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Reflections on the Raymond College Experience

Gene Bigler

Raymond College, University of the Pacific

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**Some Reflections on the Raymond College Experience:
From Launching to Legacy**

by

Gene E. Bigler, class of 1967

**August 1, 2012
Stockton, California**

**Prepared for the celebration of the 50th Anniversary of the Founding of Raymond
College, in cooperation with the Raymond Phoenix Institute and the Pacific
Alumni Association**

Some Reflections on the Raymond College Experience

Introduction¹

The inaugural class of Raymond College arrived at the not fully completed quadrangle campus at the University of the Pacific in August 1962. The first of three cluster colleges founded by the University during the 1960s, the new liberal arts college started with a first group of 68 students, a head resident, two secretaries and ten professors, including the Provost and Dean of Students. At the beginning, the College had a highly-structured and innovative three-year curriculum without conventional majors and a core commitment to a comprehensive liberal arts education. After 1970, the curriculum was almost as radically unstructured but reverted to a conventional four years. Yet despite the apparently radical change, the College maintained a broad liberal arts focus, continued to foster interdisciplinary teaching and learning, independent studies and community engagement without traditional majors, albeit the focus of innovation may have shifted a bit from traditional courses or seminars to experiential learning.

During a brief span in the mid-1970s, the College grew to more than 21 faculty and finally approached the never achieved goal of 250 students. In 1977, after the enrollment dropped precipitously, Raymond was merged with the third cluster college to form Raymond-Callison College. After a further decline in 1978, Raymond-Callison College was absorbed by the College of the Pacific, the University's original liberal arts program, in the summer of 1979. Over the two decades of its life, 794 students earned bachelors degrees² (see the following table). About 60 professors taught classes at one time or another, although less than half of them stayed long enough for at least one group of freshmen to graduate.³ The College's administrative staff was generally made up of just five or six people and just over ten filled those slots at one time or another. Of course, the length of stay or getting a degree never really defined the depth of the bond formed with the College. So it is not surprising that some faculty who spent just a few years at the College and scores of the estimated 1700 other students who were enrolled at some time but did not graduate also forged lasting ties to the Raymond College community.⁴

Over the last few years, a series of research projects related to the history of Elbert Covell College, the development of diversity at Pacific, and more recently the compilation of a chronicle of Raymond College times that is based on stories in the *Pacific Weekly/Pacifican* have led to some fairly firm interpretations about the Raymond College experience that are summarized here.⁵ This essay

¹ By Gene E. Bigler, Stockton, CA, August 1, 2012, as prepared for the Raymond 50th Anniversary Celebration.

² Raymond College awarded 611 degrees, and Raymond-Callison College 183 up to 1981. Of the latter group, just over a third had originally been in Raymond College or stayed on to complete degrees after 1979 that were explicitly identified with Raymond College.

³ Professor of Social Science George Blum and Professor of Humanities David Burke were the only professors who stayed on for the entire life of the College, but all but one of the remaining ten faculty at the time of the merger had been at the College for at least six years.

⁴ Accurate enrollment data could not be found for the history of the College. Accordingly, the estimate of non-graduates is based on the assumption that the early attrition rate was about 55-60% (through 1970), and then dropped to about the same as the College of the Pacific, just under 40%. Thus, a total of 2,500 to 2,600 hundred students studied and about 70 faculty and staff worked in Raymond College and Ray-Cal from 1962 to 1979.

⁵ "Inter-American Cooperation at University of the Pacific" (the Encuentro en Quito, October 2010); "Milestones of Diversity of the Pacific," (Symposium on Pioneering in Diversity, May 2010). The "Chronicle of Raymond Times" will be distributed to 50th Anniversary Celebration participants in August 2012.

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falls far short of the comprehensive review the history of Raymond College deserves. Rather it is an attempt to provide simply some fairly well founded impressions about a few of the major quandaries that linger with many Raymondites about their long-ago Pacific experience as we gather to celebrate the 50th anniversary of the founding of Raymond College. These questions all focus to some degree on relations with the University of the Pacific. Why and how did University of the Pacific invent Raymond College as it did, and what is the real story of its sudden demise? Why did it always seem so hard to get along with the rest of the University? And what if any lasting impact did the College have on the University?

Several of the former faculty of the College and a few close associates at Pacific have been very generous with their time and recollections in compiling these impressions. George Blum, Neil Lark, John Williams, and Edmund Peckham have shared a great many insights and observations, while briefer encounters with Hugh Wadman and John Tucker also helped. Among other Pacificans, Herb Reinelt, Larry Meredith, Gwen Browne, Paul Fairbrook, Les Medford, Les Robinson, Beth Mason, and the staff of the Archives in the Library are especially noteworthy for the help they have provided, but many other former and a few current faculty and administrators, classmates and other alumni too numerous to specify have also contributed. My fellow alumni in the Serious Reading Group have occasionally sparked important thoughts about our Raymond experience, and the collaboration with the members of the organizing committee for the 50th Anniversary Celebration has been invaluable in focusing my thinking. Grateful as I am to them all, I alone am responsible for what remains here.

Raymond College Degrees Awarded⁶

<u>Year</u>	<u>Degrees</u>
1965	36
1966	25
1967	40
1968	38
1969	46
1970	36
1971	41
1972	44
1973	65
1974	51
1975	86
1976	55
1977	47
1978	76*
1979	62*
1980	20*
1981	<u>25*</u>
Total	794

⁶ Number based on the commencement program.

*Raymond-Callison College degrees.

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The Beginning

Most of what has been written and much of what was said about the creation of Raymond College was part of a public affairs story meant to impress the world and acculturate or later placate the members of the College's community. What actually happened is a bit more complex. Moreover, one of the better ways to understand what took place is to understand the University of the Pacific context in which it happened, the historical grounding that was so greatly stressed at least in Raymond's early years.

The institutional objectives touted in some early publications that mentioned the establishment of a new college generally emphasized the goals of enabling the University to grow larger by growing smaller, to justify the institution's claim of university status, and to maintain the voice of private colleges in higher education by offering a unique and innovative program.⁷ Then in the fall of 1961 with the construction of Raymond's new facilities under way, the Administration narrowed the rationale in response to a direct question from the *Pacific Weekly*, asking "Why Raymond College?"

...Pacific treasures the small college atmosphere....Each cluster college will allow the students to retain the close student-faculty relationship, feeling of belonging, atmosphere of inquiry and interplay of ideas and personalities that have been such valuable aspects of small college situations.⁸

Different authors, audiences and circumstances helped vary the statement of objectives a little. Still, looking behind the scenes does not immediately offer a lot of difference either. The formal discussions that the Administration held in the fall of 1959 with the faculty, at least as revealed by the minutes, and then the Board of Trustees, in 1961 changed to Regents, presented the same rationale. The strongest motivation for the major innovations being proposed -- and it is important to recognize that the resumption of university status, the acquisition of the former Stockton College site and the addition of student housing were also being considered simultaneously -- still emphasized the goal of maintaining a significant continuing role for private higher education, not simply competing for students.⁹ President Robert E. Burns recommendation to the Trustees, which he referred to as a blueprint for the future of the College, states:

Private colleges cannot compete with public, tax-supported education in enrollment, or buildings or finance. Independent colleges must be something different and something unique. It is my belief that they must deal with small units within which there is the possibility of a common bond, or else they become cheap copies of larger institutions. The smaller private colleges have less red tape, they have a chance to dream, a chance to imagine, and the possibility of pioneering in new ventures.¹⁰

⁷ Robert E. Burns, "The Challenge Met: The New Pacific Future," *The Pacific Review*, 46, 10 (November 1959).

⁸ September 22, 1961, vol. 62, no. 2.

⁹ Minutes of the Board of Trustees of the College of the Pacific, October 27, 1959.

¹⁰ "To the Board of Trustees," Archives Document 1.1.1.2, for the Board of Trustees meeting, October 27, 1959.

