

## Class Of '68 ... Birth Of A University

By CHARLES DAVIS: The San Diego Union's Education Writer

It will be about 9 a.m. on Tuesday when a June graduate of a San Diego area high school appears at Room 2104, Building B, to become the first freshman at the University of California, San Diego.

He or she will present — filled out in ink — a physical examination clearance card, a residence questionnaire, a fee card, a student health plan application, an address and registration card.

The documents will be checked and a clerk will accept a fee payment. A packet of study list cards with more items to fill in will then be issued to the student.

In such a paper work procedure, with origins traceable to Dec. 16, 1955, when a local delegation asked the Board of Regents of the University of California to establish a major campus in the San Diego area, will a general university be born.

The university has been a part of San Diego for many years,

of course. The Scripps Institution of Oceanography goes back to 1912 as part of California's state university. But until now the students on the La Jolla campus have been mostly at the graduate or upper class level. The members of the class of 1968 will be the first students who will have spent all four years here.

Who will be this first freshman at San Diego's own university branch? No one knows because the honor will go to the first student who completes his physical examination and arrives at the office of John W. Brown, admissions di-

rector. The prospects are, however, that it will be one of these four students, who are scheduled for their physicals immediately beforehand: Thomas R. Tucker, a Mission Bay High graduate; Sharon K. Tyrpin, a graduate of Cathedral Girls High School; Michael J. Wagner, a La Jolla High School graduate; and Nancy Ann Walker, who holds a diploma from Granite Hills High, El Cajon.

When regular registration closes Wednesday the class of 1968 is expected to exceed 150. The number anticipated in a UCSD statement last week was 185.

The freshmen are bright and alert, conscious of being pace-makers and tone-setters. By statewide definition they are in the upper 12½ per cent of their high school graduating class.

An unusually large proportion — more than one out of four — will have scholarship assistance, and an unusually low number will

be required to take UC's remedial English course. Subject A, more popularly known as Bonehead English.

Most are not strangers to one another. They have gotten acquainted at beach parties and through a newsletter originated by Mike Boylson, 20-year Navy man who is one of two adults in the class. They have also gathered for talks ranging from gym wear and mascots to student government with the campus' dean of student affairs, Dr. Ted W. Forbes.

