

Huey VCH

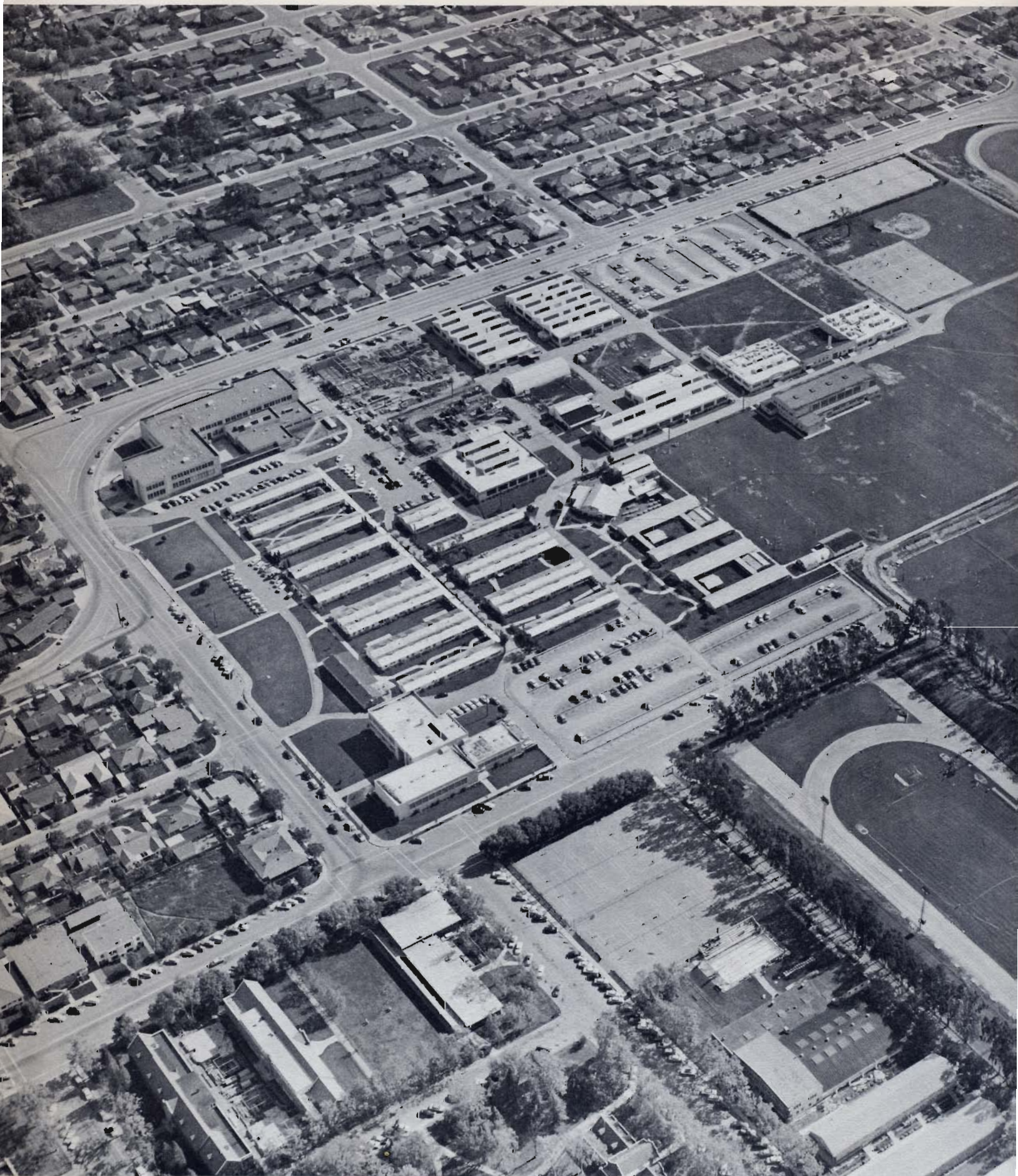
El Recuerdo

STOCKTON COLLEGE
STOCKTON, CALIFORNIA



1956

Kathie Jacobs
EDITOR





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21st Year

Stockton Junior College was organized in the Spring of 1935 and the first 238 students were enrolled as freshmen in September of that year.

