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UNIVERSITY OF THE PACIFIC

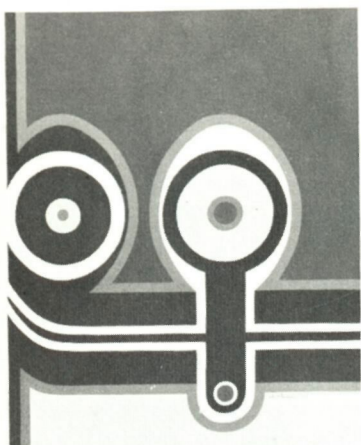
PACIFIC REVIEW

SPRING
1970

STOCKTON - SAN FRANCISCO - SACRAMENTO



FOCUS on the FUTURE



FOCUS on the FUTURE

The traditional All-University Study Day was expanded to ten days this spring to permit the extensive study of a variety of topics under the theme: *Focus on the Future*.

The study program included lectures and debates by several on-campus experts in the fields of ecology, physics, politics, and the social sciences. These were followed by student and faculty discussions.

There were also student essay contests, a music composition contest, and an art exhibit on the *Focus on the Future* theme. The cover of this issue of the PACIFIC REVIEW is derived from one of the art exhibit prize winners, a painting by Victor Russell, sophomore at major from Merlin, Oregon.

Two major exhibits rounded out the event: a futuristic technology exhibit of space travel and advanced communications in the lobby of Burns Tower; and, in the Martin Library, a 16-panel display depicting man's crises with his environment.

The following pages contain excerpts from arguments set forth by the visiting speakers and from the student panel discussion titled *The World We Want*.

Also in this issue: Bob Monagan, one of Pacific's most distinguished sons looks at higher education from the viewpoint of a practicing politician; an account of Pacific's first student riot—staged by Hollywood; a report on the new UOP Community Involvement Program; and an announcement of a significant new development in the School of Engineering.

ALL-UNIVERSITY STUDY DAYS: FOCUS ON THE FUTURE

Visiting Speakers

EDWARD TELLER, associate director, Lawrence Radiation Laboratory.
PAUL EHRLICH, professor of Biology, Stanford University
WADE DICKENSON, inventor, consultant to Rand Corporation
WILLIE BROWN, California assemblyman (D-San Francisco)
CARL OGLESBY, past president, Students for a Democratic Society
RICHARD SHAULL, professor of Ecumenics, Princeton Theological Seminary

Student panel: The World We Want

Moderated by DENNIS BARNEBEY, senior, College of the Pacific

AL ORTIZ, senior, College of the Pacific
ART HERLIHY, senior, College of the Pacific
JIM ACKERMAN, intermediate, Raymond College
JOHN KNAPP, junior, Elbert Covell College

Exhibits

TITAN III LAUNCH VEHICLE, United Technology Center, Sunnyvale, Calif.
APOLLO COMMAND MODULE, National Aeronautics and Space Administration
LASSERS AND MICROWAVES, Pacific Telephone Company
NEW PERSPECTIVES, National Initiative Foundation and Build the Earth Society

EDWARD TELLER

The doomsayers have always been wrong. Population has increased even faster than they estimated, and food production has increased even faster than population. Technology can solve the problems of food production. We really have no choice anyway. Of all inert matter, the most inert is the human mind; it will be much easier to increase food production than to convince 3 billion human minds to reverse their age-old habits of reproduction.

I suspect that the ultimate limit on the world's population will be less dependent upon our ability to produce food than our ability to get along with each other.

We need more research and more information about pollution before we start making laws. A complete ban on DDT, for example, would be a mistake. DDT has virtually wiped out malaria in many parts of the world. Now Ceylon has banned DDT and has reported 1-million new cases of malaria.

We are already on the side of too much regulation. The drug, cortisone, for example, could not be developed today under the new tough food and drug regulations. And this is a drug that has brought relief to thousands of arthritis sufferers — including myself.

I claim we need further research on nuclear energy to make a better life for people on this earth. Nuclear explosives can be used to cheaply dig harbors and canals. And we can reduce considerably the pollution due to burning fossil fuels by increasing the use of nuclear energy for electrical power. There is a small price to pay for this — a slightly increased level of radioactivity. But the present allowed levels are very unrealistic. They call for an average exposure not greater than the world-wide natural background radiation. Yet many people of the world have lived for centuries under much greater natural radiation exposures.

In Colorado the background radiation is 100% higher than the average; in Karala, India and parts of Brazil the average is exceeded by 2,000%. But the apostles of ecology do not tell us to go study the effects of these levels — they tell us to cut down the already permitted doses.

The doomsday ecologists are making a crude exaggeration when they predict world famines in 1975.

The greatest danger is nuclear war because we are falling behind the Russians in weapons development.

The wrong solution was tried once before in history when Greek Fire was invented. Its use saved the Eastern Roman Empire. It was a frightening weapon — a mixture of oil and chemicals which ignited on contact with water. But it was so unpleasant that the Pope banned its use, and this was the first step in a disarmament that led to the eventual defeat of the Eastern Roman Empire. No more research was done on chemicals and the ignorance of the middle ages ensued.

If we stop the acquiring of knowledge, we may fall into a new dark age. If we continue, we may bring about a new stability in the world.

PAUL EHRLICH

I hear that Edward Teller, the most dangerous scientist alive in America, was in Stockton the other day spreading a lot of nonsense.

America is already grossly overpopulated—we have three to seven million more people than we can permanently support. The most serious population growth is not in India—it is among white, affluent Americans. A white American puts 50 times the stress on the environment that an Indian does.

We maintain our high standard of living by robbing the resources of the "underdeveloped" countries. It's a world largely of misery — a network of slums supporting a few islands of affluence. One to two billion people are hungry.

In California we are killing Chicanos with insane pesticide practices, and DDT is slowly killing people in this room right now. If you were to be butchered like cattle, the U. S. Government would not permit your carcasses to be shipped in interstate commerce because of the high level of DDT in your tissues. And if any of you new mothers are nursing your baby, your milk has four times the DDT level the government permits in cow's milk.

But what is really serious is what we are doing to the support system of the planet. Things concentrate in biological systems, and we are now seeing the first poisoning out of links in the ecological system as certain birds and fishes die out. It's as if you had a very complex computer and started to pull out transistors at random — you can't predict just when the whole computer will stop working, but you can be sure it will, eventually.

We have a whole series of very subtle threats to our environment. For example air pollution has started a cooling trend which, if it continues, will see the failure of the U. S. corn crop just five years from now. And that will mean famine in the United States the following year.

Teller said we must run risks to have progress — progress toward what?

If we start right now we can give ourselves a fifty-fifty chance of survival. The first thing we need to do is elect an intelligent president who will stand up and say: "No patriotic American will have more than two children." And then we should use television to persuade people that it is really groovy to have one superior child to two ordinary children. And then we should move to incentives for not having children — perhaps \$500 a year to every woman who doesn't have a baby.

We need smaller and fewer cars — people are going to have to learn to get their sex kicks from sex — not big cars.

It's immoral to raise a child in Los Angeles — we must convince people that they can't have a quality life while poisoning their children.

For the first time in human history we are in the position where the really moral solutions are the correct ones, but the people who brought us the H bombs, the smog, and the sonic boom want us to have more of the same.



WILLIE BROWN

The people who live on the south side of Stockton have not received any benefit for the \$21-billion spent on the Apollo project. Now we are being asked to commit \$3-billion a year to go to Mars, etc. Contrast this to the less than one-half billion planned for urban housing in the entire nation. The conclusion is that space priorities supercede what happens to people.

We must restructure our whole system to eradicate poverty. Abolishing slums could be done in less time than it took to put a man on the moon — but it will take the same kind of resolve.

In this country there is no university dedicated to the study of these human problems, as MIT and Cal Tech are solely devoted to science — not one single university in this country with comparable resources dedicated to the goal of wiping out human misery.

There is more money being paid in subsidies to rich farmers than there is in the entire welfare system.

The moon landing had nothing to do with the development of a badly needed mass transit system in this country.

An unmanned moon program would have achieved the same scientific results at one-tenth the cost.

The problems of poverty pre-dated the problems of space exploration — there have been hungry people in this country as long as the country has existed — yet space exploration gets the priority.

This country has never taken the resolve to solve its housing problem. It has never taken the resolve to remove ex-slaves from the dole. There is no West Point to train people to take care of the aged. There is no Massachusetts Institute of Technology to train people to solve the problems of poverty and racism.

Somebody better commence to devise a system of early warning for ghetto fires.

The space program and the arms program and the farm program — they were all created by outside pressure on the government. We will need outside pressure from poor people or — if you can envision it — enough people of good will.

I can assure you that if there was a profit to be made in the abolition of slums every large corporation in the country would be in that business tomorrow.



WADE DICKENSON

The fallout from the space program has had a tremendous effect on our lives already. A heart monitoring system developed for astronauts is already finding wide application in medical care of heart patients.

The space program enhances our ability to see from above — what was accomplished was described very minutely in the landing on the moon; the really important thing is the development of space technology. Our weather satellites, for example, have given hurricane warnings that have saved enough money to pay a substantial part of the NASA budget. The value of weather warning can run to millions of dollars a day.

Satellites can be used for weather mapping, and mineral discovery, but their greatest value is in military reconnaissance to permit a safe disarmament program — that's where the real bucks are — if we can get some of the \$80-billion going into defense into our social programs the \$3-billion spent on space is small by comparison. But the most important thing in disarmament is to know if the other side is cheating. By satellite we know quite accurately how many missiles the other side has, how many troops, and where they are located. And it is important for men to go into space because men can see things that cameras can't — submarine beneath the water, for instance.

In a man's head there is far more capability than an machine of the same weight.

PAUL EHRLICH



RICHARD SHAULL



EDWARD TELLER



CARL OGLESBY



WADE DICKENSON and WILLIE BROWN



RICHARD SHAULL

Latin America is ripe for revolution because there are no viable political alternatives for those who want reform. A stable society can only rest upon political solutions and they have not been forthcoming in Latin America. No new political institutions are being developed and there is a growing sense of political unrest under the military juntas that dominate that part of the world. Some of them are becoming fascist regimes, attempting stabilization by development from the top. But, before we rejoice in this, it would be wise to remember the price we paid in World War II for three nations that tried this very thing.

Revolutions are coming to Latin America for the following reasons:

The great masses of the poor remain poor, without hope for participating in the nation's wealth, its educational system, or its political machinery.

Repression of the first attempts to organize the masses for reform, leaving the masses more and more submerged into a culture without hope.

Dependence of economic development on integration with the North American economic system, and investments by the United States being used not to strengthen industry but to take it over.

An electoral process, and all that goes with it, that is a game the ruling class plays among itself.

There is no way for the young and reform-minded to work for change within the present system. They are in the same position as the Puritans in 16th century England or the Marxists in 19th century Russia.



CARL OGLESBY

Why do affluent, white, middle class Americans who have everything, talk like they have nothing and move into violent, controversial situations in which they can easily get hurt and quite possibly killed? Their lives can be wrecked, their careers destroyed before they can even begin.