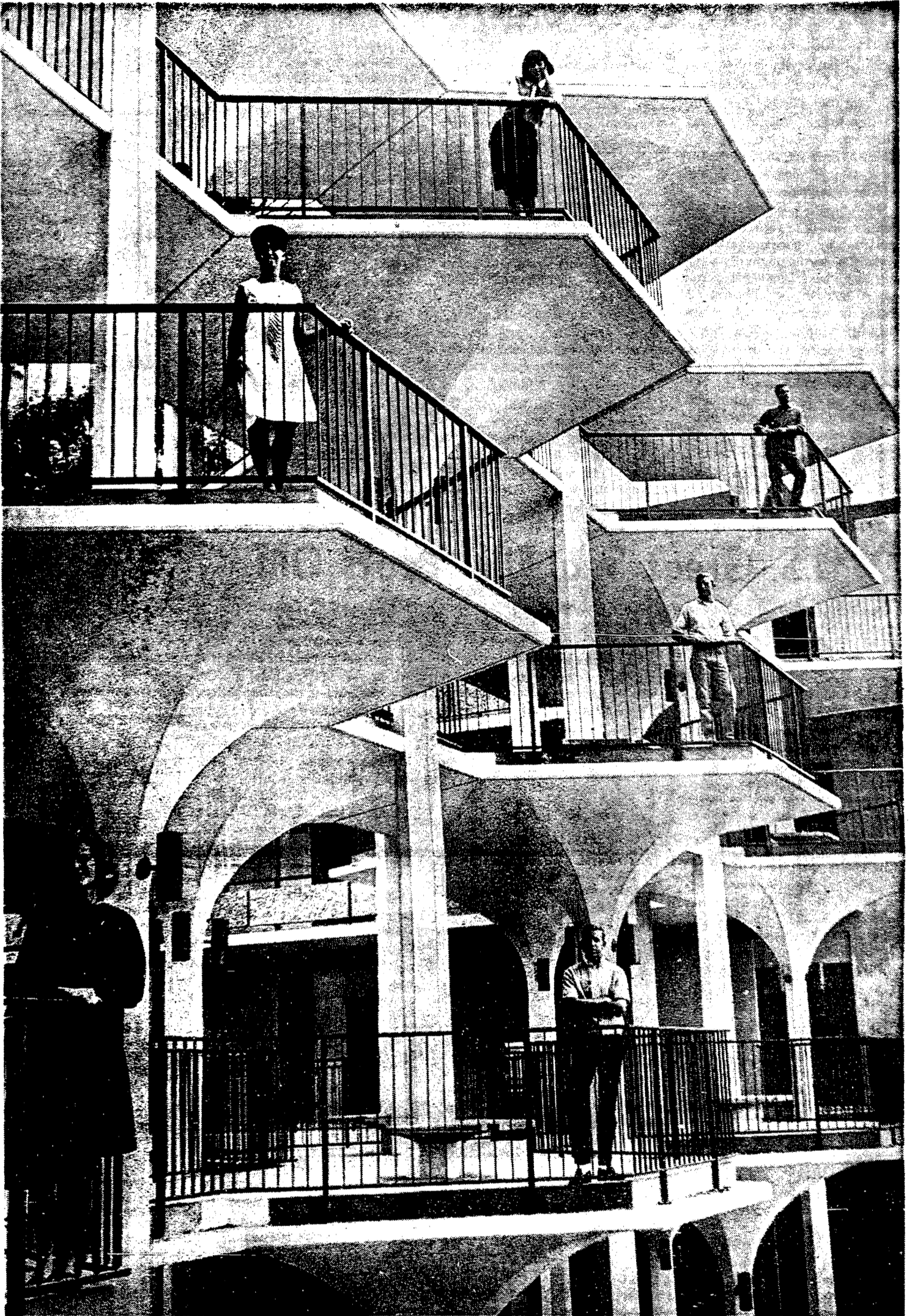
Mike Wagner, 17, of 1303 W. Muirlands

(Continued on Page C-4, Col. 1)



Scripps Institution, 1912

Concrete proof that San Diego has a full branch of the University of California: Modern new buildings and a freshman class. Students are (from bottom, left, clockwise) Barbara Beasley, Nancy Walker, Pat Delvac, Barry Jorgensen, Mike Wagner, and Jim Cole. (Staff Photo by Dan Tichonchuk)



## Interviewing Roger Revelle: Advice And Consent For UCSD Looking Backward—And Forward

**Q.** We've been told, by one of those persons you did recruit for the UCSD staff, that you are a true wizard at getting people to come here. Just what was it that you could offer a great man in his field to make him come to San Diego?

**A.** Well, I'm certainly not a wizard. I think what it consists of is that I've been able to be interested in people and what they want to do. And I've been able to give them an idea of what they can do. What we have here is a really great idea, a great idea of building a new university which would make sense, and not be just another educational factory. This is a very challenging and exciting idea. I don't think very well by myself. The only way I can really think is by talking to people. Well, what I firmly believe is that most human thinking is done in conversation. Most human thinking is done by the clash and the interplay of more than one mind. It is usually said that nothing is done except in the mind of an individual man off by himself somewhere. I just don't believe this. I think in fact most great ideas come out of the interaction between two or more minds.

**As director of Scripps Institution of Oceanography and later as a university vice chancellor, Dr. Roger Revelle was a guiding force in founding the University of California branch in San Diego. He leaves next month to become director of Harvard's new Center For Population Studies. Here are his candid opinions on university development, as transcribed in an interview with a Board of Editors of The San Diego Union.**

**Q.** One idea stimulates another?

**A.** That's right. It's true you can't really follow through in conversation. You have to go back all by yourself, put it down on paper and work it over. But the idea is the basic nucleus, the seed, the sperm. Conversation is very much like babies—it takes more than one person to make a baby. It takes more than one person to make an idea and this thing in having ideas in conversation is, I think, the important part.

**Q.** What you do is offer people a place to think and to talk?

**A.** Not exactly. What I do is excite

them by talking with them. For instance, I used to write down on a blackboard what we were trying to do, and ask the person for his opinion. Most of the time they didn't like it very well. They would suggest changes. This was wonderful. It was wonderful from our point of view—we got new ideas. It was wonderful from their point of view because they were participating. The essence of this business is not to ram it into people's throats, but to have them participate. It's a special kind of selling. It's different than selling people an automobile. You're not really even selling an idea, you're trying to sell the process of having an idea.

**Q.** Is UCSD as far along as you thought it should be at this stage?

**A.** I don't know. I guess I never really thought about it. After all, I've never done this before. It's like the state of California as a whole. We don't know what we should be doing because it's never been done before. We had no model or pattern to follow.

**Q.** What's important here, so far?

**A.** In terms of starting a university you mean? The primary thing we did was start with a graduate school, which means we built one department at a time. We found some good people who were willing to come. Aside from scholars in general, people who liked to be with each other. We started a department of physics, then chemistry, then biology, then sciences. Now we're starting mathematics and aerospace engineering. We also are starting a department of economics, one of literature, one of philosophy. Each of these is an opportunity to get a group of people to come and start a department. A university is quite different than a college. A university deals with finding

(Continued on Page C-4, Col. 1)

Dr. Roger Revelle's advice on building a great university: 'Never to be a second rate man. Only take first rate people . . .'

