

Jasper Allison Rose

Professor Emeritus History and Art

1930 - June 12, 2019



One of the most beloved figures in the history of our college community, Jasper Rose, passed away on June 12th. He was 89 and died peacefully in Bath, United Kingdom, where he had lived in recent years.

Countless students, colleagues, and faculty from the first twenty years of UCSC had their lives transformed by their contact with Jasper. In fact, there is no telling the story of Cowell without telling the story of Jasper Rose. He was a founding faculty member, a central part of what set this new campus apart from its opening day in 1965. His classic history of Oxford and Cambridge, *Camford Observed*, was an influence on fellow founders like Page Smith in imagining what college life could look like, and what a collegiate university could accomplish. He also brought his personal experience as a fellow of Cambridge—and his dynamic style as a consummate Englishman—to communicate the gravity, breadth, and joie de vivre of college life. He worked tirelessly to create an experience, not just an

education, for his students, who remember him as a gifted teacher in and outside of the classroom.

Jasper served as Cowell's second provost from 1970-1974. He held waltzes in the dining hall, and he and his wife (and fellow artist) Jean opened up their provost house to students, inspiring them to paint, aquatint, and express themselves in new ways. Jasper was also instrumental in the growth of the arts on campus, including launching the Cowell Press and other institutions we take for granted today.

While Jasper in time left Cowell for Porter, and later left the university altogether, we remain his first and lasting home. His legacy deserves greater recognition on campus, because there is little in Cowell that doesn't bear his stamp. While Jasper is most often celebrated for his gifts as an educator and his grand, inspiring personality—I've heard stories about his lecturing in his academic robes and sweeping off his cap in salute—he was a professor in an era when faculty not only taught, but performed heavy administrative duties like advising and residential life. Even in that context, Jasper was first among his peers as an intensive administrator, marked for his dedication to the student experience. It's less well known, but important: he was one of Cowell's inaugural residential preceptors, committing his time to caring deeply about young people.

Jasper's hard work has borne fruit for those of us who have followed him. Though I didn't have the pleasure of knowing Jasper personally, I have felt his influence in the institutions he helped build, and through talking with alumni who remembered him. In Jasper's final months, we didn't have him with us, but we had his artwork and his remarkable way of seeing the world through our Portraits from Memory show at the Pickard Smith gallery. One of his other pieces still hangs in the provost house, a part of my daily life and the visual history of this place.

It's been a difficult year for our Cowell community. Jasper is the third provost we've lost, along with his peers John Dizikes and Rich Randolph, who succeeded him in the job. While Jasper left Santa Cruz, his legacy remains. Last year, an oral history was conducted with Jasper about his life and work at UCSC. It is currently being edited and will be released later this year for anyone who wants to hear Jasper's story and legacy in his own words.

In this time, we extend our condolences to Jasper's wife, Jean, and his sons William and Inigo, then and now also a part of our Cowell community. Please keep his family in your thoughts

We hope you will reach out with your own memories of Jasper.

--Alan Christy, Provost of Cowell College

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-from <http://www.jasperroseucsc.com>

-by Jack Daley



Jasper Rose in 1986
(with a flower in his lapel)

Jasper Allison Rose was born in 1930 in London, England. Jasper received his B.A. and M.A. from King's College, Cambridge. With John Ziman, Jasper co-authored a book called [*Camford Observed: An Investigation of the Ancient Universities in the Modern World*](#), that was published in January 1964. It is an entertaining account of university life at Oxford and Cambridge that contains ideas that would have a major impact on the formation of the University of California, Santa Cruz. Jasper was a founding faculty member of the University of California, Santa Cruz, Cowell College in 1965. He was the second Provost of Cowell College from 1970-1974. After many more years at Cowell, he became a faculty member of Porter College (formerly College V) at UCSC at the start of the 1983-84 academic year. He became an Emeritus Professor of Art, History,

and History of Art and Visual Culture at UC Santa Cruz at the end of the 1985-86 academic year at the age of 56.

Artist, art historian, and historian

Jasper has been very much admired by his former students as a teacher, mentor, artist, art historian, and historian. His former students know his extraordinary personality is full of friendliness, flair, good taste, wit, humor, kindness and generosity. Jasper has a lightning-quick mind of amazing wit that includes the ability to imitate and caricature people. His extraordinary talents brought fourth extremely entertaining and humorous performances one right after another. His obvious talents in the visual arts are strongly supported by a deep commitment to literature, poetry and music. Page Smith said that Jasper's English gentleman's accent (fine tuned at Cambridge) gave him "the unique ability to make an announcement about dirty laundry an epic of eloquence."

Jasper Rose: Parents and childhood

Jasper's father was William Rose (1894 - 1961), a Professor of German who simultaneously attained the positions of Chair of German Language and Literature at the University of London, and the Head of the Department of Modern Languages at the London School of Economics. As a student, he was educated at the Birmingham Hebrew School, then the King Edward VI Grammar School, Birmingham, and went on to attend Birmingham and London Universities. In the First World War he served with the Royal Warwickshire Infantry Regiment, the Machine Gun Corps of the Royal Army and then with the RAF until 1920. He obtained his doctorate from London University with a thesis on Goethe and Byron, which was published in 1924. Jasper's father was a scholar, editor, translator and critic of German Literature. He focused on the work of Goethe, Heine and Rilke, but he also worked on the modern German lyric and the Expressionists. He was very much dedicated to providing education to the poor and disadvantaged. In 1926 he married Jasper's mother, Dorothy Wooldridge who also worked in the field of translation and literature. Together they would translate the biographical book *Balzac* written by [Stefan Zweig](#) (1881-1942) and edited by [Richard Friedenthal](#) (1896-1979) in 1946. [Friedenthal tells an extraordinary story about completing the book.](#) In the Second World War Jasper's father served with the Royal Army Intelligence Corps in France, Egypt, and England from 1939 to 1946.

Born in London in 1930; passed away in Bath in 2019

Jasper was born in London on March 10, 1930, and had an older sister. Sadly, he passed away at the age of 89 in Bath, England on June 12, 2019.

William and Dorothy Rose lived with their two children in the charming Kensington district of London at 81 Brooks Green. Jasper discussed his childhood:

Jasper: "I was a very poetic and beautiful child with ringlets, and large eyes. Going to school was a searing process. I first went to school when I was 1 ½ years old to a school of monumental savagery. The school was in the country, and I was an unhealthy child, and had to go back every year. I don't have much in the way of nightmares, but I have one recurrent dream of being torn from my family and having to go back someplace I don't want to go. There I gained my love of the country, and a loathing for my contemporaries which has recurred throughout my life. I like people who are younger or older than myself. Professors are in some sense, my contemporaries. But, my interest in landscape was formed there. Why, I sometimes feel that in a previous incarnation I was the splendidly eager cow. I love foliage." (Jasper was very much influenced by the painting of John Constable and William Turner. For more than ten years Jasper taught extraordinary classes on the "History of Landscape Painting" with fellow Cowell faculty member, Mary Holmes (1911 - 2002). Jasper collaborated with Mary on many other classes and projects.)

Learned illustration at a young age

Jasper: "I was taught to adore George Cruikshank (1792 - 1878) [the illustrator of Dickens' Oliver Twist] at my father's knee, and have always been fascinated by book illustration." Jasper told Cheryl Doering that when Jasper was 7 or 8-years old and still living with his family, he took art lessons from a very famous illustrator who was a friend of his parents. Jasper was always impatient for them to start. He was however under strict instructions to not disturb the man until after he had had his post prandial nap on the family divan. So, Jasper would station himself on the floor right next to the divan and would roll his pencil back and forth repeatedly until his mission was accomplished.



**Wedgwood Jasperware Jam Jar
Circa 1900**

Jasper's father had a vast knowledge of German Literature. However, when Jasper's father started to give him a lesson in elemental German, a very minor disagreement on how to proceed occurred, and at that point Jasper decided that he did not want to learn German, and never did.

Jasper: "I went to a series of girl's schools" (The last one in the series was Latimer High School for Girls) "because my mother felt that since my sister was already there, it was convenient... At the same time I was

hopelessly spoiled by all of these girls... My sister was a big hit, but I was a disaster. I used to be known as Jasper the Jam Jar, and when that would make me cry, they called me Rose Water Aromatic Water Butt." (A water butt is a large barrel for collecting rain water.)

Jasper: When I finally went to a boy's school, I found it difficult, because they were rough and used bad language and obviously knew all about sex in a way I didn't."