At this point a Marxist will introduce certain phrases and terms in an attempt to explain these phenomena. A Marxist will say that those in the middle classes who join the revolution are *déclassé* intellectuals who somehow can be motivated by historical shame or regret or embarrassment or guilt or whatever.

And the Marxist answer has been very unsatisfactory. But it is with that Marxist dialogue that the answers have to begin because there is no other political sociology that tries to solve questions like this. What the other political sociology tries to do is evaporate these problems by saying they are not there. Liberal political science tries to say that if youth are in rebellion it has to do with some socialized Freudian system called the generation gap where kids are always trying to do in their elders. Everybody understands that—Columbia University, why there's a rebellion—these kids are sick. At the same time they will say they are very bright so they shouldn't be doing what they are doing. But after a while it becomes clear that there's some very substantive issues in the society that have to be faced, and that the leaders of the society are not facing straight on—and the kids are making a point that underneath all there remains a kind of self-flattering conviction that the kids are acting like babies. I admit that sometimes the politics of the new left look like a temper tantrum, and I would it were not so.

It has never been the working classes in the modern period that have had the historical initiative. There have been moments of deep social trauma that have driven the working classes first of all into existence, and later into some kind of political militancy and at those moments intellectuals of the middle classes have attached themselves as the leaders of the working class movement.

The fact is that whether or not there has been a working class movement, there has always been a movement within the middle class. The bourgeoisie, that hateful creation in the eyes of all Marxists is in fact the mother class of Marxism itself.

The idea that prevails in the government today that if only in Brazil we can produce a middle class, then there won't be any unrest in the hills; if only we can produce a middle class in Africa, then there won't be any more revolutionary movements. If only in Asia there can be a middle class, then the day of insurrection will be over and the world will at last be totally pacified. The fact of the matter is, it seems to me, quite the reverse of that. Middle classes are not stabilizing forces. Some aspects of the middle class experience will be pacificatory—other aspects will be incendiary. The rebel of the left, and the minuteman of the right materialize from the belly of what amounts to the same experience. It is the middle classes today that are responding to a general sense of crises which no one else seems to know about.



The World We Want...

Having heard the lectures and viewed the exhibits on *Focus on the Future*, four UOP students discuss the kind of world they would like to help create.

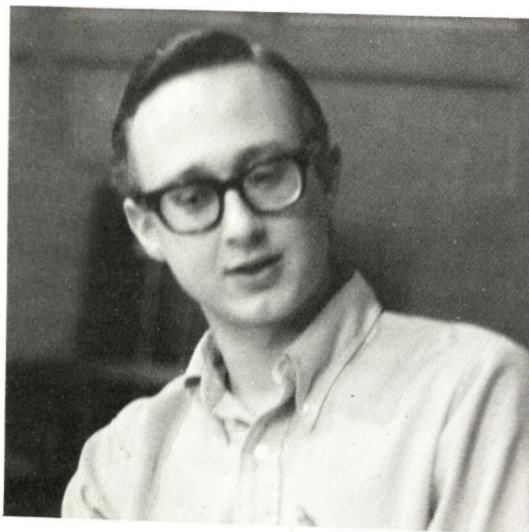
JOHN KNAPP

The world I want is one of concentrating on the problems within our country as well as outside our country. I'd like to see a more comprehensive and more understanding foreign aid program — complete new governmental outlook towards Asia and Latin America.

As it stands right now, we have pretty well messed up what we have here in the United States, and using ourselves as an example we can inhibit the repetition of such problems elsewhere.

The world I want is one that doesn't exclude parts of the world that are excluded now.

In the past five years, United Fruit and the other great corporations that have dominated Latin America for so many years have become socially aware, or morally aware, of their responsibilities to Latin American society. They have made contributions to education, and this is a fantastic step — a step from an entirely feudal system to a more and more socially conscious system.



JIM ACKERMAN

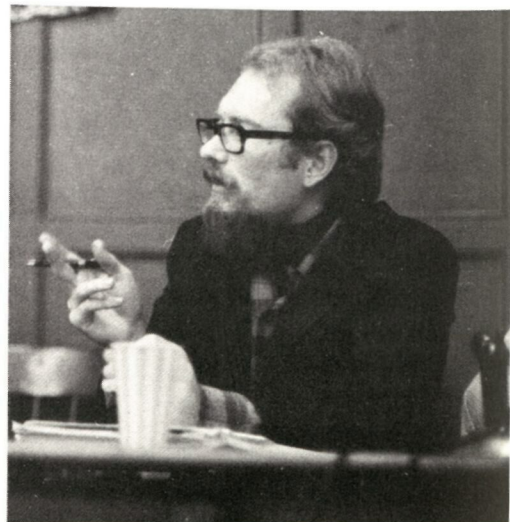
At present we have an economic system, namely capitalism, which does much to detract from communication, because it stems from a value system that is inherently inequitable. As practiced, capitalism must do one of two things: it must either continuously expand economically — have industrial growth — in order to create a surplus of capital that can be either retrenched into the system or taken off the top; or the other thing that can be done (both have been done) is to have the systematic exploitation of other people.

You can go to Bolivia, or Thailand, or the Philippines and take that country's national resources and use them to further the maintenance of your own industrial complex.

Both of these methods are unsatisfactory. Industrial growth itself, we have seen, breeds a lot of ecological distress — things like oil pollution of beaches and water table depletion under the entire state of Oklahoma. Americans are the only people who have had the audacity to build cities where there is no water.

The other method — systematic exploitation — is a problem of a little different nature because you can always refuse to see it — and most people have. Philosophically, exploitation is an invalid system because it doesn't look at anything holistically. I'm not saying that the man who is doing the exploiting is necessarily evil, but there is always an antagonism there.

Capitalism as a system is inherently inequitable and should be dropped immediately by any means possible. The ecological problems, the race problems, the other social problems we have now are expressions of the capitalist outlook.



ART HERLIHY

Technology has advanced so greatly that man no longer even understands the technology that controls him. We see this on a national scale when we fool around with things like the ABM. We went to the moon in five years, but we still can't build a good rapid transit system.

I disagree wholeheartedly that the problems we are seeing today are problems caused by the capitalistic system. That's the old Marxian argument of exploitation of the worker. Checking past history of the Western world we find that this exploitation did not occur, and that the worker *did* share in the industrial growth.

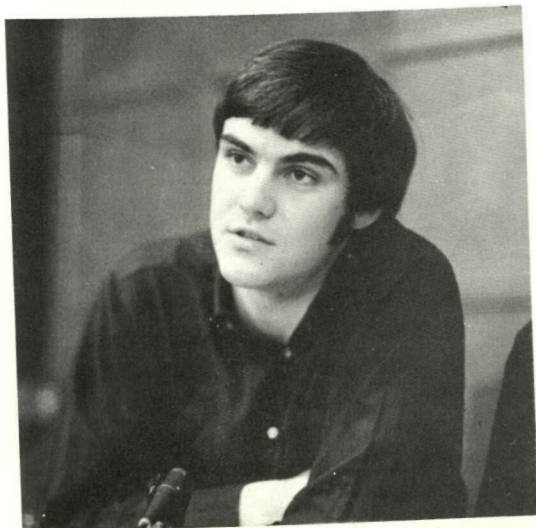
The only way to stop industrial growth is to stop population growth. And you can't stop population growth in countries like India, so you have to maintain industrial growth. Industrial growth has a lot of hidden, nasty connotations, but what it means is the attempt by a nation to improve the annual welfare of each individual. Instead of one hundred dollars a year for the Indian worker, you are trying to make it possible for him to earn two hundred.

Exploitation which can occur is due to political processes, not economic ones. And the political processes can be made to deal with the inequities that occur in the economic area.

Capitalism is not the cause of ecological distress — the Soviet Union also has serious pollution problems.

Pollution has occurred because we have treated the air and the water as free resources and as a free medium for waste disposal. But what if you had to pay for the use of air and water in this way? Then the cost would become part of the cost of the finished product and would be borne by those who benefit. And this would force manufacturers to reduce pollution by cutting down waste and by inventing new ways of doing things.

The problems we are facing can be dealt with very effectively through the capitalistic system.



AL ORTIZ

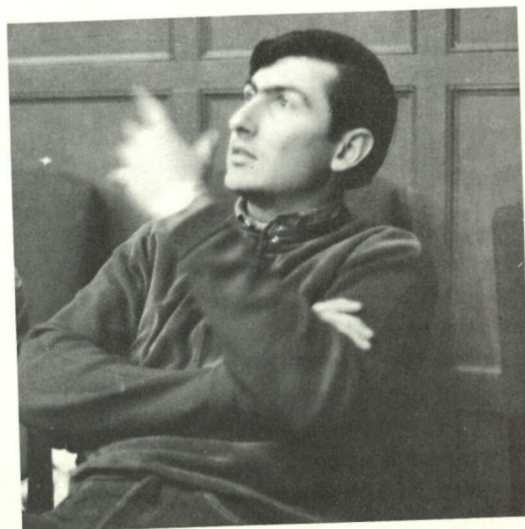
Our society needs a new man, a new man to walk these streets that we're going to clean up, to breath this fresh air and drink this fresh water. But it's not going to do any good to clean up the physical environment if we don't do something about solving the relationships between each other. I really don't think that landing on Mars is going to do any good whatsoever — that's stretching suburbia a little too far. We have a vast communications system — we can bounce sounds off planets and have them return to earth, yet we cannot hear the cries of children, of old people, of the poor from our ghettos — we turn our backs to these things.

The future I would like to see is this: I would like to see American stop looking Westward and Upward, and start looking back into the cities and try to repair the damage there.

I would like to see this country stop exploiting the backward countries. I can't see the benevolence of American enterprise in Latin America right now. All I see is exploitation. Taking the oil and the tin from Bolivia and bringing it to the United States and processing it is of little benefit to Bolivia.

I question that the continuation of the Vietnam war is a political, not an economic matter — 20 to 30 billion dollars a year is a lot of money, and I don't see anybody in the Pentagon hurrying up to stop the war. I don't think anybody would question that since World War II the United States has based a lot of its economy on a military expenditure. And we continue to keep doing this; we can spend 8 to 10 billion dollars for an ABM system and can't spend four or five billion for a rapid transit system — now that's military expenditure — that's economic.

I see the recent cutbacks in education in California and the charging of tuition in the State colleges as aimed at one very large segment of college students. That is, if you are a poor white student on an NDEA loan, you are going to be out of school. And all minority people are going to be out of school, because, I can tell you right now, most of us are coming to school on loans and scholarships, and this cutback is really going to throw us out of school.



Political responses to higher education ferment

By BOB MONAGAN '42,
Speaker of the California Assembly

□ There has been much discussion in recent years concerning the widening gulf between the academic community and society at large. It is a polarization perhaps characteristic of the times, and one that results from long suppressed pressures finally coming to the surface. The conflict is, however, most manifest in the new political relationship that now exists between the campus and the commons.

Ten years ago, institutions of higher education in California were unassailable towers of academic freedom, seemingly protected by the Legislature and by society from the rough and tumble world of politics. Now, however, the campus has lost that privilege, and is subject to scrutiny of the sharpest nature within a political framework.