## Looking Backward . . . And Forward At UCSD

# 'It Is Obviously A Great Place'

(Continued From Page C-1)

out things as well as teaching—research as well as teaching. In fact, in a university you can't separate the two. The kind of teaching that is done in a university is teaching at the frontier of knowledge. You just have to have strong grouping. Research isn't necessarily done by teams, but it is done by people who are stimulated with each other. You have to have group interest.

**Q. Has this growing pattern happened before?**

A. It's almost a rule that a university evolves slowly; most universities have grown very slowly over many years. To start from scratch and build one in a hurry is quite a different story. There have only been two or three examples of this in the United States. One was the University of Chicago—and this was done essentially by one man, William Rainey Harvey. I studied up on William Rainey Harvey as much as I could. He had one secret weapon—he had Rockefeller money in back of him . . . he offered twice the salaries of any other university in the country. We never offered a man here more than he was getting where he was.

**Q. But couldn't you offer him the opportunity and money for research?**

A. We didn't even do that. We didn't provide money. The men (and women) we hired brought the money with them.

**Q. Explain that, please . . .**

A. The essence of the modern university in the United States today in terms of research and support is that a good man can go anywhere in the country and take his support with him. So we didn't have to provide the financial support for research. All we provided was to say that we would get other good people. What we said was, "Choose your own" and "Bring the good guys that you've been dreaming about working with." Now you couldn't do this, if you were starting as a typical undergraduate school. You have to have somebody in every field. We started as a graduate school and said we'd build up one department at a time.

**Q. Is this all it took?**

A. No. We also decided on a different general plan of organization. We're going to have a cluster of little universities—instead of building up to a great mass, one great huge university, such as at Berkeley. We're going to have a series of colleges which will be little universities having both graduate and undergraduate students . . . Colleges where there'll be research as well as teaching. This isn't like the Cambridge or Oxford system where you have undergraduate teaching in the colleges and research outside of them altogether. I think our plan is the right way to do

it and I think their plan is the wrong way to do it.

**Q. You started out here by building a top-notch scientific faculty. Why did you start in this area?**

A. This was the natural thing to do—we started out with the thing that was easiest. We said we wanted to get first rate people here. It was easier to get first rate people to begin with in the sciences because we already had a great scientific institution in Scripps Institution. We understood scientists because we know what they're like. Now we are faced with a more difficult problem of getting social scientists, and humanists; philosophers, linguists, writers, critics, people who are interested in all of these other parts of life, and we're learning the hard way how to do this. But building up a science faculty here gave the place a reality which was very important. It is obviously a great place. It is not a fly-by-night or mediocre institution. So it was easier for us to at least talk to great historians, and great philosophers, and great critics, and to give them some sense that there is an opportunity here.

**Q. There's the impression that you're trying to merge the humanities and the sciences . . .**

A. I think this is a kind of a key spirit of this campus. Most people you talk to—including my own children, my daughters—regard science as something that they can't really be involved in. To them it's not really part of human life. To them human life is art and literature and babies and music and conversation; it's the feeling of a sense of moral values, a sense of religious faith, a sense of working for your community, of being a good citizen. None of these things, to them, involve science. But I think they practically all involve science. What we're going to try to do is teach everybody enough science so they understand it. Not enough science, necessarily, so they can solve a differential equation, or so they can conduct an experiment. But enough science so they can understand how life hinges on and can be affected by the sciences. What we want to do is to take science out of witch doctor's role—this role that science on the one hand is a useful servant to produce new gadgets, and on the other hand is an evil genius who produces atom bombs. We want to try and make people feel scientists are just like everyone else. The only way they are different from everyone else is that they are interested in finding out things, interested in knowledge.

**Q. You're sort of reversing what one writer calls the Westward tilt—you're starting an Eastern tilt. What from the West will you take with you?**

A. What I would take from the University of California, I guess, is that you don't have to be afraid of bigness—if you handle it right. It's very im-

portant to preserve the values of small size—people working together, the ability to make up your mind, the decision-making, all the things that can be done in a small group that can't be done in a big group. One of the problems of the University of California branch at Berkeley for example, is that they have such a large number of faculty members that they never act, they can only react. You need a small size; but if you do it right you can also be big and the University of California has been very successful in becoming very big.