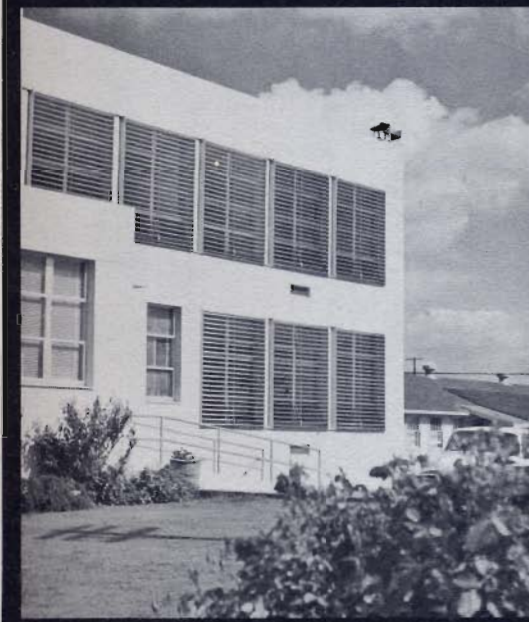
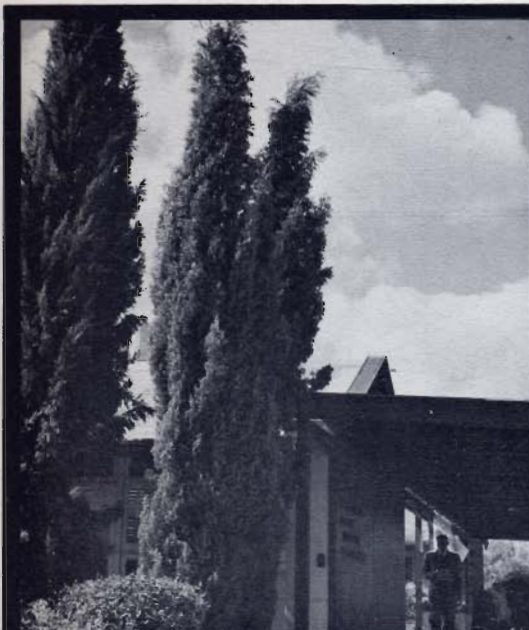
The school was planned in such a manner as to take over the freshman year at College of the Pacific the first year and the sophomore year in its second season. Since both schools used the same buildings and faculty members, many students didn't realize they were actually Stockton JC students the first two years and C.O.P. students the last two years of their journey into higher education.

Enrollments climbed fast. As Stockton JC entered its first semester as a two-year school, 677 students signed the register. The third year found 1,025 at work. The figure reached 1,514 in 1942, but the war cut the 1943 total almost in half. Following the war, enrollments jumped very close to 2,000. Then came 6-4-4 in 1948 and Stockton JC was renamed Stockton College, moved onto its own campus for the largest part of its work (C.O.P. continued to be a two-year upper division college until September 1952, Stockton College accepting all lower division students in this area), and enrolled the staggering number of 3,742 students. This figure climbed gradually for three years, until the Korean War cut the junior college division enrollment in half, but the high school division was unaffected and continued its steady climb. In September 1955, Stockton College hit its peak enrollment of 4,240 (1,604 junior college and 2,636 high school). But this is the last year of 6-4-4. Stockton College remains and Stagg High School will rise to accept the high school division students. Projected Stockton College enrollment for 1960: 3,000 students!