This development should not surprise us, for it results from the new relationship between the campus and society at large. For many years the university and society coexisted, because neither threatened the other. The university tried to discover truth, and pointed the way for society, and society usually followed at its own pace. Society, in turn, put up the money for first-class education, while granting the campus academic freedom, on sort of a quid pro quo basis. But around the time of the Free Speech Movement, elements within the academic community began using the University as a battering ram to right what they considered society's wrongs. Society began to feel threatened, and quite naturally fought back. For the university to become a political tool, and yet expect society not to react, is to expect the impossible.

The role of leaders in society, particularly those in political life, is to caution society not to overreact, and not to diminish the entire system of higher education because of a few unsatisfactory policies. I have encouraged Californians to adopt a posture of caution, deliberation, and thought—not militant emotionalism. I would not be honest, however, if I did not caution higher education with the same language—to urge upon the academic community a policy of deliberation and thought, not emotionalism.

Having sketched this basic background, let me examine what I see as the Legislature's political response to three specific problems facing the contemporary campus: money, educational reform, and violent dissent.



Bob Monagan (R-Tracy) was first elected Speaker of the California Assembly in 1969, at the start of his fifth term as Assemblyman from the 12th District. As a legislator, Mr. Monagan has been active in education, water, and housing; he is an outspoken advocate of tax reform and environmental pollution controls. He has served at all three levels of government—as a congressional aide in Washington, D.C. as a city councilman and mayor of Tracy.

Born in Ogden, Utah, July 5, 1920, The Speaker attended public schools in Vallejo. At Pacific he majored in Business Administration and Physical Education, graduating in 1942. He was a star athlete and student body president. After service in the Aleutian Islands during World War II, he returned to graduate school at UOP where he received his general secondary teaching credential. He served the University as Director of Athletics and was a part-time instructor at UOP and San Joaquin Delta College.

Mr. Monagan is married to the former Ione Angwin, also an alumnus of Pacific and a student body president. They have two children.

FALSE CHARGES

If we are to tone down the emotionalism which accompanies the uneasy relationship between the campus and the public, I believe a good starting point is with the matter of alleged budget cuts in higher education. For three years, a barrage of false charges have been leveled to the effect that the State is starving higher education through a stingy refusal to furnish financial support. The facts of higher education appropriations show otherwise.

A look at trends over the past six years—covering three years of the present administration and three years of the previous administration—shows a substantial increase in spending. In the 1964-65 school year we spent \$360 million for the University of California, State colleges, and junior colleges. This year State support for these institutions amounts to \$750 million.

Of course, inflationary pressures and the higher operational costs negate many of the benefits of this increasing financial commitment. But it does indicate a steadily escalating level of dollar support for higher education, covering both a Democratic and a Republican administration.

Although the budget increases in the first year of Governor Reagan were less than in previous years, the last two Reagan budgets have included substantial jumps in higher education funding. And I expect these increases to continue, despite the tight budget forced on

us for 1971 by the general economic slowdown in the State. Last year, 92% of the budget requests for public higher education were filled, and I think we can meet or better that percentage again this year.

I do not bring up these figures to boast about our support. We know California colleges face serious financial difficulties. And the greatest financial crush in terms of capital construction and building space may be yet to come.

However, higher education, like everything else, must seek its funds within a budgetary framework in which dollars are becoming harder to find and the demands for dollars are increasing. Right now, 40% of our annual State budget, and 52% of the general fund, is earmarked for education. But there is vigorous competition for these tax dollars, not only from the several branches of higher education but between the various levels of education. In addition, great pressure is being exerted to spend more money on health and welfare, on public works, and on a new State concern—environmental quality.

When you look at finances in this framework, it should be clear that we have indeed provided higher education a generous slice of the pie—perhaps not as much as our institutions would have liked—but nevertheless generous within the allocation of State resources.

This is why I find it a little hard to square the complaint that we are taking

our alleged unhappiness with campus affairs by slashing the budget and cutting off funds. It is true that the people have shown some of their displeasure with the system by turning down bond issues, such as the capital construction bond in 1968, but the Legislature has not followed that path.

Indeed, we have gone in precisely the opposite direction. Last session I introduced legislation to double the percentage of State scholarships from 2% to 4% of high school graduates. This bill passed both houses of the Legislature, but was vetoed for lack of money. I have a similar bill this year which spreads out the fiscal impact over several years. I think the prospects are excellent for enactment of my bill. It will mean a substantial increase in State support for private higher education, as 85% of these scholarship funds are spent at private colleges and universities.

If there were to be legislative attempts to more directly control academic affairs, they would come through changes in the tenure system and a less liberal interpretation of academic freedom—but not through cutting off dollars. We know that education never seems to have enough money to meet all its expenses. Yet any substantial increase in expenditures for education, or anything else, will require either new taxes or new sources of money. Let me report—politically, crassly politically if you will—that legislators in Sacramento are in no mood to vote for any additional taxes.

TUITION NEEDED

We must look to other sources, and one of these is tuition in public institutions. We are asking those students who can help pay for their education to do so. Tuition is not a dirty word. Admittedly, I would prefer to avoid imposing tuition, if it were at all possible. However, I think economic pressures must be our guidepost now. Tuition is a source of funds to meet essential costs of education.

I would like to see any money raised through tuition spent on increasing scholarships, to support programs for disadvantaged students, and for construction projects.

Let me turn to the second problem area in which the Legislature finds itself embroiled—educational reform. Here our involvement is far less direct than in financial affairs, for reform of the educational system will be achieved primarily within the confines of the academic community.

The major task of legislators is to become aware of the underlying causes of

dissatisfaction with higher education, so that we can judge for ourselves the proper response when dissatisfaction boils over into confrontation or occasionally into violence.

STUDENTS ALIENATED

It's hardly news to note that large numbers—some say even a majority—of our students are alienated from the system of higher education in California. Nor is it news to note that the public is fed up with the violence on our campuses often spurred by this alienation. But what is news are the signs that a new confrontation is brewing on our campuses—and it is one that educators would do well to recognize. It is one that I, as a legislator, am watching closely.

What is it that our students want? When you strip away emotionalism and the irresponsibility of the militants, you find large numbers of liberal, moderate, and conservative students who are unhappy about the quality of their courses, the accessibility—or inaccessibility—of their instructors, the lack of personal attention, and the highly structured education to which they are subjected. In too many cases the eminent professor, at whose feet students have come to sit, can be found only in the faculty list in the catalogue. There is too much emphasis on research and research-oriented work.

Perhaps this is to be expected, for, until a few years ago, most graduate-level work was connected with research. But now you find thousands of students at higher levels with no interest in pure research. Most of them wish to become involved in action-oriented pursuits.

These pressures are among the underlying causes for student dissent today. Vietnam, race, and other headline-grabbing issues may help manifest dissent, but I think dissent runs to the heart of the institutional structure. For the past five years students have tried to change this through attacks on the governing boards, and with militancy towards administrators. But now students are looking more deeply at the basis of their own complaints. And they are zeroing in—not only on the governing boards and administrators—but also on members of the teaching faculty.

Unless something is done to peacefully resolve issues at this level, I expect an escalation of student-faculty confrontations, particularly with departmental chairmen, over the next few years. I can see the possibility of much damage to higher education should positions polarize and should we see the inflexibility and frustrations which es-

calated previous confrontations. I also fear the possibility that the public, searching for a scapegoat for its unhappiness about higher education, may come down on the student's side in a way that might run roughshod over faculty rights.

Thus, I feel it is imperative that forward-looking administrators and faculty take the initiative in the area of education reform. I believe it is tragic that so much of the student impetus for change has been dominated by those who are more interested in overturning the institution than improving it. These radicals may serve to dramatize a campus problem, but it is the voices of reason and moderation who must articulate the solution.

If the voices of moderation—among the students and the faculty—can be raised a few decibels, I think we can circumvent the radicals. The public is fed up with violent confrontations, and I think this is also true of most students. They are tired of being the dog wagged by the tail. I think it is the responsibility of the faculty above anyone else—certainly it is not the primary function of the Legislature, or even the governing boards—to devise and experiment with those programs which can win student confidence, and can give the students a sense of participation.

CHANNEL STUDENT ENERGY

Perhaps the most productive way for the faculty to help the students, as well as to dramatize the relevancy of their education, is to channel student energy away from emotional issues and toward practical solutions. I sense a great desire on the part of many students to avoid the violence-prone confrontations and emotional agitation that marked past academic years. They seek to rebuild public confidence in the student generation. They want to participate, but in ways that are more likely to achieve practical and tangible results.

This desire has not fallen on deaf ears in Sacramento. In January the Legislature created a Student Advisory Council to assist our Joint Committee on Higher Education. We want to gain a student perspective on the issues the Joint Committee is studying: the role of governing boards, the EOP program, and public assistance to private higher education.

I am particularly interested in efforts in this latter field. I think it is an unrecognized fact that private higher education is likely to be the area of greatest growth in the coming decade. The Rand Corporation, according to a recent *Time* magazine article, estimates that in

the future we'll see more and more money spent in private education. We may even see the government issuing vouchers to students redeemable at the private or public college of their choice, this approach being advanced by two legislators this year. Private education may give us more opportunity to employ innovative teaching methods. This is one reason I am working to expand our State scholarship program.

Another field in which the untapped student resource can play a vital role in problem solving is environmental quality. There are few political leaders who do not recognize the environment as perhaps the dominant issue of the coming decade. Californians are deeply and rightly concerned about smog, filthy water, and misuse of our precious land resources. But there are some serious pitfalls; for instance, not recognizing the complex aspects of the pollution problem. Environmental quality is tied directly to a number of State problems. We will need massive expenditures for municipal sewage systems if we are to clean up our water. We need rapid transit in our major cities to relieve the pressure caused by smog-producing automobiles. But these cost money; and spending it will mean deferring other needed programs, or raising taxes.

So we have to channel student energy toward seeing problems as multilateral, not in a vacuum by themselves. And we have to redirect student concern toward finding solutions rather than just citing problems. Faculty, administrators, and governing boards are in the unique position to achieve this, far more than I as a legislator. I see only the end product of their efforts—the student who comes to my office with a suggestion. My own advice to the academic community is this—do not send students to Sacramento to tell us what the problems are. We can find out the problems by ourselves. Send us students with solutions, not simplistic declarations. This is our need. This is how society can directly benefit from the creative energies and fervor of its youth.

The fact that I encourage students to move into the political process does not mean that I can give a blanket endorsement to all the political activity that the campus has undertaken in the past few years. The violent dissent that we experienced in recent years has done the academic community severe harm, particularly in its relations with the public. Many taxpayers think the academic community is thumbing its nose at the legal restraints and social conduct which guide the rest of society, as though the campus were a sanctuary where disruption in the name of the

right causes is justified. This feeling rubbed a very raw nerve and continues to unsettle public opinion today.

RESPECTABLE BIGOTRY

There is in this country a growing disenchantment among middle income taxpayers with what they see as an intellectual elite which dominates the power structure. Yale graduate student Michael Lerner, writing in the fall, 1969, quarterly of the *American Scholar*, speaks of a "respectable bigotry," which he identifies as the prejudice of the intellectuals against lower middle class white people.

