

UCSC History 1965-69

Provosts Describe Aspirations Of UC Colleges

By Wally Trabing

Some 400 Affiliates of the University of California at Santa Cruz were given an oral handshake and a browsing insight into the university's academic aspirations by three of the provosts last night in the new field house.

The campus field house is located on a hill at the end of a trail amply suited to reveal the lack of that condition to which the building is dedicated — physical fitness.

Last night there was rising excitement, along this trail, which led through a wondrous gypsy-like scatter of long house trailers.

Students, arriving on the eve of first classes, were kindling the spirit of college life with a scattering of frugging and jerking and singing of guitar-inspired songs such as "M-i-c-k-e-y M-o-u-s-e."

All 640 students are expected to be here by tomorrow.

The serio-folksy panel discussion was peppered with appeals by acting Affiliates chairman

Jim Hammond for donations of pianos for the campus and by Chancellor Dean McHenry for furniture for the faculty lounge.

Librarian Don Clark made an appeal for books on linguistics, South Pacific studies, astronomy, marine biology, conservation, and other research fields.

McHenry, in introducing the provosts, said many provosts had "warm hearts but not so much upstairs," but that the three speakers present were all distinguished scholars.

Charles Page, provost of Stevenson college who came to UCSC from Princeton as chairman of the social science department, briefly outlined his approach to the structure of his college.

For the first two years sociology students will study three of the social sciences such as economy and government, or ogy and at the end of their sophomore year will start designing their major.

They will begin pursuing their special interests, say in economy and government 1/4 or

sociology and psychology and work toward mastery in their field.

Page said students will be introduced to abstract areas of social science in their junior and senior years in fields such as economic growth, racial ethnics, national characteristics and population explosion.

Page said that the abstract will be combined with concrete problem areas; students will study two or more societies or cultures. Periods of study abroad will be encouraged. The study of modern languages will be pushed beyond the curricular requirements.

He emphasized that sociology at Stevenson college would be approached from many styles.

"There is excellence to be found in every intellectual style and I hope the students here develop an appreciation of the different styles of working."

Kenneth V. Thimann, provost of the yet unconstructed college No. 3, is formerly of Harvard where he was a Higgins professor of biology.

Described by McHenry as the "nation's No. 1 biologist," Thimann said that in a broad sense the students in his department will be trying to understand how nature operates and what are her laws.

He said the plan is for half of the some 500 students in this department to study science subjects.

The rest, he said, hopefully will become citizens who have clear appreciation of how science functions with a feeling for the humanities.

He told of how amazingly far-reaching were the first relatively small scientific developments, and got a laugh with a story of a politician who was watching Faraday operate a small copper disk which was to eventually develop into our modern generator and asked him if it would ever be of any use.

Faraday was reputed to say: "Oh, I don't know, I think someday you'll be able to tax it."

Page Smith, provost of Cowell college and professor of his-

tory, formerly of Dartmouth, Harvard and UCLA, said the students who were arriving at the campus were so filled with enthusiasm that about the best approach at first would be to turn 'em loose and step back.

He drew analogy between the federal Constitution and his approach to Cowell college.

"Very few new ideas went into the federal Constitution," he said.

What was unique, he said, was that the good old ideas were put to work. It made a fresh start. "That is what we want," he said.

Smith has distinguished himself in the field of historical teaching and writing.

He said he wants his students to finish their four years here and leave with a sense of awe about the world; see it as a wonderful, mysterious place.

He said he hopes to make "the good life" evident here; a place of "The Great Conversation," where study and work will find richness beyond expectations.