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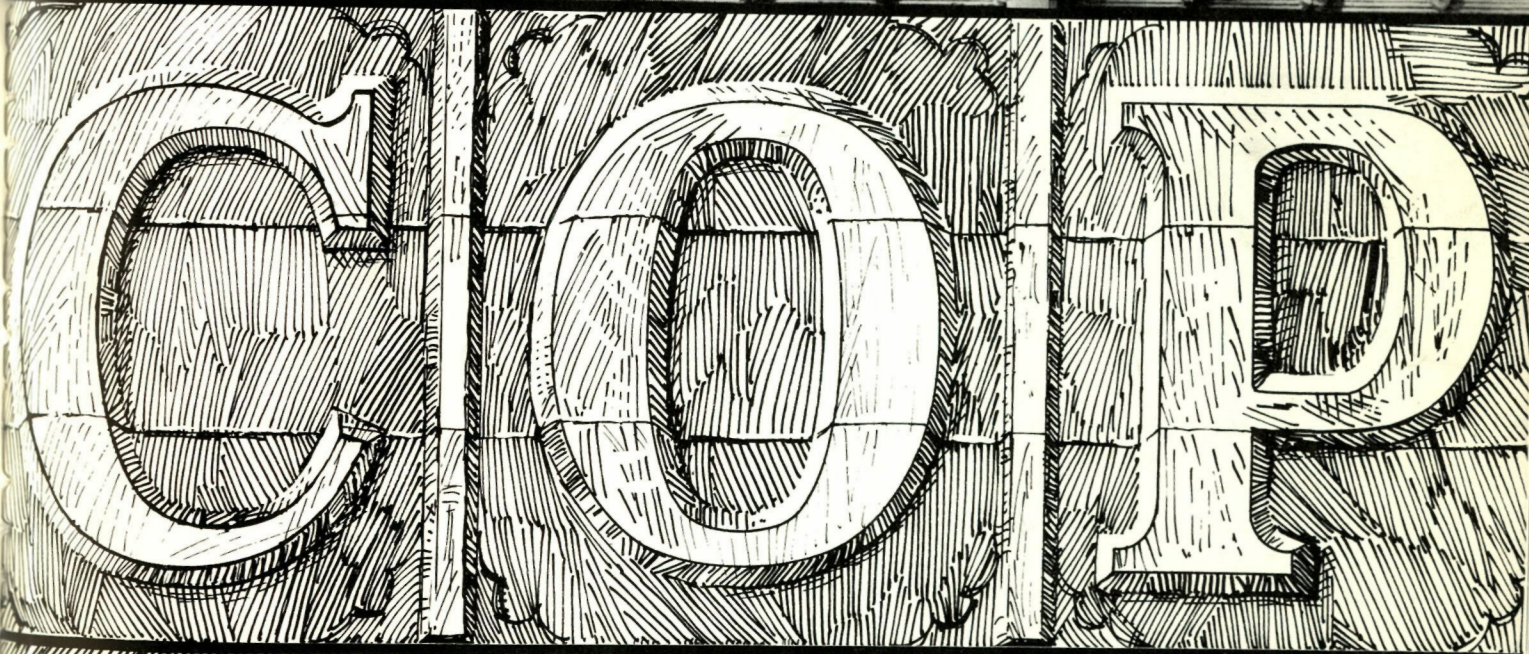
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UNIVERSITY OF THE PACIFIC

PACIFIC REVIEW

SUMMER
1969

STOCKTON - SAN FRANCISCO - SACRAMENTO



A COLLEGE RENEWED

COP

A COLLEGE RENEWED

The College of the Pacific revises its curriculum to meet the needs of the modern student. Individual interests and abilities will be stressed; traditional "lock-step" requirements dropped. Thematic linking of courses, independent research, and community involvement are features of this new concept of higher education.

□ A plan to revitalize California's oldest liberal arts college, the College of the Pacific, will be put into effect in the fall of 1970. The plan, recently approved by a vote of the faculty, includes a sweeping revision of the College curriculum to make it more relevant to today's better-prepared and more socially conscious students.

Under the new curriculum, many of the restrictions and prescriptions will be dropped—especially the lock-step system of traditional education wherein every student has to meet the same basic requirements for graduation. Now, each student coming into the College will have his own individual curriculum, designed to his needs, goals, and abilities—a curriculum flexible enough to change with his individual growth during his time at Pacific.

If an entering student does not need freshman English, speech, western civilization, religious studies, a foreign language, or physical education, he will not

have to take them. Many—perhaps a majority—of students coming to college now are proficient enough in many of these areas to be able to concentrate their efforts in more advanced studies or in fields of greater interest to them. The elementary courses will still be there for those who need them, but they will take the form of learning laboratories, using programmed texts and special facilities and allowing students to proceed at their own pace to correct deficiencies or improve proficiencies.

The freshman year, under the new curriculum, will be considered an introductory year, during which the student may declare a major if he wishes but will be under no pressure to do so. With the aid of his adviser, each student will select three pairs of thematically-linked courses from four groups of courses—historical-cultural studies, behavioral sciences, sciences, and communicative-creative arts. For example, the theme linking the courses in the historical-

cultural areas might be revolution. In this case English classes would focus on the literature of social revolution, history classes on a comparative study of the nature and causes of revolution in several periods and countries, and art classes on the art arising from revolution. The themes for each semester will be selected by consensus of the instructors within each area and will change from year to year.

Each course in this introductory program is intended to provide the student with an understanding of a discipline; each pair of courses an appreciation of one of the basic areas of study in the College; all three pairs an introduction to the opportunities for cross-disciplinary studies, and to the processes of analysis and synthesis. The program should also, through exposing the student to a variety of disciplines and to many teaching styles and educational philosophies, assist him in making the choice of major field.

Members of the Danforth Committee for revision of the curriculum of the College of the Pacific:

M. Dale Arvey, professor, Department of Biological Sciences

Dennis A. Barnebey, senior student, Newhall, California

William O. Binkley, dean, COP

William G. Darling, assistant professor, Department of Economics and Business Administration

Cedric W. Dempsey, associate professor, Department of Health, Physical Education and Recreation

Donald Duns, associate professor, Department of Speech

Michael L. Fager, senior student, Loomis, California

Robert J. Fields, senior student, Santa Barbara

Floyd F. Helton, professor, Department of Mathematics

Donald J. MacIntyre, associate professor, Department of History

Estelle H. Marr, senior student, Kings Beach, California

M. Lewis Mason, professor, Department of Sociology

Anne F. Mathias, associate professor, Department of Biological Sciences

Leonard O'Bryon, professor, Department of Modern Languages

Herbert R. Reinelt, professor, Department of Philosophy

Janelle G. Reinelt, senior student, Stockton, California

The entire system of semester-unit credits will be dropped in favor of the course system." Instead of taking as many as six or seven classes at one time, the student will take only four. A faculty member, instead of teaching as many as five at one time, will teach only two. This means that both student and professor will have time to go into greater depth in subjects that require it, to concentrate for a short time on one subject, then go on to another subject during the same semester.

Another innovation will be the introduction of a Winter Term of independent study. This will be a four-week session between the end of the fall semester and the beginning of the spring semester. It will be used by the student to develop the self-discipline needed for independent research, for more concentrated inquiry into areas of special interest, and to broaden the concept of interdisciplinary study. The student would work under the guidance of individual faculty members and would present his finished work as a research paper, a report, a short story, a painting, a musical composition—a creative accomplishment which he can call his very own.

Both the change to the course system and the adoption of the Winter Term will require restructuring of major programs within the departments. These revisions are underway now and will continue through the summer.

The articles which follow in this issue of the Pacific Review, one by a student, one by a professor, and one by the Dean of the School of Pharmacy, may help to clarify this new concept of higher education.

The plan is the product of many faculty and student minds, working individually and in groups over the past year or two. The study was financed by a grant from the Danforth Foundation and a generous matching gift from Mrs. Esther Wightman Blum, a long-time friend of the University. Some of the study was done in Colorado Springs last summer in cooperation with scholars from other institutions. □

Curriculum revision: a student viewpoint

By DENNIS A. BARNEBEY
Student, College of the Pacific

□ After a good deal of time spent talking, hoping, complaining, and working, the College of the Pacific community is presented this year with a proposal for total curriculum renovation. In the energy and publicity of new cluster colleges, and activities in the various professional schools, there is finally something concrete to at least begin answering the question, "What about COP, the core of Pacific?"

The proposal made by the Danforth Committee calls for a number of questions to be answered, especially from the student's point of view: Why are the changes necessary? What do they hope to accomplish, and how will things be different for students coming to Pacific?

I recall the plunge into the "college experience" as one of the most disappointing and frustrating times of my life. Throughout high school, one looks forward to the chance to try the new and different, to get away from English courses after twelve years of them, to perhaps study something other than a general survey of Western Civilization or U.S. History, to be free to learn what the exotic areas of philosophy, sociology, or even psychology, are all about.

Examine, however, what a freshman confronts when he comes to Pacific, as to most universities today: required Western Civilization, required English, required language (or math), required Personal Hygiene, required Speech, and a required religion course. While they may be meant to give a true "liberal arts" background before one begins to specialize in his major area of study, the effect of the required courses can be more stifling than liberating to the "academic spirit" of an incoming student.

Rather than an atmosphere of freedom, that is, being freed to *learn*, one of enslavement to courses becomes prevalent. They become things we have to do rather than what we want to do.



Dennis Barnebey is a senior history major from Newhall, California. He plans to become a secondary teacher. In addition to his involvement in the Danforth Study, he has been active in the Anderson "Y" programs and the Student Affairs Committee.

It is too easy to lose enthusiasm and a creative spirit about a class if it bogs down with redundant material, an inflexible structure of meeting times, tests and lectures, and, quite frankly, if they have nothing to say which relates to the student in particular. The persistent feeling of wanting to get classes "over with" in order to make time for "everything else" has been the result.

The kinds of changes that are needed are in terms of creating an environment which frees the student to study in areas which interest him, along with the help and consultation of those who may be more experienced in the problems he will confront in this kind of endeavor.

In fact, it is a hard decision to live up to if a school does decide to be a *liberal arts college community*. If the liberal arts are to be liberal, they must respond to individual needs rather than establishing an over-all pattern for every student to fit himself into. If the community is to be a *college community*, it must decide, together, what it means to take part in a "higher" education.

Given the mass of information we are exposed to today, the picture of the university as the place to go and "get educated" can no longer be considered

valid. It is the place to go to learn *how* to be a self-educating person throughout one's life, and to help define personal areas of interest in order that one may respond to the world of today and tomorrow, not of yesterday.

If the institution is calling itself a *community*, then it must struggle with living up to the meaning of the word. While the designation of faculty, student, and administrator is still useful simply for organization and efficiency's sake, we can no longer afford to let this labeling prevent us from working together on a common theme of educating each other. That is to say, the total responsibility for the administration of the school can no longer be left simply to those called Administrators. The teaching cannot be left only to the Faculty, and the learning only for the Students. Rather, everyone must realize his responsibility in expressing his concerns, complaints, and problems, and channels must be available from all levels.

It is with the intent that the student become the center of the university experience, rather than only secondary to its whole operation, and that the college re-new its definition of a liberal arts college community, that the Danforth recommendations were made.