[Jasper Rose: Family's help for Jewish refugees](#)

At London University, Jasper's father participated in protests concerning Nazi Germany's treatment of Jews, intellectuals and of cultural life generally in Germany. And, from the time that Hitler first came to power in 1933 onward he took a personal interest in the fate and welfare of German exiled intellectuals such as film director and producer [Leopold Jessner](#) (1878 - 1945), and writers [Stefan Zweig](#) (1881 - 1942) and [Robert Neumann](#) (1897-1975).

Europe's upheavals in 1938

Jasper: "It was 1938. German and Italian Jewish refugees were living at our house. My father was a university teacher and translator of German and French. Many were people who he knew through his work." We had lots and lots of refugees that came through. [Richard Friedenthal](#) was one of the prized pupils of my father. He was a refugee from the Germany of Hitler." Jasper was 8-years old in 1938. Here are some headlines to which he was referring:

- February 1938 – Hitler demanded self-determination for all German speaking people in Austria and the Sudetenland in Czechoslovakia.
- March 1938 – Nazi Germany seized and annexed Austria in the "Anschluss." The laws of Germany, including its anti-Semitic laws, were quickly applied to Austria.
- Summer and Fall 1938 – The Czech Crisis culminated at the end of September when the Munich Accord is signed by Germany (Hitler), Italy (Mussolini), Great Britain (Chamberlain) and France (Daladier) and excluded the Czechs. The next day Czechoslovakia capitulated. British Prime Minister Neville Chamberlain declared: "peace for our time."
- November 9, 1938 – Kristallnacht in Germany: in one-night, Nazis burned synagogues, destroyed Jewish shops and killed Jews at random. The night became known as "Kristallnacht," the night of the broken glass.
- In March 1939, Hitler annexed the rest of the Czech lands in Bohemia and Moravia, with Slovakia becoming a puppet state of Germany. Chamberlain issued an Anglo-French guarantee of armed support for Poland should Germany invade Poland. In April 1939 Chamberlain instituted peacetime military conscription for the first time in British history. Britain and France,

worked together on joint military planning, and continued rearming in preparation for a possible war with Germany. The German Army invaded Poland on September 1, 1939, which started the Second World War in Europe.

Jasper Rose: Second World War experiences

Jasper: I had just arrived at the school when it was evacuated to the countryside, where we struggled with the blackout." The evacuation of civilians in Britain during the Second World War was designed to protect people, especially children, from the risks associated with aerial bombing of cities by moving them to rural areas. Operation Pied Piper, which began on September 1, 1939, (before the declaration of war) officially relocated more than 3.5 million people. Blackout regulations were also imposed on September 1, 1939. These required all windows and doors to be covered at night to prevent any glimmer of light that might aid enemy aircraft. External lights such as street lights were switched off, or dimmed and shielded to deflect light downward. Essential lights such as traffic lights and vehicle headlights were fitted with slotted covers to deflect their beams downwards toward the ground.

Jasper: "I heard Britain's declaration of war by Chamberlain on the radio in the parlor of my teacher. 'She said now children, you mustn't worry, but of course things are going to get tough.'" Jasper was referring to British Prime Minister Neville Chamberlain's address on September 3, 1939 concerning Britain's announcement of a declaration of war against Nazi Germany: "This morning the British Ambassador in Berlin handed the German Government a final Note stating that, unless we heard from them by 11 o'clock that they were prepared at once to withdraw their troops from Poland, a state of war would exist between us. I have to tell you now that no such undertaking has been received, and that consequently this country is at war with Germany."

Roysses School (also called Abingdon School)

Jasper: "I was very upset at boarding school [Roysses School and also called Abingdon School in Abingdon, Oxfordshire, graduating in 1942]. I wrote to my mother to take me home, and she didn't. She never realized how truly miserable I was there. I was left there at half term, and taken on my first formal shoot, and it repelled me. Down would fall a maimed bird, to be picked up by some perfectly horrid beast of a dog who would slobber in nutritious ecstasy." Jasper was 9 years old in 1939.

Jasper: "Mr. W.M. Grundy was the headmaster of my school, Roysee's School, Abingdon. He was a great chess player. He use to just sit there [at the chessboard]. The boys would rotate around him, and he would polish them off, one at a time."

Earlier in 1939, Jasper's father started serving with the Royal Army's Intelligence Corps to help oppose Nazi Germany's military aggression in Europe , and went to France as part of the British

Expeditionary Force (BEF). His knowledge of German and French would have been very valuable to the British in France facing Germany.

Father Evacuated with the British Army from Dunkirk in 1940

Jasper: "In 1940, my father came home, via Dunkirk, having spent three or four days on boats." The BEF was disastrously defeated by the Nazi blitzkrieg in the spring of 1940, and 200,000 soldiers of the BEF were evacuated by sea from the French city of Dunkirk across the English Channel back to Britain in 700 civilian owned small boats and in larger naval ships. The evacuation took place from May 26 to June 4, 1940, and became known as the "Miracle of Dunkirk."

Father joins British code-breakers at Bletchley Park in 1942

Jasper: "And, my father went off [with the British Army] again, round Africa to Egypt." After Egypt, Jasper's father returned to England in 1942 and joined British German-language specialists as an Intelligence Officer, and went to work on the very secret project of code-breaking the German military's Enigma cypher at Bletchley Park, England until 1944. (Alan Turing was the most important figure in the breaking of the German Enigma cipher at Bletchley Park and is considered to be the father of modern computing.) From 1944 to 1946, Jasper's father worked on Nazi war crimes trials involving crimes committed in Germany and Austria, and also on the post war rehabilitation of Germany, particularly in the areas of education and the "German psyche."

At age 12, Jasper was able to speak in continuous rhymed conversation with his father.

Rural English Village of Sutton Courtenay

Jasper: "My mother's village was Sutton Courtenay where we had a cottage." (It was about 10 miles from Oxford, and about 3 miles from Jasper's school in Abingdon.) "We had a great garden, a huge kitchen garden, vegetables and that sort of thing, which was tended by the gardener, Mr. Pizzy." Jasper: "There was rationing during and after the Second World War. All the ladies would line up and push each other forward in order to gain their ration, and the butcher in a rather suitable costume, would cut meat up into smaller and smaller bits for them."

Cheltenham Gentleman's School

Jasper: "Then, I went to a military school at age about 14." (The year would be about 1944.) "I got to like some of my contemporaries and started to paint, though I had an art teacher who thought Monet was daring. Impressionism was still a frightening phenomenon. It was a gentleman's school [Cheltenham Gentleman's College, Cheltenham, Gloucestershire], so we

were taught not to lie and to be kind to people, and that character was more important than intellect. Although there was a group of boys who formed a sinister club that listened to Stravinsky."

Second Lieutenant in the Royal Army Educational Corps

Jasper: "I began to dread that the war wouldn't stop before I had to fight in it. And, then I was in. They thought I was officer material. I didn't. I would avoid bayonet practice, and close my eyes and deliberately miss. Two months later I was an education officer on my way to the Far East. I taught everything from four-year-old children to the local enlisted Chinese from Hong Kong." Britain did not completely demobilize in 1945, and conscription continued after the war. Jasper was officially commissioned as a Second Lieutenant in the Royal Army Educational Corps on November 13, 1948 at age 18. Near the end of 1948, Jasper sailed from Southampton on the Royal Army troop transport ship *HMT Dunera* for Colombo (Ceylon/Sri Lanka), and would eventually sail on to the Far East. A friend of Jasper's named Kenneth (Ken) Sidney Dodsworth, started at King's College, Cambridge in 1949. Ken wrote that both he and Jasper started a year of required military service in the Royal Army Educational Corps together. By chance, they were both headed for King's College (along with another friend named Michael Harris).

Jasper: "I taught illiterate middle-age soldiers how to read. Huge people puzzling over the 'cat sat on the mat.' They would get it and say, 'A bit juvenile isn't it, sir?'"

[Jasper Rose: Cambridge University as a student](#)



Punt

Jasper: "My college [King's College, Cambridge] asked for my release, and the British establishment being what it was, the Army released me. It was beautiful walking into Cambridge, like entering a special kind of heaven." It must have been a profoundly liberating experience for Jasper to leave the dehumanized, austere, unfeeling, regimented, strictly disciplined, and no funny business military life behind.

Jasper: "We had a small coterie, self-consciously literate." In *Camford Observed*, Jasper wrote : "There are coterie's in all [Oxbridge] colleges. The beaglers, the boaters, the poets, the philosophers, the godlies, the grandees sit, in their little bunches in hall, club together to hire punts, generally live in each other's pockets. But few of these cliques are mutually exclusive and they are seldom based on faculty affiliations. Though the Arts men and the Science men lead quite different lives, one of the great boons of the college system is that in their social life they are always being brought together. Both in Oxbridge and outside, the colleges are always being credited with magic qualities which to any close but detached observer they do not seem to possess. But for the brilliant undergraduate with an ebullient and expansive mind and temperament they act as a liberating forces little short of magical."