Dwayne Orton was named first president of Stockton Junior College in 1935 and continued until Dr. Arthur Bawden took over in 1942. Dr. Bawden made the arrangements for the 6-4-4 plan during his tenure, but Dr. Leon Minear was placed in control in 1948 and thus was the first to cope with the unique arrangement. Dr. Julio Bortolazzo came to the college as president in 1952 and, in 1956, arranged for the dissolution of 6-4-4 and the reversion to the 6-3-3-2 system.

So, for the first time in its history, Stockton College will be a full junior college on its own campus with its own buildings and faculty when the doors open in September 1956. The college has truly come of age on its twenty-first anniversary!

Buildings



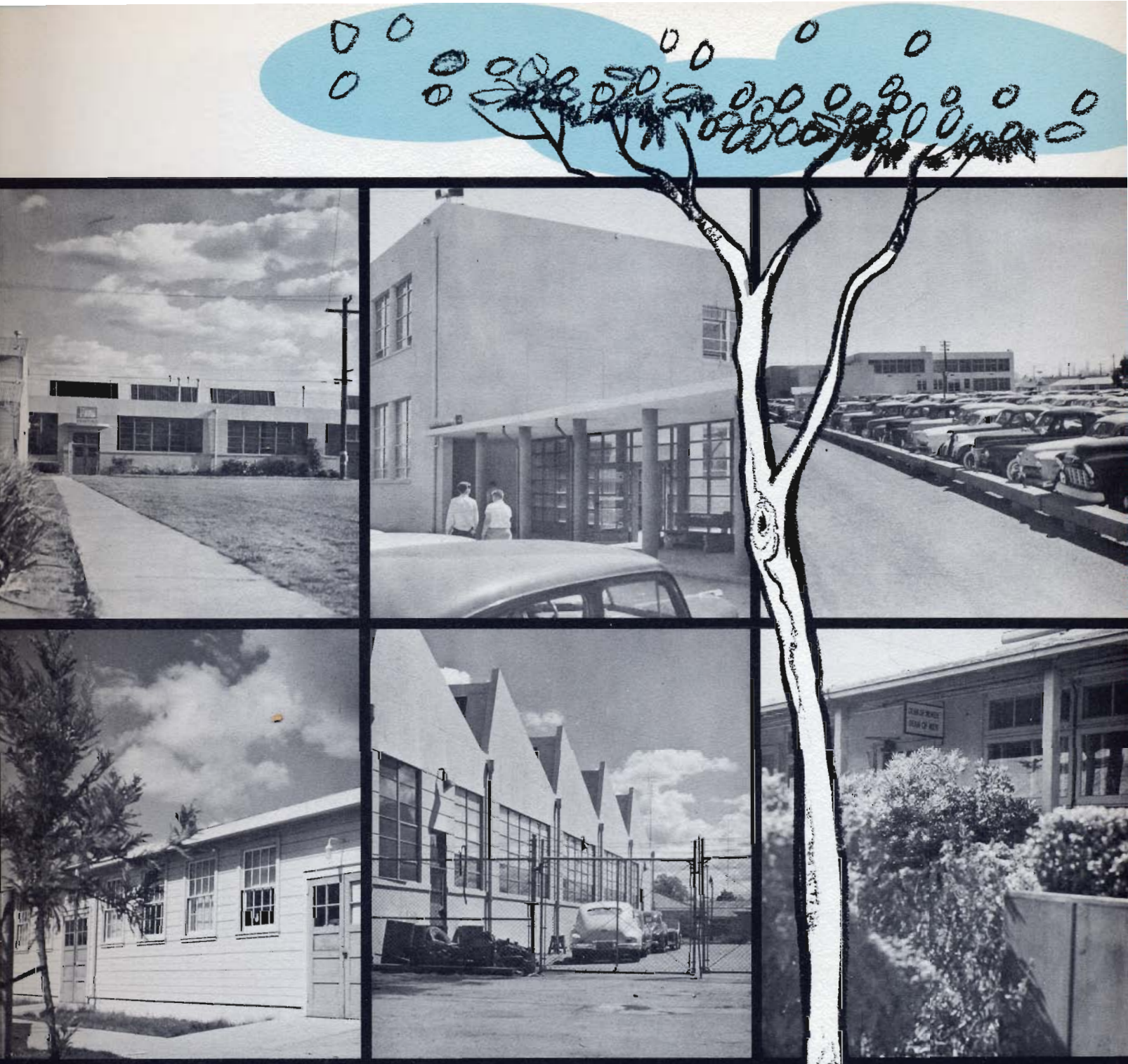
Stockton Junior College 1935 . . . a college without a campus!