The need for academic change is obvious, not only here but throughout the world. One of the aspects of Pacific that has always made it exciting for me is the kind of independence of action it can take if it wants to.

Today, more than ever before, an educational institution must be able to respond to contemporary problems, to meet them, understand them, and finally do something about them. It is not an easy task to totally renovate a college's curriculum, especially when the present structure is as ingrained as it is into all of us.

And, finally, we cannot allow the Danforth report to be considered *The Solution* to our problems. We can only dare to say that it may help to scratch the surface in creating a university whose members care to learn more about themselves as well as others, and who know how to do it in a cooperative effort. □

Curriculum revision: a faculty viewpoint

By DONALD J. MACINTYRE, Ph.D.,
Associate Professor of History

□ The Danforth Proposal for a Revised Curriculum has put before the students, faculty, administration, and alumni of the College of the Pacific a many-sided challenge, an opportunity to respond creatively to the mounting social, political and cultural pressures of our rapidly changing society. Technological advancements have given rise to a whole host of problems, problems that will not await solutions for very long.

Traditionally, institutions of higher education have been slow to change and in many cases for good reason. However, the time for a creative reply is at hand, and in my opinion, the College of the Pacific's Danforth Committee has come up with such a response.

As a trained historian, I am very conscious of the fact that my fellow disciplinarians have been loath to rethink their disciplines. Little creative thought has gone into new approaches to our fields of interest and study.

History is not alone in this lethargic affliction; I would venture to say that many other disciplines, sociology, philosophy, political science, English literature, have been similarly infected. The Danforth Proposal challenges all of us to rethink and to reorganize our specialties and our attitudes towards teaching. This does not imply that many of us have not been innovative and imaginative, nor does it say that some of our accepted ways have not been flexible in response to arising challenges. Rather, as I see it, the curriculum proposal hopes to create a spirit of inquiry, a sense of openness among all of our faculty. It calls upon us to exercise educational leadership.

In its recommendations, the Danforth Committee affords me the flexibility to work out my new ideas and approaches. The provisions for a reduced teaching load would enable me to devote more time to raising the quality of

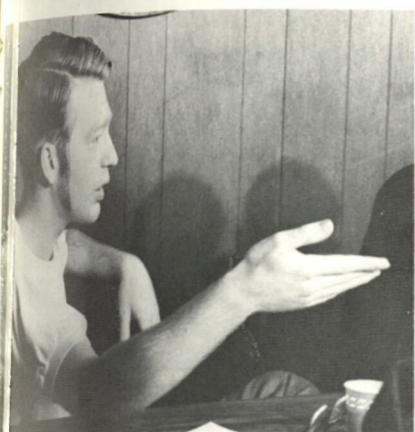


Donald J. MacIntyre came to COP in 1966 from the University of Iowa. He holds an A.B. from the University of Detroit, and M.A. and Ph.D. degrees from Iowa. His primary academic interest is in Russian History.

my course offerings, to spend more time with my students in smaller sessions than is currently possible, and lastly to doing my own research, something which I feel is central to quality teaching.

The recommendation for an internal sabbatical, a semester off every four years, is, in my opinion, crucial to such an innovative program, for it would afford a faculty member time to rework and rethink course offerings, and time to do more concentrated research. Such a provision would enable me, for example, to spend time in the Soviet Union both in researching the archives and in getting to know more deeply the people whose history I teach.

The specific curriculum revisions, similarly, would present a historian with opportunities for taking new directions in his subject, be it European history in general or Russian history in particular. A case in point would be the teaching of my primary field of interest—Russian social and intellectual history. At the present time my teaching in my specialty is confined to survey courses; under the proposed program I would be able



Many months of discussion preceded the approval of the Danforth committee's recommendations for curriculum revision. These photos were made during one of the committee meetings and one of the full-faculty meetings. Not present at the meetings, but honored at a dinner later, was the lady who helped finance the study, Esther Wightman Blum, upper left, shown with Robert Fields and Dean William Binkley.



to offer a special topic in my area of research and interest. I would very much like to do something with the student movement in Russia in the 1860's and 1870's and to compare this movement with our own student movement in the United States. Ideally I would work up such a course in conjunction with one of my colleagues interested and competent in the current situation in America. Such an approach would bring faculty together in an enterprise of mutual interest and would offer the student a chance to participate in a topic of scope and relevance.

My fellow historians are also questioning the pedagogical soundness of such courses as Western Civilization and the general survey courses. In their place, many universities are substituting a problems, or microcosmic, approach to historical studies.

The information explosion has made it virtually impossible for the historian to "cover" all the material at his disposal. Therefore, a number of us have come to the conclusion that we need to

redefine our objectives. I for one believe that what he must convey to and develop in our students is a sense of time, an attitude toward history, a way of looking at the past.

For these reasons, I heartily endorse the recommendation of the Danforth Committee for abolishing the Western Civilization requirement and for providing a more flexible structure for the introductory year. In such a program as outlined in the Report, we in the Department of History will be able to direct our efforts more effectively at reaching the above-stated objective and also will be able to work with other disciplines in reintegrating our fragmented fields of study. Under the proposed program I would be able to work with a sociologist, a literature man, a philosopher in developing a course around the theme of the changing nature of the relationship between man and society. The prospects are endless.

If adopted, only time will reveal the feasibility or workability of such a program. But, as an original member of the

Danforth Team, one of the things I learned in Colorado Springs is that to change one aspect of the curriculum necessitates changing all aspects. What I see here is that merely to change a few courses around is to tinker with the curriculum, which leads nowhere. If our goals, as outlined in the proposal, are to be attained, it means that all phases of our university life must come under careful scrutiny. For only by such a total effort can change be meaningful, effective and lasting.

This means looking into the nature of our student body, their motivation, their goals, and their performance levels; it means looking into housing accommodations, into the fraternity-sorority system, into administrative practices, into the role of intercollegiate athletics. The college experience is a total experience for our students; no aspect of it should be overlooked if such a revision and redirection is to succeed. Such an effort demands the open, frank, and honest cooperation of all segments of this institution. □

Pharmacy faculty, students studying curricula changes

The School of Pharmacy, along with many other units of the University, is revising its course of study to meet changing needs. Dean Rowland outlines some of the changes being considered by faculty and students as the School of Pharmacy prepares to move into its new building this fall.

BY IVAN W. ROWLAND
Dean, School of Pharmacy

□ Faculty and students of the School of Pharmacy have been working together intently since January to develop a curriculum which will prepare the pharmacist of the "seventies and eighties" to deliver comprehensive health care to the citizens of California.

In order to intelligently provide for the health needs of great numbers of additional persons and to serve these people well, it is mandatory for us to change our present approach, now geared to product information, to one of health care delivery which is "people-oriented."

In the past we have emphasized the physical and chemical aspects of drugs at the expense of the biological. There has been a tendency to focus upon the need of a specialist in science rather than upon the needs of the general practitioner. The new goal must relate to professional and clinical aspects rather than just scientific ones. It is well to remember that the end use of drugs is geared to hopes, anxieties, frustrations, and comforts of people. All of us in the health sciences need to know how the other suppliers of health care function and how we can work together as a team of suppliers of total health care to members of our society.

The future pharmacist will need to have more knowledge of pathology; he will need to understand and apply information of a statistical nature to his information on clinical pharmacology, clinical medicine, and epidemiology.

It will become increasingly important for the pharmacist to become skilled in



Ivan W. (Cy) Rowland, has been Dean of the School of Pharmacy since its beginning in 1955. A native of Idaho, he received his undergraduate training at Idaho State College. He holds a Master of Science degree in pharmacy from Colorado University and a Ph.D. in pharmacy from the University of Washington. His academic specialty is pharmaceutical and bacteriological chemistry. Dean Rowland has been active in community pharmacy affairs; in 1966 he was named "Pharmacist of the Year" by the Northern California Pharmaceutical Association, and this year received the California Pharmaceutical Association Educator of the Year Award.

communications as he relates information about drug abuse, control, history, stability, allergy, and therapeutic incompatibility.

The social and behavioral sciences in a curriculum can aid the pharmacist to understand that even though good health care is available, it is not always used to best advantage by those who need it. Poverty and lack of education can be powerful social modifiers of medical care. The pharmacy student should also learn the role of social conditions as the cause of physical disease. And, of course, another vital part of a pharmacy curriculum is basic economics and good business practice.

With the increased rate of scientific knowledge there comes a demand in our curriculum for priority of materials to be studied. Current relevance is a necessary part of our challenge to the curriculum content. The old must be deleted to make room for the new.

The high school and junior college

preparation of today is vastly different than a few years ago. Today's student has a great fund of knowledge in mathematics and basic science as a backdrop for his future education and we must utilize that knowledge without rehashing the same basic things at the advanced level. The recent unification of the biological sciences obviates the need for separate courses in botany and zoology. Testing will help inventory each individual's working knowledge of the basic sciences and mathematics, and those who have adequate basic knowledge will be allowed to proceed to more

Physics Chairman Carl Wulfman, right, was one of many non-pharmacy faculty members consulted by the committee which made the curricula revision recommendations described here.

advanced studies. Everyone will not be forced to jump the hurdles of individual college level courses if he has already attained the proper level of understanding needed for those advanced courses.

Based upon the pattern of general higher education in California and the need for pharmacy manpower, it seems desirable to favor retention of the one-year pre-pharmacy program, followed by four years of professional education leading to the Bachelor of Science in Pharmacy degree. Such a program can provide the minimum essentials of a quality education designed for delivery of good community service health care. For those who wish to spend an additional year of more intensive study, the Doctor of Pharmacy program will be available. This program is intended to prepare specialists, i.e., hospital pharmacists, therapeutic consultants, radio-pharmaceutical consultants, manufacturing pharmacists, etc. The Pharm.D. program, will consist of two years of pre-pharmacy, followed by four professional years.

Considerable thought has been given to the kind of professional pharmacy education program that gears itself to a three-year plan wherein the terms are fifteen weeks each. The first term will parallel the University's regular fall term. The vacation periods of Thanksgiving and Christmas will be abbreviated so that the second term can get underway near January 1. The third term would begin in mid-April and conclude on August 1. The program would also provide at least one term of internship in which the School of Pharmacy, in cooperation with select pharmacies, would jointly contribute to the practical experience requirement for state licensing. The School of Pharmacy would provide a staff member to coordinate the student's program with the

employers. Credit, experience, and remuneration would all be a part of the package for the student.

In each of the three terms which are contemplated, the student would be limited to a maximum of three courses. Each course would be concentrated and would tend to present fundamental professional material of the various departmental disciplines in a coordinated, unified manner. The basic pharmaceuticals course would combine the present courses of orientation, history and ethics, processes, and fundamentals into one term. This segment of knowledge, along with jurisprudence, would come at the beginning of the professional program and would serve to provide fundamental knowledge to the student who may wish to secure a meaningful internship at an early stage in his educational experience. Inorganic and Organic medicinal chemistry would be offered in a single course following a pharmaceutically - oriented Biochemistry course.

The physiology and pharmacology area of knowledge would be preceded by fundamental knowledge in anatomy, histology, and embryology. Pharmacology would become more oriented toward pathology and, following this exposure, the clinical pharmacology experience could top off this discipline. Preceding Pharmacognosy there would be courses in Biology and Sociology of Disease along with considerably more Public Health Education than is now available.