**Q. Do you think you're doing it right, here in San Diego?**

A. I don't know whether we're doing it right or not, but we're sure doing the best we can. We're conducting a gigantic experiment, a tremendous experiment, and the only difference from most experiments is that we must not fail.

**Q. An experiment . . . ?**

A. The experiment of having a country built before your eyes. California is rapidly becoming a country, you know. Fifty million people by the year 2000 is as many people as there are in France. We've got to build institutions and an educational system, industry, social relationships, the politics, the self-consciousness, and the self-confidence, the ability to act that a country has. And a country has never been built in one generation.

**Q. Is the university here building in the direction you first envisioned?**

A. We're trying. Obviously the essence of doing anything like this is to be able to adapt to the way of reality. I think we're still sticking pretty close to the plan.

**Q. In which way do you think the university has made its greatest contributions?**

A. I would say in the direction of combining the sciences and the humanities. The thing San Diego lacks more than most places is a real Culture. We have many parts of Culture here—the Globe Theater, the various musical activities, for example—but we don't at the present time have much good intellectual life in the broad sense. We're an isolated, and, to some extent, a blank part of the country in terms of our effect on the rest of it.

**Q. You feel that the university can be a congealing force in changing this?**

A. What I'd like to say about a university is that it is the center of the modern world, the great center to which all of men's highest and best aspirations can be concentrated and focused. It has the same role in the modern city that a cathedral like Notre Dame had in the medieval period.

**Q. Now are you talking about San Diego or are you talking about California?**

A. I'm talking about California, too, but, after all, I've lived in San Diego for 33 years, so I'm bound to talk most about San Diego. I think it's also true of California as a whole. We need to build a society that is more aware of great things in human life—the great things of the human spirit as well as of the human body.

**Q. Does it naturally follow that growth excludes culture and thought?**

A. Of course not. I wouldn't think of saying that. I would say the reverse—that the growth gives us an opportunity and a challenge to do these things. I think our problem of growth is to think hard about it and to work harder at it, but to do it in a way that makes sense for human beings. We can't let it be a kind of a cancerous growth, completely uncontrolled.

**Q. Has our university provided leadership throughout the state?**

A. I think the university has been a great force. It can do a lot more. The university, plus the other universities and colleges in California, Stanford and USC and Pomona, for example, have been really as much as anything the center of the activities leading towards a more human life and, if you will, a more spiritual and more intellectual, a richer and more satisfying life for human beings. Such things as our Institute For Traffic And Transportation, our School of Architecture, our School of Public Health, our Bureau of Public Administration, our Institute for International Studies, and our various area study centers, our centers for human development—all these play a great role in keeping the state from being a sort of a mass of frustrated and homeless people.

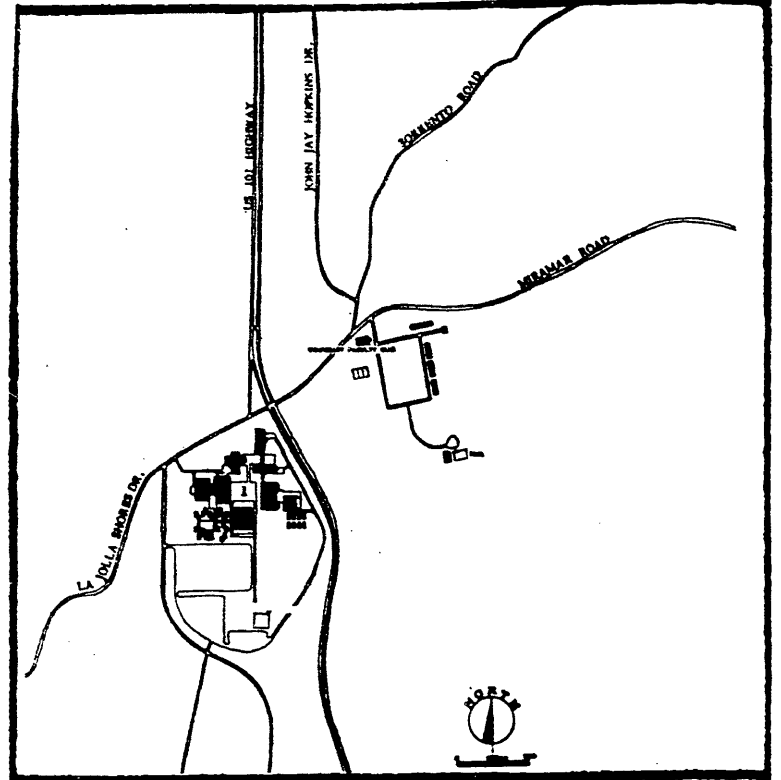
**Q. You think California has a great opportunity of becoming a major cultural center?**