There is a great deal of danger in this alleged bigotry, for these "middle Americans" provide the principal support for higher education in California, and that support today hangs tenuously suspended on a frayed and thinning thread. The anger of our "middle Americans" reaches its apex when confronted by campus revolution and the response may manifest itself over questions such as teacher tenure.

There is a strong sentiment among the people that tenure for teachers should go. This attitude has been building for some time, and may reach a crescendo, depending upon the militancy of teachers, over the next few years. I am relatively certain tenure would end if we ever institute collective bargaining for teachers. Tenure would then be a matter for negotiation. But even before that we may see some changes.

Although tenure can be interpreted as an extension of academic freedom, I would suspect that its real origins were economic. During the Depression, with our surplus of teachers, tenure provided needed security. Today that economic problem does not exist, nor is there a shortage of teaching positions. Thus, in the minds of many, the need for tenure has diminished. One of these days soon, someone will introduce legislation providing increased teaching salaries irrevocably tied to elimination of tenure. I say with assurance that a continued alienation of the middle classes from the intellectual community will almost certainly result in the elimination of teacher tenure.

In the differences between the public and the campus that have developed to this point, I think you will find that the Legislature has been a good friend of higher education, in that we did not allow public unhappiness with the system to do it serious damage.

Last session, in the midst of campus violence, the Legislature was called upon to interpose itself between a pub-

lic rightfully angered over growing campus violence and the campus community trying to defend its academic freedom. We approached this problem through an Assembly Select Committee process. We put together a bipartisan unit of knowledgeable legislators, from both our education and our criminal procedure committees. They worked together to develop a reasonable response to campus disorders.

We passed legislation consisting of nine enactments that give campus administrations more power to police their own institutions. Our approach won support from legislators both on the left and the right. I think it was a proper legislative response and it reinforced the rights and responsibilities of all concerned.

We approached this problem in a manner consistent with education's best interests, and now I would ask the academic community to do the same—to confront the problem of their relation with society at large in a way that will help education, not hinder it, through a mutual overreaction.

ACADEMIC SUPPORT NEEDED

If we are going to have the money and the public support, to undertake needed campus reforms, we cannot allow education to become a battleground. It's up to academicians to show our discontented and overburdened tax-paying public that their support for education—whether public or private—will ultimately benefit society, not, as many believe, contribute to its destruction. I am ready to speak out for education's needs, in the Legislature and elsewhere; but my efforts, and those of my colleagues, will go for nothing without support and assistance from the professional educators.

I do not ask them to abandon principles of academic freedom or educational quality, which we all cherish. But I do ask for an appreciation of political realism in education's approach to society. The really courageous men in an age of disruption and shouting are those who speak softly and maintain a dialogue. Years ago President-emeritus Robert Gordon Sproul of the University of California gave this advice to a graduating class. He said: "The turbulent world you enter is no place for cowards. A courageous sinner is much more at home than a timid saint. The call of the hour is for leadership, sympathetic in its understanding, tolerant in its outlook, and dynamic in its courage."

That was advice for all ages, and today we can afford to do no less.

Students riot for pay

By JACK WHITE,
Director of Publications

□ Last December the normally placid University of the Pacific campus was the scene of a violent riot as some 1,200 students stood toe to toe, pushing, slugging, and calling each other names. The Administration Building was occupied by rioters and the president hung in effigy from a tree.

In the process, a huge lawn in front of the Administration Building was turned into a muddy bog which was immediately dubbed "Kramer Lake" for the man who caused all the trouble.

He is motion picture producer/director Stanley Kramer who selected the UOP campus locale to shoot his new film "RPM*," a story of campus rebellion written by Yale professor Eric Segal. It will be released by Columbia Pictures in August.

The film stars Anthony Quinn as a popular 50-year old professor of sociology, suddenly elevated to the position of president of "Hudson University" after student activists had deposed the old president. The supporting cast includes Ann-Margret as Quinn's current coed mistress, Gary Lockwood as a white militant student leader, Paul Winfield as a black militant student, and Teda Bracci as a militant and vociferous white female student.

Mr. Kramer picked the UOP campus for his set because it looks so much like Hollywood's dream of a typical ivy-league school. University authorities agreed to let him use it because it was thought the experience would be fun for students and would enable them to earn extra money during the Christmas vacation. The student extras were paid \$15 to \$50 per day. The movie company also paid the University \$500 a day and agreed to repair all damages to buildings and landscape.

The riot scenes started in a light-hearted mood, with assistant director Jack Roe continually admonishing the rioters to stop laughing. But, as the days went by, rehearsing, shooting, reshooting, the mood became grim, gradually changing to a frightening confrontation



"Tear gas" pours from the windows of the administration building during the filming of the riot scenes for "RPM*" (top). Director Stanley Kramer is seated on the right of the camera boom. In photo below, a student extra is upended in the fight with police.



between the 40 UOP football players dressed as policemen, and the mass of student rioters.

The students were soon attacking the uniforms, and the "cops" were swinging their rubber clubs in earnest against the scruffy longhairs who were calling them pigs. In what must be some of the most realistic riot scenes ever staged for the camera, bloody noses were common, there were several chipped teeth and two major injuries. One stunt girl broke a leg jumping out a second-story window, and a stunt man suffered a whiplash neck injury.

The violent make-believe, frightening to onlookers, was a catharsis to many of its participants. Said one faculty member, a psychologist, "They aren't just playing out there."

Excepting Saturday afternoons in the stadium, it was the most violence ever witnessed on the quiet Stockton campus. Small groups of Pacific students have marched in the Vietnam Moratoriums, and once a peaceful group surrounded Burns Tower to demand the admission of more Black students (which was granted). But UOP administrators have never been threatened or shouted at. One faculty observer said smugly, "Our students have to be paid to riot."

Actually, UOP students are not that apathetic. They are largely the same type of students who lead student uprisings elsewhere—upper middle class, affluent, bright, interested in social problems. A high percentage are involved in off-campus community action

of some kind. They tutor Black and Chicano children in the slums of south Stockton; they counsel delinquent boys in nearby California Youth Authority institutions; they work to get more liberal members elected to school boards in the conservative Stockton community.

Why, then, do they have to be paid to riot? Probably because they have not become alienated. Pacific has its faults, but, because of its smallness, students don't feel they are just numbers. It's easy for any student to talk to his professor, his dean or the president. And there is an absence of the usual targets for student unrest. Pacific doesn't have an ROTC or a military research contract, and students are represented on all faculty committees. So it cost a major movie studio \$650,000 to create a riot here.

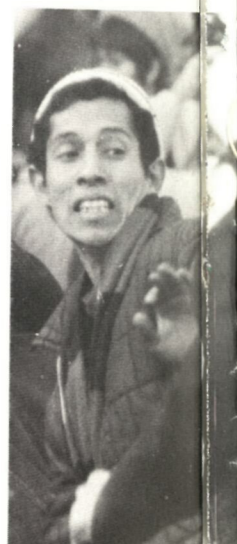
On the set, Mr. Kramer is a thoroughgoing professional. He doesn't shout; there are no displays of temperament on the part of cast or crew; good humor prevails. When cameraman Michel Hugo discovered he had done something wrong, requiring a previous scene to be set up and shot over, he said, "Sorry about that Stanley." "That's ok," the director replied, "you haven't pulled that one since 1943." Once an entire day's shooting was lost due to a faulty camera. No screams and moans—just do it over.

Another day, special effects man Gesa Gaspar couldn't get the simulated tear gas smoke to pour out the Administration Building windows on cue. The director called him over for "a little chat." "Now Gesa," he said, "I was told you are the best special effects man in the business. Now you tell me what we must do to get this shot."

One day, while shooting a scene on Fraternity Circle, Mr. Kramer and his crew were subjected to some mild harassment in the form of a very loud hi-fi player from one of the fraternity houses. In addition, one of the fraternity boys elected to show his contempt for the Hollywood group by displaying his bare bottom in an upstairs window. The director ignored the vulgar display and the loud music while calmly running rehearsals. Then, when ready to shoot, he sent an assistant over to the



Stanley Kramer (left).

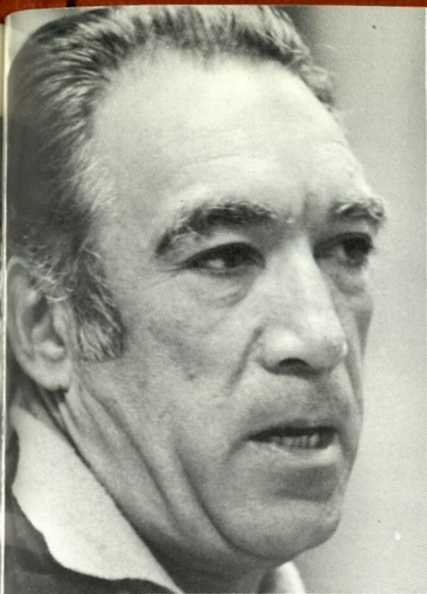


fraternity house. Conversation (and money?) was exchanged, quiet descended, shooting resumed.

Before and during the filming, Mr. Kramer and Mr. Quinn visited several classrooms, talking and listening to students to help get a "feel" for campus life. Professor Dewey Chambers' class in creative education, which began at 7:30 in the evening, lasted until 11:00 while the director and his star exchanged views with the students.

Mr. Kramer, who's recent film "Guess Who's Coming to Dinner" was a great boxoffice success, but was panned by many critics, told the class that the one single condition essential

for creativity is freedom. And in his business, he said, "In order to have freedom to make a creative film, you must have a record of boxoffice successes." "You can have an occasional failure, but if you have two in a row the people who put up the money for the next one are going to be looking over your shoulder and second-guessing you." He implied that he had taken a more moderate position in many of his "message" films than either he or the critics liked in order to retain the freedom to continue to make films. His favorite film, he said, was "The Men," starring Marlon Brando, a story of paraplegic war veterans.



Anthony Quinn (above) speaks to a capacity crowd in Morris Chapel during a break in the filming of *RPM*.* Stanley Kramer (below) tells three UOP coeds where to walk during a scene with actor John Zambresi (left) who plays the part of the deposed president of "Hudson University."



Mr. Kramer said that he had been battling "the establishment" all his life. He said "I support the rebellion, admire the revolution, and am trying to find out where I belong in the whole thing." Asked to define the "revolution," Mr. Kramer said it was "essentially the desire to stop hiding behind a facade and to tell the truth to each other." He said he suspected the revolution was not succeeding as well as it might, and added, "Some of us who have dropped out should come back and give some reasonable leadership."

As for the motion picture industry, Mr. Kramer said, "The establishment in terms of Film is disappearing. Fat,

cigar-smoking moguls are all gone. Huge studios are going. The picture companies are now owned by conglomerates whose primary interest is the balance sheet. They don't know anything about film making and tend to leave you alone. We now have that freedom so essential to creativity."

On another occasion, Pacific students held a "Zorba, the Greek Festival," culminating in a talk in Morris Chapel by Anthony Quinn, the man who created Zorba in the motion picture. Mr. Quinn, who has won two academy awards in the course of his 105 pictures, said he was very nervous speaking to a college group, since he had dropped out of

school in the ninth grade to become a hobo. He said he had tried to make up for his lack of formal schooling by constant and ravenous reading of books, magazines and newspapers. And he soon proved that indeed he had by his easy reference to classical and modern writers in answering questions from the students.