Enjoyable student life at King's College

Jasper: "In many ways, I wasted time as an undergraduate, but I enjoyed it. There was Hock and Burgundy to discover." In *Camford Observed*, Jasper wrote: "...[regarding] the flavour of what and how one learns [as an undergraduate at Oxbridge:] The argument that the essence of an Oxbridge education is its unconscious autodidactic quality may sound like a weak and specious piece of lazy-minded special pleading; none the less in the experience of many people it is true. One picks up many things at Oxbridge without noticing the fact. Some of them are utterly trivial like learning to judge wine, or how to punt. Others are of much greater significance. One begins, for instance to appreciate the qualities of great architecture, or one comes to understand the ideas and feelings which inform music." (A punt is a flat-bottomed boat with a square-cut bow, designed for use on small rivers. A punter propels the punt by pushing against the river bed with a pole. Jasper would have gone punting on the Cam River in Cambridge. "Punting is not as easy as it looks. As in rowing, you soon learn how to get along and handle the craft, but it takes long practice before you can do this with dignity and without getting the water all up your sleeve," wrote author Jerome K. Jerome)

The academic world of King's College, Cambridge

Jasper: "And, there was declaiming Milton (1608-1674) and Keats (1795-1821) from the punts. We were devoted to poetry and parties, and eventually women broke in a bit. E. M. Forster" (1870-1970) came to live in King's [College] in 1950 and the rampant snobbery of it all. 'Aren't you going to Morgan's party?' 'Isn't Morgan going to drop by later?' We set up a club to read papers. I wrote one on Thackeray (1811-1863). And, there were parties – and invited the Dons. Foster came. The highlight was when Forster put on a party and read to us from his

unpublished unfinished novel. Not the homosexual one, but the other. I can't remember its name."

Jasper said that when he started as a student at King's he would frequently come across Alan Turing (1912-1954) when he would go off on "one of his famous runs" at Cambridge, and they would exchange a greeting. All of the work at Bletchley Park during the war in the breaking of the German military's Enigma code was classified as top secret until the 1970s. Jasper's father died in 1961. It's very likely that Jasper's father would have met Turing at Bletchley Park. And, Jasper was friends with Humphry Trevelyan (1909-1964) who was a Lecturer in German at Cambridge, and was someone who his father knew well. Humphry also worked at Bletchley Park during the war. While working with a group of translators on a decoded German military message that was being translated into English, Humphry said humorously: "...That's not how Goethe would have put it." Humphry was the youngest son of G.M. Trevelyan (1876-1962), who also was at Cambridge at this time and serving as the Master of Trinity College.

Jasper: Art, life, and love

Jasper: "I soon had my first gallery show, and the paintings begin to sell. "I was torn between becoming a professor and becoming a painter. My critical stance on the University is part of my having made a terrible mistake getting into it. Some of my friends and I were now going from party to party and I was very susceptible. One friend had proposed to six different girls in one evening. At one, I saw coming towards me a teeny fairy, a bright eyed vision baring jam tarts – Jean" (his wife Jean Melville Rose). "I was 21" (the year was 1951). "I didn't know then how gifted a painter she was. She was a beautiful drop of dew of incomparable purity, both then and now." (Jasper and Jean were married in Cambridge in 1954.)

Jasper: "I had had a terrible short love episode. I thought I'd treated the girl so badly she was bound to commit suicide. Of course, she was right as rain. I don't remember what I did – Prematurely nudged a bosom or something and then said something about her parents. I went for a long walk in the woods, and came to a chapel and prayed. And then I had to go to a tutorial. The teacher looked at me and said, 'You look awful. Don't say a word. I'll get out the brandy.' I had some, and then realized that of course she wouldn't commit suicide, everything would be alright. And I've always tried to provide undergraduates with the same kind of thing, and realize their emotional life has to take precedence over their intellectual life."

Jasper wrote in *Camford Observed*: "Almost all Oxbridge colleges regard the teaching of their undergraduates as the prime justification of their existence, and take their educational duties with great seriousness. They put their best efforts into building up a balanced and brilliant staff of teachers. They watch over the fortunes of individual undergraduates with intense care, are prepared to lavish endless time in sorting out their academic troubles, and take a strong personal pride in their successes in the examinations. College Teaching Fellows are quite patently full of pastoral zeal. They ask their pupils to tea, to sherry, to dinner; they lend them, sometimes even give them, books; so conscientious so punctilious, so concerned are they that

on the day of Finals" [at Oxford] "or the Tripos" [exam at Cambridge] "they have been known to dash around to the rooms of all their men both in college and in lodgings, at eight o'clock in the morning to make sure that they are up, and well, and prepared and to wish them good luck."

Jasper : "My first lecture was a disaster. By the second, I was down from seven students to three. If they'd left I suspect I'd have been sufficiently conscientious to have lectured to the thin air."
\$2University of Keele:

"Pious aspirations deflated by disastrous administration"

Jasper: "Then I did two years at a provincial University, which was rather like UCSC – pious aspirations deflated by disastrous administration." Jasper taught at University of Keele in England in 1955 and 1956. Keele University was created in 1949 to overcome the division between arts and sciences, and to overcome what Sir Walter Moberly called the "evil of departmentalism."

Jasper Rose: Cambridge University as a teacher

Jasper: "Then I came back to Cambridge and edited the university journal." (Jasper had come back to King's College, Cambridge as a Research Fellow and Proctor in 1957. The journal was The Cambridge Review, A Journal of University Life and Thought, where he also worked with John Ziman.) "We doubled its circulation in a year. We were instrumental in getting sociology introduced and Latin dropped. I regard both of these things now as dreadful mistakes. And, it's my belief that English literature shouldn't be taught at Universities because it's taught so badly that it takes all the pleasure from it."

At Cambridge, Jasper now learned the duties of being a Proctor: how to project himself in an imposing, formal, and proper manner to correct any transgression of accepted rules or standards. According to *Camford Observed*, being a Proctor introduced Jasper into the "stuffier and seamier sides of University life."

Camford Observed: An Investigation of the Ancient Universities in the Modern World

Jasper: "Then, with John Ziman, I wrote *Camford Observed*, a funny book that describes Oxford and Cambridge to Americans and other foreigners who might have trouble understanding its customs. It caused quite a stir, and people like Anthony Powell" (writer 1905-2000) "and Hugh Trevor-Roper" (historian 1914-2003) "reviewed it. It was the busiest year of my life – Jean's first show and our first son." From Anthony Powell's review in the *Telegraph*: "Sometimes very funny indeed, and knowledgeable, without being in the least esoteric." From Hugh Trevor-Roper's review in the *Sunday Times*: "Full of sound judgments and happy aphorisms. Beautifully written." H.C. Dent's review in the *Financial Times*: "Will infuriate, exasperate, excite and delight." The Review in *The Times* (no byline): "So good. In places deliciously funny." Michael

Young's review in *The Guardian*: "A valuable guide to the two universities. Well informed, well argued, and irritating."

Camford Observed uses the word "Camford" in the title, but the word does not appear anywhere else in the book. Instead, the word "Oxbridge" is used to describe the two universities as a single entity. A book called *Oxford Observed* was published by an author named Thomas Sharp in 1952. By using the word "Camford" in the title, any potential confusion between the two books was prevented.

Published a book on an author of children's books:

Lucy Boston

In 1965 Jasper also published a book entitled *Lucy Boston*. Lucy Boston (1892-1990) was a close family friend in Cambridge and was a popular author of children's books, and Jasper's book about her discusses her children's stories. In "A Note about the Author (Jasper)" it states: "As a child he did not enjoy children's books. With a few very important exceptions, he still prefers those written for grown-ups. But then, as a child, he did not much care for rice pudding or junket or Turkish delight. He still doesn't." Jasper's first son, William Balthazar Melville Rose was born in 1961, and his second son, Inigo Maclaurin Rose was born in 1963.

In the early 1960s Jasper also wrote essays for *Time & Tide*, a British weekly political and literary magazine founded by Margaret, Lady Rhondda in 1920. Over the years, *Time & Tide*, had contributors that included D.H. Lawrence, Virginia Woolf, George Bernard Shaw, George Orwell, and many others. Some essay titles by Jasper: *Herr Durer, I presume, The Stones of Rome, Among the primeval forests, Not the cheapest of hobbies, From prodigy to institution, and Four thousand faces*.