A. I used to say, and I still believe, San Diego can become a new Boston. Some people talk about the new Athens. I think that's a lot of nonsense. But it's quite possible to become a new Boston. We're never going to be a great big metropolitan center like Los Angeles. We're always going to be relatively a side area of Los Angeles in terms of size, but we could concentrate on education. In Boston, about every other building is a college. This is what San Diego can become. We've already got the Salk Institute, the Science Institute for Scripps Clinic, the university branch, the State College. These are all things of tremendous importance to San Diego. If I have one message to leave to San Diego, I would say "forget about industry." It's taking a smaller and smaller number of people to make industry go more and more. And more and more, the future of the United States is going to be in service activities, including education. Education, in fact, can be the biggest "industry" in San Diego. It could be a tremendous thing for the economy. To try to bring in industry here is fine, but it's not easy. It's quite clear that we're not doing very well at it and why should we? It's not the wave of the future. The wave of the future is automation. The wave of the future is making more and more with fewer and fewer people.

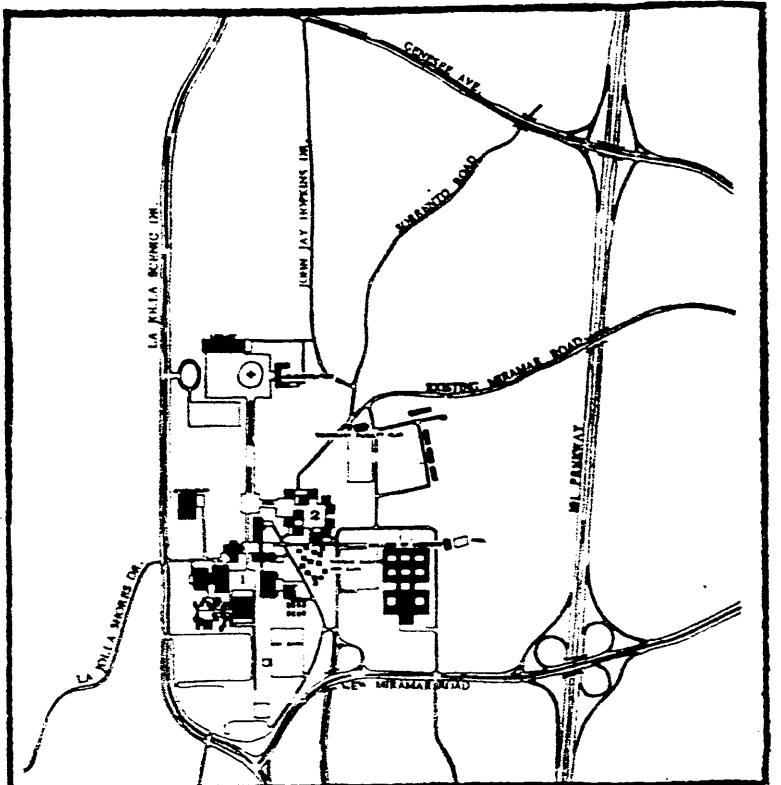
**Q. Now, finally, about the future: What advice do you leave for UCSD?**

A. One bit of advice that they don't need but which I would give them anyhow is—never take a second rate man. Only take first rate people. The only thing that can happen to a university is that it gets worse. There is a kind of "Gresham's Law Of Faculty" . . . bad faculty drives out good. So, I say, always try to get first rate people. And the second bit of advice would be to try and be unique. Not just unique for the sake of being different, but unique for the sake of experimentation, of trying to get better. Professors, generally, are considered wild-eyed liberals, but when it comes to running a university or running a college, they just couldn't be more conservative. They always want to do things the way they've always done them. And what I'd like to see them do is be experimental, to do things the new ways, to try new things.