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Yet examining the discussion related to the decision a little more closely, as well as the context of the decisions, reveals some additional important considerations. For instance, in his statement to the Trustees, Burns also mentioned “emphasizing the selection of good students” and “a gradual upgrading of academic standards throughout the University,” the appeal of being able to name a college as an attraction for large bequests and the success of the Claremont Associated Colleges in building up an endowment, and finally in creating healthy competition within the University to make constructive things happen, explicitly including even the idea of moving and sharing of faculty for leavening and to make the most of their talents. And there is one thing that is emphatically not in the interest of the University, and this appears again and again in the Faculty and Trustee minutes, and the Burns report states: “There would be no specialties or **vocationalism**” (emphasis added).

Looking closely at the situation of the College of the Pacific as it approached this period of crucial decisions suggests that these additional goals were much more important than later accounts made them. Despite the rapid growth in enrollment and faculty salaries during the 1950s – enrollment grew from less than 1147 to almost 1700 from 1951 to 1959 and the faculty formally commended the Administration for “significant advances made in faculty salaries and in improvements in college facilities” in the Fall of 1959, the College was still struggling to cope with some major challenges. First and foremost, accreditation reports, especially by the Methodist Board of Higher Education, stressed academic concerns, especially related to the quality of the general education program and commitment to academic achievement after the resumption of the College’s lower division program in the early 1950s.¹¹

In retrospect, several Pacific faculty members who arrived during the 1960s and others came to the conclusion that Burns idea in starting Raymond College was to shake up the College of the Pacific and restore the centrality of academics to the Institution. For instance, emeritus professors Herb Reinelt and Gwenn Browne state this as a conclusion,¹² while Larry Meredith, who came to Pacific in 1966, asserts that this is what Burns told him:

...it is my impression that that’s why Raymond, the first cluster, was founded – because of the liberal arts curriculum. The COP curriculum did not have the kind of – I hate to use the word – rigor. But Dr. Burns, the President, was willing to use the word. He told me and he told everybody who would listen...that the College of the Pacific was out of the running as far as academics went. And he wanted to revolutionize so he started the clusters....¹³

¹¹ When Stockton College was started in the mid-1930s to help Pacific cope with the Great Depression, Pacific closed its lower division and enrollment dropped from a range of about 800 to 900 students in the late 20s and early 30s, to 400 to 600 during the 1936-1942 period. The folder labeled “Methodist Survey” in Dr. Burns correspondence for 1957-59 reflects the fundamental concerns raised about the organization of the College of the Pacific in relation to its academic achievement.

¹² Personal observations to the author are consistent with statements in the oral interview that Gwenn Browne had with Doris Meyer on May 12, 2011, and Herb Reinelt’s with George Blum on July 6, 2004, see the Emeriti Society Oral History Collection in the University of the Pacific Library Digital Collections.

¹³ From his oral interview with George Blum, August 9, 2009, Emeriti Society Oral History Collection. The minutes of the Board of Trustees for October 29 concludes the discussion of the “New College” on page 4 with a statement

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Lots of evidence supports the intensity of Burns interest in shaking up the College of the Pacific and refocusing attention on academics. At the gala celebrating Burns tenth anniversary as president in 1957, the keynote speaker, California Governor Goodwin Knight, who was never renowned as a flame thrower, actually emphasized the indispensable role for private colleges to introduce revolutionary changes in higher education and for bringing about a resurgence of the liberal arts. Perhaps the strongest proof is in the appointment and early actions of Samuel L. Meyer as Academic Vice President in February 1958. His first major initiative was a campaign for excellence that was announced in the spring of 1958. It was followed by increased attention to the importance of scholarly research and new faculty appointments of more ambitious and outspoken professors that, within just a couple of years, had resulted in a collection that were called “young Turks.”

The achievement of change, however, came slowly. *The Pacific Weekly* mentioned the campaign briefly in the following couple of years, but the focus of the newspaper was overwhelming on social life and college fun and games until 1962.¹⁴ Most of the generally just four page issues in the 1958-61 era are very similar. There is a page or more devoted to the fraternities and sororities, a page plus on athletics, a page on social life with detailed information on pinnings and engagements and parties, but generally less than a page for news of theater and music and the debate team, student government, and everything else. The lack of news of the faculty or related to academics is, however, not surprising when it is noted that in Meyer’s report on faculty applications for research support, under a new Danforth Foundation grant received in 1959, only five projects are listed.

The potential of the cluster colleges to attract major gifts and financial support for the University was clearly also an important goal not mentioned in the promotional literature. Just after Ted Baun ’27 began his 30-year tenure as Chairman of the Board of Trustees/Regents in 1953, he and President Burns announced a major fundraising campaign called, “Five Million in Five Years.” Although the record is not very clear, the effort seems to have been no more than marginally successful, so the records of discussions among the Trustees and other documents for the period are full of references to the overcrowded and inadequate library space, the inadequate facilities for engineering, the difficulty of creating the space to start the School of Pharmacy, and so on. But not only did the creation of separate Schools of Pharmacy and Engineering fail to attract new funds, other significant initiatives, such as the creation of the Academy of Asian Studies in San Francisco, also floundered. When the frustration that this experience must have entailed is considered, it adds to the importance of Burns statement cited above about the fundraising success of the Associated Claremont Colleges because at that moment and on other occasions, Burns detailed how Claremont had succeeded in raising the endowment from \$5 to \$50 million by adding new colleges.

that implies how Burns’ perspective might have been building over time: “He [Burns] emphasized the fact that this is not a sudden proposal, but something that has been formulating in our minds for several years. It was generated by a reluctance in an Institution that is static and not taking a place in the growing educational picture.”

¹⁴ The tone of the times is reflected in the lead editorial by the new editor-in-chief and champion debater Ted Olson ’62, the later Theodore B. Olson of Solicitor General fame and myriad cases argued in front of the Supreme Court. It is entitled, “How to Take (College) Life Easy”: *Pacific Weekly*, September 8, 1960, vol 60, no 1.

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Closely examining the record of Burns correspondence and early discussions related to the new college idea suggests that the Claremont experience and the associated college model influenced his thinking and decision making much more than the Oxford model. It is only after the summer of 1959 when the decision is made to move ahead with the new college that Burns and Baun made their first rather quick trip to England. Burns could have made more reference to Oxford University from the start if that was really what he had in mind. As an undergraduate, Burns had actually been the student host for a visit of several days by a debate team from Oxford to the still treeless Stockton campus of the late 1920s.¹⁵ Yet his early statements about the new college idea don't cite ideas related to Oxford, rather the examples are always to the Claremont Colleges, whether related to finances, the benefits of nearby innovation and competition, the sharing of some resources, the value of independent units with separate identities, and so on.

The importance of the Claremont experience for shaping Burns thinking is not surprising given the fact that its nearby development overlaps so considerably with significant moments in his own life. The Claremont Graduate School and Consortium were started the year before he began his studies at Pacific, and Scripps College started in his freshman year in 1926. Claremont McKenna opened in 1946, just as Burns became President of COP, and Harvey Mudd started in 1955, just as Burns' frustrations over his fundraising difficulties and efforts to promote reform and change were beginning to grow. There is also ample evidence in the record about Burns close collaboration with several Claremont administrators as he emerged as a leader of the independent colleges of California. Indeed, even the key organizer of Burns' first visit to Oxford was the Managing Director of Claremont College, Robert J. Bernard.¹⁶ Indeed, the record supports the conclusion that the Oxford model did not fully enter the picture until the actual size of the new college student body and faculty, the architecture, and design of such facilities as the dining hall were actually under consideration. Even the idea of a three-year curriculum with three intensive courses per term for a new college was under discussion well before the first Oxford trip.¹⁷

In concluding this discussion of the Raymond College beginning, it is important to note that the students and faculty of Raymond College were conscientiously oriented to understanding the reason for the creation of the College and its purpose from a totally different perspective. And for many of us, the crucial concern was actually with the educational mission that first Raymond College Provost Warren Bryan Martin did so much to influence.¹⁸ This certainly evolved over time, but at least for the early

¹⁵ Kara Pratt Brewer, *Pioneer or Perish: A History of the University of the Pacific during the Administration of Robert E. Burns, 1946-1971* (1977), p. 41.

¹⁶ Burns Correspondence, Oxford Folder, G-Z 1960-61.