John Ziman, a friend at Cambridge

Jasper's friend, John Ziman (1925-2005) pursued a varied career as an expert in solid state physics, as a leading thinker and writer on the philosophy and history of science, and as a prominent campaigner for the social responsibility of scientists. At Oxford he received a doctorate in Mathematics and Physics at Balliol. In 1954, he was appointed to a lectureship in Physics at Cambridge, and a fellowship at King's. There he carried out fundamental research into the theory of electrical and magnetic properties of solid and liquid metals which earned his election to the Royal Society in 1967. Ziman proceeded to undertake an interest in wider social issues. In 1958-59 he edited the *Cambridge Review* and in 1964 co-authored with Jasper, *Camford Observed*. And, in 1964, he was appointed Professor of Theoretical Physics at Bristol

University. He became best known to the general public in the early 1980s when he spearheaded a campaign for British scientists to take a public stand over the treatment of their colleagues in the Soviet Union who, for political reasons, had been dismissed from their posts and prevented from traveling or teaching. Ziman quoted "my old friend Jasper Rose" in his 1981 book *Puzzles, Problems and Enigmas*: "Ideas move around inside people. (Science learning and culture diffuse from country to country through personal travel, pilgrimage, and exile.)"

Cambridge School of Art

At King's College, Cambridge Jasper was becoming more interested in painting and art, and less interested in history, and his fellowship at Cambridge was running out. Cambridge University did not have an Art Department, nor a formal program in Art History. So, Jasper left King's College at Cambridge University to accept a teaching position at the Cambridge School of Art, where he was hired to teach museum studies, history of art and drawing.

Jasper Rose: Rice University, Houston, Texas

Jasper: "Through a friend [at Cambridge] came and offer from a Houston University [in the United States]. They [Rice University] offered what seemed like an astronomical figure, three times what I was getting from Cambridge. We went off knowing nothing about Houston or America, with a two-year-old child and one six months old." Jasper taught at Rice University as a "Visiting Associate Professor in Fine Arts." Just prior to leaving for Rice, Jasper went on a visit to Italy to study first hand important objects in the history of art in Florence. It was only his second visit to Italy.

(John O'Neil, Professor Emeritus of Art and Art History at Rice University said:"Jasper Rose, a visitor from England [held] a one-year appointment at Rice [teaching art history courses]. Jasper had also taught a painting course at Rice, and at the end of the 1964 academic year, staged the first-ever art students' exhibition. Jasper departed in 1965 to accept an appointment to the instructional staff of the University of California at Santa Cruz, but not before he had surprised the Rice campus by wearing academic regalia to his classes. Once striding across the quadrangle in his vivid and flowing robes, he encountered the then president, Kenneth Pitzer, who asked him what the festive occasion was. Jasper replied, 'Oh, I'm pretending that this is a university!'"")

Bert Kaplan at Rice University

Bert Kaplan chaired the Psychology Department at Rice University, and had made a firm commitment to join the new faculty of Cowell College at the University of California Santa Cruz, which would be opening in 1965. Bert and his family had become very good friends with Jasper and his family. Bert persuaded and convinced Jasper to join him as a faculty member at Cowell College at UC Santa Cruz.

Jasper Rose: University of California, Santa Cruz

Jasper: "Then, by a series of retreats upward, I came to Santa Cruz to inflame the young and annoy the University."

Jasper: "I like young people and that's a distinction. A lot of professors really don't. I believe deeply in the value of what I show to students and in the value of setting an example."

Jasper: "It's good for people to be cross [with other professors and university administrators]. Keeps your blood pressure up." (Something that Mary Holmes said can give some additional perspective on what Jasper is saying: "The worst thing isn't to have people disagree with you. The worst thing is for people just to be indifferent." And, on many occasions Jasper said that he felt "a loathing" for his "contemporaries." The University administrators and professors who disliked Jasper would typically denounce him with terms like "clown," "buffoon," "boor," "vain," "volatile," "temperamental," "melodramatic" or perhaps some other caricature.

At the first meeting of the Art Board at UCSC, Professor of Art, and Department Chair, Douglas McClellan recalls calling the meeting to order: "'We have quite an agenda here. It might take a full hour.' [But,]I didn't count on Jasper Rose [chuckling] and a few other things...")

Jasper was one of the founding faculty members of the University of California, Santa Cruz, and Cowell College in 1965. UCSC's first Chancellor, Dean McHenry said that he was so impressed by Jasper's personality and the content of the *Camford Observed* book, that he was willing to overlook the fact that Jasper did not have a Ph.D. and few major publications, and decided to hire him immediately.

Jasper Rose: Cowell College

Page Smith on Jasper Rose

The first Cowell College Provost was Page Smith, who said: "Jasper Rose [was the most significant appointment for the college] because he played such an important role in the college and was an ideal preceptor, or senior tutor, whatever he was called. [His title was Senior Preceptor.] I think he was really sort of vice-provost. I got credit from the faculty for a lot of things where the credit really belonged to Jasper. That was one reason I was so very anxious to have him succeed me because I felt that he wanted to be provost. I felt that he had earned the right to be, that he had all kinds of gifts and qualities that were important in that job—qualities that were not fully perceived by many of his colleagues, who were often inclined to write him off as a sort of a semi-comic character because of his...[Flowing robes, and] ...all that theatrical business that he surrounds himself with. I think Jasper with all his volatileness and temperament did a great deal and was in some ways a brilliant administrator. I mean he was much better about all the kind of day-to-day things that an administrator needs to be attending to, than I was.

I don't know that he ever was given credit for it, because of his temperament, which so often put people off. He gets swept away in the different passions and snits. ...It's not as though he really indulges himself in these passions and tempers but they certainly made his tasks more difficult for him and for the people that he worked with. In a way what I think is surprising is that in the face of that, he did, and has done so well. It's hard for me to judge the situation objectively.

Chancellor Dean McHenry on Jasper Rose

Chancellor McHenry said: "Jasper Rose is a very good administrator, systematic and thorough and very hard working... He's kind of scatterbrained in personality, but you know every recommendation for a student who is graduating gets written, and it's Jasper who sees that this is done. I must say I was very put off by Jasper at first; he talks incessantly; almost every conversation I had with him the first two years ended in a filibuster. (Laughter) I was the listener, and he was the guy who just poured out these words, and I think we both adjusted a little. I got more tolerant of him, and he once in a while stopped for a breath. (Laughter) But it is difficult. But he's added a great deal to the style of the place, and Page Smith was right that he fitted uncommonly well into the thing.

Douglas McClellan on Jasper Rose

Professor of Art Douglas McClellan pointed out: "Page Smith... believed... that only artists should teach art history, people who practiced the arts should teach art history. He brought up Mary Holmes, and subsequently hired Jasper Rose. So they, in a sense, had their own inner sense of what art should be about. The Smiths [Page and his wife Eloise] were early and very influential because they were early and because they were both very powerful people." The belief by the Smiths that art history should be taught by practicing artists was extremely influential in shaping a participatory culture for all students at Cowell College.

John Dizikes on Jasper Rose

John Dizikes said: "Jasper Rose was a tremendous influence [in the creation of Cowell College], coming from King's College, Cambridge, in conveying what it was to have a fully integrated college life, college night, college activities, not just in class, but other things as well. He was a transplanted Englishman, and he cultivated his Englishness, and he cultivated his personality. He was a crucial figure in the early years because he knew what a college could be. He had many different ideas about involving people; he was a very captivating person. He put people off because his style was one of going overboard. He did not believe in personal restraint (laughter), and he was a person who was interested in colleges, interested in American students, but not very interested in American culture. And when he was Provost he lived in the Provost House in a very real sense of isolation. I remember once saying, 'Don't you think you ought to at least take the Santa Cruz Sentinel [local newspaper] and find out what's going on in the town?' But that was not his primary concern. And after he felt he belonged here, and yet he always felt very estranged in American culture. He was a very remarkable person with a

tremendously wide range of interests. I really regarded him as a very good friend and admired him, though I also was aware of what an odd character he seemed to so many American students. And he gloried in that, he developed it. He was not nearly as eccentric as he seemed to many, many people. But again, it was his way of dealing with the culture and with the more cautious and timid people."

Chancellor McHenry also said that Jasper was once under consideration to become Provost of College Five (later called Porter College) while Page Smith was still provost of Cowell. However, according to Chancellor McHenry, Jasper "lost his temper" in a meeting of the Academic Senate and "slammed his papers down" and lashed out with anger. At this point in time Chancellor McHenry said he felt that Jasper still had "another year or two of growing up" to do before becoming a Provost. Yet in recalling this incident, Chancellor McHenry could see a humorous side to it.