Other areas of the curriculum will be strengthened by the coordinated efforts of each of the disciplines working together much more closely than has been true in the past. The number of units in the new program will not be extended. It will be possible for the candidates to compete the regular eight-term program

and an internship within three calendar years.

The planning calls for the new program to be in full swing, hopefully, by the fall of 1970. By that time a parallel re-structuring of the earlier departmentalization of the School of Pharmacy should be concluded. The present reorganization would provide for three divisions: 1. Pharmaceutical Sciences, 2. Pharmacy Management and Services, and 3. Student Services. The present departments of pharmaceuticals, pharmaceutical chemistry, pharmacognosy, and physiology - pharmacology would become the Division of Pharmaceutical Sciences. The areas embodying business management, continuing education, the campus clinical pharmacy, and seminars would be under the Division of Pharmacy Management and Services. Into the Division of Student Services would fall the matters of registration counseling service, registration, student organizations, and the programming for convocations.

It is understood by all of us that innovation or change is costly in terms of energy, resources, and ingenuity. We also know that it will take initiative and more than mere discussions to develop an innovative program of pharmacy education which will enable us to better prepare our graduates to deliver the kind of extensive comprehensive new health patterns that will be demanded in the future by all citizens.

If the prediction proves to be true that the University of the Pacific is to present "the finest face for pharmacy education in the nation" with the new \$4.3 million pharmacy center, then we must be dedicated to the philosophy of providing the finest pharmacy education in America. In order to carry out this philosophy, we must be prepared to pay the price of innovation. □



Raymond College adds fourth year

The Raymond College curriculum will be expanded to include an optional fourth year. This may be taken overseas, or as an adjunct to employment.



□ Raymond College, the first cluster college at the University of the Pacific, is adding a fourth year to its curriculum.

Up until now, the College offered a bachelor of arts degree at the end of three years. According to Raymond Provost Berndt Kolker, an entering freshman will now have the choice of participating in either the three-year program or the four-year program. He would graduate at the end of either the three or four years with the same B.A. degree. This new program begins this fall.

The College will still maintain a three-term-per-year schedule, but is adjusting its calendar so that it coincides with the beginning and ending dates of the other divisions of the University on the Stockton campus. In the new Raymond calendar, the first term will end just before Christmas vacation, the Winter Term will start in January and will end just prior to the Easter vacation period, and the third term will begin following Easter.

"The reason we are adding the fourth year to our curriculum," Mr. Kolker said, "is to give a new dimension to a college education. This will add not only more relevance to college but will offer more purpose to the college student than was heretofore available in college. This extra year will be entirely student centered.

"The opportunities are there in the fourth year for a wide variety of experiences, both purely academic and non-academic. During the extra three terms of the fourth year, a student may enroll at another college such as the College of the Pacific for a major or to take pre-med courses or the like. He may want to go with the Callison College sophomore class to India for a year or to participate in the year abroad program with the Institute of European Studies, of which the University is a part. Or he may elect to join VISTA or the Peace Corps or even take a job in industry to learn the practical side of a profession. The opportunities are endless."

During this time he will enroll at Raymond College and will be required to report to a faculty advisor on what project he is working on. He will be given critiques on his progress.

This fourth year may be taken at any time during the students' college career following the freshman year. All academic credits earned during this year are over and above the Raymond graduation requirements. Students in both the three-year and four-year programs will take the same classes during the freshman year.

Both the three-year and the four-year students will be required to take 27

courses at Raymond, Kolker said. In the three-year program, however, a student must satisfactorily pass all 27 courses while in the four-year program the student must pass satisfactorily 25 of the 27. There are no letter grades given at Raymond—just satisfactory or not-satisfactory.

All students in the four-year program are required to spend the last term in residence at Raymond College before graduation. "With the different experiences that each student will have had," Mr. Kolker stated, "just think how much more exciting and how much more varied the classes will be." These "Capstone" courses will be required during the final term—humanities, social sciences, and sciences.

"I know of no other program in the country quite like this one," the Provost said. "The fourth year adds a change of pace to the usual college curriculum and allows the student to go out into the world while still remaining enrolled in college."

The concept under which Raymond College was founded in 1963 will remain in both the three-year and four-year plans. This is the small, seminar-type of classes with a close personal relationship between faculty and students. Tutorials and individual research will still be emphasized. □

"Ominous deficits" predicted for California's independent institutions



President Burns and Secretary Finch at Washington press conference.

□ UOP President Robert E. Burns, who is also president of the Association of Independent California Colleges, held a news conference in Washington, D.C. in June to make public the findings of a study of the financial future of California's 50 independent institutions of higher education. The study, conducted on behalf of the Association by McKinsey and Co. Inc., pinpoints the financial dilemma which is confronting California's independent colleges and universities.

At the conference, in which Secretary of Health, Education and Welfare Robert Finch participated, Dr. Burns attempted to focus national attention on the funding needs of independent institutions. He pointed out that ominous deficits are projected for California's private colleges and that a similar situation probably applies nationwide.

The McKinsey study makes it clear that independent higher education can no longer rely on its traditional sources of income if it is to survive in its present form. Entirely new concepts of funding are required and members of the educational community must work with business, government, and each other to generate new sources of income and expand old ones. The gap between income and expenditures, the study shows, is widening each year; the 50 California institutions will have to increase their annual income by \$56 million by 1973 and by \$127 million by 1978—over and above the anticipated growth of current sources of income.

Unless support is forthcoming to overcome these deficits, the inevitable consequences are (1) a significantly reduced growth rate; (2) erosion of educational quality; or (3) disappearance of some independent institutions.

The McKinsey study found that business in California is giving a smaller

share of its profits to independent education than it used to. It noted that various American corporations—under a plan that originated in Cleveland—have pledged contributions of 1% of their pretax profits to private universities and colleges.

If all major California corporations had done this last year, the study said, their support would have totaled almost \$30 million—four times as much as they actually contributed.

In response to reporter's questions, Dr. Burns said that "ultimately, in the long run," federal and state revenue would become a primary source of revenue for the colleges and that he is not afraid of that.

Commenting on federal aid to private education, Secretary Finch said that the Nixon Administration is thinking of channeling federal grants to private universities and colleges after the Vietnam war is ended. But he said "it won't be easy" because campus disturbances have produced a "quasi anti-intellectual attitude" among the voters.

Finch indicated there would be difficulty in getting Congress to provide the money and in keeping the grants free of controls that would infringe on the traditional freedom of private educational institutions.

The McKinsey report summed up the importance of the independent institutions to California in the following paragraphs:

The 50 member institutions of the Association of Independent California Colleges and Universities (AICCU) educate one-quarter of all California's students in four-year and graduate institutions—more than 95,000 students. Last year they awarded more than 10,000 undergraduate degrees and more than 7,000 postgraduate degrees. It

would require some \$1.5 billion to replace their combined physical assets, and the market value of their combined endowment approaches \$600 million. The equivalent cost to the state of educating their student bodies in public institutions would be about \$200 million a year.

More significant, however, are the special characteristics of independent institutions. These derive primarily from their freedom as non-tax supported institutions. Autonomy challenges them to be different; diversity is the result.

The independent institutions afford a richness of choice to students. Their relatively small size makes possible a special concern for students, an emphasis on teaching, and the development of a unique sense of community.

Their program is based on a tradition of values. They have achieved high standards of educational quality and provide stimulus and challenge to public colleges and universities. In the long run, their greatest significance may be their role in maintaining a pluralistic, decentralized, and open society.

Independent higher education does not mean exclusiveness. In California, the independent institutions enroll a higher percentage of black students than do the public institutions. One college serves a student body that is 25 percent black. This positive approach to minority group needs evidences concern for critical social problems, willingness to become involved, and ability to adapt to such needs.

These institutions also attract relatively large numbers of California State Scholarship winners and National Merit Scholars and produce relatively large numbers of Woodrow Wilson Fellows, National Science Foundation Fellows, and Rhodes Scholars. □

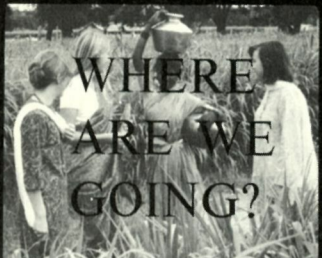
University OF THE PACIFIC

STOCKTON, CALIFORNIA 95204

CALIFORNIA'S FIRST CHARTERED
INSTITUTION OF HIGHER EDUCATION



WHO
ARE
WE?



WHERE
ARE WE
GOING?



WHAT
CAN
WE DO?



New UOP film will premiere for Tiger Club on September 13

Film depicts the changing attitudes
of students and how the University
is meeting these changes.

□ "I think it's extremely important to spend time listening to the students today. The faculty have talked too much, the administrators have talked too much, and now in a sense the student is talking and it's pretty important to be cognizant of what he's saying."

With these words Dr. John M. Bevan, academic vice president, opens a new film on the University of the Pacific and sets the tone for its investigation of the programs and concepts of the University.

Produced under the sponsorship of L. Eugene Root, a member of the University's Board of Regents, the film is titled "Who are we? Where are we going? What can we do?". It was written, produced and directed by Bernard B. Mahon and B. S. Goldberg, Jr. Executive producer was C. R. Murphy and other members of the production staff were W. G. Hewitt and A. F. Bailey, photography, R. C. Vlack, sound, and J. E. Mortimore, editor.

Filming started last November and continued throughout the school year with nearly 28,000 feet of film exposed. Approximately 1,800 feet is used in the completed 45 minute color film.

The premiere showing will be at the Tiger Club banquet September 13 in Stockton. All members of the Tiger Club (donors of more than \$100 during the year) will be invited. Following this premiere, the film will be made available to various groups and will be featured at alumni-parent meetings during the year.

Editing is continuing on a somewhat shorter version which will be used for

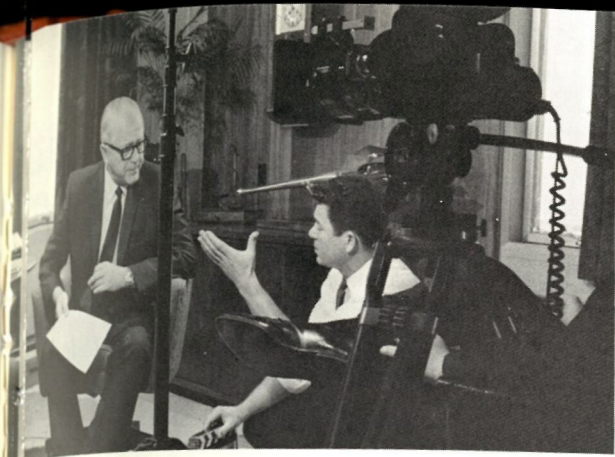
showing on television. This has been undertaken by a group of alumni in the television and film industry in Los Angeles. Included are John Graves '49; Herman Saunders '40, Patrick Mealiffe '64, and John Stagg Hansen '65.

Although the film covers nearly all facets of the University, its central theme deals with the changing attitudes of students and what University of the Pacific is doing to meet these changes. The title of the film is derived from the traditional liberal arts questions of "Who am I? What am I? and Where am I going?"