¹⁷ In the Trustees' minutes for the December 1, 1958 meeting, the description of Pacific's proposal for a Danforth Foundation Grant refers to the support it would provide for plans to increase future enrollment and mentions the idea of spawning a new college that would be like those of the Claremont Colleges group. Both Meyer and Burns stated on several occasions that the key decisions related to University expansion and their eventual cluster college plan were made during the summer of 1958, and Pacific's "Design for a Decade, 1959-69," was actually announced on September 27, 1958, see Samuel L. Meyer, "The University of the Pacific and Its 'Cluster Colleges,'" in Hugh W. Steckler, ed., *Experimental Colleges*, Florida State University Press, 1964, p. 74,

¹⁸ Some idea of how much of Raymond was designed before Martin came on the scene and what he helped shape the most can be estimated by comparing the description of the design published in the *Pacific Weekly* on January

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years, Dr. Jerry Gaff probably most accurately and succinctly identified the mission statement, although we didn't use the term then, in his early study of the college by quoting a key passage from a brochure based on a speech by first Provost Warren Bryan Martin, "Liberal Education and the Raymond Program", that was a key part of the introduction to the College for at least the first three or four years:

To train the mind and discipline the emotions; to encourage curiosity and imagination, creativity and personal authenticity; to bring man into contact with records of the past and realities of the present; to help the young student recognize and carry through his obligation to his fellow men and to society; to help him make the most of all that is around him and all that is within him, so that he may be equal to the challenge of the future; to help produce, in a world, better men and better citizens – these have always been regarded as the prime functions of liberal education in America.¹⁹

...And the End

The closing of Raymond College, actually Raymond-Callison College, during the summer of 1979 seems to have come more suddenly than anyone expected. On the other hand, "The Chronicle of the *Pacific Weekly*" shows that some students were expressing suspicions as early as the fall of 1977 that the administrative maneuvering, such as the merger of Raymond and Callison Colleges in the spring of 1977, was just a smoke screen for the inevitable.

In fact, examining the chain of events for a few years before the merger, at least as reported in the *Pacifican*, as the weekly student newspaper restyled itself during the 1970s before returning to the original name more recently, would lead one to the conclusion that if any of the cluster colleges were in trouble it would have first been Elbert Covell College. Or, secondarily, it might have been Callison College, but there was little to suggest that Raymond College was so vulnerable. For instance, with respect to enrollment problems, there was a steady stream of reports over the years that emphasized Elbert Covell College difficulties, while Raymond was relatively speaking, actually booming.

As a result of the boom, in the spring of 1973 a curious correspondence between President Stanley McCaffrey and second Provost Berndt Kolker noted that Raymond was presenting just the opposite problem for the still relatively new President of the University.²⁰ In response to a survey of student attitudes about problems at Pacific, the Administration had received three letters from

6, 1961, in Dow Smith's article, "University Will Provide Unique Educational Plan," and the "1962 Raymond Booklet" and other documents of the Raymond early years provided on Bambi Bovee's ('67) splendid website, <http://www.boveecruz.com/raymond/booklet.html>. Martin's appointment was not announced until May 1961, and he did not arrive on the scene until the fall of 1961.

¹⁹ Jerry G. Gaff, *Innovations and Consequences: A Study of Raymond College-UOP*, Report prepared for the U.S. Office of Education, August 31, 1967, p. 10.

²⁰ Larry Jackson served as the Interim Provost for about a year in 1966-67, before becoming the first Provost of Callison College, but the stable, steady, sometimes brilliant and almost always charming leadership of Raymond College transferred from Warren Bryan Martin and Edmund Peckham to Berndt Kolker and Andy Key, and was one of its strengths.

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Raymond students complaining vehemently about the large size of the classes and crowding at the College which in their view violated the University's commitment to small classes. When McCaffrey wrote to Kolker in January 1973, he suggested that the viewpoints might not be typical of student perspectives and implicitly urged Kolker to conciliate the students.

Kolker responded on February 9, 1973. He defended the student views expressed as probably representative opinions, noted that the student-faculty ratio had actually passed 14-to-one and concluded that the College was in danger of losing the distinctiveness that made it an asset for Pacific:

All three responses express concern over the fragility of the peculiar environment which is Raymond College. That climate is based on the relationship among the students and faculty and it is that much more than the curriculum which makes Raymond a successful enterprise. This relationship is fragile, indeed. It is being severely stressed even now. The unprecedented number of students enrolled at Raymond plus those from other parts of the University who take Raymond courses and the shrinking number of faculty have virtually eliminated the widely-touted small classes. More than half of Raymond classes in this semester are considerably larger than many classes at COP....if our faculty shrinks to the point where these special student-faculty relationships cannot be maintained, Raymond College will lose its distinctiveness.²¹

Such exchanges probably did not enamor McCaffrey with the cluster colleges. On the contrary, without actually looking for it, it was easy to stumble upon reminders of the tension. For instance, after another of the many articles in the national press that pointed out how Raymond brought credit to the University of the Pacific, McCaffrey wrote as follows on June 29, 1973, to Kolker:

...I think that the greatest advantage the cluster colleges at UOP have is the fact that they are part of this university (emphasis in the original) rather than being independent. In reversing the comment frequently made that the cluster colleges lend distinction to the University of the Pacific, I would suggest that it is UOP which enables the cluster colleges (again, as in the original) to provide whatever distinction they may to the total institution.

Getting back to the issue of enrollment problems, by the time of the tenth anniversary celebration for Elbert Covell College took place in 1974, Provost Gaylon Caldwell acknowledged that there were still enrollment problems, but reported that things were finally looking up and that they had, the previous spring, had their largest graduating class by far of 44 students.²² The financial problems of the cluster colleges come up again early in 1975, but the emphasis is entirely on Covell and Callison College. In the case of Covell, the story mentions that the faculty was being sent on overseas trips to boost recruitment. However, despite positive comments about Raymond's situation, the report also shows that some Pacific administrators, specifically Financial Vice President Robert Winterberg, maintained a "what-have-you-done-for-me-lately" attitude with respect to Raymond:

²¹ Raymond College Archive material, Kolker Correspondence file.

²² "Covell Celebrates 10th Anniversary at UOP," the *Pacifican*, April 26, 1974, vol 73, no 20.

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Raymond College has been the most successful of the three clusters, according to administrators. 'Raymond is completely self-sufficient,' said Academic Vice President Clifford Hand. 'I believe Raymond has been in the black for three or four years,' commented Gaylon Caldwell, but Financial Vice President Robert Winterberg doesn't agree. 'Raymond has come the closest to making it on their own,' Winterberg insisted. 'Enrollment is down, however, from 240 this fall to 205 this semester. Callison College, too, is finding it hard to draw students these days.' With 110 students on the Stockton campus, they are below the 250 Winterberg estimates the school can handle. Covell has lowered its faculty to 17 and has started using administrators to teach.... Winterberg explained that at least \$1 million has been put towards Covell since it was formed. The University is sure the cluster colleges will not be abandoned. Caldwell remembered that a group of evaluators proclaimed the three clusters as jewels in UOP's crown.²³

The view from Raymond in the spring of 1975 when the College had its largest graduating class of 1986 must have seemed quite different. At that point, the average group of Raymond grads, 46, was larger than Covell's mega class of 44 in 1973. In the fall of 1975 other circumstances must have also seemed favorable for Raymond College as Raymond natural science professor Walt Zimmerman moved over to the College of the Pacific and was immediately made the chairman of the Academic Council and former Raymond professor of humanities Clifford Hand started his first full year as academic vice president. When trouble related to the cluster colleges was next reported, the focus was again on Covell because the number of entering students in the fall of 1975 had dropped from 59 (and still far smaller than Raymond ever had), the year before, to just over 40.

Raymond College also seemed to be fairing much better than Callison College in many respects besides enrollment. Starting with its second year, Callison College had had an extremely high turnover in the Provost position -- brilliant as they all seem to have been -- and that problem was aggravated again when Otis Shao left after just a few years at the helm in 1976. Callison also had a surprising number of faculty controversies, repeated major shifts in curriculum, difficulties with its overseas campuses, moving from India to Japan and then encountering more strains with the escalating value of the yen. And due to enrollment declines, both Covell and Callison lost faculty positions and had to eliminate their preceptor, dean of students, positions.