"But, I'm not an intellectual," he said, "I'm all emotion. As Zorba said 'I'm emotional from the top of my head to my toes'."

Mr. Quinn said that he got off a freight train in Los Angeles in 1937 and landed a job playing an Indian in Cecil B. DeMille's production "The Plainsman." He immediately got into an argument with the autocratic DeMille over how he should play the Indian. The traditional Hollywood Indian was a sneaking coward; Quinn, who is part Indian, wanted to play it proudly. Gary Cooper backed him up, and DeMille relented. Since then, Mr. Quinn said "The only way I can play a part is to become that person." He lives each part, even off camera while shooting is going on. "I played the part of the Pope for four or five months in 'Shoes of the Fisherman,' he said with a grin, and it made my wife terribly unhappy." Quinn also came down with an obscure ailment which held up shooting on "Shoes of the Fisherman" for several days. It occurred suddenly just before the scene in which he was elected pontiff, and which had worried him to the point of sleeplessness. The skin on his face swelled up, closing his eyes. After several specialists had been flown to the location in Italy, all treating him unsuccessfully, Quinn went to a family doctor in a suburb of Rome who took one look at him and said, "You've got the Monk's Disease." The doctor explained that this was a common psychosomatic disease of mediaeval monks, usually occurring just before they took their vows.

Mr. Quinn clearly demonstrated his point about living the part near the end of his Chapel talk when he was asked to teach the group a Greek dance.

"I'm sorry," he said, "but I have to refuse. I'm not Zorba anymore. I'm a college president, and he couldn't possibly do a Greek dance."

Community involvement: a progress report

By JOHN DIAMOND,
Director of Community Involvement

□ The program at the University of the Pacific for economically disadvantaged students, which began in September 1969, is making good progress. At the beginning of its second semester of operation, there are enrolled in the program 47 freshmen, recruited from nearly every high school in the city, and 87 transfer students, drawn largely from San Joaquin Delta College. Statistical analysis of the ethnic distribution of students in the program has not been completed for the Spring semester (1970), but for the Fall semester there were 46 Mexican-Americans enrolled, 33 Blacks, 10 Filipinos, 10 Orientals, 1 American Indian, and 15 Caucasians. This, of course, reflects the policy of the program, namely, that there shall be no discrimination based upon racial factors in considering applicants for admission.

As would perhaps be expected, segments of the general Stockton community have responded warmly to this program. Counselors at both Delta and the numerous high schools, parents of prospective applicants, religious leaders, and many business concerns have expressed their appreciation for what Pacific is doing in this area. One company, the H. H. Robertson Company of Stockton, recently made an unsolicited contribution of \$1,000; a rancher in the Valley phoned, indicating that she would underwrite the costs of fees and books for one student whose parents she had employed in the past. Many Pacific faculty and administrators have pledged financial support for the program. Such support will total nearly \$10,000 by the end of the 1970 school year. Pacific students have engaged in fund raising activities of their own, and have, through such efforts, contributed some \$4,000 to the program.

As originally conceived, the program for disadvantaged students did not include any provisions for the housing of students, nor for their meals. During the first semester, however, the need in both

of these areas began to be expressed. Many of the students in the program are from homes in which space is at a premium and in which conditions are hardly conducive to serious study at the college level. To cite merely one illustration, which is not atypical, one student is from a family of eight children, who share three bedrooms. For reasons such as these, approximately one-fourth of the students in the program are now housed, either in university dormitories or in sorority or fraternity housing. In many cases meals are provided. The cost of this aspect of the program is borne in various ways, for example: some of the Greek-letter organizations participate in a lunch program for CIP students; the proceeds of the faculty/administrator volunteer payroll deduction plan have been channeled into housing and meals. Needless to say, this effort to provide housing and meals for those CIP students who need these supports has proved its merit as evidenced by the positive academic attitude and performance of students.

Another highly necessary support provided for CIP students is the tutorial program, funded this year largely by a \$40,000 grant from the Ford Foundation. For the year 1970-71, Ford will provide \$20,000 of the total cost of the tutorial program. Under the direction of a recent Raymond College graduate, Miss Yvonne Allen, the tutorial is proving itself to be an indispensable service to CIP students. Not all students in the program need this service; many students, however, since they come from schools in disadvantaged areas, would not be able to function at Pacific without the tutorial. Geared in 1969 only to the freshmen students in the program, tutorial services have now been expanded to include transfer students. It should be added that several of the

tutors are volunteers from Pacific's regular student body, and faculty.

As we look toward the future needs of the disadvantaged student program at Pacific, the matter of funding, of course, assumes the highest priority. Fortunately, the federal government has initiated a new program: Special Services for Disadvantaged Students in Institutions of Higher Education. Pacific is applying for grants under this program. Additionally, foundation support is constantly being sought, and students are again planning to engage in fund raising efforts for the Spring semester 1970. It is, therefore, the policy of the program that non-university funds will be increasingly utilized to provide the bulk of the necessary financial resources.

Quite evident among the future program needs is the need for a full-time trained and qualified counselor. This reflects the situation in Stockton's secondary schools, where counselors are at a premium. At present, members of the CIP staff (i.e., the Director, Miss Allen and tutorial supervisor) seek to provide this service. However, as funds permit, an additional person must be secured to provide fully competent counseling services for CIP students.

Through the initiation of this program, the University has added another positive dimension to its image. In keeping with the trend at many institutions, Pacific is expressing its concern for one of the pressing needs presented to education by the economically disadvantaged sector of the community. In this way it is building vital bridges of communication which can only lead to greater understanding and cooperation between varied cultures that must, of necessity, live together. If the American way of life is to survive, this must increasingly be done.



Dr. John Diamond and Miss Yvonne Allen

"Earn while you learn" program may net engineering students \$10,000

By RICHARD DOTY,
Director, UOP News Bureau

The University of the Pacific School of Engineering will institute a Cooperative Education Program this June that will allow the students to earn approximately \$10,000 in three years.

Robert L. Heyborne, dean of the school, said that the program involves combining classroom learning with actual engineering training periods varying among three, four and five months. This occurs during the last three years of a five-year program leading to a bachelor of science degree in either civil engineering, electrical engineering or management engineering.

After completing requirements for the freshman and sophomore years the UOP student will enter directly into his first semester of industrial employment; the transfer student who has completed the freshman and sophomore years at another school will attend Pacific for one semester prior to entering his first work experience.

"This program has to produce a better engineer," the dean explained, "because the student will not only receive an engineering degree, but he will also have finished 16 months in actual full-time engineering work."

The change to the Co-op Program is expected to increase enrollment significantly at the school, while retaining traditional small class sizes of about nine students per instructor. This is because one group of upper division students will always be off campus working. "We can double our enrollment this way and not increase upper division class size," Heyborne said. He noted that growth from less than 100 students now to 200-250 in three years is the goal.

The dean stressed that the ability to earn \$10,000 over three college years is a prime advantage to the program, which has been employed on a limited

scale on the West Coast but is very popular among Eastern colleges and universities.

"This makes it just as easy to come to a smaller private institution with a small enrollment and low student-faculty ratio because tuition has virtually been eliminated as a factor." He said economically-disadvantaged students are really helped by the program because they can—in many cases—qual-

ify for federal programs the first two years and finance the last three through the Co-op Program.

One faculty member, Assistant Professor Helmut J. Haas, has been assigned the full-time task of coordinating the program among the school, student and employer. His place on the faculty has been taken by P. David Clack, so the instructional staff notices no manpower decline in the change.

COOPERATIVE EDUCATION

This chart shows a typical sequence of on-campus study and on-the-job employment leading to a Bachelor's degree in engineering. Specific courses will be determined by the choice of a major—civil, electrical, or management engineering. A non co-op option is also available.

FRESHMAN YEAR		SOPHOMORE YEAR
FALL	Mathematics Chemistry Two H & SS courses*	Mathematics Physics Computer programming Electrical Science
JANUARY	Engineering Design	Engineering Mechanics
SPRING	Mathematics Physics Two H & SS courses	Mathematics Engineering Science Two H & SS courses
THIRD YEAR		
	CO-OP GROUP A	CO-OP GROUP B
SUMMER	Three engineering courses	Work — three months
FALL	Work — four months	Three engineering courses One engineering science course
JANUARY	Vacation or Independent Study	Work — five months
SPRING	Three engineering courses One elective	
FOURTH YEAR		
SUMMER	Work — three months	Two engineering science courses One elective
FALL	Two engineering courses Two engineering science courses	Work — five months
JANUARY	Vacation or Independent Study	
SPRING	Work — four months	Three engineering courses One elective
FIFTH YEAR		
SUMMER	Two engineering science courses One H & SS course	Work — three months
FALL	Work — five months	Two engineering courses One engineering science course One elective
JANUARY		Vacation or Independent Study
SPRING	Two engineering courses One engineering science course One elective	Two engineering courses One engineering science course One elective

*H & SS stands for Humanities and Social Science courses, generally taught in thematically-linked pairs in the College of the Pacific.

Campus Notes

New Appointments

□ Two University of the Pacific alumni, Kenneth Beatie of Rough and Ready and Daren F. McGavren of Newport Beach, have been named to the 36-member UOP Board of Regents.

Mr. Beatie is general manager of Tenco Tractor. The firm serves a 10-county area from Sacramento headquarters with Caterpillar sales and service. He also operates Ready Air Services near Grass Valley.

Mr. Beatie, 53, received a bachelor of arts degree in business administration from College of the Pacific in 1937. His wife, two of his three children and son-in-law are UOP graduates. A third child is in high school.

Mr. Beatie started in the tractor business with a small firm employing about 50 workers. But Tenco—formed in a 1962 expansion move—has grown to involve a work staff of 200.

The new regent has been active in Rotary, Masons, Boy Scouts, Rideout Hospital Board and Ready Springs School Board.

Mr. McGavren started as a salesman for Stockton radio station KXOB (now KJOY) and rose to become chairman of the board of Atlantic States Industries, Inc. That firm owns television station KJTV in Bakersfield and several radio stations, including KFAC in Los Angeles, WERE in Cleveland, WRYT in Boston, KROY in Sacramento and KMAK in Fresno.

Mr. McGavren is president of McGavren-Guild PGW Radio, Inc., which is owned by Atlantic States. McGavren-Guild is a sales representative firm for radio stations in the top 100 U. S. markets. Offices are in New York, Chicago, Detroit, San Francisco, Dallas, Atlanta, Los Angeles and Philadelphia.

Mr. McGavren, 46, has just purchased a major recording firm in Texas and is a partner in the Bear Valley-Mount Reba ski resort east of Stockton.

The new regent is a resident of Newport Beach and a member of the historical society board of directors there.

He is also on the board of directors of the nationwide Radio Association of Broadcasters.

Mr. McGavren was the 1948 president of the Pacific Student Association and graduated from College of the Pacific that year with a bachelor of arts degree in radio speech. He served one year as Director of Alumni Funds before joining KXOB and beginning a meteoric rise to the top of the radio broadcasting management field. He was UOP Alumnus of the Year in 1965.

He has two sons who are UOP graduates, another son now enrolled at the University and a daughter in high school.