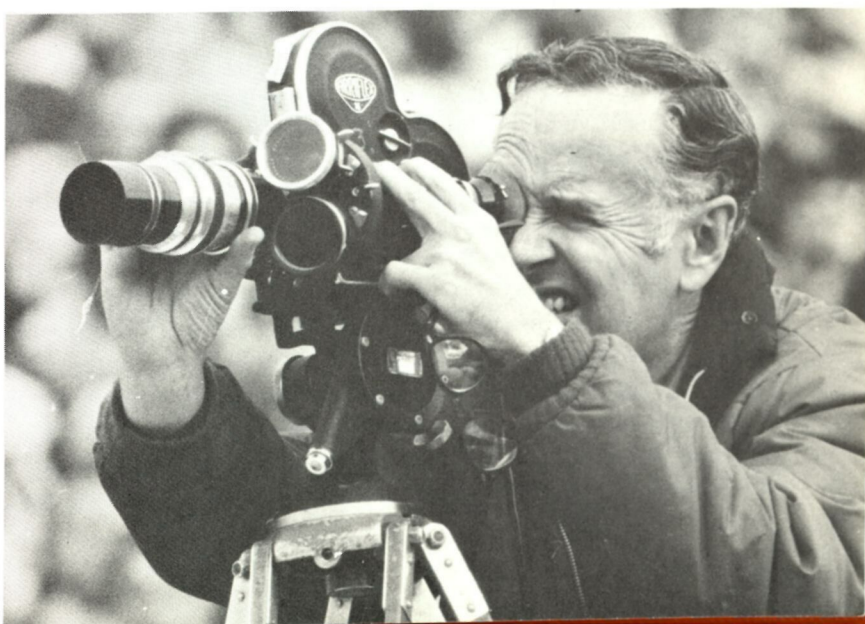
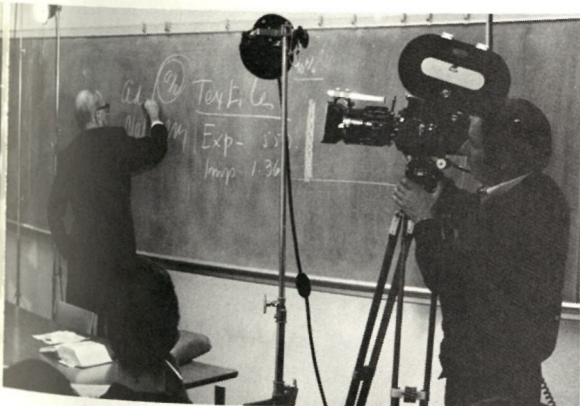
The film points out, however, that the focus is no longer on "I," but instead has shifted to an emphasis on "We," and students today are pointing out the contradictions of what is said and what actually gets done. As is stated in the film, students also are questioning the basis of judgment and the personal and national morality "... all for the purpose of understanding what it is to be a human being in a society that is in a state of dilemma and in a world that's in a state of dilemma. And he's saying 'Look, we're all in the boat together' that's why the emphasis on we."

Examples of community involvement, independent study, interdisciplinary programs and international education are used to illustrate how the University of the Pacific is helping students answer the questions asked in the title.

Individuals and groups interested in seeing "Who are we?" should make requests through the Office of Public Relations, University of the Pacific, Stockton, California 95204. □



The producers of the film began with interviews of President Robert E. Burns (top, receiving directions from Bernie Mahon), and Academic Vice President John M. Bevan. After completing these interviews, the film crew came back to illustrate the points made by Burns and Bevan. This involved filming in laboratories and classrooms such as Professor Arthur R. Kwit's Elbert Covell College class (below), in dining halls (cameraman Bill Hewitt and soundman Monte Bailey are shown in Raymond Great Hall), and at football games. There was even a hazardous climb up a swaying ladder to the top of Burns Tower. The photos on the opposite page were made during other filming set-ups.



Students "sample" career before commitment

How many middle-aged men and women are leading lives of quiet desperation simply because an 18-year old made the decision to follow a certain career? The program described here could be the prototype for others in various fields which might give the college student a better idea about what kind of career he should choose.

□ Undergraduate students interested in careers in the field of mental health are offered an unusual opportunity to actually try out the profession in a summer program now in its 9th year of operation at Pacific.

The Mental Health Summer Work-Study Program permits 45 students (increased to 60 for 1969) who enroll in the six unit course "Sociology of Mental Health," to spend eight weeks in residence at a major California mental hospital or Community Mental Health Center, working directly with patients under the supervision of hospital staff members.

There the students learn the extent of the problem of mental illness in the community, the techniques of treatment, what a mental institution is really like, how it is financed and managed, and something about legislative involvement with mental illness. At this particular time, they are learning about a field which is undergoing a revolutionary change and has manpower shortages of astronomical proportions.

The program follows a pattern suggested in 1960 by the Western Interstate Commission for Higher Education (WICHE). The students selected are listed as student professional assistants and are paid a stipend of \$725 for their eight weeks work in the hospitals. As part of their course work, the students must also spend one week before and one week after their hospital experience on the Stockton campus, participating in classroom and seminar discussions. The program was initiated by the California Department of Mental

Hygiene in 1961 jointly with the University. The Department has continued support and has added federal funding through the Department of Health, Education, and Welfare, especially for the students doing field work in the hospitals for the mentally retarded and for those in community mental health centers. The University contract for 1969 with the Department of Mental Hygiene is for \$60,000 for 60 students.

On their hospital assignments, the students do not act as therapists, but do many personal things for patients that the regular hospital staff would like to do if they had time—such things as socializing, playing games, conducting group recreational activities, and conditioning the mentally retarded. They also sit in on group therapy sessions and staff conferences.

Most hospital staff members are enthusiastic about the program. They agree that the brightness and alertness of youth which the students bring to the hospital is a very real enhancement of the day for the mental patient. And many staff members admit that some of the searching questions the students have asked about hospital routine has resulted in some rethinking and even in a few changes in the way things are done.

By the end of this summer, 350 students gathered here from colleges throughout the country will have gone through the program. Those who have chosen to continue in the mental health field have gone on into such specialties as clinical psychology, educational and counseling psychology, psychiatric so-

cial work, medicine, rehabilitation counseling, employment counseling, psychiatry, psychiatric research, psychiatric nursing, medical sociology, and bio-chemical research.

Even the students who decided during their ten week "try out" that they didn't want to go into the mental health professions are unanimous in their opinion that they benefited from the experience. Many have gone into related fields: Two have become public defenders after graduating from law school, one is a hospital administrator, some are lab technicians, one is a city planner. One industrial personnel manager writes that his experience during that summer is one of his strengths in his job.

A student who later became a teacher, writes, "It may sound strange, but the experiences I had in this program have aided greatly in my capacity as a schoolroom teacher. I work with children who could become patients, and aid in preventing it."

One student who chose a mental health career wrote "Not only did this experience confirm my uncertain feeling that I wished to enter clinical psychology, it also gave me a conviction of the intense need for greater involvement and understanding from the general public toward the mental health field. It has also proved highly valuable background experience for the professional pastimes which are supporting me on my way to clinical work, and probably had something to do with my being hired at a level above the usual starting position in my present job."

Another said, "The program was immensely significant for me. I had chosen my career goal, experimental psychology, before participating in the program, but as I have indicated, my interest in psychopathology was deepened, and I certainly returned to my studies in a more aggressive, critical, and motivated fashion. Most important, however, is the fact that I had personal contact not only with a "problem," but with many of the individuals and their situations which contribute to the abstract concept of the problem of mental illness. It can never be remote to me again. And remoteness engenders apathy, but immediacy is the stimulus for action."

Another student said, "When I came to the hospital I had serious doubts about the ethics of psychiatry, but these were quickly calmed by observations of the staff at Mendocino. The concern for the rights of the patient—and the humanness and intelligence with which patients were treated—was tremendously encouraging. And, as I learned more about the entire state program in mental health I realized that intelligence and progressiveness is found in many other parts of it. I would very much like to practice psychiatry in California."

One student, however, was completely disillusioned. Now in medical school, planning to specialize in urology, he writes, "If I were going into psychiatry I would not consider a state hospital career because of (1) patient load, (2) working with groups and not individual patients, (3) working conditions, (4) salary, (5) lack of autonomy."

But most students agreed with the one who said, "It did increase my sympathy for mental health causes and produced a citizen who is willing to further, in an individual capacity, the general public awareness of mental health problems."

Mrs. Fay Goleman, Professor of Education and Sociology, has been the program director since its inception, and Mrs. Helen Herrick, Associate Professor of Rehabilitation Counseling, San Francisco State College, supervises the summer field work and academic study as University Coordinator. □



Deborah Lee, of Sacramento, sings and plays for patients in the women's ward at the Stockton State Hospital.



Tom Wilson, a philosophy major from Portola Valley, teaches a patient to relax by performing a series of timed exercises. This relieves hospital staff from a tedious chore while giving Tom a chance to work directly with a patient. The doctor in charge can watch through one-way glass. Elaine Gee, of Oakland, (inset) observes a group therapy session conducted by a psychiatrist at the Stockton State Hospital.



Students of the course, Sociology of Mental Health, hear a lecture by Edgar Pye, of the Golden Gate Regional Center, San Francisco, on the UOP campus during the first week of the program. They then spend eight weeks at a mental hospital, returning for one week on the campus. Standing are Mrs. Helen Herrick, program coordinator, and Professor Fay Goleman, program director.

COMMENCEMENT - 1969

□ Two former U. S. Supreme Court justices were speakers at University of the Pacific commencement exercises this June.

Former Justice Arthur J. Goldberg, who also served as United Nations Ambassador for three years during the Johnson Administration, spoke at the 112th University Commencement on June 8 in Stockton.

Former Justice Thomas C. Clark addressed the 38 graduates of the McGeorge School of Law in Sacramento on June 7.

Justice Goldberg attacked President Nixon's worldwide priorities, saying, "I am convinced that unless we put our domestic house in order, our position as a world power will be imperiled.

"We suffer at home from the evil and sickness of racial discrimination against blacks in a world community in which whites are a distinct minority.

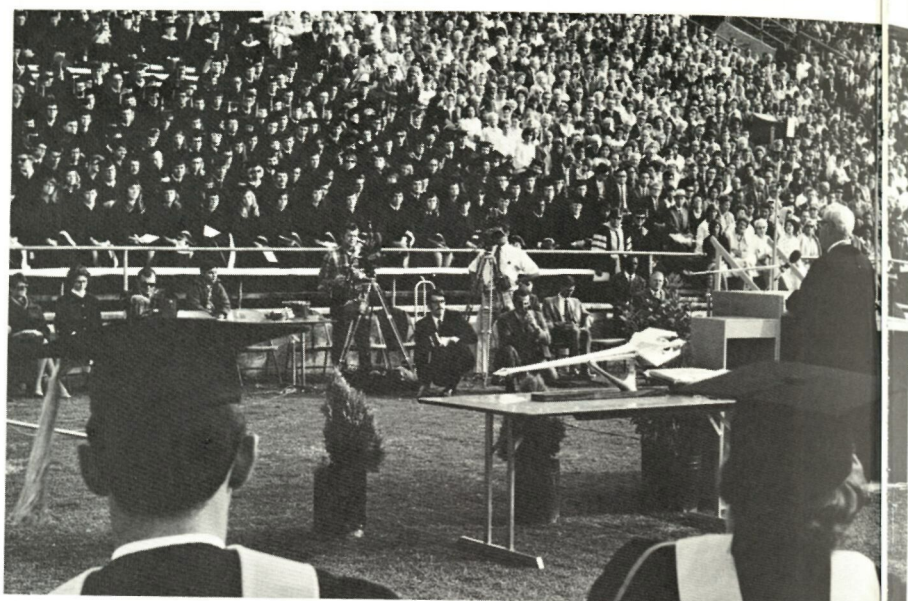
"We tolerate islands of poverty in a domestic sea of affluence and in a world in which the overwhelming majority of nations are poor and the rich are few.