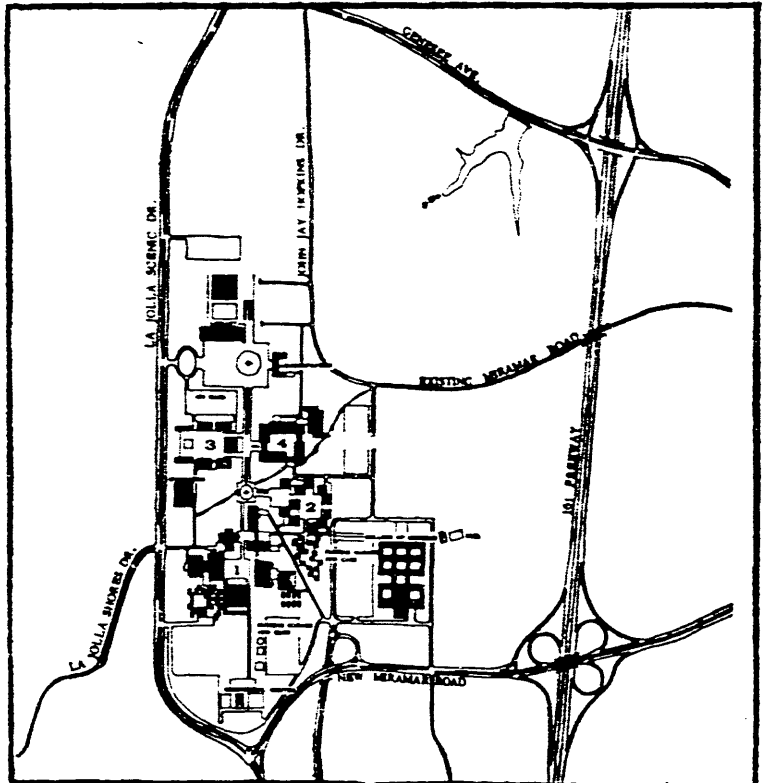
(Editor's Note: In addition to the above interview on the University of California and its future, Dr. Roger Revelle also discussed a wide variety of other subjects during a morning-long transcribed interview with a Board of Editors of The San Diego Union. These ranged from population control to the uses of the ocean for both water and food. The remainder of the interview—the last such major discussion with Dr. Revelle before he leaves San Diego for his new assignment at Harvard—will appear in The San Diego Union on Sunday, Oct. 4.)



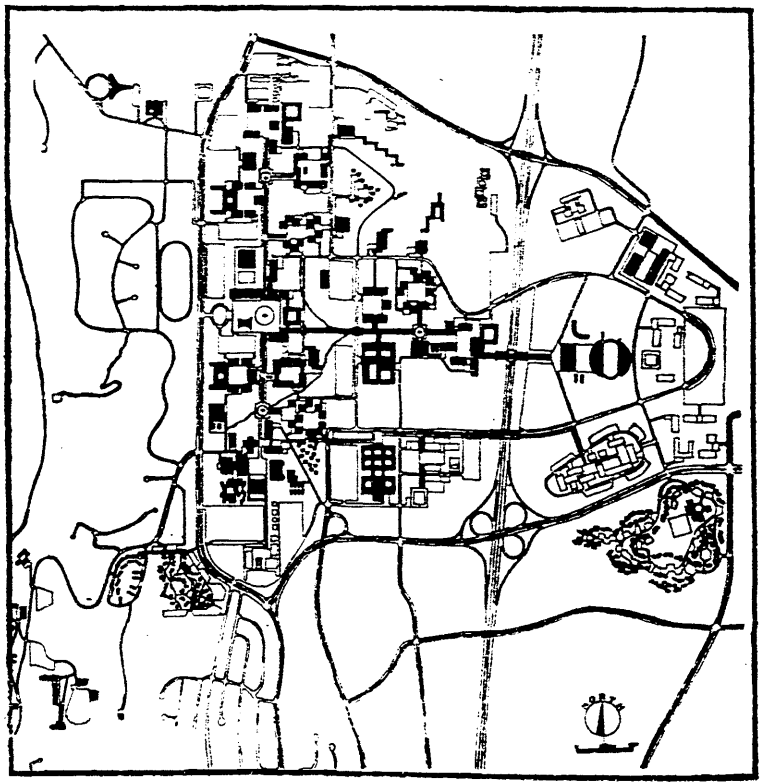
WITH 2,500 STUDENTS—the present campus—UCSD will occupy only a small portion of the Torrey Pines area. Completion is set for 1967. But it will grow . . .



AT 4,800 ENROLLMENT, the UCSD campus facilities will have doubled in size, with addition of a medical school. Completion date is set at 1970.



AT 9,200 STUDENTS, the site will have expanded both east and north and will contain three colleges. Completion date is set at 1972-73.



AT 27,500 STUDENTS, set for turn of the century under the current master plan, the UCSD campus will have become a veritable city within a city.

## ...And A University Is Born

(Continued From Page C-1)

Dr. . . . has wanted to start classes at UCSD since he was a ninth grader in La Jolla Junior-Senior High. His reason is one you hear again and again from other freshmen: UCSD is a challenging new school not bogged down by tradition, with a curriculum of innovation and a look to the future.

Though they are obviously the cream of the local academic crop, these freshmen aren't the overconfident sort. When they get together for interviews or briefings you sense the common worry which, in other areas, is considered a symptom of today's academic pressures: The university will expect more from them than they are able to deliver. This is not so, according to Dr. Keith A. Brueckner, dean of letters and science in the First College. Brueckner says it will be no tougher than UC at Berkeley or Los Angeles—but it will be different.

