted that lawyers assigned to cases of indigents are paid minimum fees and often are not as acquainted as students with the latest decisions in the criminal field.

LIBERAL ARTS COLLEGES



College of the Pacific



Raymond College



Elbert Covell College



Callison College

PROFESSIONAL SCHOOLS



Conservatory of Music



School of Education



School of Pharmacy



School of Engineering



School of Dentistry
San Francisco



McGeorge School of Law
Sacramento

GRADUATE SCHOOL



CALIFORNIA'S FIRST CHARTERED INSTITUTION OF HIGHER EDUCATION