This is not to say that there had not been plenty of financial pressure on Raymond for some time. In the early years the high attrition rate was certainly an issue, and many of the early curricular reforms seem to have been in part oriented at reducing attrition. The major opening of the curriculum was certainly also presented as a means of responding better to changing student interests and orientations and to be more attractive to students. Of course, the financial pressures everywhere at Pacific really escalated in the fall of 1971 when enrollment failed to increase as expected in the budget and the by then double digit inflation forced cuts all over. By February of 1972, just after Stanley E. McCaffrey became President, Paul Fairbrook was forced to cut back food services and fire scores of

²³ Norm Cone, "Cluster colleges experience enrollment, financial woes," *The Pacifican*, February 28, 1975, vol 75, no 2.

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student workers. Then a couple of weeks later he ended the Raymond faculty lunch program and tried to close meal service altogether in the Great Hall, although a compromise after a Raymond student protest allowed it to continue. Raymond made further changes to increase enrollment that spring as well by allowing outside students to take Raymond classes and then offering summer classes to all and sundry. Yet as noted, the changes worked and enrollment veritably boomed for several years.

By the spring of 1976 Raymond College's standing was a bit confusing. Raymond had not had to face cutting such a key staff or faculty position. Then in April, the *Pacifican* published a story based on a report by outside financial authorities who expressed admiration for Pacific's sound financial situation.²⁴ However, an article in May suggested that pressure on the College had been mounting for some time, and this was prompting the announcement of a four-year program and other changes to attract more students and perhaps, again as in the early 1970s, to reduce the dropout rate.

Last November the University's Administration requested that the faculty of Raymond College plan a new curriculum, because they were beginning to feel that Raymond's accustomed three-year degree no longer adequately served the needs of a new college generation. The Administration said that Raymond offered new educational experiences for students, and that the faculty and program gave students incentive (sic). However, the enrollment in Raymond, and other cluster colleges, has gone way down. The change came about because what the college felt was neglected is a pervasive and broadly conceived undergraduate education, which allows students to explore and understand increasingly complex problems and the values which must govern their solutions....Accordingly, Raymond's new curriculum will lead to a B.A. over a four-year period, be based on a foundation of a broadly designed liberal and humanistic education, and contain interdisciplinary concentrations which would draw on the best faculty resources available in any division of the University.²⁵

Regrettably, few if any *Pacificans* were published during the 1976-77 school year, and none are available in the Archives to learn what happened in detail.²⁶ When the paper reappeared in the fall of 1977, one of the lead stories of the first new issue was not surprisingly the news about the merger of Raymond and Callison Colleges. The key passage from the report states:

The merger, recommended at the end of last May by a committee appointed by President Stanley McCaffrey, was originally to have taken effect, September 1, 1978, to allow one year for transition. Almost immediately after the proposal was made, however, Kolker, a member of the committee, announced his resignation to accept the presidency of Lone Mountain College in San Francisco. Along with Kolker went former Raymond Preceptor, Andy Key to

²⁴ "Study finds UOP in sound financial shape," April 23, 1976, vol LXXVII, no 8.

²⁵ "Raymond College to be four-year school," The *Pacifican*, May 7, 1976 (no masthead was included in this edition, but it should have been vol LXXVII, no 10).

²⁶ The new editor-in-chief in the spring of 1976 had used his inaugural edition to denounce an alleged prostitution ring in one of Pacific's female dorms. After an investigation by the Student Life authorities failed to show any evidence for the accusation, the Student Senate removed the editor and some other staff resigned. Evidently, no successor was named for some time, and publication did not resume on a regular basis, if at all, until fall 1977.

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serve as Dean of Students. Raymond faculty member Rod Dugliss to serve as Academic Vice President, and COP Professor Donna Reed to develop a women's studies program. The new administration of Raymond-Callison is being headed by Dean Margaret Cormack, former acting Callison provost and now the highest ranking woman in UOP's academic structure. John Smith, a former Raymond literature professor, is Associate Dean....The Special Committee to Consider the Cluster Colleges was appointed in the fall of 1976 to analyze the academic and enrollment-fiscal problems of the clusters.²⁷

Notice that Ray-Cal, as Raymond-Callison College rapidly came to be known, was headed by a Dean, rather than Provost, and while there were a number of other changes, most of the faculty and most of the academic programs of the two former institutions, including Callison's program in Japan and Raymond's relatively requirement-free structure, remained. The article cited above, and statements in the *Pacific Review* and press reports at the time, as well as the special committee documents, all stressed that the new College would endure for at least long enough to enable the current and newly admitted students in the fall of 1977 time to graduate, by 1981, and then it would be reviewed for possible further change.

The situation in Ray-Cal as the fall of 1977 progressed presented a mixed picture. On the one hand there were signs that the merger was progressing and gaining momentum as it was given responsibility for implementing a much anticipated women's studies program for the entire University. On the other hand the praise and attention that President McCaffrey and other University officials were heaping on the new School of Business and Public Administration and its booming enrollment, along with Engineering and Pharmacy to lesser degrees, made it clear that Pacific had some new favorite sons that weren't cluster colleges. Furthermore, Raymond students continued to point out problems with the transition and doubts about the future despite reassurance from the faculty and administration, as shown by the following text from an October 21 article in the *Pacifican*:

'...in my opinion,' Alvin Harper '78, student member of the Ray-Cal curriculum committee, said, 'the University has been trying to make cluster colleges more like a traditional college without much innovation for several years. I think they are taking advantage of the merger as a time when new guidelines are set up, to mold Raymond-Callison into a COP-like institution.'

²⁸

As the year progressed other developments not directly related to the Ray-Cal situation may have helped contribute to the difficult situation. First, a cut in state financial aid for students led

²⁷ September 18, 1977, vol 68 (no number given on the masthead, but should have been no. 1). The original members of the Special Committee were Callison professor Roger Mueller; COP professors Martin Gipson and Herb Reinelt; Elbert Covell College professor Leslie Robinson; former ASUOP president and Callison student Rhonda Brown '77; Raymond Provost Berndt Kolker, Vice President Winterberg; and Academic Vice President Clifford Hand as chairman.

²⁸ "Is the Ray-Cal merger working?" vol 68, no 6.

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President McCaffrey to explain that this might worsen the already great trend in private colleges, especially Pacific, of an increasing concentration of upper and lower income students and a lower proportion of middle income than public institutions.²⁹ Clearly, McCaffrey was concerned about the trend that Pacific had experienced during the 1970s, but his analysis was obviously flawed. Rather than increase the trend, the reduction in the maximum amount of funding at a high cost school like Pacific would immediately cut back on the prospects for the maximum-aid students who flocked to Raymond and Callison Colleges. Second, the University cut back the budget of the Community Involvement Program (CIP) so substantially that the Director, the first Pacific alumnus from the program to run it, Kelly Kitagawa '73 resigned in frustration in February. This is a further indication that the University was inclined to tilt its student body back toward the higher income mix that had prevailed before the mid-1960s. Finally, the results of a survey comparing Pacific freshmen to their national cohort showed that the national trend toward increased interest of students to major in professional fields was even more pronounced at Pacific than nationally, rising here from 29% in 1976 to 44% in 1977 and more than doubling in business in just one year.³⁰ The implication is clearly that the University was tilting its student mix even more than the national trend might have achieved.

Given the way 1977-78 closed, it should not be at all surprising that the big news for the opening of the new year was McCaffrey's triumphal announcement of the creation of the School of Business and Public Administration which started with an increase of 20% in the number of majors in those fields. Anyone familiar with rhetoric of Burns and Martin from the 1960s would immediately recognize this act as a triumph of **vocationalism** and certainly indicates how much Pacific had changed. This was the big lead into his opening day ceremony speech in which he also proclaimed the preparation of a major new development program to be called "Campaign for a Greater Pacific." A number of other important measures, including the closing of the Pacific Marine Station were announced, but his most ominous statement was that enrollment in all the cluster colleges continued to decline and that the Ray-Cal future was uncertain.³¹

The reconvening of the Special Committee on the Future of the Cluster Colleges in October led almost immediately to student efforts and nearly unanimous support in the ASUOP Senate to save Ray-Cal. Then on October 27 more than a hundred Ray-Cal students organized a sit in demonstration at Burns Tower. Despite the high stakes and frustration they must have been feeling, when McCaffrey arrived, they carried on a long and respectful dialogue that clearly won his admiration but seems to have also convinced them of the futility of the enterprise. Accordingly, a symbolic group was left to stay for the night, while the rest of the students immediately started working with the faculty and the Special Committee to try to preserve what they regarded as the essential elements of the Ray-Cal experience.