The common curriculum for all freshmen, regardless of intended major, will be a revolutionary mixture of humanities and sciences in settings from individual tutoring to large-group lectures.

(The worriers probably shouldn't worry too much, by the way: Most never received a high school grade below B. Several have straight-A records.)

Eight and one-half years ago the claim by San Diegans to UC regents was that the area could provide enough

students for a public university. The claim is born out in the composition of this year's freshmen: Of 176 probable enrollees, 148 are from San Diego County. Twenty-four are from other parts of California and four are from other states.

These four include Allan F. Divis, 18, of Tucson, a straight-A high school student who turned down a University of Arizona residence scholarship in favor of UCSD. This he figures, will cost \$3,000 a year.

Allan believes it will be worth it. He is pressing for a doctorate in oceanography and is also enthused about the campus' core curriculum and

its foreign language training. Language will be taught through an advance-at-your-own-pace speaking approach. Students will practice with electronic devices, or in company of native speakers. Mastery is a requirement for graduation.

Two elements in the makeup of the class of 1968 are disturbing to UCSD administrators and faculty, who had hoped for closer balances.

One is that there evidently will be about two boys for every girl. The other is that far and away the largest number are career-bent toward the sciences, and away from the humanities.

Dr. John S. Galbraith, vice chancellor for academic affairs, says it indicates a need for a better job of informing future freshmen, and perhaps their high school counselors. The local campus is not intended to turn out either scientists or humanists at the undergraduate level. Galbraith explains. Rather, it is to help them all as the thinkers and doers in the last half of the century.

A barbecue beginning at 3 p.m. today, sponsored by the Honorary Alumni of UCSD, is the first official university function for freshmen. Lt. Gov. Glenn Anderson and Mayor Curran will attend.

The occasion will mark the opening of orientation week, a succession of social events, registration, explanatory talks and other activities. Classes begin Sept. 21, a week from tomorrow.

Freshmen will join 355 graduate students (up 72 from last year) as principal figures in a campus scheduled to reach an enrollment of 27,500 by the end of the century.

Patricia T. Delvac, 16, a Kearny High graduate interested in foreign languages and computer mathematics, says she chose UCSD because it was close to home and still part of a university with prestige.

"When it's an established campus, we'll be the only class that can look back and say, 'We were first.' That makes it important for us to do the right things now. 'I think that we will.'"



NOBEL LAUREATE Harold Urey of UCSD faculty discusses campus plans with Nancy Walter and Allan Davis, members of the new freshmen class.



# 8 Freedom Award Winners Depart

Four city school students, two teachers and two administrators leave today for a three-day historical pilgrimage to Washington, D.C., Valley Forge, Pa., and Philadelphia.

The trip is part of 1963 Principal School Awards by the Freedoms Foundation of Valley Forge to McKinley, Foster-De-Anza Elementary, Mann Junior High and Kearny High School.

The awards were granted for exceptional work in teaching responsible citizenship and understanding of the American way of life.

# 181 Register As UCSD's 1st Freshmen

(Continued from a-29)

ography, who leaves next month to take charge of Harvard University's new Center for Population Studies, was praised by Urey.

"His enthusiasm brought most of us, including myself, to this campus," Urey said.

Although this year's freshmen are UCSD's first undergraduates, they will not be the first in line for bachelor's degrees from the campus.

This is because the university plans next year to admit about 150 junior transfer students in science areas. They would receive baccalaureate degrees in 1967, a year earlier than this year's freshmen.

# 47 RECRUITS S.D. Platoon Graduated At MCRD

(Continued from a-29)

ents and relatives can be justly proud of them."

The Marines leave for Camp Pendleton today to begin four weeks of individual combat training in infantry tactics. The platoon's top marksman was Pfc. Kenneth Montijo, son of Mr. and Mrs. Ralph Montijo of 3015 Palmer St., National City.

The recruits were given liberty on the base yesterday afternoon so they could have lunch with their visitors and give them a guided tour of the training area.

"The recruits underwent more than 100 hours of physical conditioning, spent more than 80 hours learning how to drill and devoted three weeks to rifle and pistol marksmanship in their 11-week training program," the MCRD spokesman said.

# Student Vision Unit Selects Chairman

Appointment of Dr. Russell Love of Lemon Grove as chairman of the annual Back to School Vision Committee of the San Diego County Optometric Society was announced yesterday. He is director of the society's department of public information.

McKinley representatives leaving from Lindbergh Field are Daniel R. Renke, principal, and Barbara Ann Kromydas, 11, a sixth grader.