Mr. Beatie and Mr. McGavren were named regents at the same time the University's governing board re-elected present officers for the 1970 term. They are T. F. Baun of Fresno, president; Dr. Harry W. Lange of Bakersfield, vice president; Don B. Wood of Lodi, secretary; C. Vernon Hansen of Sacramento, assistant secretary, and Winifred O. Raney of Turlock, treasurer.

Regents re-elected to terms expiring in 1975 were Dr. Mason M. Roberts of Danville, Dr. Cecil W. Humphreys of Atherton, Dr. Francis J. Herz, Edward W. Westgate and Mrs. Frederick J. Early, all of San Francisco.

□ Robert F. Woodward, credited with being the father of the idea for a Spanish-speaking college in the United States, has been named acting provost of Elbert Covell College.

Dr. Woodward, a retired career diplomat with the State Department, received an honorary Doctor of Laws degree from Pacific as the 1962 commencement speaker.

He replaces Dr. Arthur J. Cullen, who died suddenly last month.

In announcing the appointment, UOP President Robert E. Burns noted that Woodward suggested the idea of the Spanish-speaking college during a 1961 visit with University officials. Elbert Covell College opened two years later as the first Spanish-speaking college in North America.

Dr. Woodward, 61, who assumed his new post on February 18, will aid the



Robert F. Woodward

University in selection of a permanent replacement for Dr. Cullen. The new provost is married and the father of two children.

"I approach this position with considerable humility and no preconceptions," he said. "I am still as convinced as ever that this type of education can be extremely fruitful for the students and people who later benefit from their services."

Dr. Burns said, "We feel quite fortunate in obtaining the services of someone as experienced as Mr. Woodward in Latin American affairs to guide Elbert Covell College until a permanent provost is selected."

Dr. Woodward retired in 1968 after 37 years of service with the State Department. Included were approximately 32 years service in Spanish speaking countries. He served as United States Ambassador to Costa Rica, Uruguay and Chile and also worked at various times in Cuba, Guatemala, Bolivia, Colombia, Brazil, Spain, Paraguay, Argentina and Panama. He worked closely in the field of Inter-American affairs and has been the leader of numerous U. S. delegations to conferences on Latin America.

Born and raised in Minneapolis, Dr. Woodward attended the University of Minnesota and received a bachelor of arts degree there in economics and political science in 1930. He started with the foreign service in 1931 and did not speak Spanish when he received his first Latin American assignment in 1933 as vice consul at Buenos Aires. However, he quickly learned the language and speaks Spanish fluently.

Dr. Woodward, listed in *Who's Who in America*, was working part-time as a foreign affairs consultant at the time of his appointment to the Elbert Covell College position.

Wood Bridge, Cowell Student Health Center dedicated

The Cowell Student Health Center and the Donald B. Wood bridge were dedicated in brief ceremonies March 17.

Speakers included Ted F. Baun, president of the UOP Board of Regents; Donald B. Wood, a local businessman whose \$120,000 gift made possible the footbridge which connects the North and South Campus areas; Chauncey Veatch, president of the Pacific Student Association; Dr. George Sanderson, former chief of staff of the UOP infirmary; Dr. Arthur W. O'Donnell, UOP's medical director; and Max Thelen, Jr., San Francisco attorney and representative of the S. H. Cowell Foundation, whose \$967,000 grant built the new health care facility.

Homer Werner, chairman of the Stockton Planning Commission, presented a city "Award of Excellence" to UOP for the Cowell Student Health Center. The honor was recommended by the Stockton Cultural Heritage Board for the multilevel facility that has been praised as "functional and aesthetically pleasing."

The three-story structure includes a student infirmary with a capacity of 32 beds, campus clinic and X-ray rooms. The 320-foot-long bridge was designed to carry emergency and maintenance vehicles, as well as pedestrians and bicycles. The structure also carries various utility lines to the North Campus.

The bridge was designed by R. W. Siegfried Associates and built by the Charles H. Bloom Company, both of Stockton. The health center was designed by architects Ratcliff, Slama & Cadwalader of Berkeley and built by Rubino-Gullickson of Stockton.

Pharmacy Open House

The Stockton community had its first inspection of the new \$4.4 million University of the Pacific School of Pharmacy on March 8 in an open house event.

Members of the pharmacy staff and student body joined Phi Delta Chi professional pharmacy fraternity in hosting the event. Refreshments were served by the Alpha Ki chapter of Lambda Kappa Sigma pharmacy sorority.



Homer Werner '47, chairman of the Stockton Planning Commission, presents President Robert E. Burns the Stockton Award of Excellence during dedication ceremonies for the new Cowell Student Health Center. Max Thelen, Jr. (center) represented the S. H. Cowell Foundation at the dedication.

Included in the program were displays and demonstrations involving pharmacy and chemistry.

A highlight of the tour was the first public showing of a 55-piece collection of rare Majolica pottery. The 15th, 16th and 17th century artifacts were recently given to the school by Carl D. Lovotti, a San Francisco pharmacist. They are housed in a 19th century display case from Mr. and Mrs. H. Byron Jackson of Jackson's Apothecary in Fresno.

Another part of the tour included informal discussions on drug abuse, with the speakers being UOP pharmacy students who are participating in the SDT (Straight Drug Talk) program. SDT

was launched by the pharmacy students last fall to disseminate factual information on drugs to high school students.

Dr. Ivan W. Rowland is dean of the pharmacy school, which started in 1955 with 20 pre-pharmacy and 20 first-year pharmacy students. Enrollment now stands at 483.

The new facility totals 100,000 square feet on six acres across the Calaveras River from the main campus. The pharmacy school has five departments, with 80 per cent of the space devoted to teaching and 20 per cent to research. The five departments are pharmaceutical chemistry, pharmaceuticals, pharmacognosy, pharmacy administration, and physiology-pharmacology.



Pharmacy students demonstrate a physiograph machine to a group of visitors during the recent open house event at the new School of Pharmacy.

Law Journal Published

□ The first Pacific Law Journal has been published by the McGeorge School of Law in Sacramento as a unique review of significant legislation enacted at the last session of the California Legislature.

The 460-page publication contains articles by various legislators, judges, legal authorities and McGeorge students. It is the school's initial attempt to join other law schools in publishing journals, and the document is slated to be produced twice each year.

The journal differs from other law school publications by centering its legal commentaries on the actions of the 1969 legislature in order to provide a penetrating analysis of major issues confronting the state.

A State Assembly resolution commending publication of the journal states that the document "will serve the legal community as one of the few sources of legislative history on the particular bills which are reviewed, thereby providing an invaluable aid to the Legislature, the bench and the bar."

In the introduction, Earl Warren, retired chief justice of the U. S. Supreme Court, praises the journal for explaining the "legislative intent" behind the new laws and listing other pertinent background material that will help the legal profession to interpret various new legislation.

Included are articles on water pollution, the grand jury system, wiretapping and alcoholism. Several commentaries examine the Family Law Act of 1969, which constituted major reform of California divorce laws, and Assembly Minority Leader Jess Unruh presents a legislative profile on "The Legislature and the Burden of Change."

A section by students on recent developments screens new state legislation deemed "most relevant to the bench and bar." The journal concludes with a series of book reviews.

Editor-in-chief of Pacific Law Journal was Peter M. Newton, a student at McGeorge.

Copies of the journal are available for \$3.50 each at McGeorge School of Law, 3282 Fifth Avenue, Sacramento, California 95817.



DeMarcus Brown is surrounded by friends at a reception following the dedication of the new DeMarcus Brown Theatre February 14. The dedication was held in conjunction with the opening night of the first play presented in the new theatre, The Threepenny Opera, directed by Dr. Sy Kahn, director of the Pacific Theatre and chairman of the newly-created drama department of College of the Pacific.

Bangalore Convocation

□ A special convocation to confer two honorary degrees was held on February 2 at the University of the Pacific's Callison College overseas campus in Bangalore, India.

Padmashri V. K. Gokak, vice-chancellor of Bangalore University, received the Doctor of Letters (Honoris Causa) degree and Dr. Sripati Chandrasekhar, India's minister of health, family planning and urban development, received the Doctor of Science (Honor Causa) degree.

The honors were presented by Dr. John Bevan, academic vice-president at Pacific.

The award to Dr. Chandrasekhar was "in recognition of your scientific work in many settings. You have struggled to make India's population policies an example to an amazed world, and to implement those policies in the face of the avalanche."

Gokak received his degree for "accomplishments as poet and educator, as friend of education internationally and particularly as advisor and friend to Callison College."

Callison College, founded in 1967 as Pacific's third cluster college, emphasizes the history and culture of the non-Western world. Students are required to spend their sophomore year at the overseas campus in Bangalore.

Pharmacy research grant

□ Dr. Marvin H. Malone, professor of physiology and pharmacology at the University of the Pacific School of Pharmacy, has been named recipient of his 11th grant, a two-year \$42,780 award for research work.

The award, from the National Institute of Arthritis and Metabolic Diseases of the National Institutes of Health, is for research investigating symptomatic relief from arthritis and related diseases which have a component of reddening and heat.

Dr. Malone has been doing research in this area for approximately two years, and this is the second grant he has received for the project. In September of 1967 the pharmacy professor received a \$58,000 two-year grant.

New engineering equipment

□ New equipment has been added to the School of Engineering through the courtesy of Pacific Telephone.

Technically called a "TD-2 40A Test Bay," the equipment will be used in electrical engineering courses to teach UOP students about radio frequencies and intermediate frequency performance. Included in the bay — some seven feet tall and 24 inches wide — is a 30-cycle switch, an oscillator and oscilloscope.

Faculty lead overseas tours

UOP faculty members will lead three separate group tours this summer on college credit excursions to the Orient, Africa and Europe.

All the tours are open to the public as part of Pacific's 1970 summer session.

Yusuke Kawarabayashi, director of the UOP language laboratory, will conduct the Expo '70 Live-In Tour to the Orient. Starting from San Francisco on July 26, the one-month visit will include stops at Hong Kong, Taiwan, Tokyo and history's largest exposition in Osaka, Japan.

Sponsored by the University for three units of college credit, the tour cost is \$1,225 per person. Host families for the trip in Japan will include several persons who visited UOP during January as part of a United States tour.

More information on the July trip is available by contacting Kawarabayashi at 946-2400.

"Africa—East and West" is the name of the Teacher to Teacher Overseas Field Study Seminar being directed by Dr. J. Marc Jantzen, dean of the UOP School of Education. Also sponsored by UOP, in cooperation with the People to People organization, the month-long trip will cost \$1,975 per person and depart from Los Angeles on July 18. For those eligible, the tour is good for four units graduate credit in Seminar in African Education. Only a limited number of openings are left for the tour, and persons interested should contact Dean Jantzen at 946-2556.

The third tour this summer that involves UOP personnel is a Vertebrate Biology course of three units in Europe. Scheduled from July 18 to August 25, the course costs of \$1,045 per person.

Starting from San Francisco, the tour will include stops in Italy, England, Germany, Holland, France, Belgium and Switzerland. Those interested must have completed at least one college course in biology, as the tour involves study of taxonomy, life histories, ecology, and evolutionary histories of all living creatures.