Jasper Rose: Provost of Cowell College

Jasper followed Page Smith as the second Provost of Cowell College, and served from 1970 to 1974, and was very enthusiastically received by the students in the role. Chancellor McHenry said: "In some ways, he was a good Provost, but his boorishness made the four years long ones for me." Jasper was doing his part to as he had put it: "inflame the young and annoy the University."

"Benedictus benedicat" at the Cowell Dining Hall

With Jasper as Provost, at the evening meal served at the Cowell Dining Hall, students would wait for Jasper to say this grace: *"Benedictus benedicat."* The Latin translates to "May the Blessed One give a blessing," and was a blessing that was used at Queens' College Cambridge. Jasper created a rule that there would be no bare feed in the Cowell Dining Hall, and set the dinner hour back to make college life "more civilized." He made a point of eating lunch in the Cowell Dining Hall with students. The meals were catered by Saga Food Service. The mottos that students applied included, "every meal a Saga of untold heroism," and "every meal a Saga of human suffering." Regarding his watercolor painting called Jim and Hans, Saga Food Service, (2 student employees working as servers in the Cowell Dining Hall) Jasper said, "There are my dear friends Jim and Hans. ...Getting grub together, at Santa Cruz. [Then, he said looking closely at the painting] ...You can see how well they served their food [chuckling]..."

Shakespeare Readings

Jasper organized many Shakespeare readings at Cowell. At the beginning of spring, there was a tradition of reading Shakespeare's play *A Midsummer Night's Dream* under a big oak tree in a large cow pasture that was south of the College. Jasper would read the part of Oberon, and Mary Holmes would read the part of Titania.

Jasper and Mary Holmes would often take on the roles of presiding over Culture Break at Cowell College, which was conceived of as a short break from study covering several days, and was meant to be educating, enjoyable and entertaining and be centered on something of interest to the Cowell community. It could include lectures, readings, plays, outdoor games, discussions, music, songs, tournaments, and other entertainment.

Jasper organized waltzes periodically at Cowell at night with a small orchestra made up of faculty and students. In the spring term, there was always a lavish waltz. (When Jasper was growing up, his parents had been recognized as a phenomenal dancing pair, and were especially accomplished in waltzing.)

Cowell College students arrested at Santa Cruz beach

There is a story about Jasper when he was Senior Preceptor of Cowell College that has been told by many people. A large group of Cowell students were able to acquire a bus, a large quantity of beer, and then drove to the beach at night. Nearly all of the students were under the cutoff age for alcoholic beverages. Once at the beach, they started a noisy party. Jasper was at a faculty party in another part of town at the time. Here is how Jasper told this part of the story:

Jasper: "We were all having a merry time when I received a phone call from a rather elderly lady."

Elderly Lady: "Some of your students are down at the beach. Do you know what they're doing?"

Jasper: "No madam, I assure you I don't. Whatever one does at the beach I suppose..."

Elderly Lady: "At night? Listen, they're drinking and..."

Jasper: "And what?"

Elderly Lady: "You know..." (Jasper ends his telling of the story here.)

The elderly woman ended her call with Jasper, and called the police, and the students were rounded up, and taken to the police station. Soon after, Page Smith was able to drive to the station, and get the police to release the students without charges, and get them back on the bus to campus. Chancellor McHenry said that at some point after this, "he [Jasper] was called down there [to the police station], and he just blew his top." After Jasper left, the police called Chancellor McHenry, who laughingly recalled: "and they said, in effect, 'Who in the world is that creature?'" (Glenn Willson adds that Jasper was cross with the police and said to them, "Well, my man, why worry me about these simple frolics. Why shouldn't they sit on the beach and drink beer?")

Jasper sponsored a diverse number of class offerings

Jasper sponsored a history class that wrote an original history of the creation of Cowell College that was published as a book entitled *Solomon's House - A Self-Conscious History of Cowell College* by Big Tree Press, Felton, California in 1970.

Jasper supported output on the printing press at the Cowell Press, and in appreciation, a limited edition book was printed in his honor in 1974 called *Evicting the Household Gods & Other Essays* (the essays in the book were originally published in *Time & Tide*).

Jasper sponsored two classes in stained glass window making at Cowell in 1974 and 1975, and those windows still shine within the buildings of Cowell College. The 1974 stained glass window located on the walkway down to the Cowell Dining Hall. The 1975 window is located near the stairs of Cowell faculty offices closest to room 106. Jasper also sponsored classes in painting, drawing, illustration, calligraphy, and many other topics via independent studies courses.

Jasper Rose: Art History classes

Jenny Keller recalls: "Everyone who took a class from Jasper, like his art history classes, will remember his amazing flamboyance and brilliant storytelling, his British accent, and his drama. He walked with a cane, so he'd walk in with a limp, but then he'd use that cane during his lectures to crack the cane down on the table, and draw your attention to this and that. It was a performance, in a way, although he wasn't full of himself at all. He just happened to be very enthusiastic about his subject matter. So, taking art history from him was wonderful. There was never a moment where you fell asleep. Even in the dark, back rows of Classroom Unit II, you were glued to everything that Jasper was saying.

Some particularly noteworthy Art History lecture topics addressed by Jasper:

- John Constable
- William Turner
- William Morris
- Venice
- Chartres
- Giotto

- Piero della Francesca

A few amusing tangential topics addressed by Jasper:

"Photography is a craft, not an art."

The ugliness of geometrically trimmed garden foliage versus the beauty of wilder, more natural-looking gardens.

"Handwriting is becoming a lost art."

"Paperclips are superior to staples" (because staples damage the paper).

Mass production typically moves in the direction of vulgarization, commercialization, and dehumanization.

Jasper Rose: Messiah and German lieder ("art songs")

Jasper was known to have led his World Civilization class in performances of Handel's Messiah. Herman Blake said Jasper would have "...All the students—they would learn The Messiah. And he'd be coming out of the dining room at Cowell practicing. (howling) He's got this thing in his hand [presumably resembling a conductor's baton], the [sheets of] music, and he's practicing, singing to himself."

Always a flower in Jasper's lapel

Herman went on to say: "Jasper Rose, who was crazy in the most beautiful way. We'd have a faculty dinner and Jasper was always serious about these faculty dinners. Get ready for faculty dinner. You'd be in your office at eight o'clock in the morning on the day that the faculty dinner was going to be at seven o'clock. Jasper would go around and visit everybody and say "Hello," [in a British accent] and greet you, and have a greeting about something or other. He'd have a miniature, miniature rose in his lapel. An hour later here Jasper would come saying "Hello," and greeting you, and he'd have a little bit larger flower. An hour later here comes Jasper again, with a little bit larger flower. By the end of the day he'd have this huge dahlia on his lapel, pulling his coat down. And you never said a word about the flower. You'd have this conversation about some concept or idea. You can't take yourself seriously in that setting, but at the same time you got to take ideas seriously in that setting, but seriously in a human and a humane way. "

Herman continues: "So we'd have the faculty dinner, and Jasper, with his big dahlia, would sing German *lieder* (songs). He'd sing German *lieder*. And he'd go find a secretary from the office to accompany him on the piano. He'd always find a secretary who hadn't played the piano in forty years, who was leaning over this music, tinkling at this stuff, and Jasper would just sing German

lieder (howling/singing). He's just going on. He'd finish and we'd clap real hard. And somebody would say, 'Don't clap too hard or he'll do another one.' So we started clapping real silently and Jasper would look at us over his glasses and say, "There's more." And you'd have more." (Jasper said when he quit smoking cigarettes and cigars circa 1971, that his singing voice very significantly improved. It is also very remarkable given Jasper's lifelong love of singing German lieder, that he never actually learned the German language. Wearing a flower in the lapel of his coat was always one of Jasper's trademarks.)

Jasper always lectured in his Cambridge Gown

Jasper always wore a gown when lecturing to students. He said it represented to him his own graduation and education from King's College, Cambridge. However, in seminars and small scale educational gatherings he would wear a sport coat.

J.D. heard some Cowell students exclaim that Jasper's British accent was becoming more and more distinctly British the longer he had been at UCSC. J.D. was skeptical until he heard Jasper do a caricature of an American with a mid-western accent. If Jasper could do an absolutely masterful imitation of a particular American accent, then he could certainly master a more perfectly British accent too.