The compromises made by both students and faculty remarkably succeeded in saving most of the faculty and much of the program by establishing Centers for Integrative Studies and for Interdisciplinary Studies in the College of the Pacific. More about this will be discussed later. The

²⁹ "Brown vetoes state scholarship increase," *The Pacifican*, November 18, 1977, vol 68, no 9.

³⁰ "Freshman survey: more 'middle of the road,'" *The Pacifican*, May 5, 1978, vol 68, no 23.

³¹ From an untitled report starting on the front page of the *Pacifican*, September 15, 1978, vol 69, no 1.

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clearest testimony of this achievement is the hundred plus students who went on to earn Ray-Cal degrees after its closure was announced. The drama was not, however, entirely played out when everyone settled down like *Candide* in Voltaire's great novel to cultivate their remaining little plots. In fact, the first act of the Raymond Phoenix Institute seems to have taken place at Band Frolic in the spring of 1979. This venue is all the more significant because there had been no evidence in the *Pacifican* of any Raymond College participation in Band Frolic for more than a decade, but in 1979, the skit put on the by Ray-Cal students from John B. Ballantyne Hall nearly brought down the house. Here is part of the description:

'Taming of the Tower,' put on by John Ballantyne Hall, may have been a little bit mysterious to those in the audience who are from outside the community, but the students of UOP responded warmly and with understanding. It was a takeoff on the day last semester when Ray-Cal students occupied the Tower for 24 hours. The skit, like many before it, depicted Stan McCaffrey as a fool. The cast made strong points with viewers when they pointed out that the money to save Ray-Cal could come out of the football program, the maintenance budget or the Events Center fund. Because they made fun of themselves, as Ray-Cal students, and showed they knew the rest of the campus community has strange ideas about them, they received the empathy and the support of the enthusiastic crowd. The two best numbers of the show were done by Bob Bejan, who played McCaffrey and sang, 'Stanley at Pacific,' to the tune of 'Copacabana', and by Ginger Tulley, who sang about the loss of her school to the tune of 'I Don't Know How to Love Him' from 'Jesus Christ Superstar.'"³²

Getting Along with the Rest of Pacific

President Burns certainly intended to change, possibly shake up, definitely reform, improve and expand the University of the Pacific when he formulated the initial Raymond College design for the first cluster college. Yet it is doubtful that he expected anything like the juggernaut that actually resulted, and he probably never fully recognized the magnitude of impact that his innovation actually achieved. In fact, few if any of us who lived part of the experience seemed to recognize just how far reaching, continuous, and ubiquitous the reverberations were. The dimensions of the impacts that are laid out below are astounding.

For many in the Raymond community, the strongest signs of discomfiture with our presence were the signals that Raymond and its allegedly privileged students and faculty were not liked, or were resented or were envied by the rest of the University, and there was lots of evidence. First, there was the veiled hostility or trepidation in some of the questions raised publicly about the College, such as the "why Raymond? question, mentioned above, that was posed even before the school opened. A few years later, the question was "will the cluster colleges become UOP's intellectual can-opener? This was raised by *Pacific Weekly* editor-in-chief John Stagg Hanson in his signed column. The article started with

³² "51st annual Band Frolic dazzles audience," *The Pacifican*, March 2, 1979, vol 69, no 15.

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an edge but asked more approvingly, "how will the cluster colleges affect the conservative character of the University? His reply follows:

...the cluster colleges have ignited the torch of the educational 'avant-garde' here at UOP. Experimentation seems to be the password into this new form of instruction,...In any case, Raymond seems to have set a pace that the rest of the University is willing to follow. The very fact that the powers-that-be were not buffaloed out of allowing Martin Luther King, Jr., to speak at Convocation by Pacific's several 'conservative' benefactors chalks up points for strength of conviction of our 'new wave' of progressive educators.³³

Second, there were the actually publicized, but more frequently just grumbled, episodes of faculty jealousy over Raymond's supposedly superior faculty benefits and the raiding of the COP faculty. Some COP faculty felt that Raymond College sabbaticals, granted after only five years, were a great advantage over the six- or seven-year term required for Pacific. Such criticisms failed to recognize that Raymond terms were the equivalent of semesters or the greater number of contact hours in the Raymond system. After many heated discussions over four or five years, the five-year term was extended to the whole University faculty and is still a recognized advantage of academic employment at Pacific. The question of stealing COP professors was publicly raised, after much earlier complaining, by the chair of the COP History Department, in Paula Xantopoulos' article, "Staff Raid: Malcolm Moule fights back, questions raiding of faculty," in the *Pacific Weekly*, on November 18, 1966. This case actually referred to the move by Weldon Crowley, from the History Department to Callison College, but he seemed to be even more bothered by Clifford Hand's move to Raymond in 1964 which led to the cancelation of COP's Honors Program and several earlier moves, such as those by Peckham (also from History), Hugh Wadman, and John Tucker. The next week Raymond professors John Tucker and Hugh Wadman made a biting reply to Moule's criticism which testifies further to the building resentments felt on both sides:

After our appointments to Raymond..., we both were exposed to numerous offensive comments. They still continue. We cannot be too critical of our Raymond colleagues if they are less than warm toward their COP colleagues, for their reception at UOP has been anything but cordial. There is a more serious charge. In all the time that we have been associated with Raymond College, not once has a COP faculty member asked for accurate information about how Raymond compares with COP....This is disturbing in light of all the statements about princely salaries, teaching load, etc (all grossly in error)....The articles in the *Pacific Weekly* were full of such unsupported opinions....It seems obvious to us that given the resistance to change of any established college, the presence here of the cluster colleges offers a lever for COP to bring about needed change....COP, both faculty and students, can and must act in a positive and creative way to assume its place of academic leadership as the parent institution in the

³³ *Pacific Weekly*, May 24, 1963, vol 61, no 29.

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University. Only by such action will the feelings of second-rate status disappear. Faculty members may then be attracted to COP from the cluster colleges....³⁴

Third, there were the panty raids and the intensity of student rivalries. The “quad disturbances” as they were called by UOP Dean of Students Edward Betz in a letter to the Student Senate seemed to come in waves. There were five separate incidents in the fall of 1965 and a couple in the spring of 1966 and probably others. In the 1965 case the prompt and firm reaction by the Student Senate seems to have temporarily curtailed the practice.³⁵ Rivalries with students elsewhere on campus were particularly heated (and sometimes physically brutal) in intramural sports, but they also occurred in student politics. The most notable occasion was in the spring of 1965 when the well organized students of Raymond College, which then constituted well under ten percent of the student body, actually dominated the campus wide elections when they achieved an 85% turnout rate to 4.5% for the rest of the students.³⁶

After considering these dimensions of the buffeting that Raymond administered to the University ego (and more will be mentioned below), it may be surprising that there was not even a stronger reaction. Ironically, even as Raymond seems to have been “annoying” the rest of the University with its presence, prowess and achievements, it also launched a pattern of outreach by successive generations of Raymond student leaders. They consistently sought to advance University-wide cooperation and expand student rights and accounted for an unusually high proportion of the University’s top student leaders during the entire cluster college era. This is also a relatively unrecognized aspect of the Raymond experience, but before any of these generalizations can be fully appreciated, the pattern of the College’s institutional impact needs to be elaborated.

The Raymond College challenge for the rest of the University was exacerbated by its relatively long gestation and the implicit juxtaposition of the great claims associated with its birth and the supposed defects of COP. From the time that the creation of a new college was first informally discussed, probably just after the summer of 1958, it took four years to get Raymond College started. There is lots of evidence of how painful the expectations aroused by this gestation became. The first reports and commentary on the de-emphasis of football at Pacific were actually a major part of the

³⁴ *Pacific Weekly*, December 2, 1966, vol. 65, no. 14. Their long letter to the editor was published under the heading, “Tucker, Wadman wish to clarify situation.” Interestingly, the movement of faculty that Burns believed would be a constructive force was initially more of an irritant, but Wadman and Tucker were correct and eventually the movement was reversed and COP wound up with many of the stars from the cluster colleges.