"We have mistakenly assumed that our domestic ills will wait while we set the rest of the world right. But we have learned from our civil disorders and widespread violence that we can no longer delay needed domestic reforms.

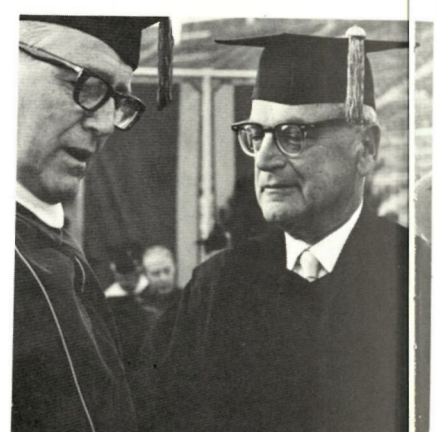
"We are a great society, but we are not sufficiently a just society. And justice is still the first cry of people here and everywhere."

"We must put first things first and attend to our neglected domestic concerns. If we are to do this, we simply must bring the war in Vietnam to an end."

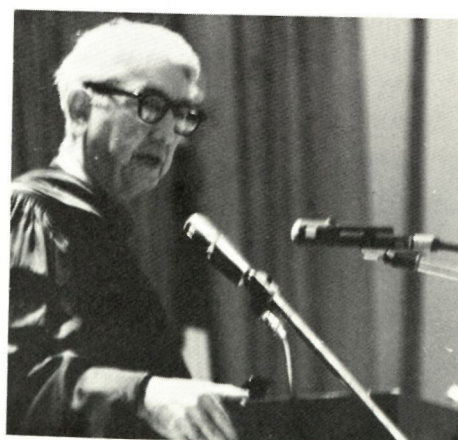
Justice Goldberg added that settlement of the Vietnam war was not enough, that we must then make a thorough review of our world-wide commitments with the view of cutting down the size and budget of our defense establishment. He said that this could be done without "reverting to the isolationism of a past age."



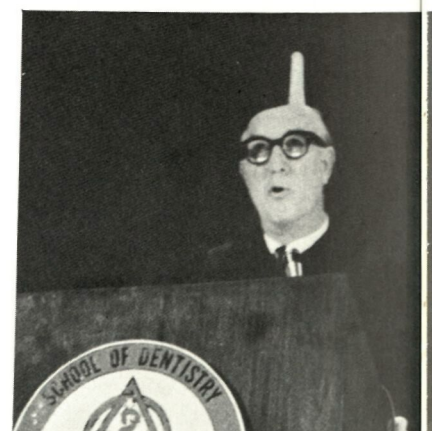
ARTHUR J. GOLDBERG



MAXWELL M. GEFFEN



THOMAS C. CLARK



JAMES F. KELLY

Speaking of college disturbances, the former justice said that they were symptomatic of the problems of a segregated and a violent society. He made a strong plea for adequate gun control laws, cit-

ing statistics which showed that assaults with guns have increased 77% from 1964 through 1967. "The total gun murders for England, Japan, and West Germany, nations with a total popul-

tion of 240 million, came to 135 in 1967. Among the 200 million people in the United States there were some 6,500 gun murders that year," he said.

Referring again to the problem of Vietnam, Justice Goldberg suggested that President Nixon should heed the advice of the Danish philosopher who wrote:

"The noble art of losing face
"Will someday save the human race."

James F. Kelly, assistant secretary and comptroller of the U. S. Department of Health, Education and Welfare, spoke to the 55 graduates of the School of Dentistry in San Francisco on June 20.

Harris Wofford, president of the College of Old Westbury, State University of New York was commencement speaker at the Raymond College ceremony on June 17. Bachelor of Arts degrees were awarded to 40 Raymond graduates.

Of the 524 degrees awarded in the June 8 ceremony, 436 were undergraduate degrees and 88 advanced degrees: Doctor of Philosophy—4; Doctor of Education—4; Master of Arts—58; Master of Music—5; Master of Science—16; Bachelor of Arts—229; Bachelor of Music—28; Bachelor of Science—117; and Doctor of Pharmacy—1.

Six honorary degrees were awarded at the various UOP commencements:

- A doctor of public service degree to Arthur J. Goldberg.
- A doctor of laws degree to Thomas C. Clark.
- A doctor of political science degree to James F. Kelly.
- A doctor of laws degree to Maxwell M. Geffen, New York publisher.
- A doctor of divinity degree to the Rev. Irwin Trotter, superintendent of the Los Angeles District of the United Methodist Church.
- A doctor of divinity degree to the Rev. Arthur A. Schuck, superintendent of the San Jose District of the United Methodist Church. □

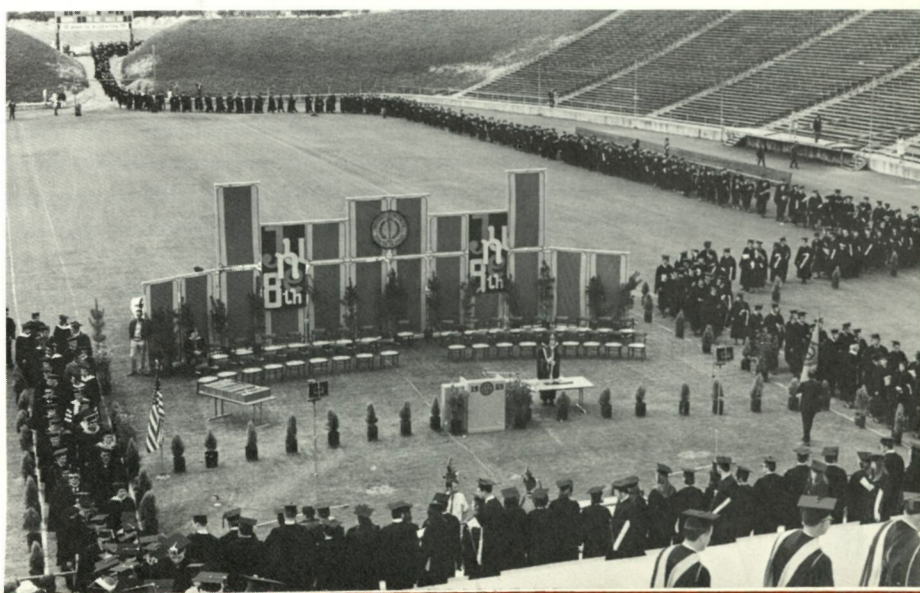


The Order of Pacific this year was bestowed on Doris M. Richards, left, who is retiring as head of the university infirmary, Ellen Deering, retiring as registrar, and Howard L. Runion, retiring professor of speech and speech department chairman. Miss Richards has served at Pacific for 38 years, Miss Deering, 43 years, Professor Runion, 21 years.

Among Pacific's graduates this year was Mrs. Kara Brewer, a mother of eight, who resumed her studies 14 years after dropping out of Smith College as a sophomore. She received a bachelor of arts degree in history and won a Danforth Fellowship for Women.



Patrick O'Bryon, son of Prof. and Mrs. Leonard O'Bryon, is the first graduate in the 118-year history of UOP to achieve a straight A (4.00) average.



Campus Notes

by JERRY WEAVER, *Director
News Bureau*

□ A high school equivalency program (HEP) for young men and women between the ages of 17 and 22 of migrant and seasonal farm worker families will be conducted by the University starting this fall.

The U. S. Office of Education announced that the University will receive a grant of \$235,440 that will give up to 80 young people a chance to complete their high school education while at the same time giving them the advantages of a college environment. Migrant and seasonally-employed farm worker families are among the groups with the highest drop-out rate from junior and senior high schools in the nation.

The major part of the program is to assist these young people to gain high school diplomas and prepare them for entry into college or job placement.

The program is currently being conducted on 15 college and university campuses in the country. The only other program in California currently underway is at the Claremont Colleges.

Dr. John Bevan, academic vice president, announced that Ruben Lopez would serve as director of the HEP program and Jack Dunn would serve as associate director in charge of recruitment and placement. About 50 young men and women will be enrolled in the program which will begin about the middle of September. The program is expected to serve a total of 80 youth during the course of the first year of the program.

Dr. Bevan reports that the students will be living in residence on the UOP campus and will attend special HEP classes. They will also receive special tutoring from university students.

□ Dr. Richard "Coke" Wood, director of the Pacific Center for Western Studies, has been named *Mr. California* by the state legislature. A concurrent resolution by both the Assembly and the Senate was presented to Dr. Wood by Governor Ronald Reagan in the State

Capitol. Also participating in the ceremony were Assemblyman Eugene Chappie of Cool, Speaker Robert Monagan of Tracy and Senator Stephen Teale of West Point, all authors of the resolution. The resolution noted that Dr. Wood had made "a significant contribution to the preservation and restoration of historical data and objects in California and particularly in the Mother Lode."

Dr. Wood is only the second person to be named *Mr. California* by the legislature. The first was Dr. Rockwell Hunt, also a faculty member at Pacific.

□ Dr. Donald M. Pace, director of the School of Pharmacy's new Cellular Research Institute, has received a feasibility grant of \$12,000 from Atlas Chemical Industries, Inc., of Wilmington, Delaware. These funds are to be used for preliminary studies involving drug effects on tissue cells. In addition, Atlas Chemical has presented a Nikon Research Microscope valued at \$4500.

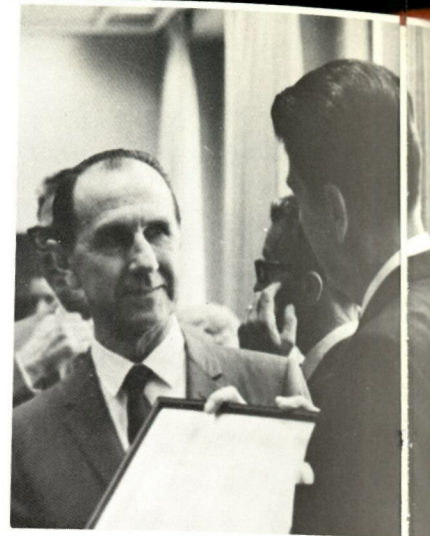
□ Reuben L. Blake, D.D.S. and his wife have contributed \$5,000 to the School of Dentistry to purchase books and additional materials for the School's library. Dr. Blake, editor of the *San Francisco Dental Society Newsletter*, is a 1926 graduate of P & S.

□ Jerald W. Nelson, currently an associate professor of education at Pacific, has been named Registrar succeeding Miss Ellen Deering, who is retiring after 43 years in the registrar's office.

A graduate of Iowa State Teachers College, Dr. Nelson received his master's degree from San Jose State College, his specialist in education degree from the State College of Iowa, and his doctorate from Indiana University.

Dr. Nelson was director of Pupil Services at the University of Northern Iowa for three years before joining Pacific last fall. In addition he has taught in the Black Hawk County Schools, South Tama Schools, and the Nashua Schools, all in Iowa.