Persons interested should contact Dr. Dale Arvey of the UOP Biological Sciences Department at 946-2181.

Estate Planning



"... and I bequeath all my worldly goods to my faithful dog, Spot. Now, go out and buy me a dog named Spot."

Pacific won't furnish you with a spotted dog to receive all your worldly goods, but we can furnish you with a truly meaningful program of assisting young men and women in their quest for a fine education. If you haven't made out your will or if yours needs updating (recommended every year or so) we would like to discuss the possibilities with you.

Many have found satisfaction in knowing that someday their accumulation will be assisting others. A phone call or note will receive prompt and confidential attention.

Phone 946-2361, or write Office of Estate Planning Programs, University of the Pacific, Stockton, California 95204.

UOP joins experimental college group

☐ The University of the Pacific has accepted membership in the Union for Research and Experimentation in Higher Education.

The organization was formed to recognize institutions that have pioneered innovations in various educational fields. Pacific is the only participating college on the West Coast and one of only two that are located west of the Mississippi River.

UREHE member institutions include Antioch, Bard, Goddard, Hofstra University, Monteith, Nasson, New College of Sarasota, Sarah Lawrence, Shimer, and Stephens.

Time-Life award to Pacific Review

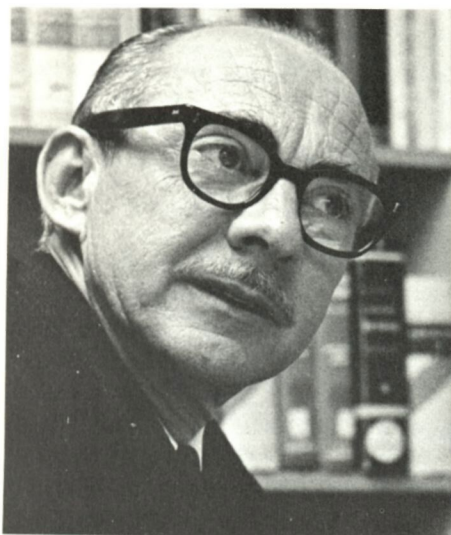
☐ The 1970 Time-Life Alumni Magazine Achievement Award has been presented to the University of the Pacific for publication of PACIFIC REVIEW.

The award, announced at the recent American Alumni Council District Nine meeting in Napa, is for improvement in magazine publishing.

PACIFIC REVIEW, edited by Jack White, is printed quarterly by the UOP Public Relations Office for alumni, students, and parents of students attending Pacific.

Occidental College in Los Angeles received a similar award at the AAC meeting.

In Memoriam



Arthur J. Cullen

□ ARTHUR J. CULLEN, 54, provost of Elbert Covell College and a well-known scholar on Latin America, died January 16 in a Stockton hospital.

Dr. Cullen was the person most responsible for the growth and development of Elbert Covell College, the first Spanish-speaking college in North America. He joined the UOP faculty in 1961 as director of the new Inter-American Studies Program and Professor of Modern Languages. He became provost at Covell when it was founded in 1963.

A native of Pennsylvania, Dr. Cullen held a bachelor of science degree in education from the University of Alabama, a master of arts degree from the University of Illinois, and a doctor of modern languages degree from Middlebury.

Dr. Cullen came to UOP from the Inter-American University of Puerto Rico where he was director of its Latin American Programs Center. Previously he had been a language professor at several U.S. colleges, head of the Portuguese Department at the American Institute of Foreign Trade in Phoenix, Arizona, and director of the cultural center in Bahia, Brazil.

An Arthur J. Cullen Memorial Fund has been established in his memory by Covell students, graduates, faculty members and other friends of the provost. Contributions should be sent to the Office of Development, University of the Pacific.

□ FREDERICK E. STEINHAUSER, 75, retired chairman of the Modern Languages Department, died in Stockton on January 6, 1970.

Professor Steinhauser was born in Chicago June 21, 1894. He received an A.B. degree from the University of Chicago in 1918, and an A.M. degree in 1923. He served in the United States Army in World War I. Before coming to the University of the Pacific in 1936, Professor Steinhauser taught at Bethel College and Duke University. He was awarded the Order of Pacific upon his retirement in 1963.

Professor Steinhauser taught Spanish, French, German, and Russian during his tenure at UOP. He was a member of the American Association of Teachers of Spanish and Portuguese, the Hispanic American Society, and other professional organizations. He served as president of the International Club and was interested in history, literature, art, and music. He edited the Spanish weekly *Voz de la Colonia* for several years.

His wife, Goya Martinez, was a school teacher in Monterrey, Mexico before they were married in 1924. Professor Steinhauser's body was taken to Monterrey for interment in the Martinez family crypt.

Contributions may be made to the Frederick E. Steinhauser scholarship fund, through the Office of Development.



Frederick E. Steinhauser



Edward S. Esser

□ EDWARD S. ESSER, Emeritus Professor of Education, died February 7, 1970 in Stockton. Mr. Esser, 79, was Assistant Professor of Education at UOP from 1950 to 1956. He was a 1941 graduate of Pacific and followed up with graduate study at Pacific, University of California, Berkeley, and San Francisco State. Before coming to Pacific he was a teacher and principal in public schools in California and the Philippine Islands.

He was active in Phi Delta Kappa, the PTA, the Lions' Club, the Boy Scouts, and the Unitarian Church.

Professor Esser established the Esser Student Loan Fund when he retired in 1956. This is still active and contributions can be made to it through the Office of Development.



TIGER SPORTS

New Football Coach Named

The University of the Pacific has named Homer Smith, head football coach at Davidson College since 1965, to direct its gridiron future.

He replaces Ken Blue, who resigned to take a professional coaching position just one month after being appointed to replace Doug Scovil, who also resigned to coach a professional team.

Mr. Smith graduated cum laude in economics from Princeton University in 1954. While at Princeton he was recognized as an outstanding football player and received numerous awards, including the coveted "Ditwiler Prize" for "having done the most for the class of 1954." In the 1952 and 1953 seasons he received honorable mention All-American honors as a fullback.

Following graduation from Princeton, Mr. Smith served in the United States Army as an artillery officer and then enrolled at Stanford University's School of Business. He graduated in 1958 and immediately became the head freshman football coach and director of recruiting at Stanford.

In 1961, Mr. Smith became backfield assistant to Coach Ben Martin at the Air Force Academy. He continued there until 1965, when he was selected head coach at Davidson.

Last year Mr. Smith was named coach of the year in NCAA District Three as well as in the Southern Conference.

He is the author of a book titled *Handbook for Coaching the Football Passing Game*, to be published this summer by Parker Publishing, Inc.

Mr. Smith was born in Independence, Missouri. His family later moved to Omaha, Nebraska, where he won nine letters in high school.

Mr. Smith and his wife, Kathryn, have two daughters; Kimberly 13 and Carolyn 10.



COACH HOMER SMITH—*His challenge: fill the stadium*

Tigers are WCAC Champions; Edwards Coach of the Year

The year 1970 proved to be another outstanding basketball year at Pacific. The Tigers, under Coach Dick Edwards, finished with a 21-6 record and were co-champions in the West Coast Athletic Conference. It was Coach Edwards seventh consecutive winning campaign in as many years at Pacific. Edwards now holds a 131-57 record here.

The Tigers thrilled many thousands of fans during the course of the season. Their record at home was a flawless 13-0, including a climactic 71-60 triumph over the Santa Clara Broncos in the last regularly scheduled game. The Bengal victory tied UOP and Santa Clara for the WCAC championship. Unfortunately for Pacific fans, Santa Clara won the playoff game and advanced to the NCAA Western Regionals in Seattle.

Despite the loss of an NCAA playoff berth, 1970 was a very eventful season. Pacific defeated top collegiate basketball schools, Seattle University and Colorado State University, early in the season. During league competition, the Tigers defeated every WCAC opponent at least once. Pacific walloped top league U.S.F. and Nevada-Las Vegas, by wide 26 and 32 point margins respectively, at home.

Senior forward Bill Stricker was the team's leading scorer with 582 points.

This placed Stricker fourth among Pacific's all-time scoring greats. Only Keith Swagerty, Ken Stanley, and Bob Krulish scored more points in their Pacific careers. However, Stricker is more than a great scorer. He is an outstanding student in engineering, and is active in campus affairs. For his outstanding play, Stricker made several All-American selections. He played in the East-West College Basketball game and was drafted by Baltimore of the NBA and Los Angeles of the ABA.

Statistically, the Tigers had their greatest offensive club in the school's history. Among other school records, they scored 118 points against Fresno State and averaged 86 points per game for the entire season.

At the end of the season Coach Edwards was selected for the third time, as Northern California Coach-of-the-Year.

The Tigers freshman team finished the season with a 13-9 record. Forwards Jim McCargo and Mike Cloyd each averaged 18 points per game. McCargo broke the freshman single game scoring record with 44 points against Nevada-Reno. In the same game he grabbed 27 rebounds. Freshman Coach Denis Willens has fashioned a 113-37 record in his six years of developing freshman talent.

Regional meetings report

□ Nearly 600 alumni, parents and friends of the University of the Pacific attended a series of six regional meetings held throughout California in January.

The program for each of the meetings included an address by Miss Judith McMillin, assistant to the president, and a showing of the University film "Who Are We?"

In her comments, Miss McMillin pointed out the diversity of the University and outlined major accomplishments of the past year. She included mention of the physical expansion of the University across the Calaveras River with the completion of the Pharmacy Center, the Cowell Student Health Center and the Donald B. Wood Bridge.

Miss McMillin added that the physical expansion was only important in that it provided the facilities in which to offer quality educational programs.

Major changes in curriculum also were highlighted by Miss McMillin. This included discussion of major revisions in Raymond College, College of the Pacific and the School of Engineering.

The Raymond College program has been expanded with an optional fourth year in which a student can develop special interests.

The freshman year of the College of the Pacific has been drastically changed and university-wide requirements for graduation now are determined by the various departments within the College. During the freshman year COP students will take a set of three thematically-linked courses each semester. At the same time the University calendar is being revised to include four months of classroom study, one month of independent study and another four months in the classroom. Under this system the first semester will end just prior to Christmas, and January will be devoted to independent study.

In the School of Engineering, the curriculum has been revised to offer a co-operative program in which the student will spend approximately half of

his final three years working in business and industry and the other half on campus. Students in this program will be able to earn as much as \$10,000 during the time they are enrolled.

Other programs discussed by Miss McMillin included the Community Involvement Program, which offers an educational opportunity to the economically disadvantaged, and the High School Equivalency Program, which is designed to make it possible for students from a migrant worker family to obtain a high school diploma.

Alumni and parent hosts for each of the meetings were as follows:

Bakersfield, Mr. and Mrs. Ed Simonson and Dr. and Mrs. George Ablin; *Los Angeles*, Mr. and Mrs. Daren McGavren; *San Diego*, Mr. and Mrs. Charles Mokiao; *San Francisco*, Mr. and Mrs. Bill Connarn and Mr. and Mrs. George Parker; *Sacramento*, Mr. and Mrs. Jack Willoughby and Mr. and Mrs. Dick Johnson; *Fresno*, Mr. and Mrs. Steve Henry and Mr. and Mrs. Bob Mitchell.