³⁵ The October 15, 1965, vol 64, no 4, article in the *Pacific Weekly* entitled, “Dean Betz Requests Senate Resolution Concerning Recent Quad Disturbances,” describes five separate incidents of raids on women’s (meaning Raymond College) by men (referring to COP students). The Senate approved the censure and instructions to the student court for stricter sanctions.

³⁶ “Raymond Turnout Dominates the Vote,” *Pacific Weekly*, March 26, 1965, vol 63, no 21.

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Founders Day activities on January 6, 1961, at which the creation of Raymond College was first formally announced to the University community. In February, a “group of 30 younger faculty” met in a retreat at Eagle Cottage in Columbia and issued a scathing critique of the discrimination, anti-intellectualism and frivolousness that characterized campus life, and they ridiculed student activities, including student journalism.³⁷ In the same issue of the *Pacific Weekly* at the opening of school 1961 that carries the University’s formal presentation of the Raymond College program, the newspaper reported that an informal organization formed for the purpose of improving the quality of campus life, the Pacific Action Committee, was seeking recognition as a formal campus organization.

The latter part of the Raymond gestation introduced the campus to the uncharacteristically high visibility of academic matters, another attribute of life with Raymond to which the campus was not at all accustomed about itself. Starting with the announcement of Martin’s appointment as Provost in May 1961, there were a whole string of reports in the *Pacific Weekly* about faculty moves and appointments, such as those of Edmund Peckham and Mike Wagner. But these were not simple statements of the action, the articles typically highlighted the outstanding characteristics, such as the nationally recognized poet, Paul Ramsey, that were joining the party.³⁸ This pattern continued for Raymond until the mid-1960s, but rarely occurred for appointments elsewhere on campus.

One of the more remarkable early achievements at Pacific indirectly related to the launching of the cluster college project was the change in the quality of student journalism as reflected in the pages of the *Pacific Weekly*. The activity that was ridiculed by the “young Turks” on the faculty in 1961 started winning prizes in 1962-63 and by 1965-66 was one of the top student newspapers in its category in the country. If not the impact of the cluster colleges, perhaps Sam Meyer’s campaign for excellence finally took hold.³⁹ Curiously, the quality of the *Pacifican* was noticeably poorer as the cluster college era drew to a close.

Not surprisingly, the visibility of Raymond activities, especially as reflected in the *Pacific Weekly*, actually grew dramatically once the College got started. The first issue in September 1962 featured Raymond in four separate articles, including reprinting the embarrassing report from the *San Francisco Examiner* in which the only positive feature may have been the reference to Raymond’s dapper new Provost. The next week Raymond talent was the highlight of a football rally, then the College hosted an all University dance, on October 13 Raymond hosted an open house to show off the Common Room and Great Hall and new dormitories to the entire community and then on October 19 a Special High Table Open House. When the Cuban Missile Crisis came along as the Raymond coming out was concluding, there was Raymond College again, in the person of Provost Martin serving as the host

³⁷ The *Pacific Weekly* called it a faculty eruption, but did not explicitly relate it to the coming of Raymond College, as some did retrospectively to the author, see the edition of February 17, 1961, vol 61 , no 1.

³⁸ “Humanities Professor for Raymond Named,” *Pacific Weekly*, April 13, 1962.

³⁹ Either way, the greatly improved quality of the *Pacific Weekly/Pacifican* for most of the cluster college era has greatly facilitated much of the research here and the quality of the vision available for this era. The accomplishments of the student journalism for the period certainly deserve recognition.

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for a major conference on foreign policy with outstanding guests from the Claremont Graduate School and the Rand Corporation.

Of course, the Chronicle used to identify the events mentioned above was prepared to highlight the Raymond experience, so naturally there is proportionally much more about Raymond than anything else. However, what the record shows is that this little group, at first less than four percent of the students and never more than 10 and about an equal slice of the faculty and staff, is everywhere and more often than not at the forefront of whatever it is throughout much of the 1960s. After the first two months, consider the manifestations of Raymond, excluding even routine High Table programs, on Pacific's relatively small campus in the following realms for the rest of the College's first three years:⁴⁰

National political issues

- Leading PSA seminars on the NSA and WUS – February 8, 1963
- Rev. Martin Luther King, Jr., can't attend Raymond College organized event – May 10, 1963
- Communist speaker at High Table raises controversy – May 17, 1963
- Former congressman John Rousselot, John Birch Society leader speaks on disarmament – November 1, 1963
- Pete Windrem '65 leads four students to Biloxi voter project – November 8, 1963
- Bev Moon '65 and Peggy Gunn report on Mississippi civil rights work – September 25, 1964
- Raymond students praised for work to defeat Prop. 13 – October 30, 1964
- Manteca attorney explains civil rights legislation at Raymond College – October 30, 1964
- Anderson Y panel on prejudice features Raymond professors – November 13, 1964
- Former Congresswoman Helen Gahagan Douglas lunches at Raymond – November 13, 1964
- Dr. King's "annual" telegram to Warren Bryan Martin cancels visit – December 4, 1964
- Warren Bryan Martin speaks on the "Female Revolution" – March 12, 1965
- Raymond student organize "Friends of SNCC at UOP" – March 19, 1965
- Bev Moon '65 organize SNCC rally with founder Robert Moses – April 2, 1965

Community outreach and support

- Raymond students fight ignorance in Southside study hall – May 20, 1964
- NSA Delegation plans community political project – September 25, 1964
- Raymond student, Sandy Egenberger '67, featured in Freedom Hoot – March 26, 1965
- Pete Windrem '65 emphasizes South Stockton Project in final remarks – May 14, 1965

⁴⁰ Event reports mentioning Raymond student roles only routinely, but not highlighted, in such activities as the Model UN and Debate, among many others, have been excluded.

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Faculty developments and achievements

- Popular biologist John Tucker moves to Raymond – April 28, 1963
- Theo MacDonald from Australia appointed – May 10, 1963
- Floyd Lewis appointed professor and artist in residence – May 17, 1963
- Lewis Ford joins Raymond faculty – May 17, 1963

The Arts

- Bets Ramsay Art Exhibit – March 1, 1963
- Dooley Paintings Displayed at Raymond College – March 1, 1963
- Raymond exhibit of abstract paintings – September 27, 1963
- Howard Passel exhibits paintings at Raymond College – February 7, 1964
- Raymond students present “Under Milkwood” at Top of Y – May 8, 1964
- Raymond hosts spaghetti, jazz and poetry – September 25, 1964
- Raymond Players perform *The Crucible* – March 5, 1965
- Raymond to offer literary magazine – March 19, 1965

Intellectual and scholarly achievement

- Differences in admissions, higher test scores of Raymond students – November 16, 1962
- Report on Raymond academic progress, only 6 dropouts – April 19, 1963
- Warren Bryan Martin’s speech on “the College of Consequence” – October 4, 1963
- Pete Windrem ‘65 spotlights student role in achieving institutional excellence – September 18, 1964
- No substitute for Professor Hand, COP cancels Honors Program – November 20, 1964
- John Cupples ‘65 and Bud Gerber ‘65 finalists for Rockefeller Fellowships – March 19, 1965
- Margaret Meyer ‘65 wins Fulbright to India – March 19, 1965
- First Raymond grads approach comprehensive exams – May 14, 1965

Campus politics

- Pete Windrem ‘65 recognized for service to constitutional reform – May 10, 1963
- Raymond President challenges power of PSA Judiciary – December 6, 1963
- Pete Windrem ‘65 elected PSA president, Robert Sullens ‘65 and Norma Stoltz ‘65 to NSA – May 8, 1964
- Raymond Senator Sue Phillips ‘66 seeks PSA support to fight Prop 14 – October 9, 1964
- Raymond student protest Infirmary inadequacies – March 5, 1965
- Raymond dominates PSA elections – March 26, 1965
- Raymond representative John Cupples ‘65 shuns spirit of animosity – April 2, 1965
- Raymond students (Ursula Swent ‘66 and Greg Finnegan ‘67) again elected NSA delegates – April 30, 1965