On a different occasion, during a long spring evening, J.D. encountered Jasper approaching the Cowell fountain. Each of them was walking at a quick pace in an opposite direction. J.D. was late, and headed to a costume party, perfectly dressed as the Star Trek character Mr. Spock (long-sleeve blue shirt with Star Fleet insignia, black pants, pointed ears, human eyebrows painted out with Vulcan eyebrows painted in). Jasper was headed to a different appointment, and locked eyes on J.D., completely puzzled, perhaps thinking he was a mythological character that he should be able to identify. They both continued at a brisk pace passing each other in opposite directions without comment, with Jasper looking most carefully to try and solve the puzzle, while J.D. took close note of Jasper's completely puzzled reaction.

Jasper at Cowell College graduation

On June 18, 1973, Jasper spoke to the graduating class of Cowell College: "There's little I can do for you in the way of moral exhortation at this stage in your lives," he said to broad laughter. "Or little I can do for you now in the pursuit of knowledge." He remarked that many students had slightly changed the Cowell College motto: "The pursuit of knowledge in the company of friends to the pursuit of flesh in the company of fiends." But, Jasper urged the graduands to "consider the generations that lie behind you and what you owe them." He asked students to search for "truth, not the great 'Truth' of philosophy, but ordinary truth for everyday occasions the avoidance of lies and twaddle " And lastly, he said, "cling to your friends." and added that Cowell has been a family and home, and "I hope it will be your home all of your lives." (...and, perhaps thinking back to his own feelings about his graduation from King's College, Cambridge.)\nJasper concluded his term as Provost of Cowell at the end of the Spring term

1974, and was succeeded by Rich Randolph (who had a very tough act to follow) from 1974 to 1979. John Dizikes followed Rich as Provost from 1979 to 1983.

A film of John Milton's *Lycidas*

Jim Bierman, a Theater Arts faculty member of Cowell College directed and edited an 18-minute color film of a reading of the pastoral elegy *Lycidas* by John Milton (1608 -1674) with Jasper in 1977. Concerning the creation of the film Jim said: "*Lycidas* was a thrilling adventure! I had made a film at Princeton some years before that went on to win some festival prizes, but I did none of the technical work. I simply wrote the script, and gave advice on the editing. With *Lycidas*, I had to learn everything. Jasper came to me and proposed the project, and I accepted on the spot, even before I had read the poem. That night, I did read it, and the following day Jasper showed up with a pile of 64 watercolor paintings. More were added later. We recorded the poem first (Jasper did a splendid reading), and then I had a long and arduous task of filming all the images so that they would fit in with the reading in an animated way. A music score was also folded into the project. Jasper was terrific. He added paintings when needed, and also produced all the titles, credits and extra images as the work progressed. In the end, the film was distributed through EMI films at Berkeley, then a media arm of the UC press. Much to my present distress, the film is no longer available through EMI. It is a beautiful representation of Jasper's work, built around his rich and sonorous voice." A promotional write-up for the movie states that Jasper "reads the poem with great insight and deep feeling in a manner that is dramatic but not histrionic."

Jasper, Jean, and their sons lived in a converted winery farmhouse 2110 Ocean Street Extension in Santa Cruz that was once known as Monte Verde Heights. It became known as the "most English-like part of Santa Cruz," and sat on a pleasant slope, surrounded by a fragrant orchard and surviving grape vines.

Jasper Rose: "Students are not vegetables"

Chancellor Sinsheimer reorganization: Departments over Colleges

Unfortunately, under the leadership of Chancellor Robert Sinsheimer, the UCSC Academic Senate in 1979 voted to reorganize UC Santa Cruz around departments rather than the colleges. It was the first major blow against the founding vision of UCSC: faculty organized around their common interdisciplinary interests, rather than by departments of study.

Chancellor Sinsheimer reorganization: Letter grades

The change that Chancellor Sinsheimer wanted to bring to UC Santa Cruz was the introduction of letter grades. During a discussion before a crowd of about 1,500 students and faculty in the Cowell College Dining Hall concerning an upcoming faculty vote on the introduction of a letter grade "option" for students, Jasper exclaimed that "Grading is a means of sorting vegetables,"

which was received with much applause. Jasper went to discuss this point with further embellishments: "Grading is for vegetables... and sides of beef. It only serves to separate pristine apples from those with blemishes." However, the second major blow against the founding vision came when the UCSC Academic Senate voted in favor of the letter grade option.

UCSC Art Department split: Art and Art History become 2 separate departments

Next, there were major changes at the UC Santa Cruz Art Department. The Art Department split into two departments: Art and Art History. Jasper vigorously opposed this change. Jasper was strongly against having scholars move in the direction of more and more specialized areas of expertise. Jasper believed that excess specialization caused a narrowing of academic disciplines rather than expanding them.

[Jasper Rose at Porter College \(formerly College V\)](#)

Jasper had fought valiantly for the continuation of the founding principles of the Colleges of UC Santa Cruz, as much or more than any other faculty member at UCSC, but the battles were lost.

Porter College becomes the de facto College of the visual arts

One result of Chancellor Sincheimer's reorganization was to concentrate faculty at particular colleges according to the subjects they taught. Porter College became the de facto College of the visual arts.

At College College, John Dizikes was a strong supporter of the founding principles of the Colleges at UCSC and was stepping down as Provost of Cowell effective at the end of the 1982-83 academic year. John Lynch was to become the new Provost of Cowell at the start of 1983-84. John Lynch said he was a follower of "the purpose of the reforms [of Chancellor Sinsheimer]." It was clear that the new leadership of Cowell College would not be taking an independent stance and answering back to Chancellor Sincheimer.

Looking at the sum total of the reorganization, Jasper found that it no longer made sense to remain at Cowell College because at that moment it was ceasing to exist as a significant academic entity. So, Jasper left Cowell College to join the visual arts faculty of Porter College (formerly College V) at UCSC at the start of the 1983-84 academic year.

(The term of John Dizikes as Provost of Cowell stretched from Fall 1979 to Spring 1983. In an interview, after speaking at length about the changes to UCSC made by Chancellor Sinsheimer, John Dizikes said only this in answer to a specific question about Jasper's move from Cowell College: "[Jasper left] ...Cowell and [then] the University, and went back to England.")

Once established at Porter, Jasper taught a Porter College core course that integrated writing with illustration in addition to his usual classes.

Jasper's association with Porter College seems to be completely forgotten in UCSC's institutional memory. In April 2019, when asked about the date when Jasper became a member of Porter College, the College staff said they had no knowledge of his association with Porter. The question was then referred to the Provost of Porter College, Sean Keilen, who said: "I understand that Professor Rose was a founding fellow and a provost of Cowell College, not of Porter. At least I am not aware that he had a formal affiliation with Porter, or with College V as it was known at the beginning. If I am wrong, please correct me..." (The answer to the question finally came from a look at the UCSC General Catalog: "Jasper Rose is first identified as being affiliated with Porter in 1983/1984.")

Jasper Rose: Retirement from UCSC

At the beginning of the 1986 calendar year Jasper made an announcement that he would retire from UCSC effective at the end of the Spring 1986 term, and become an Emeritus Professor at UCSC. Jasper discussed his reasons for leaving UCSC in a very long newspaper interview, which is available at this web site [here](#) with pictures. (Allan Masri also transcribed the whole newspaper interview on his web page [here](#).) Here are the main points from Jasper's newspaper interview:

Jasper: "One doesn't resign or retire for a single motive. One retires for a great, curious cloudbank of hovering reasons."

Jasper: "If you really want to understand why some of us have succumbed to a certain amount of disappointment, bitterness, and disillusion, [it is because] we had a sense of how vulnerable American undergraduate education was to the vulgarization, commercialization of mass-production, and wanted to make a stand against it. To some extent, Santa Cruz fulfilled an element of its function by, for a while, setting a higher standard, which then became of interest to the rest of the University of California. It was particularly important at a time when mass-production of students was very much in the air." "But, you do sometimes get the feeling that you might just as well be in an egg factory at the present time. That's worrying. Quantity is not the thing that counts. Receptivity, responsiveness, susceptibility, sensibility--are what count."

Jasper: "In terms of the ambitions and proclaimed ideals of the place, the amount of interaction between faculty and students now is pathetic."

Critical of Chancellor Sinsheimer

Jasper: "Chancellor Sinsheimer said, I think quite openly, 'that only on the rarest kind of occasions can excellence in teaching reap significant rewards, unless it's accompanied with excellence in research.' My view of it is fundamentally very different. If you want to talk about your institution as caring a great deal about teaching, you must then be fairly liberal and generous in rewarding the people who teach and teach well."