ERRATA

□ We have discovered some errors in the Alumni Honor Roll published last November and wish to apologize to the individuals involved and to correct the errors as follows:

Left off class roll and Tiger list

Mrs. James E. Leonard '64

Left off class roll although included in Tiger listing

Mr. and Mrs. Robert F. Nikkel '43, '43

Edward W. Westgate '33

Wrong class in Tiger listing

Miss Alice Saecker '43

A. C. Stevens, Jr. '23

Name misspelled in Tiger listing

Helen M. Loveridge '27

Everett W. Stark '28

Name misspelled in class roll

Mr. and Mrs. K. D. Beatie '37, '38

Incorrect title on class roll

Mrs. M. C. Collins '28 (not Dr.)

Annual Alumni Fund Campaign begins soon

□ Pacific's annual Alumni Fund drive will be conducted during May and June this year under the leadership of General Chairman, Les Tiscornia, '33, president of Auto Specialties Manufacturing Inc., of St. Joseph, Michigan.

The Alumni Fund is very important to the future of UOP. Your gifts of \$2, \$50, or \$100 may not seem large, but that solid base of alumni support is essential when it comes to convincing foundations and wealthy individuals to make the large gifts.

Seven new directors are elected to Alumni Board

□ The Pacific Alumni Board of Directors has elected the following persons to fill seven recent vacancies:

ROBERT RIECHEL, '66, San Diego
CHARLES MOKIAO, '47, San Diego
BOB WILSON, '50, Los Angeles
WALT FELLERS, '40, Los Angeles
EARLENE WATERS, '46, Bakersfield
STEVE HENRY, '58, Fresno
JOHN MILLER, '48, Tracy

Alumni/Parents Day: May 9

□ On Saturday, May 9, the Pacific Alumni Association and the Parents Association will hold their annual spring day on campus. Plan to come and talk to the students and the faculty. Details of the program will be announced soon.

If You Move

The University must pay eight cents for every change of address the Post Office handles and directs to us. We receive many of these after every mailing and the cost is great!

If you move, please send us your old address and your new address, including Zip Code. Send this to the Development Office, University of the Pacific, Stockton, Calif. 95204.

TIGER TRACKS...

By TOMMY TIGER

1900-1929

GERTRUDE FILLMORE GRAY '03 passed away in January. Mrs. Gray received a BM Degree from the Conservatory in 1903.

ALLISON GABLE '16 and his wife celebrated their 50th wedding anniversary on January 8th.

JAMES RICHARD HOUGHTON '24 writes from Los Gatos that he is completing an exciting history of Mexico which will soon appear as a book. He and his wife are planning a trip on the famous DELTA QUEEN along the Mississippi and Ohio rivers this fall. Mr. Houghton writes under the pen name "James Dick."

1930-1939

WESLEY SAWYER '30 has become the first California dairy farmer to be elected to the National Dairy Council Board of Directors. Last December he served on the President's White House Conference on Foods and Nutrition. Mr. Sawyer is also a member of the California State Board of Agriculture.

JOSEPH SANTOS '31 retired last August after 40 years with the Hayward, California schools. At time of retirement, he was Director of the Hayward Vocational Skills Center of the Hayward Unified School District.

JAMES E. HOGIN '34 MA, '61 DED, has recently written the *Life and Educational Contributions* of James William Harris, the first Dean of the School of Education. The paper is published in *Paeduzoogica Historian* VIII, I 1968 for education majors during the Harris era and those interested in Pacific History.

1940-1949

ARTHUR RELFE '43 has been promoted to vice president in Wells Fargo Bank's real estate loan department, West Bay Division.



WARREN TOWNSEND '48 has joined Lakeworld Development Co. as Director of Marketing Services.

MARILYN MINER '48 has another publication in the November '69 *English Journal* of N.C.T.E. "Charlie Brown Goes to School" is a study of the language of Peanuts. She has also published a handbook for eighth grade speech arts used by Orange Unified School District. Marilyn teaches English and Speech at Yorba Junior High.

Warren Townsend

DR. HERBERT YEE '48 School of Dentistry has been elected President of the State Board of Dental Examiners. The board is responsible for examining and licensing California Dentists and Dental Hygienists.

STANLEY LICHENSTEIN '49 National Sales Mgr. KGSC-TV San Jose has been awarded a Masters Degree in Radio-TV Film from San Francisco State College.

1950-1959

DR. GILBERT JONES '53, Assistant Professor of Histology in the USC School of Dentistry, is a member of the school's Senate aimed at securing effective participation of USC professors in the university's activities and development.

LARRY '54 and LAURILYN SIKKING ALLIN '58 are living in Old Town, Maine, where Larry is working on a doctoral degree.

TOM MCKENZIE '56, Drama teacher and Director of Drama at Lincoln High School in Stockton received the first Student Council Distinguished Service Award.

HENRY AVILA '58, band director at Carmel High School, has been elected president of the California Band Directors Association for a two-year term. He has been secretary for the past two years.

REV. JAMES ALEXANDER '59 director of print resources for the Eastern Division of the United Methodist Church attended a workshop in Monrovia, Liberia, in January to participate in final staging operations for a new curriculum.

JOHN WEEKS '59 has received the Escondido, California Jaycees Distinguished Service Award for his work in the YMCA there. The "Y" has increased to 3,000 members from the 300 who were on the roles when John started in 1963.

1960-1969

JERRY WEAVER '60 previously Director of News Bureau in the Office of Public Relations at UOP has been appointed Director of Public Relations at Whittier College.

GERALDINE DEBENEDITTI SENNER '60, a social worker for the Child Protection Service Center located at Kauikeolani Children's Hospital, Hawaii, is a recognized authority on planned parenthood and birth control.

DINO DERANIERTI '63, who served as the 1963 class chairman in the Alumni phase of the new Pharmacy Center Program, is currently serving as Vice Chairman of the Pharmacy Alumni Council. Dino recently has been honored by the APhA Public Education Awards Competition for his entry dealing with accidental poisonings and drug abuse.

SUSAN THOMAS PEEK '64 and husband James had their second child, Amy, in December.

JACK '65 and KATHI BINGHAM HASEGAWA '65 have reported from Japan that after two more years there, they will return to California. The Hasegawa's are at a middle class community center in Senri Newtown, Japan developing a school doing social research and building a group work and community service agency.

CHARLES '65 and RUTH RUMBOLZ LOEFFELBEIN '65 are adopting Lori. Son Dan was born in March of last year. Charles is a pharmacist at Merch General Hospital.

LT. JOHN '65 and KATHY GRIFFITH MADSEN '67 are living at Westover AFB, Massachusetts. A daughter, Lisa Ann, was born last November.

DAVE and MARGARET FREDERICKSON '66 are busy Houston people. Dave has joined Pace Co., a petrochemical consulting firm in Houston. Margaret, also, has taken a new position. The Frederickson's enjoyed a South America tour this past summer.

STAN MITCHELL '66 was married January 9th to Sandi Diugatch. Stan has completed music scores for three motion pictures and soon will begin work on the fourth. Stan spends additional time in child welfare work in Los Angeles County.

JOHN LEVY '67 lost his life in an auto crash near Athens, Georgia in January. John was studying for a doctor's degree in Marine Geology at the University of Georgia at the time of the accident.

ANDREA HEATH '67 has received an M.S. degree in Child Development from U.C. Davis and is teaching in Modesto. In August, Andrea will be married to Bob Olson.

JAMES PUTERBAUGH '67 will soon receive an M.S. degree in Physiology from UCLA. Jim has entered his first year of Medical School at UCLA.

FRANCISCO MELERO PASTOR, Covell '67, has received his Master of Science degree from Rensselaer Polytechnic Institute in Troy, New York.

ANGELA (METROPULOS) O'RAND '67 is now teaching Sociology at Temple University. She received her M.A. with honors last June from the University of Oregon and will soon have three articles published along with a book of which she will be co-author. Next September she begins work on her Ph.D.

JIM and CAROL CRAWFORD HENDERSON '68 are living in Walnut Creek. Both Pacific Alumni, Jim and Carol were married in December '68.

JOANN DEWING WARD '68 writes from her new home in Washington. Joann's husband, Al, is a purchasing analyst with Shell Oil.

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

Graduate School of
Medical Sciences, San Fran.

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) 946-2361, or write to: Office of Estate Planning Programs, University of the Pacific, Stockton, California 95204.



CALIFORNIA'S FIRST CHARTERED INSTITUTION OF HIGHER EDUCATION

CAMPUS CALENDAR

April 1970

- Apr. 5 - May 3 National exhibit of small paintings — Pacific Art Center. (Gallery hours: M,W,F, 12:00 to 3:00, T, Th, 11:00 to 6:00, Sunday, 2:00 to 5:00.)
- Apr. 24-25 University Opera Theater: *The Marriage of Figaro*—Conservatory, 8:30 p.m.
- Apr. 25 Pharmacy Teach-In: *Venereal Disease*—DeMarcus Brown Theatre, 11:00 a.m. to 6:00 p.m.
- Apr. 28 DELORES HUERTA and LUIS VALDEZ: *Alienation In the Brown Community*—Morris Chapel, 11:00 a.m.
Poetry reading: EDWARD FIELD—Raymond Common Room, 8:00 p.m.
- Apr. 29 Resident Artist Series: EDMUND SHAY, *organist*—Conservatory, 8:15 p.m.
Raymond College High Table: DAVID BURTON, *pianist*—Raymond Great Hall, 8:00 p.m.

May 1970

- May 1 Behavior Modification Workshop
School of Education Recognition dinner
Chorus - Orchestra Concert—Conservatory, 8:15 p.m.
- May 4 Film: *Huelga and Hosta la Victoria Siempre* — Morris Chapel, 7:00 p.m.
- May 5 KATHERINE MULHERIN: *Woman's Alienation and Woman's Liberation 1970*—Morris Chapel, 7:00 p.m.
- May 6 Raymond College Faculty Research Lecture: HUGH WADMAN—Raymond Great Hall, 8:00 p.m.
- May 8-9 Mardi Gras
- May 8, 9, 10, 15, 16, 17 Theater production: *The Balcony*—DeMarcus Brown Theatre, 8:00 p.m.
- May 9 Alumni - Parent's Day
Band Concert—Conservatory, 3:30 p.m.
Chemistry Bar-B-Que and lecture
- May 10 Strawberry Breakfast—8:00 a.m.
Chapel Choir Program—Morris Chapel, 7:00 p.m.
Department of Art Senior Exhibition—through May 29th
- May 11 Public Affairs Institute: F. LEE BAILEY—3:00 p.m., Conservatory, 8:00 p.m.
- May 12 PATRICIA DAVIS and STAN CATES: *Alienation of the Homosexual*—Morris Chapel, 11:00 a.m.
- May 16 Jazz Band Concert—Conservatory, 8:15 p.m.
School of Pharmacy Annual Dinner
Faculty Dames Spring Luncheon
- May 25 Spring All Campus Bar-B-Que

June 1970

- June 5 Commencement Concert—Conservatory, 8:15 p.m.
- June 7 Commencement
- June 7-12 Drug Abuse for Teachers and Counselors — DeMarcus Brown Theatre
- June 17-27 Summer New Student Orientation and Registration Conference