From Mann will be Marion Yakel, an art teacher, and Earl Altshuler, 14, a ninth grader.

Representing Kearny High will be Sam Scampone, 18, a 1963 graduate, and Gustov Lundmark, boy's vice principal.

Kath McGovern, 11, a sixth grader, and Georgia Moynahan, a sixth grade teacher, will represent Foster Elementary School.

# Mayor Assails Zone Proposal

(Continued from a-29)

franchise in urban renewal programs."

Walter Dewhurst, a former Planning Commission member and chairman of Citizens for Good Government, which submitted the ballot argument against T, asked commissioners yesterday to request an opinion from the city attorney on whether the measure would affect urban renewal.

Commissioners indicated they believe such an opinion would help voters and voted to refer the request to the City Council.

The JGA amendment was placed on the ballot by the initiative process. A modified version submitted by the council in June as Proposition D was defeated.

All six members of the council said this week they oppose T and see no connection between the measure and urban renewal, which is not mentioned in the charter amendment. It would revamp planning and zoning procedures and place the Planning Department under the control of the city manager instead of the commission.

# SDGE Hearing To Open Today

An examiner of the state Public Utilities Commission will open a hearing at 10 a.m. today on the application of San Diego Gas & Electric Co. for a permit to build a new kind of gas storage facility next to its South Bay power plant in Chula Vista.

Leonard S. Patterson, PUC examiner, will conduct the hearing in the State Office Building, 1350 Front St.

SDG&E officials will give engineering details of the \$2.7 million plant which will store natural gas in a liquid state at extremely cold temperatures and return it to a gaseous state as it is needed.

# Bank Robbery Indictment Made

An alleged bank robber who bungled his way into custody was indicted by the federal grand jury here yesterday for the \$3,300 robbery of the downtown U.S. National Bank branch.

Robert Halen Peterson, 43, an unemployed transient-waiter, was ordered held on \$25,000 bail. Peterson was arrested Aug. 27, five minutes after the robbery, attempting to gather up bills he had dropped near the new Convention Hall on C Street.

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# AT CONOURSE

# 'Pop-Pourri' Sets New Stage Note

(Continued from a-29)

him and say "Hi, Vic." He calls them by name as he returns the greeting, for this is Victor Buono and the people are his people from the Old Globe Theatre and even, perhaps, back to drama class at St. Augustine High.

Buono carefully tapes a piece of paper to a music stand. It bears, heavily typed, words Carl Sandburg wrote about Abraham Lincoln.

Buono used his magnificent voice to do Aaron Copland's "Lincoln Portrait" with the San Diego Symphony Orchestra.

The young men and women of the San Diego Ballet step into the wings and into the resin box where they work their slippers purchase on the slick, new stage.

The lights slowly begin to dim and across the auditorium the balcony is dark first. Yellow lights along the steps there twinkle faintly.

The people at the tables on the main floor are slow to stop murmuring, but finally director Earl Bernard Murray says, "I'm going out there now."

There is a soft rumble from the tympani, a funny bit of business by Kirkeeng out front, a fanfare and the show is on.

Neil Morgan, Evening Tribune columnist and master of ceremonies steps to the stage. With fine timing and forethought he commits a deliberate error that delights the audience, pays tribute to an old community servant, and revels in her replacement.

"Welcome," said Morgan. "to Russ Auditorium?"



# FREE TV Tube Testing

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THESE STORES OPEN 24 HOURS: Clairemont Dr. & Balboa • Voltaire & Worden • 1297 Coronado Ave.

# PREMIERE CHANNEL 6 TONIGHT

**NEW SEASON! 8:00 P.M.**  
Seventh year! Donna Reed stars as wife of the doctor in this warming comedy series.  
**THE DONNA REED SHOW**



**NEW SEASON! 8:30 P.M.**  
Fred MacMurray as Steve Douglas, Dad to an all-male household. William Frawley as "Bub".  
**MY THREE SONS**




**PREMIERE! 9:00 P.M.**  
She's a beautiful, blonde, a bride, a witch! A real one! Elizabeth Montgomery, Dick York.  
**BEWITCHED**



**PREMIERE! 9:30 P.M.**  
Continued from Tuesday. Tender, tragic true life stories of the people in Peyton Place.  
**PEYTON PLACE**



**SEASON PREMIERE 10:00 P.M.**  
Stars Paul Burke as Detective Adam Flint, swift-striking cop in a ruthless big city.  
**NAKED CITY**



**SEASON PREMIERE 11:00 P.M.**  
Hour-long series about adventures of a wide-ranging photographer, starring Craig Stevens.  
**MAN OF THE WORLD**