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Student Life

- Difference in rules for Raymond women – November 16, 1962
- Change in campus rules for women prompted by Raymond College experience – April 28, 1963
- Raymond defeats Delta Upsilon Fraternity to win intramural basketball crown – February 24, 1964
- Bob Arnold '67 starts four-part *Pacific Weekly* series on the Raymond scene - November 13, 1964

Social life

- Raymond takes Band Frolic trophy – March 6, 1964
- Karl van Meter '65 and Ardith Gordon '66 win first prize for Mardi Gras costumes – May 1, 1964
- Raymond again wins Band Frolic – February 26, 1965
- Bambi Rideout '67 and Rip Hunt '65 in Mardi Gras elections – spring 1965

Publicity beyond the campus

- *Time Magazine* publishes its "Reform on the Coast" article – October 11, 1963
- Pete Windrem '65 attends President's Prayer Breakfast – February 5, 1965

This exercise helpfully reflects much of the intensity and scope of early Raymond involvements at the University of the Pacific. In many respects such involvements constituted the source of the Raymond distinctiveness that President Burns welcomed and Provost Martin so strongly encouraged. What is most remarkable is that this tiny segment of the University generated 56 major reports during this period. Not surprisingly, the fact that the highest number of cases in any of the nine categories is national politics, 14 instances, also helps in understanding the degree of controversy aroused by Raymond. As the record shows, the College was on the cutting edge of the divisive issues of the era, and its students were frequently in advocacy roles. That the second greatest number of cases, eight, occurs equally in the categories of the Arts, scholarly achievement and campus politics, while only half as many cases (four) are found in community involvement, faculty achievements, student life, and social life seems a little less logical except for the final two categories.⁴¹ The big outlier relates to the

⁴¹ Generally speaking, little emphasis should be placed on small differences between the number of cases in the categories because the items could be easily reclassified. For instance, an exhibit by a Raymond artist in residence was not classified as a faculty, rather Arts, activity. Neither should this record be considered to any extent comprehensive for instance the *Pacific Weekly* failed to report many significant Raymond student achievements of the era, such as the Fullbright Scholarships, won by Norma Jean Stoltz '65 for Guatemala and by Beverly Moon '65 for Germany.

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report on outside publicity. The period covered is probably unrepresentative. Multiple reports in the archives show that the cluster colleges were often far ahead of any other segment of the University in generating national media coverage. One report on the placement of a May 1967 Associated Press story about cluster college progress generated separate articles in 168 newspapers across the country.

Other than the perhaps overwhelming presence of Raymond at Pacific, direct comparisons between the College's students and the rest of the University and the impact of Raymond on changing the social rules at Pacific may have been the most troubling aspect of the experience. Right from the start, Raymond seemed to pry open the rules for social life, especially for women, and campus living. The half hour advantage and other minor rules differences in the original curfew for Raymond and COP women's dorms eventually created such divergence that Raymond separated itself completely from the University student life system in 1967, and the Raymond community went on to develop its own new social contract.

Meanwhile, the direct comparisons related to the nature of the students and the resources for them also raised tensions. Before the end of Raymond's first semester, the question being raised by the *Pacific Weekly* was where did Raymond student loyalties lay? The article describes Raymond student access to different University facilities, such as the Library and the use of science labs and classes, and notes how COP students may have access to the Common Room but that Raymond classes are on a different calendar and prevent enrollment – that policy changed later as noted earlier. The reporter then puts Raymond representative Pete Windrem on the spot, and he judiciously confirms loyalty to the University.⁴²

Awareness of Raymond student activism seems to be behind a story that was published in February 1963 about the cultural lag of Pacific students. After interviewing seven students, the article concludes that disinterest is behind the low attendance at convocations, theater performances and Anderson Y events.⁴³ By April, the questioning and comparison process carries the newspaper to want to know just how much integration there should be between Raymond and the rest of the campus. Happily, the newspaper again finds Raymond students reassuring:

In talking with Raymond students, one finds they are not basically different from University students. One also discovers that the Raymond program demands primary dedication to studies. Many of the students express their desire to be closer to the University. Students realize it is

⁴² "Loyalty of Raymond Students First to UOP, though Different Policies Necessary," *Pacific Weekly*, November 16, 1962, vol 61, no 11.

⁴³ February 22, 1963, vol 61, no 18

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hard to know people when they don't have the same classes or the same living groups and dining halls.⁴⁴

Given the faith in the cluster colleges 1962-63 editor-in-chief John Stagg Hanson elsewhere confessed by endorsing what he called Burns approach to "University growth by budding," it seems clear that the questions raised by the newspaper that first year were essentially rhetorical. By 1966 when President Burns attended the final meeting of the Student Senate, the question put to him about the impact of the cluster colleges on COP students seems to have had a real edge. In reply Burns reaffirms his faith in the cluster colleges even if they cause discomfort:

...Senator John Fruth asked him to comment on the idea that the COP student is caught in a squeeze between the cluster colleges; that he is being overlooked for the benefit of the cluster college program. Burns gave two defenses. First, he said, it is this "innovation on the periphery," which is attracting new money to Pacific and creating an influential image of UOP throughout the nation. Secondly, "the competitive situation I think, frankly, is good." He said, "innovation has come to the American college and it can't be established in the old structure." But Burns indicated he expects the innovating spirit of the cluster colleges to be beneficial to COP in the immediate future."⁴⁵

As the 1960s continued the sources of student concerns shifted and the role of Raymond or the cluster colleges as a source of troublesome comparisons all but disappeared. Even when cluster college students were the prime movers of the "occupation" of Burns Tower in 1969 to demand concessions on behalf of "Third World" students, there was no special attention to their activism. Their success in promoting the creation of the Community Involvement Scholarship Program and rapidly changing the face of the Pacific student body, as will be argued below, may have even been examples of the beneficial future Burns expected.

After Burns sudden and unexpected death in February 1971, the visibility of Raymond and its students at Pacific, at least as reflected in the pages of what had by then had become the *Pacifican*, seems to have changed fairly dramatically. With the single exception of student leadership, which will be addressed next, Raymond College seems to have become what a *Los Angeles Times* article called "an island of tranquility."⁴⁶ The ubiquitous presence of Raymond students across the University landscape that stands out so clearly in the early 1960s, at least as reflected in the student newspaper, is nowhere to be found in the 1970s. The article suggests that even the energies of the continuing anti-establishment bent of the students had become focused by the new unstructured curriculum into intellectual discussions and individual pursuits, such as internships, even though they continued to eschew career preparation. However, almost prophetically, a Raymond student admits to feeling

⁴⁴ "How Much Integration Should There Be between Raymond College and the University?" *Pacific Weekly*, April 19, 1963, vol 61, no 24.

⁴⁵ "Burns Talks of Problems: Quizzed by Senate," *Pacific Weekly*, May 6, 1966, vol 64, no 26.

⁴⁶ William Trombley, "The Cluster Colleges: Island's of Tranquility/Raymond's Way," June 26, 1972.

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threatened by the rest of the University, and Professor Pat Schedler is quoted explaining that “the central administration seems to be more interested in graduate and professional schools.”