□ Dr. Larry Jackson, provost of Callison College will serve as the director of the Bangalore, India, Study Centre for Callison College this next year.



Dr. Richard "Coke" Wood receives a certificate from Governor Ronald Reagan, proclaiming him Mr. California.

Dr. Jackson and his family will be in India when the second overseas class from Callison arrives around the first of September. Dr. Weldon Crowley, who served as the director of the Bangalore Centre this past year, is returning to the Stockton campus and will serve as acting preceptor at Callison. Dr. Douglas Moore, preceptor, will serve as acting provost during Dr. Jackson's absence. According to Dr. Jackson, "This new arrangement will allow me to be personally involved in all aspects of the Callison program. By being with a class for an entire year in India I will be better able to integrate the overseas experience into the student's total educational program at Callison."

□ Dr. Andrew F. Key has been named Preceptor of Raymond College. He comes to Pacific from Southwestern College in Winfield, Kansas. A graduate of Duke University, he received his B.D. degree from Southern Methodist University and his Ph.D. from Hebrew Union College.

□ Robert L. Heyborne has been named Dean of the School of Engineering, effective July 1. He comes to Pacific from Utah State University where he has been an associate professor of electrical engineering. Dr. Heyborne succeeds Henderson McGee, who resigned last September. Gordon Harrison has served as Acting Dean since Sept. 1, 1968.

Dr. Heyborne received his B.S. and

M.S. degrees from Utah State University and his Ph.D. degree from Stanford University. He taught electronics at the U.S. Naval Training School, Del Monte, and the Naval Air Technical Training Center, Memphis, Tennessee, in addition to teaching at Utah State since 1957.

□ Dr. John D. McCrone, newly-appointed Director of Research and Associate Dean of the Graduate School at Pacific, has received a grant of \$16,848 from the Department of Health, Education and Welfare to continue his research on the venom of the black widow spider.

A research biologist, Dr. McCrone has been an associate professor of biology at the University of Florida. This new grant will allow him to continue the research work that he started at Florida.

In his new position at UOP, Dr. McCrone will assist in the administration of the Graduate School and will help other faculty members in preparing applications for grants for research from outside agencies.

□ Larry Walker, associate professor of art, has received the B. H. Armstrong Award for his entry *Woman - First Class* in the Watercolor - U.S.A. National Art Competition. The competition held at the Springfield, Missouri, Art Museum, is recognized as a significant art exhibition throughout the country, generally attracting 1,000 or more entries. Professor Walker, a faculty member since 1964, had a drawing *Children of Society #24* included in the exhibition *Art Works by California Black Artists* at Stanford and had nine paintings included in an Invitational Group Exhibition held at Wayne State University in Detroit, Michigan.

□ Dr. Carl E. Wulfman, chairman of the department of physics, delivered the 19th Annual Faculty Research Lecture this spring titled *Symmetry and Novelty*. A member of the faculty since 1961, he spent last year on sabbatical leave at Oxford under a National Science Foundation Science Faculty Fellowship. Dr. Clifford J. Hand, professor of humanities at Raymond College, delivered the



DeMarcus Brown and his cast pose in front of the historic Fallon House Theatre in Columbia as Brown's last season as director comes to a close. He founded the summer repertory theatre in 1949.

Raymond Faculty Research Lecture titled *Black Studies: An American Heritage*. Dr. Hand has been a member of the Pacific faculty since 1957 and spent last year in Morocco teaching under a Fulbright grant.

□ William Ebert, president of the Bavarian Teachers Association and director of the Paris office of the World Confederation of Organizations of the Teaching Profession, was awarded an honorary Doctor of Pedagogy degree by the University at an education convocation in May. WCOTP is a non-governmental organization having the status of consultative and associate relations with UNESCO. Dr. Ebert has been director of the Organization since it was established in 1958. He was a visiting professor at the University during the summer of 1967.

□ The University will host an administrative intern in teacher education from Chile next year. Conducted by the American Association of Colleges for Teacher Education, the internship program at Pacific is one of seven in the United States. Dr. J. Marc Jantzen, dean of the School of Education, went to Santiago, Chile, in June to recruit an intern. The intern will spend nine months working closely with Dean Jantzen to learn about American teacher education.

□ The 20th season of the Fallon House Theatre in Columbia Historical State Park opened on July 5 and will run until August 17. This is Executive Director DeMarcus Brown's final season as the director of the Fallon House Theatre, which he founded in 1949. Operated as a summer repertory theatre by the University in the historic town of Columbia, the Fallon House Theatre this year is presenting the plays *The Curious Savage*, *The Truth*, *Over Twenty-One*, *Under the Gas Lights*, and *Halfway Up the Tree*.

□ Construction has begun on a \$165,000 library and office addition at the McGeorge School of Law in Sacramento. McGeorge Dean Gordon D. Schaber said that construction of the new addition should be completed in time for the beginning of fall classes. The new library reading room will contain over 4000 square feet of floor space which will accommodate more than 200 students, and faculty offices for ten. The new reading room will have brick walls with an open beam ceiling. At one end will be the *Raymond Burr Reading Lounge*, named after the famed television and movie actor. The area will contain a collection of books donated by Mr. Burr, including the entire original Perry Mason television scripts.

Continued on Page 18

Campus Notes

Continued from Page 17

□ Construction began June 30 on the Donald B. Wood Bridge connecting the north and south campuses of the University.

The footbridge will be built over the Calaveras River about halfway between the Pacific Avenue and Pershing Avenue bridges.

Contractor for the project is Charles H. Bloom Inc. of Stockton. Contract cost is \$104,105 and the total project cost is \$125,740 including engineering, soil testing and surveying, according to Dr. Robert Winterberg, financial vice president. Donald B. Wood, president of Valley Tomato Products, Inc., has given the University a gift to build the bridge.

Completion of the bridge is expected by mid-September in time for the opening of the fall semester.

The Wood Bridge will connect the main campus of the University with the new \$4.2 million School of Pharmacy facility and the \$1 million Cowell Student Health Center. Both of these facilities will open this fall.

Constructed of reinforced concrete with concrete piers, the new pedestrian

bridge will be 320 feet long and 18 feet wide.

Although it is designed primarily for pedestrian and bicycle use, the bridge will be able to carry some emergency and maintenance vehicles. It will also carry utility lines for electricity, telephone and water. The bridge has been designed to be compatible with University buildings. It will feature architectural iron railings and light standards and will have a natural aggregate surface.

□ Four graduate students will participate in the National Science Foundation's Graduate Traineeship Program at Pacific this year. \$17,041 has been made available to the University to carry on the program. Under terms of the grant, there will be one trainee participating in the program on a full school year basis, another during the summer only. Two trainees will continue in the program on a yearly basis.

□ Professor Juro Ishida, formerly of the University of Tokyo and now of Saitama University in Tokyo, has been awarded a senior foreign scientist fellowship by the National Science Foundation.

One of the foremost Japanese scientists in the area of invertebrate developmental biology, Dr. Ishida will spend a

year under the fellowship at the University of the Pacific. His responsibilities will include conducting seminars for graduate students in biology, doing research at the Pacific Marine Station at Dillon Beach, and giving some public lectures on developmental biology.

A graduate of Tokyo University from which he received the Ph.D. in 1945 he formerly taught at Nagoya University and the University of Tokyo.

He has been science adviser to the U.S.-Japan Cooperative Science Program, the Japanese Society for the Promotion of Science since 1967. He is the author of over 35 scientific papers.

Professor Ishida will arrive in Stockton during the first week of October.

□ As part of a tour of the United States, 36 Latin American school administrators spent four weeks at the University this spring in a seminar, *Issues and Trends in School Administration*. Delegations from Argentina, Bolivia, Chile, Colombia, Ecuador, Guatemala, Honduras, Panama and Peru attended the program as a part of the International Teacher Development Program, sponsored by the Department of State and the Office of Education. Daily seminars and field study dealt with the administration of elementary and secondary schools.



The United Nations and its related agencies is a major interest for this group of UOP students under the leadership of Walton A. Raitt, associate professor of political science (left, with pipe). The group participated last spring with 120 colleges at Fresno in a Model United Nations session. Left to right are: Nick Rush, Cheryl DeCicco,

Dr. Raitt, Nelson Roth, Lawrence Lotman, Scott Loomis, James Tashima, Glen Davis, Suzanne Shoemaker, and Rich Irons. Lotman, Loomis, Tashima, Davis, and Miss Shoemaker have participated in the Drew University UN program in which they spent a semester studying at the United Nations in New York.

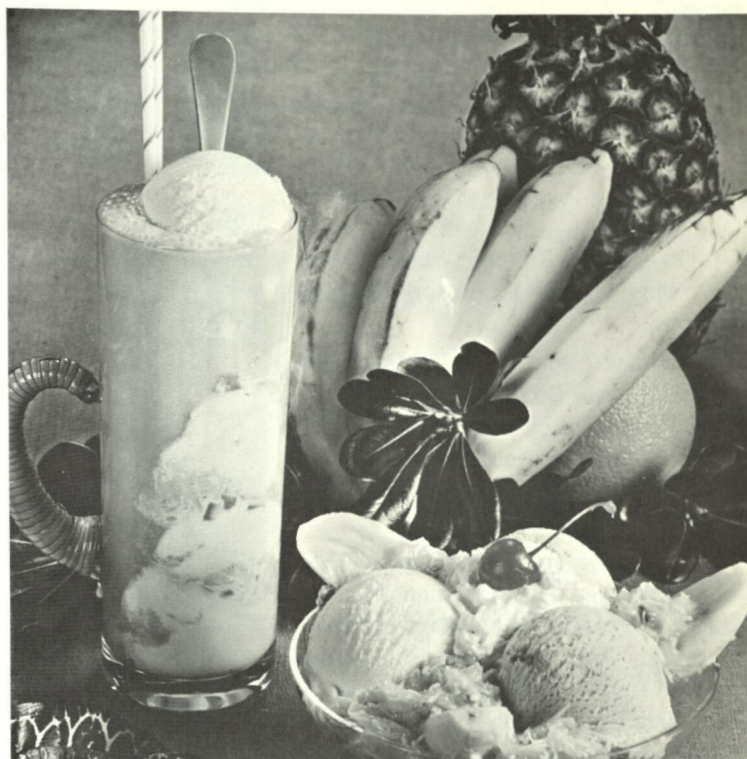
THE ICE CREAM ENDOWMENT

□ Every university has its ice cream endowment. It may not be for ice cream; it might be for cleaning the statues twice yearly or for making jackets for the mascot. The name, the ice cream endowment, comes from the persistent but unfounded rumor about an endowment for serving ice cream daily in the dining halls of one of the country's larger universities.

And while we think ice cream is very good, we like to think endowment funds received by Pacific are used for a better purpose. Helping you to determine the ultimate use of your bequests to Pacific is one of the purposes of the Office of Estate Planning Programs.

You may want to establish a full tuition undergraduate scholarship, or an endowed professorship, or provide 3,000 additional books for the library. Pacific believes in using its funds for really substantial projects. For that reason we favor unfettered funds, but bequests for specific worthwhile projects are always welcome. We are here to advise, suggest, and inform — or help you in any way we can. We will even share our favorite ice cream recipe with you. Just write . . .