According to the terms of a most unusual agreement, College of the Pacific would offer the upper two years of undergraduate work while a new public junior college would be created to assume the lower two years, but the two colleges would operate on the same campus, use the same buildings, even use the same faculty for the most part, but have separate sets of officials. Stockton JC agreed to rent building space and other facilities from C.O.P. and this arrangement continued until 1948 when Stockton switched educational organization to the 6-4-4 plan. Stockton had purchased a 43-acre site across the street from C.O.P. in 1944 . . . the future home of Stockton College . . . but the move did not begin until 1948.

Government surplus buildings first started to rise in the Spring of 1948 on the "south campus" as it was called for many years. The Barn, buildings O and P, and some of the permanent shops were the first structures to be erected. Others followed so rapidly that approximately half of all the SC classes were handled on the new campus in the Fall of 1948. The school's administrative offices were moved at that same time.

The new campus grew fast, but students and teachers remember only too well the lack of the usual





refinements of a college campus . . . sidewalks, for example. It was dust or mud depending upon the elements. Trees, flowers, hedges, and grass existed only on the plot plans.

In 1949, dressing rooms for the gymnasium and swimming pool were built, but the big items themselves were several bond issues away. Next came a permanent half million dollar library and classroom building occupied in 1953. Then followed the new million dollar classroom building and cafeteria in 1955. The new science building now under construction will be occupied this Fall.

Another bond issue will have to pass before any more permanent construction can take place. But the plans are drawn (see the projected campus plan on page 200). All the "temporary" buildings are slated for removal. In their places will rise a five-story administration and classroom building, a humanities center including a theater arts section, a gymnasium and swimming pool, a student union, and others. The growth of Stockton College reflects the growth and importance of the city itself . . . further evidence that the college's coming of age is an important milestone on the path to future greatness.



Curriculum

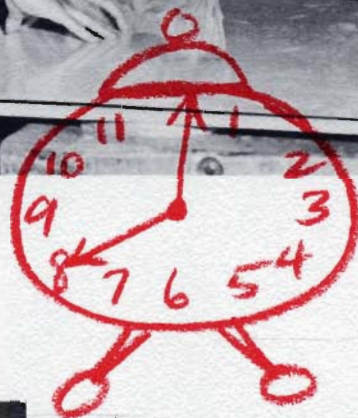
In the same way that a house does not make a home, the buildings do not make a college. The individuals concerned and the activities of those individuals put life into the words "Stockton College."

In 1935, the task of Stockton College's officials was to prepare students to continue through the upper two years of college work at College of the Pacific. To fulfill that mission, 43 instructors and 138 course offerings were required. In 1956, the task was much broader. Now the college not only prepares students for continued study, but also offers terminal junior college work and an Associate of Arts degree. Since the advent of 6-4-4, roughly half of the enrollees have been high school juniors and seniors. Many of these students continue on in the junior college, others enter four-year colleges and technical schools, but a great many end their formal education and prepare for entry into everyday life and a job. To meet the demands of a rapidly growing city, SC now requires more than 200 instructors and lists 491 courses in its catalog.

An apprentice trade program worked out in connection with the various unions constitutes an important aspect of the school. These classes operate day and night. A well-planned agricultural program both day and night fills another important need in this rich farming area.

The adult education division of the school now offers a wide range of subjects of interest to members of the community, a far cry from the meager offering of citizenship classes of the early days of SC. A vocational nursing course which graduates two classes a year is the latest important addition to the adult division.