Jasper: "The people who don't get advanced, become discouraged. They become known as people of no importance in the University. They don't count much because they're not 'nationally visible,' in that terrible phrase. I well recall it being used in a personnel case. A very senior person said, 'Oh, we can't advance this person, because he's not nationally visible! And I wrote back, saying, 'I suppose what this campus now wants is local invisibility and national visibility! And I didn't get an answer which denied that. I'm one of those unfortunate people who are nationally invisible. I always make it my business to greet students as I walk about, and talk with them if I possibly can, as it seems only civil to do. One knows that the students belong to the same institution. Why should one put one's head down and pretend they don't exist?'"

The growth of midterm exams

Jasper: "One of the things that has horrified me is the growth of midterms, which then become quarter terms, and then eighth terms... this sort of continuous examining of students. If you treat students in this way, you don't have to be specially intelligible, or interesting, or entertaining when you're teaching them. All you have to do is make it perfectly clear that if they want to get some credit, they're going to have to do exactly as you tell them, which I'm afraid smacks to me of anything but a university. It smacks to me of a military establishment. And I do get very frightened about the seizing up of free inquiry."

The reorganization of UCSC that was orchestrated by Chancellor Sinsheimer dealt a severe blow to College autonomy. Jasper: "The healthy interchange of ideas between professors in different disciplines collapsed [as a result of the reorganization]. It became clear to me that the sort of things that I represented were things which are not very much wanted by the dominant impulse; that I would have to struggle hard to maintain the sort of things I cared about. There comes a moment when you get tired of struggling... and I got tired of struggling."

We need faculty who are ready to answer back, and take an independent stance

Jasper: "This University needs some faculty who are more ready to answer back, who are ready to take up an independent stance. It also desperately needs some faculty who retain a sense of humor and a sense of fun. When the joy and pleasure run out of an institution, it's due for a very grim, dull time."

Jasper: "I have to find some other place in which to exercise what talents I have."

Jasper: "My final decision [to retire from UCSC] was made in England. I saw a lovely house that I suddenly realized I could afford, and a number of immediate problems had depressed me very greatly. I had deeply lost confidence in the [UCSC] administration. And so I thought, 'I need to do something different.'"

There was an informal gathering on May 7, 1986 at UCSC to honor Jasper. He read and spoke of poetry and illustrations of poetry.

Jasper Rose: Retirement in Bath, England

In becoming an Emeritus Professor at the end of Spring 1986, Jasper was no longer required to teach classes. Jasper and Jean left Santa Cruz completely in 1989. Jasper wanted to move back to England to devote his energy to painting, so that the conflicts he had experienced since his days at Cambridge between being a university professor versus being a painter could be addressed in the direction of painting.

Wingfield Manor, near Trowbridge, England

Jasper and Jean had bought a divided manor house in Wingfield (near the town of Trowbridge, and not far from Bath) on a trip to England in 1984, and it was to this location that they retired.

Jasper told Cheryl Doering that he was once out painting a landscape in a nearby field at Wingfield when a farmer approached him, looked over his shoulder and said, "hmp...it's clear that you're no professional."

In January 1988, Jasper and Jean both had a show of "Recent Watercolors" at Porter College House.

In June 1995, Jasper exhibited paintings in an "Emeritus Faculty Show" at the Faculty Gallery at Porter College.

In May 2005, Jasper had a show at the Cowell College Eloise Pickard Smith Galley Annex called the "Watercolors of Jasper Rose." It was attached to the main gallery which was showing an exhibition entitled "Reminiscing: Cowell College, The Early Years, focusing on historical highlights from 1965 to 1975."

Moves to a stately Georgian home on Sydney Place in Bath, England

Jasper and Jean later moved from the manor house at Wingfield village in the 1990s. (At one point, Jasper said he had run out of interesting subjects to paint at Wingfield.) They moved to a stately Georgian home on Sydney Place in Bath, England that had previously housed the Bath School of Art and Design (formerly the Bath School of Art), which is located directly across the

street from beautiful Sydney Gardens. In the 1940s Jasper's wife Jean had studied at the Bath Academy of Art. Jasper has often painted landscapes along the Kennet and Avon Canal which flows through Sydney Gardens.

"Imagination" Gallery in Bath

The "Imagination" Gallery was opened in Bath in March 2015 by Nicola (Murphy) Maclean and Ian Maclean. The small gallery is located not far from Jasper and Jean's home. They welcomed Nicola and Ian warmly to Bath. They have gotten to know Jasper and Jean very well, and the gallery now has several of Jasper's paintings available for purchase:

[Photo of Jasper at the "Imagination" Gallery.](#)

[Views of Jasper's paintings in the gallery.](#)

In 2016, an oil portrait painting of Jasper called The Enigma of Jasper Rose by a friend of Jasper's named Saied Dai was displayed in the National Portrait Gallery, in London.

[Jasper Rose: "Portraits from Memory" show at Cowell College](#)

In the mid 1990's Jasper started to recapture the people he had encountered by painting small portraits from memory. Often whimsical, often sharp, they are always interesting. In the summer of 2016, Faye Crosby, newly retired after six years as provost of Cowell College, found herself in England. She paid a call on Jasper and Jean in Bath. Jasper showed Faye many of his watercolors painted from memory, and Faye was captivated by the whimsy and wit of the portraits. With a small grant, she was able in 2017 to travel back to Bath with Cheryl Doering and Robert Lange. Eric Thiermann loaned them some recording equipment and provided professional guidance so that Robert, Cheryl, and Faye were able to record Jasper's comments on the people he had painted. Although he was ill at the time of their visit, Jasper rallied valiantly and provided as much description as he was able. The Eloise Pickard Smith Gallery at Cowell College at UCSC was the venue for "[Portraits from Memory](#)" show at Cowell College. The show ran from April 12 to June 8, 2019. A total of 362 portrait watercolors were exhibited that covered a time span from about 1934 to 1985, and was divided into Early Years, Cambridge Years (the largest), Texas, and Santa Cruz.

[Jasper Rose: Some thoughts](#)

Jasper has opened the eyes of his students to what the potential can be for a meaningful, stimulating and thought-provoking life. He has always encouraged the love of learning, and the exploring of creativity in an environment of friendliness, flair, good taste, wit, humor, kindness and generosity.

[In the Spring of 1986, just prior to Jasper's departure from UCSC, Cowell College professor Bert Kaplan interviewed Jasper on video.](#) The interview focused on this pivotal question: How did you get to be Jasper Rose? Jasper answered by discussing many aspects of his life prior to starting at UCSC, until the recording time abruptly ran out at the end of his talk. Jasper begins by discussing his experiences in the Crimean War (1853 – 1856) and then at Bert's prompting, Jasper goes on to talk about growing up in Victorian England (1837 - 1901). Jasper does not mention meeting Charles Dickens (1812 – 1870). Readers of this account will know that Jasper was born in 1930. Watching Jasper at the top of his game is not to be missed...

Finally, a quote from G. K. Chesterton that appears at the beginning of Jasper's book about both Oxford and Cambridge Universities, *Camford Observed*:

[Father Brown:] "...Funny place, Mandeville College. Funny place, Oxford. Funny place, England."

[Doctor asks curiously:] "But you haven't anything particular to do with Oxford?" [Father Brown:] "I have to do with England. I come from there. And the funniest thing of all is that even if you love it and belong to it, you still can't make head or tail of it."

G. K. Chesterton

The Scandal of Father Brown

Goodbye Mr. Rose (Sunday May 10, 2009)

<https://masrizona.blogspot.com/2009/05/goodbye-mr-rose.html>



[Jasper Rose was a professor at the University of California at Santa Cruz during the 1970s and 1980s. This piece appeared in City on A Hill, the UC Santa Cruz student newspaper 20 February 1986. It was written by Douglas A. Erdman, but the views expressed are, of course, pure Jasper.]

The only thing louder than Jasper Rose's bow-tie is the man himself. "My dears," he bellows at 400 students, waving his walking stick wildly over his head, "you must pay attention! I'm trying to teach you something!" They--do, and he does.

A founding member of UCSC, Rose has been delighting students for 20 years with his flamboyant style and his genuine concern for undergraduates. One out of every eight undergraduates at UCSC is currently enrolled in his Art History 10B, making the class a recordbreaker at 882 students. Yet, at what appears to be the height of his popularity, Jasper Rose is leaving UCSC.

In a recent interview with *City on a Hill*, Rose refused to discuss personal reasons for his departure, claiming it wasn't "worthwhile going into." A native of England and a graduate of King's College at Cambridge University, Rose bludgeons unsuspecting words with a dignified English accent. "One doesn't resign or retire for a single motive," said Rose, rolling his eyes, his intonation becoming grandiose. "One retires for a great, curious cloudbank of hovering reason!"