The one fairly constant factor in Raymond student activism over the years appears to be in campus wide political leadership. In the early 1960s Pete Windrem’s (’65) giant shadow over student politics seems just a little greater than that of Lori Kennedy ’79 in the late 1970s. In the 15 years from 1964 to 1979 in which Raymond students had a viable option for campus wide student leadership, altogether, four Raymond students, Peter Hopkins ’69, Greg Graves ’69 and David Bennett ’72, besides Windrem ’65, were elected student body presidents. Additionally, the only two elected vice presidents, during this period, to succeed to the presidency when incumbents became academically disqualified were Raymond students (Robert Fields ’69 and Lori Kennedy ’79), and both served at least a semester as President. Two others served terms as elected vice presidents (Gene Bigler ’67 and John Stanton ’71), and four, all but one fairly narrowly, lost elections for the presidency. Additionally, at least a dozen other Raymond students held other highly visible major elected and appointed positions, including two of the most successful student financial officers (Kenneth Mowry ’67 and Carter Brown ’70), the University host for a national conference on student rights held in San Francisco (Stuart Greene ’77), and as directors of academic affairs, in major judiciary positions, as National Student Association (NSA) delegates, and in other positions.⁴⁷

As noted earlier, for a group of students that never amounted to as much as ten percent of the student body, and often half that percent or less, the success of Raymond students in achieving campus wide leadership is fairly noteworthy. Additionally, most of the student leaders appear to have focused on integrating the student body and fomenting campus-wide cooperation, if not unity. In other words even if Raymond were a source of discord or division in some respects, it also contributed fairly substantially to efforts to help gel along with the rest of Pacific.

“The Remnants of Raymond”

That’s what Emeritus Professor Larry Meredith called it: “...the remnants of Raymond (College)...you can still find it over there....This program where every freshman, sophomore and senior have to take these integrative courses.”⁴⁸

In that statement, Professor Meredith traces the general education sequence of three courses called the Pacific Seminar that provides a common core foundation for all undergraduate students at the University back to its origins in Pacific’s first cluster college.

⁴⁷ After 1968, it appears to have become a *Pacifican* policy not to identify the college affiliation in most reports. Accordingly, it became very difficult to discover the affiliation of most student officers, especially those mentioned very occasionally. Accordingly, for reasons of courtesy and fairness, I have excluded names of those who lost elections and for most other offices except where I was certain, as in the case of the two superb Treasurers. My apologies to any Raymond campus-wide student leaders, whom I may have missed, but I would welcome them to let me know about their service.

⁴⁸ Oral History Interview Conducted August 9, 2007, by Dr. George Blum for the Emeriti Society, Digital Collections, Holt-Atherton Special Collections, University of the Pacific Library.

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What follows in rather summary fashion, for which the readers' indulgence is appreciated, are three conclusions about the legacy of Raymond College to the University of the Pacific.⁴⁹ They were reached in consultation with seven now retired faculty and staff members and from the review of more than a score of oral history interviews with other emeriti and other documents.

1. Raymond launched a continuing process of reinvigorating the liberal arts experience.

Today's nationally renowned Pacific Seminar, which guides students through an interdisciplinary focus on primary source readings on the nature of a good society and then more specialized in depth analysis and finally ethical exploration of the problem, was based on a similarly celebrated core curriculum called the Mentor Program that was developed in the 1990s. Also designed to promote both written and oral communications skills, Raymond alumni have generously endowed several cash awards for outstanding student essays in this program. Mentor, in turn, replaced the Information and Imagination Program (called "I and I"), started in 1977, that won Pacific national recognition for having one of only 13 "model programs of general education." And "I and I" was actually devised to reinvigorate the prestigious Danforth Program that was created in the late 1960s to spread liberal arts reforms from the cluster colleges to the rest of the University.⁵⁰

Just as important as the innovative curricular designs themselves, many of the key creative thinkers on the faculty that were cultivated by Raymond College then moved on to contribute and provide a good deal of intellectual leadership to the University both in general education and in their various fields. Humanities professor John Williams guided both the Raymond curriculum for 15 years and then was a key contributor to shaping the Mentor Program. Humanities professor Clifford Hand became the Dean of COP and then as Academic Vice President guided the creation of the "I and I" Program. Social scientist Gene Rice was the director of academic planning and professional development. At least six Raymond professors, George Blum, John Smith, Barbara Sayles, Neil Lark, Sy Kahn, and Gene Rice, also became department chairs, mostly during the period when COP Dean Bob Benedetti, a veteran of another experimental college program, orchestrated the creation of the Mentor Program.⁵¹

2. Raymond's integrative thrust fostered the hallmarks of today's student centered learning.⁵²

⁴⁹ This is an admittedly hastily revised version of the summary originally prepared for but not used by the *Pacific Review* for the Raymond 50th Anniversary celebration. Hopefully, it will provide an appropriate conclusion for this essay.

⁵⁰ The growth in respect for Pacific's innovative programs was such that Academic Vice President John M. Bevan was invited to present the keynote address at the national meeting of the American Conference of Academic Deans on the theme of "Continuity and Change in the Liberal Arts Curriculum." His speech was entitled "Who Are We? Where Are We Going?" *Pacific Review*, Spring (April) 1969.

⁵¹ Joe Wills, "Remarkable Mentor," *Pacific Review*, Summer 1996. Other University service was also especially significant, such as John Williams on the Academic Council during the critical President Atchley years, and Jerry Briscoe in CIP, and many others. I apologize for the many cases I have neglected.

⁵² This description oversimplifies the University's experience and overemphasizes the impact of just Raymond College when Elbert Covell College and Callison College often intensified Raymond's impact and added their own distinctive influences as well. For instance, Raymond pioneered non-western cultural studies and then the other

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Raymond's pioneering freshman studies course, Introduction to the Modern World, and other thematically related courses across the original Raymond curriculum and its later variants launched a process that Raymond passed on to the University. Professor John Williams described the intense dialogues needed for faculty to learn about one another's disciplines in order to complement what colleagues were teaching and understand how students were learning. The seminars, non-traditional grading, independent studies and internships, and the variety of living and learning experiences from formal High Table dinners to daily discussions over lunch were all part of an intensive student-centered educational process.⁵³

When the Center for Integrative Studies was established in 1978 explicitly to provide an umbrella for much of the Raymond legacy, all Pacific students gained the access they still have to many of these Raymond innovations, including special freshman experiences, Women's Studies, interdisciplinary courses, cooperative education and internships, independently designed majors, accelerated degree programs, and related opportunities that Raymond students had had for years.

3. Raymond promoted academic excellence, diversity and the growth of the University.

When President Robert Burns and his collaborators decided to launch Raymond College their primary goals were to enable the University to grow larger without losing the small college closeness that had characterized it and to create a living and learning climate that would foster academic rigor. A 1972 article in *The Wall Street Journal* summarized Pacific's remarkable progress and cited a 1971 accreditation report that lauded the cluster colleges "...as being Pacific's distinctive pockets of excellence."⁵⁴ However, they weren't just pockets. The excitement that came from the changes noted above spread across the campus as a model for excellence in teaching. Always in the forefront of the civil rights movement, the struggle for the equality of women, the farm labor movement, social justice, community service, global responsibility and other progressive political actions, it also set the standard for involvement, and the merger with Callison appropriately embodied the international commitment that the phony Oxford connection papered over from the start.

In 1969 the new campus climate that had been fostered by the cluster colleges spurred their students, along with some friends from Delta College, to demand the creation of the Community Involvement Program. Then within months Pacific hosted a Summer Institute on Racial Equality, pioneered the Undergraduate Teacher Corps Program and the High School Equivalency Program and the handful of students of color gradually began to transform even the face of Pacific students. At the end of the key year, 1969, President Burns proudly reported that the University had reached the 12-year

colleges carried the experiences into whole new arenas. By 1962 a group of "young Turks" had begun to instigate change at the College of the Pacific, and these individuals rapidly emerged as leaders as the opportunity for innovation grew there, and in turn touched the cluster colleges. For instance, the four-one-four academic calendar that was started at COP under the Danforth Program eventually replaced the Raymond three-term calendar.

⁵³ Raymond faculty members were also granted sabbaticals after just five years in order to better manage such intensified teaching-related demands. After the Danforth program was developed for the rest of the University, this innovative sabbatical leave program was extended to the rest of the faculty and remains a hallmark of Pacific.

⁵⁴ William Wong, "Ahead of Its Time: Without Much Fanfare, University of the Pacific Tries Some New Ideas," *The Wall Street Journal*, December 26, 1972.

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goal for growth that it had established in 1964. A year later, and just before his so untimely death, Pacific launched a new logo that presented the University as INNOVATIVE, INVOLVED AND INTERNATIONAL – what might be called the stamp of the cluster college era. What remains now to be seen is how much of those values, how much of the “remnants of Raymond,” will continue to survive and penetrate the antithetical age of vocationalism that gradually swallowed up the dream.