OFFICE OF ESTATE PLANNING PROGRAMS
UNIVERSITY OF THE PACIFIC
Stockton, California 95204



HOMECOMING

□ Plans for this year's big homecoming celebration are already under way, according to General Chairman Roy Williams '64.

The parade will begin promptly at 10:00 a.m. at Harding Way and will proceed down Pacific Avenue to the University.

The homecoming game is at 2:00 in Memorial Stadium, where the Tigers meet the University of Idaho. The Dinner Dance begins at 6:30 in the Stockton Civic Auditorium. Alumni are urged to make reservations early. We have a really big band with a big sound this year — none other than the Band of the San Francisco Giants and the Oakland Raiders under the baton of Del Courtney '32.

Combined reunions will be held by the classes of 1923, 1929, 1933, 1939, 1943, 1949, 1953, 1959, and 1965.

Special sections will be set up for those not having a class reunion for any group of 25 or more requesting it (cluster colleges, fraternities, professional schools, etc.)

Help us make this a really gala affair by getting your reservations in early.

OCTOBER 18, 1969
MARK THE DATE:
MAKE PLANS NOW:
SEND FOR RESERVATIONS:

To: Alumni House, University of the Pacific, Stockton, Calif.
Please make reservations for _____
(number)

Name _____ Class _____

Address _____

City _____ State _____ Zip _____

I will be part of class of _____ reunion.

I desire to be identified with _____.

I enclose check for \$_____.
\$6.00 per person, dinner and dance
\$3.00 per person, dance only

I will pay for my tickets at the Civic Auditorium. _____

No reservations will be taken on October 18th.

ALUMNI WEEKEND



□ The Annual Alumni Weekend was held May 16 and 17 on the Stockton campus.

Activities began on Friday with the annual Awards Banquet in the Stockton Civic Auditorium where the Distinguished Alumnus Award was presented to Robert Monagan '42, Speaker of the California State Assembly.

Among the speakers honoring Mr. Monagan was Assemblyman William Bagley, from the 7th Assembly District who said, "Bob Monagan stands tall as a man among men. Bob Monagan is both firm and fair. He is decisive but at the same time deep and deliberative. If there is one word that would epitomize Bob Monagan and his life, it is leadership. He truly stands tall as a man among men."

Other speakers at the banquet included State Controller Houston Flournoy, San Joaquin County Superior Court Judge and former assemblyman William Biddick, Dean Edward Betz, former basketball coach Ralph Francis, and former classmates Hugh McWilliams, and John Rhode.

An assemblyman from San Joaquin

County since 1960, Mr. Monagan served as student body president at UOP in his senior year. Following World War II service in the Coast Guard, he returned to Pacific to serve as executive secretary of the Pacific Alumni Association and as graduate manager of the athletic program.

He has been an active alumnus, serving as president of the Alumni Association in 1965-66.

During the evening, members of the Half Century Club were introduced and certificates of membership were given to the newest members of the club—the class of 1919. Among those present: Mrs. Grace Lofton, Dr. John Mitchell, Dr. John Gold, Mrs. Oliver Scott, Mrs. William Dyche, Mr. Louis Fiske, Mrs. Harold Ward, and Mrs. Esther Stevens.

Awards were presented to outstanding students of the various divisions of the University. Awardees included: James Douglas, School of Dentistry; Patrick O'Bryon, College of the Pacific; Marsha Wilson, School of Education; Harvey Hamilton, School of Pharmacy; Jeanne Cheetham, Conservatory of Music; Carol Milk, Elbert Covell College; Barbara Bell, Raymond College;

Lynell Stephens, Callison College; Jerome Fulton, School of Engineering; and Patricia Mar, McGeorge School of Law.

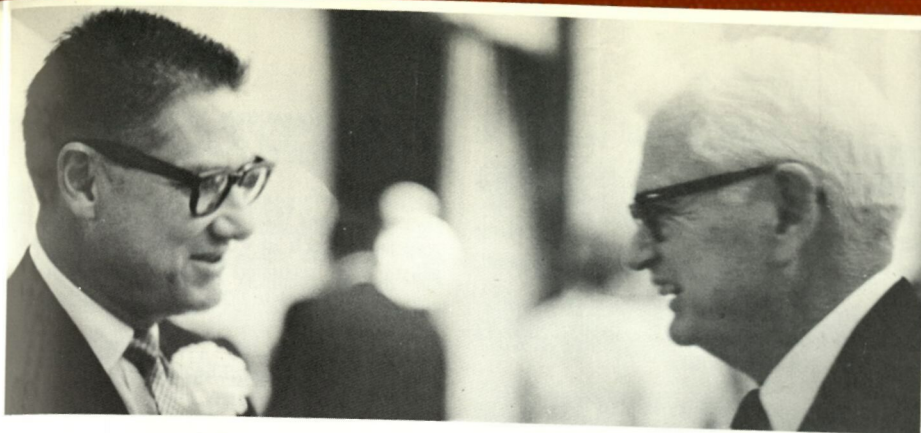
The Alumni Service Award this year went to Don Smiley, an honorary member of the class of 1965, and past executive director of the Alumni Association for his years of dedication and effort with the Association.

The annual planning conference was held simultaneously with the Alumni Weekend this year. New officers named were: John Totten '50, president; Lloyd Thorsen '56, vice president; Nancy Monnich '52, secretary. New board members, whose terms expire in 1972 are: Nancy Strain '52; Rod Geiman '59; Jon Colton '59; Roy Williams '64; Chris Green '58; and Jack Bybe '58.

Other activities of the Alumni Weekend included an Alumni/Student Banquet, an Alumni/Student seminar on student revolution, an art exhibit, the traditional open houses, and the Alumni/Varsity spring football game in which the varsity defeated the alumni 31-20. Bob Lee '68, of the Minnesota Vikings led the alumni team this year. □



Robert Monagan, Speaker of the California State Assembly, is applauded after receiving Pacific's Distinguished Alumni Award. Standing at head table, left to right, are: William Bagley, Mrs. Hugh McWilliams, Huston Flournoy, Mrs. Monagan, and Boyd Thompson.



Bob Monagan receives congratulations from last year's Distinguished Alumnus, Cecil Humphreys '27, after presentation of plaque by outgoing Alumni Association President Graham E. Frost '50 (left, center photo). John Totten '50, incoming president (right, center) presents one of the student awards to Harvey Hamilton of the School of Pharmacy.



In lower photo, University President Robert E. Burns presents the Alumni Service Award to Don Smiley, as Mrs. Smiley looks on.



Ellis named education alumnus of the year

□ Everett Craig Ellis, vice president and regional manager of the Far Western Division of the Ginn Publishing Company, has been named the "Education Alumnus of the Year" by the School of Education.

Mr. Ellis, of Palo Alto, was honored at the 6th annual "Educational Recognition Dinner" held May 2 on the Pacific campus. The award was presented by James Linn, assistant superintendent of the Lodi Unified School District and brother-in-law of Mr. Ellis.

Mr. Ellis received his B.A. degree from Pacific in 1932 and his Master's degree from the University of California.

"The Education Recognition Dinner" is an annual event sponsored by the campus chapter of the Student California Teachers Association and the School of Education. □

Members of the class of 1919 are introduced and presented certificates of membership in the Half Century Club by Chairman Frank Baldwin '56.



TIGER TRACKS...

BY TOMMY TIGER

1900-1920

RUE FISH '00 Berkeley, has sent a nice letter recalling old days on the San Jose campus and mentioned the 100th Anniversary of Rhizoma on the Stockton campus.

DORA H. SHAFER '13 continues active in Seattle playing violin and viola in the Allied Arts Symphony as well as a ten-piece string group—the Seattle String Ensemble.

ALLISON E. GABLE '16 received his 50-year button from the Fremont Masonic Lodge No. 497 Oakland, California. Mr. Gable, an active alumnus, is a member of the Pacific Alumni Association Half-Century Club.

EUNICE GIBSON '19, a former public health nurse, passed away recently in Modesto.

1921-1930

WARREN TELFER '22 has had his track-training years pay off. About to be run down by a car in San Francisco, a standing broad jump of 12' prevented disaster. Warren suffered a pulled tendon.

KENNETH MACKENZIE '25 has directed the Leisure World of Seal Beach Chorus for the past four years in the presentation of the Messiah.

HELEN CAMERON SLOAN '26 recently lost her husband, a Stanford graduate. Mrs. Sloan is kept busy with her family, three children and 10 grandchildren.

BERNICE FIOLO BAKER '28 has retired to The Golden Palms Mobile Home Club in Sacramento where she enjoys a carefree life with her husband.

HOWARD CHRISTMAN '28 will take his eighth trip to Alaska in August. Harold and Olive Cunningham, and Virginia Holden will be in the group.

FRED BREEN '28 recently retired from the executive secretary post, YMCA, West Contra Costa County.

MYRON KEPLINGER 'x28, returned from the Peace Corps and Peru. He is now employed by the Dept. of Social Welfare of Solano County, and living in Vacaville.

GENEVIEVE OPSAL ANDERS '29 has retired after 33 years of teaching in Red Bluff.

VIVIAN WILLIS ROBERTSON '30 is now retired in Santa Cruz. Prior to retirement she wrote "Digest of Stockton City Gov't" which was adopted for use in the Stockton Unified System Senior High Schools.

1931-1940

JAY SMITH, JR. '31 our Northeastern Regional Fund Chairman and wife, Dell Scott, are both active in Jay Smith Inc., an importing business.

C. H. HILL '34 is commissioner of negotiations, Clark County Classroom Teachers Association in Las Vegas.

LOUISE HANSEN HUTCHEON '36 has a son, Phil, who will be a sophomore at Pacific and expects daughter Marilyn to continue the family heritage in 1970.

DR. GREGG PHIFER '40, professor of speech at Florida State University, has been elected 1st V.P. of the Southern Speech Association. Gregg has completed a three-year term as editor of the Southern Speech Journal.

1941-1950

Redondo Beach City Treasurer STAN VAUGHN '41 has been named to the County Delinquency and Crime Commission.

LOREN DAHL 'x42 is the recipient of the Distinguished Eagle Scout Award, one of the first seven in the nation. One requirement is to have earned the Eagle Scout Award over 25 years ago.

RODNEY B. BRONSON '43 has been named President and General Manager of Melrose Lumber and Supply Company, Oakland.

BETTY JEAN TRUKSON '45 is teaching in Occuguan, Va. Betty's husband has returned from Korea and is now assigned to the Pentagon.

EANO CANEPA '47 is foreign language chairman at Davis High School, Modesto; in addition he teaches Latin and Spanish.

JON and FRAN SILER both 'x47 are touring the Scandinavian countries, Russia, Austria, and Spain. Jon, partner in Wilson's Furniture, Sacramento, attended the International Furniture Fair.

DR. FRANK BESSAC '47 has completed a book embodying over a year of research on the social effects of land reform in Taiwan. Frank is a professor of anthropology, University of Montana.

MAJOR JOSEPH A. LAPACHET, RET. '50 is now a programmer with the California Highway Patrol.

1951-1960

WALTER POLENSKE 'x51, UOP grid star of the LeBaron era, passed away in Lodi in March.

NORMAN LAMB '51 is joining Sacramento State College as Professor of Music beginning September 1969.

RICHARD ROHRBACHER '52 has been appointed to the theatre staff of Skyline College in San Bruno.