Rose was, however, willing to comment on the public ramifications of his retirement. Since 1965, Rose has remained a staunch advocate of "alternative education." While others falter in their commitment to what UCSC was intended to be, Rose stands as one of the last of a dying breed--a voice to be reckoned with. Forthright and articulate, he spoke passionately--often bitterly--about the University he has poured his life into, and why he feels he can no longer stay.

"If you really want to understand," said Rose, "why some of us have succumbed to a certain amount of disappointment, bitterness, and disillusion, [it is because] we had a sense of how vulnerable American undergraduate education was to the vulgarization [and] the commercialization of mass-production, and wanted to make a stand against it. To some extent, Santa Cruz fulfilled an element of its function by, for a while, setting a higher standard, which then became of interest to the rest of the University of California. It was particularly important at a time when mass-production of students was very much in the air." Rose paused thoughtfully,

shaking his head. "But, you do sometimes get the feeling that you might just as well be in an egg factory at the present time. That's worrying. Quantity is not the thing that counts. Receptivity, responsiveness, susceptibility, sensibility--are what count."

Among Rose's primary concerns is what he describes as a "dangerous level of hypocrisy" at UCSC. "Something I simply cannot *stand* which has emerged more and more strongly in recent years," said Rose, "is the tendency for the administration to put out glossy little pamphlets saying how much everybody cares about teaching a UCSC." His eyes glow with outrage at the thought of such obvious fraud. "It should be made perfectly clear that this is *not true*. There are many professors who teach a very small number of classes and avoid teaching if they can. They're much more interested in administration and should be delighted to get into an administrative post where they're excused from teaching.

"I know a lot of good teachers on this campus who've stuck around as associate professors for *years*," he continued. "Some of them have now become full professors. I know others who are good teachers and don't get promoted, and they say, 'Well, I'll forget teaching. I'll research my way into the next steps up the ladder.' Chancellor [Robert] Sinsheimer said, I think quite openly, that only on the rarest kind of occasions can excellence in teaching reap significant rewards, unless it's accompanied with excellence in research." Rose shook his head in disappointment. "My view of it fundamentally very different. If you want to talk about your institution as caring a great deal about teaching, you must then be fairly liberal and generous in rewarding the people who teach and teach well."

Rose laments that faculty get punished by non-advancement for being "too interested" in the daily lives of undergraduates. In previous years, professors who spent too much time meeting with students socially and advising them found themselves "cajoled and harassed" about their research. Those who weren't "putting up a show of publishing" were not advanced with the same speed as other professors, he added, explaining that as a result, many faculty today are frightened for their careers if they interact too closely with students. This directly contradicts Rose's personal commitment to personalized undergraduate education.

"The people who don't get advanced," said Rose, "become discouraged. They become known as people of no importance in the University. They don't count much because they're not 'nationally visible,' in that terrible phrase." He is clearly repulsed by the thought. "I well recall it being used in a personnel case. A very senior person said, 'Oh, we can't advance this person, because he's not nationally visible! And I wrote back, saying, 'I suppose what this campus now wants is local invisibility and national visibility! And I didn't get an answer which denied that.'" Rose tries his best to adhere to his commitment to faculty/student interaction. "I'm one of those unfortunate people who are nationally invisible," he said, chuckling with irony. "I always make it my business to greet students as I walk about, and talk with them if I possibly can, as it seems only civil to do." He spread his hands wide in question. "One knows that the students belong to the same institution. Why should one put one's head down and pretend they don't exist?"

"In terms of the ambitions and proclaimed ideals of the place," he added scathingly, "the amount of interaction between faculty and students now is pathetic. The number of faculty who said to me quite early on, 'Well, my place with the students is in the classroom; that's where I know how to deal with the students,' struck me as being such an admission of failure, and also a kind of cowardice."

"One of the things that has horrified me is the growth of midterms, which then become quarter terms, and then eighth terms ... this sort of continuous examining of students." Rose shook his hands in frustration. "If you treat students in this way, you don't have to be specially intelligible, or interesting, or entertaining when you're teaching them. All you have to do is make it perfectly clear that if they want to get some credit, they're going to have to do exactly as you tell them, which I'm afraid smacks to me of anything but a university. It smacks to me of a military establishment. And I do get very frightened about the seizing up of free inquiry:'

ACCORDING TO ROSE,-THERE IS no reason to expect professors to be equally skilled at both teaching and doing research. "One of the biggest and most foolish myths which is perpetuated here is that 'all-arounders' are immensely common." He leaned forward in emphasis. "They're not very common. Actually, the people who are gifted at teaching very often are-not going to be terribly gifted at certain kinds of research. To be gifted as a teacher-requires a certain amount of gregariousness... teachers are fulfilled by talking and public exposition." Rose's tone showed how obvious he considers this. "If you're fulfilled in that kind of way, you're not very likely to be keen to rush away into an odd corner and sequester yourself from the public world. You may have some good ideas, but the forum for those good ideas is not a learned journal. The forum for brilliant ideas is very often open discussion."

Rose knows better than anyone that gregariousness and genuine interest in under-graduates add up to enormous popularity. As he explained, "When the proportions start changing to those who are really interested in students and those who are not, and the student body grows, those who make themselves available to students become mobbed. The issue of showing respect to students is really fundamental. By the late 70s, UCSC's colleges no longer had the power to choose or reward faculty for their respect towards students—or for any other qualifications.

The UCSC reorganization of 1978-79—which Rose refers to as the "disorganization"—dealt the final blow to the concept of collegiate autonomy. Many professors left whatever college they were affiliated with to congregate where their board of study was located. Rose's idea of "tradition and continuity" was crushed. "The healthy interchange of ideas between professors in different disciplines collapsed," he said sadly. "It became clear to me that the sort of things that I represented were things which are not very much wanted by the dominant impulse; that I would have to struggle hard to maintain the sort of things I cared about. There comes a moment when you get tired of struggling ... and I got tired of struggling."

"I think the University has to worry about something which is connected in some way with me," said Rose thoughtfully, "and that is that it does need some people who are ready to answer back. I always think of most American graduate schools as schools of calculated humiliation; they humiliate the people who enter them." He spoke faster, trying to impart the futility. "Those people then go on to become professors, and they are so scared of their own shadows, and they have to wait eight years to get tenure, which is a ludicrous thing. This University needs some faculty who are more ready to answer back, who are ready to take up an independent stance!"

Rose sighs, folding his hands onto his knee. "It also desperately needs some faculty who retain a sense of humor and a sense of fun. When the joy and pleasure run out of an institution, it's due for a very grim, dull time. I think you might worry about my leaving not as an event, but as a symptom, and a serious symptom. When people like myself leave the University, crying that it has become hard and cruel, the University has to worry. Is it becoming a very heartless and empty place? Because if it is, it's going to have terrible,, repercussions."

Rose never wanted it to end this way, and his sorrow is etched into his features and his words. "I had hoped, and I initially thought of myself about the year 2000, very lottery, as a kind of 'Mr. Chips' figure—an elder of the tribe who would occasionally say to an undergraduate, 'Very interesting, the early days here, but you're lucky you don't have to put up with that now.' " Instead, he will retire into the English countryside to paint. "My final decision was made in England. I saw a lovely house that I suddenly realized I could afford, and a number of immediate problems had depressed me very greatly." His voice drops in recollection. "I had deeply lost confidence in the [UCSC] administration. And so I thought, 'I need to do something different.' "

Does Rose see any hope for UCSC? "Not in the near future," he said. "There is still an inheritance, that's true. My son said to me today, 'Come on ... for students who know how to find their way about, Santa Cruz still offers more than almost any other place.' And I'm ready to believe that." Rose nodded his head slowly. "I still think there lingers about it a humane spirit, a sense of humor, some kind of festive quality...they're they're all things that are very badly needed. But another major growth could easily destroy it. It's nothing to be complacent about." His voice became heavy with pain. "Compared with what could be, and indeed what needs to be ... what terribly needs to be..."

His voice trails off. Jasper Rose sits back and considers. "A long time ago I thought about this University, and I thought, 'I'm being defeated.' That was about 1967, I suppose. And I said to myself, 'Why are you being defeated? Is it because you're standing up to your neck in a morass, and you can't move your arms?' Because then you don't go on fighting, you get out of the morass, and you find some other place. I think that's the only way to look at it. I have to find some other place in which to exercise what talents I have. And," said Rose quietly, "I'm also tired, my dear."

See also

<http://meskimen.wordpress.com/2011/02/18/finding-jasper-rose/>

https://www.youtube.com/watch?v=zHjmFz_WY_Y