Physical growth and the passage of years make a person look as if he had come of age, but it is the meat and muscle on the frame plus the nature of the person's experiences that is truly important in measuring age. Stockton College has come of age!



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The adult education division of the school now serves the community, a far cry from the meager offering of the past. A course which graduates two classes a year is the result

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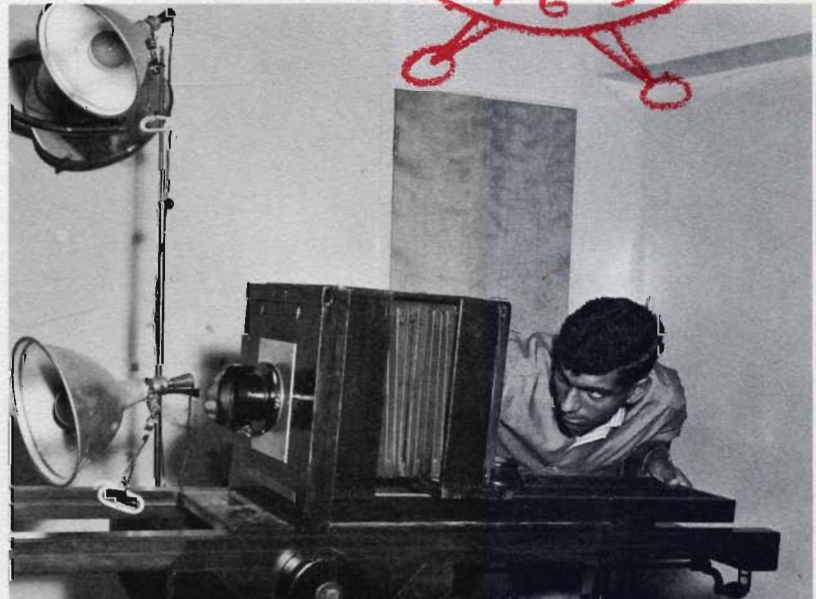
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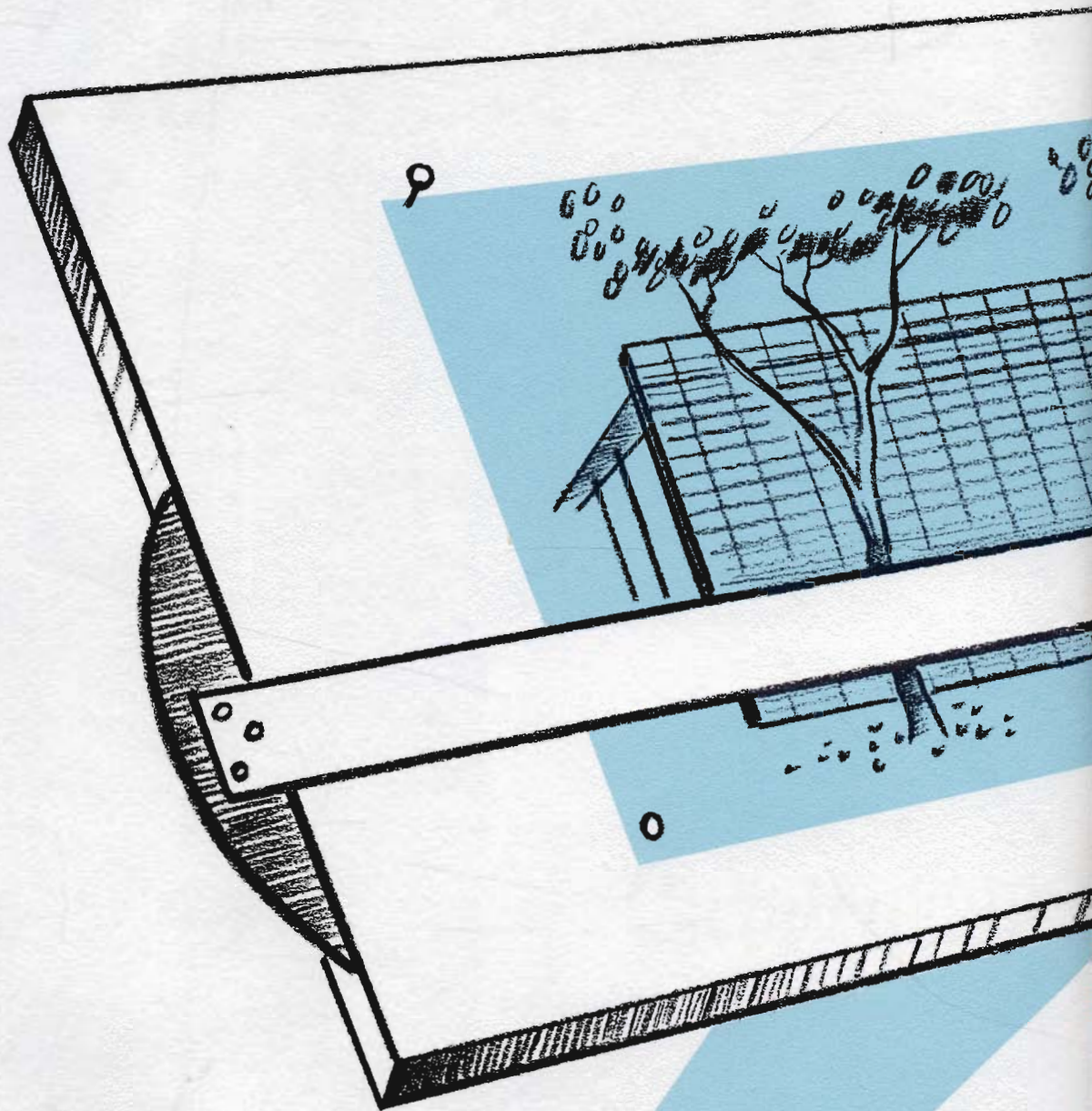
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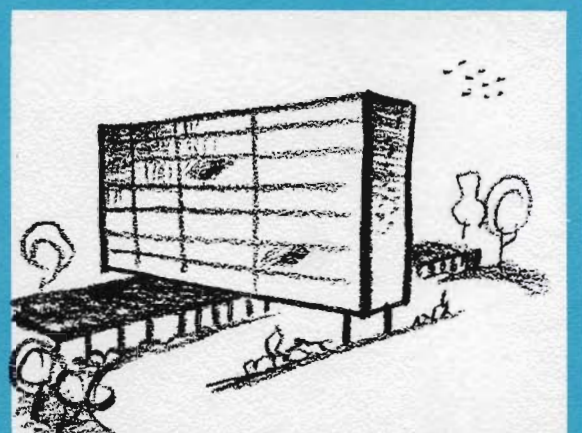
Stockton College on the drawing