JOHN NASTARI '52 began his ministry at First Baptist Church in Portland in January. Rev. Nastari has returned to the West Coast after serving as pastor in Chicago.

JOANNE BERNARD POST '52, at one time director of Alameda Jr. Theatre, is active in the Oakland Civic Theatre.

WILLIAM H. MCFALL '52 is living in Cordoba, Argentina with his wife and four children. His business activities include automotive parts, agriculture, and livestock.

HORACE BAWDEN 'x52 has been named teacher of the year by the San Ramon Valley Education Association.

JOHN and IONE KERN '52, '53 are living in Palo Alto where Jack is District Manager for New England Life. Ione works part-time in 2 kindergarten classes.

Pacific Alumni continue active in the Oakland Civic Theatre. TED SMALLEY '54 is director of *The Lion in Winter* which includes JOANNE POST 'x52 in the cast.

PEN JAMES '54, a senior associate with Heidrick and Struzzles, a management consulting firm, is now living in Palos Verdes Peninsula.

CLARENCE GOLOMB '54 has been elected Superintendent of Schools, Solano County.

MAJOR JOSEPH A. JOHNSON '54 is a chaplain assigned to Oakland Army Base.

DIANE LINN BEQUETTE '56 has time to teach kindergarten in Live Oak in addition to tending to her five children. Home is in Gridley, California.

DR. LYNN SWANSON '56 has been appointed dean of faculty at Linfield College, McMinnville, Oregon. Lynn has been director of basic research, Field Emission Corporation.

DARRELL HANDEL '56 received a Ph.D. in Music in June from the Eastern School of Music. Darrell teaches music theory at the University of Kansas.

CHRISTIE ROBERTS BUZANSKI '57, son David 6 years, and daughter Cathern 4 years lives in Los Gatos. Christie is active in the local cooperative nursery school program.

REV. RAY '58 and ELAINE '55 SMITH recently returned from India where they were on a work project in Dehra Dun. Ray is Regional director with the Heifer Project in Southern California.

EDWARD RANKIN '58, Chaplain at Oklahoma State University was married to Kara Lynn Kinnick March 23.

ROMANO MARCHETTI '59 is director of Bands at the American School in Tokyo, Japan.

MARGARET CORCORAN LAMBERT '60 now lives in Orem, Utah where husband Gary is Professor of French Literature at BYU. The family anticipates next semester which will be spent in Grenoble, France.

F. MICHAEL TREVITT '60 and wife Bernice announce the birth of daughter Jennifer born February 26, 1969.

1961-

DR. DANIEL WALKER '61 is now senior minister of University United Methodist Temple, Seattle, Washington.

TED RAY '61 is an account executive with Dean Witter & Company's Oakland office.

ROBERTA WHITE '61, after teaching in New Zealand and traveling around the world, changed her name to Roberta Downing on her return to the states. Roberta and husband reside in Tulare where she teaches Jr. High.

MICHAEL BAERWALD '61 has been appointed principal of Helen Keller Elementary, Bothell, Washington.

SHARON GOLD '62 is a busy person. She teaches 5th grade, operates the nationally known Siridan Kennels with partner SHERYL PICKERING '58 and finds time to pursue a Masters Degree in special education at USC. For those who don't know Sharon, she has been blind since birth.

BETTY STRATHMON PAGETT '63 has been named assistant director in the Office of University World, National Division United Methodist Church, New York.

STEPHEN BRYON '63 is Manager, Head Department, Horace Ainsworth Company, Dallas, Texas.

ELIZABETH CARTWRIGHT THORINGTON '63 married John Thorington last December.

DAVID MOYER '63 has joined Beckman and Company, Inc. as a registered representative.

RICO SERBO '63 is a recent winner of a Corbett Foundation Opera Fellowship. He has been a western regional winner of the Metropolitan Opera Auditions, has won a Martha Baird Rockefeller Grant, and the Kirsten Flagstad Award. He has performed with the San Francisco Opera.

CLAUDIA OLSON ALT '64 announces her first child, Sarah, born last November.

HARLEY ROTH '61 A.B., '64 M.A., principal of Julien and Crane Schools in Turlock, has been awarded a fellowship by the Mott Foundation for further study at Michigan State. Harley was also elected Kiwanis of the Year in Turlock.

KARL JACOBS '64 is proud of his new daughter Jennifer Ann. Karl has been appointed Executive Director of the West Valley YMCA in Phoenix, Arizona.

BONNIE MACKEY HOUSE '64 has retired from the Orange County Welfare Dept. and is devoting full attention to the new heir, Keith, born in February.

FIRST LIEUTENANT STEVEN KYTE '64 will wear the distinctive service ribbon for helping his unit earn the U.S. Air Force Outstanding Unit Award. Lt. Kyte is stationed at Oxnard AFB.

SANDRA GENECCO RUSSELL '64 and hubby Bill announces the birth of daughter, Gina Christine in January.

WAYNE GOHL '64 has been promoted to President of California Drug, Inc. in Pittsburg, California.

STEVEN BARTLETT RAYMOND '65 has been appointed a Junior Fellow at the Center for the Study of Democratic Institutions. Steven is completing his doctoral dissertation at the University of Paris.

ELLEN L. MERRIFIELD '65 married Lee Pettersson in March '69. Both hold graduate assistantships at San Francisco State. Ellen is working toward her M.A. in Counseling.

S. TERRY STEERS '65 tells us that LT. TONY ALBASCO '64 is returning to Guam and will fly missions over Vietnam. While in Portsmouth, N.H. Tony had been active in the Planned Parenthood Association having coordinated the chapter in Guam. Tony is studying the wild fowl of the country and plans to earn a Masters in ornithology.

MR. and MRS. RICHARD SUGDEN '66 live in Houston where Dick graduated from Baylor College of Medicine in June. Son Glenn arrived late last year.

DR. EDWARD PECKHAM, former Raymond preceptor '66, is enjoying his position as Dean of Students at San Fernando Valley State. He says Hi to his many Pacific and Raymond friends.

TOM L. LEWIS '66 has been promoted to First Lieutenant in the U.S. Air Force. Tom is a missile officer at Malmstrom AFB, Montana.

1ST LIEUTENANT CHARLES W. ROMINE '66 is stationed at North Truro Air Force Station, Massachusetts, as weapons director for our nation's newest frontline defense facility.

SERGEANT ROBERT C. ROGERS '66 wears a distinctive ribbon for his part in helping his unit earn the U.S.A.F. Outstanding Unit Award. Bob is stationed at Whiteman AFB, Missouri.

RAYMOND SMART '66 plans to marry his classmate SYLVIA MILLER this fall.

2ND LIEUTENANT WALTER MANN '67 has been awarded silver wings upon graduation from the U.S. Air Force Navigator School. Walt has been assigned to Lockbourne AFB, Ohio for further training.

GARY EMMONS '67 is now living in Santa Cruz where he is a probation officer for the County.

2ND LIEUTENANT BARRY VANN '67 is being assigned to a unit of the Pacific Air Forces for flying duty on the EC-47 Skytrain.

2ND LIEUTENANT WALTER MANN '67 is a navigator in a unit of the Pacific Air Forces, Thailand.

RONALD ROBIE, McGeorge Law graduate in '67, has been named by Gov. Reagan as consultant to the Assembly Water Board.

PETER WALKER and LOUISE GIBBONS both '68 are planning a late fall wedding in San Francisco.

DR. CARL R. STUTZMAN, B.A., M.A., Ph.D. '68 has been elected as an Associate Professor of Education at Fresno State College.

ELIZABETH ANN VAN LOBEN SELLS '68 became Mrs. Bruce Philip McKendry. Their home is in San Antonio, Texas.

LARRY W. ELLIOTT '68 has been commissioned a 2nd Lieutenant in the U.S. Air Force and is stationed at Moody AFB, Ga. for pilot training.

MARSHA CROCE '68 formerly in Social work in Santa Cruz has sprouted gold wings and is circling the world as a Pan Am stewardess. Marsha's Covell College training is paying off as she uses her major, Spanish, conversing with passengers as she flies around the world.

GARTH J. DONOVIEL '68 an army private has completed a Dental Assistant Basic course at Brooks Army Medical Center, Ft. Sam Houston, Texas.

LT. DOUGLAS CHRISTIAN '68 has completed one year residency in Hospital Pharmacy at the USPHS Hospital, Boston, where wife LINDA (PEACOCK) '68 was also employed as a Medical Technologist. Presently the Christians are in Wyoming with the USPHS Indian Health Center at Fort Washakie.



Bernice Anderson

BERNICE ANDERSON '69 is the great-granddaughter of Arlo Hight Anderson founder of the Anderson "Y" and former trustee. Bernice's mother and father are both former students at Pacific.

KARA LEE PRATT BREWER '69 is the recipient of a Danforth Graduate Fellowship in American History at Pacific.

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

The official name of this institution for legal purposes is "University of the Pacific, a California Corporation located in Stockton, California."

The Office of Estate Planning Programs was established by the University to assist individuals and their advisors in the area of deferred gifts. Gifts by Will and through life income agreements have a major role in the advancement of the University. For information and assistance please telephone (209) 466-4841, or write to: L. Victor Atchison, Office of Estate Planning Programs, University of the Pacific, Stockton, California 95204.

CAMPUS CALENDAR

August 1969

July 5 - Aug. 17	Fallon House Theatre's 20th Season. Performances every evening except Mondays. Call Sonora 532-4644 for schedule and reservations.				
Aug. 22-24	Raymond College freshman orientation				
Aug. 25	Raymond classes begin				
Aug. 29	Callison sophomore leave for India				

September 1969

Sept. 13	Football: Texas of El Paso—8:00 p.m. there Tiger Club Dinner—Callison Hall				
Sept. 15	Panhellenic Rush Week— Faculty Workshop—15th and 16th				
Sept. 20	Freshman Orientation Begins Football: UOP vs. Western Michigan University— 8:00 p.m. here School of Engineering Alumni Reunion				
Sept. 24	Classes begin—Fall term President's Reception for New Students—8:00 p.m. Gold Room				
Sept. 27	Football: UOP vs. Utah State there				

October 1969

Oct. 4	Football: UOP vs. Fresno State—8:00 p.m. here				
Oct. 7	Resident Artist Series—ELIZABETH SPELTS, <i>Sop.</i> —8:15 p.m.				
Oct. 11	Football: UOP vs. USCB—8:00 p.m. here School of Pharm. Soc. of Hospital Pharmacists Convention				
Oct. 14	Resident Artist Series—ALICE BRADY, <i>Soprano</i>				
Oct. 15	Mu Phi Epsilon Concert—8:15 p.m. Conservatory				
Oct. 18	HOME COMING, PARENT'S DAY, ALUMNI DAY Football: UOP vs. University of Idaho—2:00 p.m. here				
Oct. 22, 24, 25, 26, 29, 31	Anderson "Y" Film Festival—6:30 and 9:00 p.m. Top of the "Y"				
Oct. 24	Lambda Kappa Sigma South-Western Regional Meeting				
Oct. 28	Resident Artist Series—DICKSON TITUS, <i>Baritone</i> , 8:15 p.m.				
Oct. 30	Community Concert Series—VICTOR ERESKO, <i>Piano</i>				



CALIFORNIA'S FIRST CHARTERED INSTITUTION OF HIGHER EDUCATION