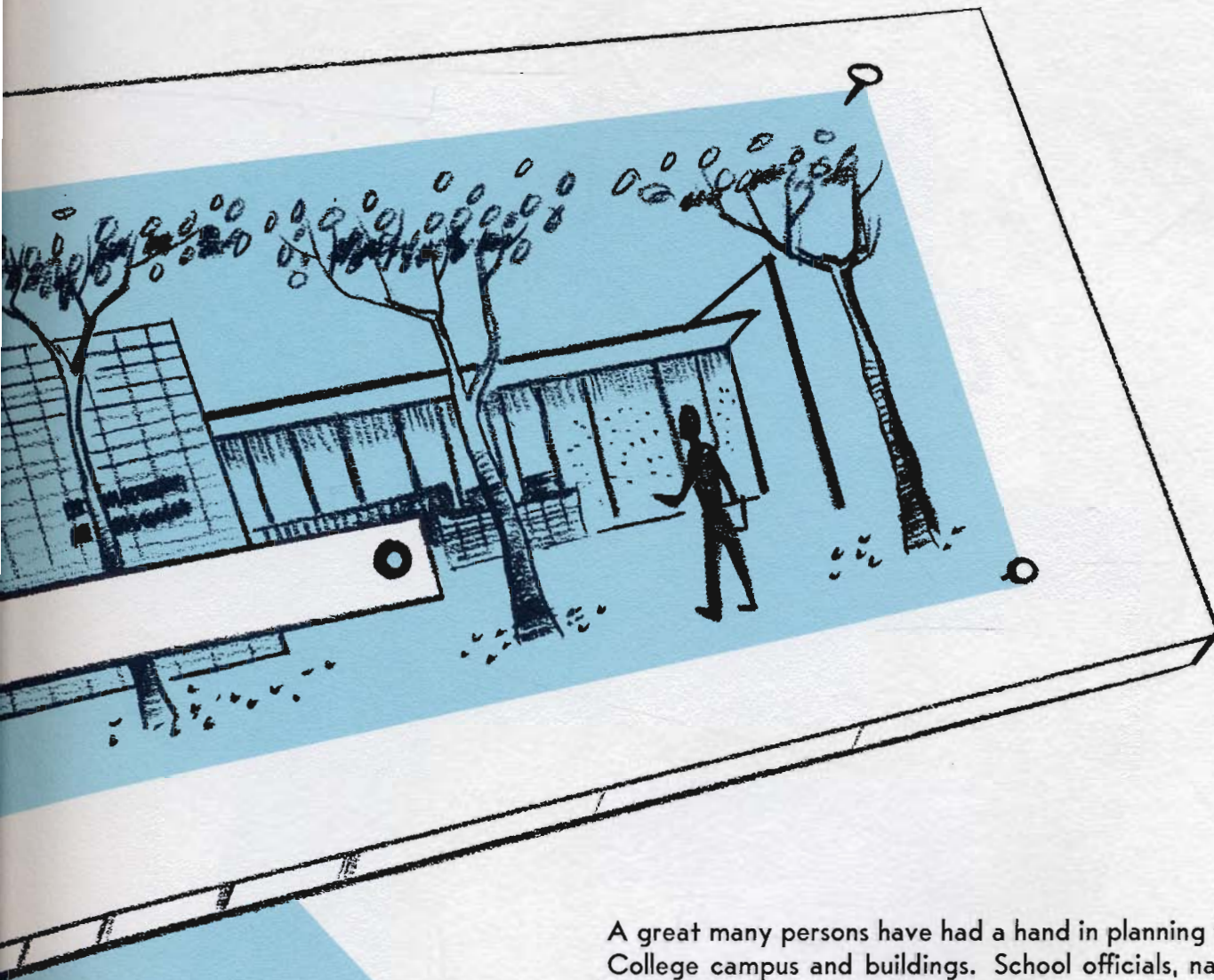
HUMANITIES AND DRAMA



GYMNASIUM



ADMINISTRATION



A great many persons have had a hand in planning the Stockton College campus and buildings. School officials, naturally, have played an important role in the planning, but there are others who deserve mention too.

The architectural firm of Mayo, Johnson, and DeWolf of Stockton did much of the early planning including the library and classroom building. This firm at one time drew up a plot plan of the proposed finished campus, but a new master plan has been drawn by architects Donald Francis Haines and Raymond L. Watson. This latest version is reproduced on page 200. The science building now under construction is a Haines-Watson design.

Students Don DeNevi, Lock Huey, and Clint Lochridge have all helped in the development plan and building design field. Herb Welch and Charlotte Spalteholz and members of their classes have made drawings and models which have played a part in projecting ideas. John Dennis was a principal designer of the landscaping for the classroom building. And certainly these are not all.

The job is not done. Ideas will change. New master plans may be drawn. But eventually Stockton will have a complete junior college of which it can be very proud.

board