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Pacific Review

VOLUME 12 NUMBER 5

THE UNIVERSITY OF THE PACIFIC

MARCH 1978

Making a living
(journalistically)
off the California life

Peter Jensen



The offices of *Sunset* magazine are characteristic of a periodical devoted to western living.

The lobby is dominated by one entire wall of glass windows that look out onto a picturesque garden of lawn, shrubs, and flowers reminiscent of the well-manicured grounds of an estate mansion. The large beamed ceiling and adobe walls give way to corridors in two directions that lead to the actual production offices of the magazine. Many of these offices view a courtyard dominated by shrubs and other foliage.

The architecture of the building in Menlo Park is typical of a rambling California ranch house. It

represents a life style dominant in the western states served by a magazine with a following of some three million readers.

"We tell people how to go out and do something, whether it be a place to visit, new kitchen recipes to try, or something to build for their home," says *Sunset* Assistant Editor Pete Jensen.

Jensen is a 28-year-old UOP graduate who joined the *Sunset* staff soon after receiving his B.A. degree in 1971. His hair is longer now, and he has added a beard, but to many University followers and alumni he is probably best known as the six-foot-eight-inch basketball player who performed with championship teams in 1960-70 and 1970-71.

"I really enjoyed my years at Pacific and the

University today remains a very nostalgic place for me," said Jensen, who still comes back to campus on occasion to talk to English classes. He recently finished serving as an Alumni Fellow in a program in which graduates came back to campus to talk to students from their major fields of interest.

Jensen, who majored in English and art, has been interested in writing "since the second grade. I was sports editor of the *Pacifican* while at UOP and tried to make the sports section more than football, basketball, and baseball. We had a column called 'Foothill Notes' that told people about interesting

continued

Pacific Review

Volume 12, Number 5, March, 1978

Michelle Lisa Manos, *Editor and Designer*

David Catherman, Laura Diamond, Richard Doty, Susie Gage,
Doyle Minden, *Staff Writers*
Thomas Mooney, Michelle Wells, *Contributors*
Michelle Lisa Manos, *Photography*

The *Pacific Review* is published by the University of the Pacific, second-class postage paid, Stockton, California 95211, eight times a year, October through June, except January. It is designed to inform readers about the University, its people, and its events.



Cooling off: On a backpacking trip south of Sequoia- Kings Canyon National Park

places to visit on weekends—which is the same kind of writing I do for *Sunset*—and we also had a lot of poetry. I wanted something that everyone could relate to, not just athletes.”

These views, then or even now, may not be typical of someone on a full basketball scholarship, as Jensen was. “I loved to shake up the image of athletes,” he acknowledges in saying his greatest accomplishment at UOP came when an English professor accused him of plagiarism on a paper he wrote. “He just didn’t think I did the work,” Jensen

relates, “so I asked him to check with his colleagues to see some of my other work, and that remedied the situation.”

Although Jensen has never taken a journalism course—“I don’t think it is all that necessary for the type of writing I do”—he has fond memories of much of his academic training at UOP, particularly from the English Department professors. “They were all such different personalities that you had to learn to adapt to each of them. They were incredibly different from each other, and they all had different requirements.”

Perhaps it was this ability to adapt that helped Jensen develop the job hunting insight that resulted in his position with *Sunset*.

“I got married in my senior year (his wife, the former Janeen Krabbenschmidt, who also attended Pacific) and by the time of graduation we had a baby

on the way. After spending the summer making tin cans at Stokely Van-Camp in Stockton I tried to find work with newspapers, radio and television stations. Nothing materialized, so I arranged for an interview at *Sunset*. With a week to get ready I went to the library and read every issue of the magazine for the past 10 years, got some ideas for stories they hadn’t done, and went out and did them.”

When he showed this work to the interviewer, he was quickly hustled into the office of an editor. A few weeks later he had the job.

“They weren’t interested in where I went to college or what my grades were. They just wanted to know what could I do and what ideas I had. The ideas were the big thing. I had been told they had no positions but have since learned that doesn’t really matter if they want you.”

He was hired as a staff editor and soon was assigned to the Los Angeles area. He spent five years there before recently being promoted and moved back to the Menlo Park headquarters of the magazine. He is one of several assistant editors.

“Most of my work involves writing about things that interest me, and this has ranged from a tourism article on Santa Barbara to how to buy a push broom. *Sunset* is a great place to work because they give you complete freedom to get the story. For example, we were interested in a story on the Uinta Mountains in Utah, so we went on a 10-day backpack trip there. There isn’t a writer here who does articles just at his desk; we have the freedom to do the job the right way, and that is exciting.”

Although he has been out of college for several years, Jensen still maintains an interest in basketball, playing frequently for AAU and city league teams. “Playing basketball at UOP forced me to discipline my time,” he said, “and one thing I will always remember learning from Edwards (former UOP basketball coach Dick Edwards) is that you never quit. I have tremendous respect for that man and believe he is one of the best coaches in America. I couldn’t believe how hard some of the practice sessions were, but it was the price you paid for winning.”

Winning is what the teams did that Jensen played on. He chose UOP over several other schools—“Edwards was a very persuasive man”—and played on the highest scoring freshman team in UOP history. His last two years on the varsity saw UOP win West Coast Athletic Conference championships, and the team made the NCAA Western Regionals his last year.

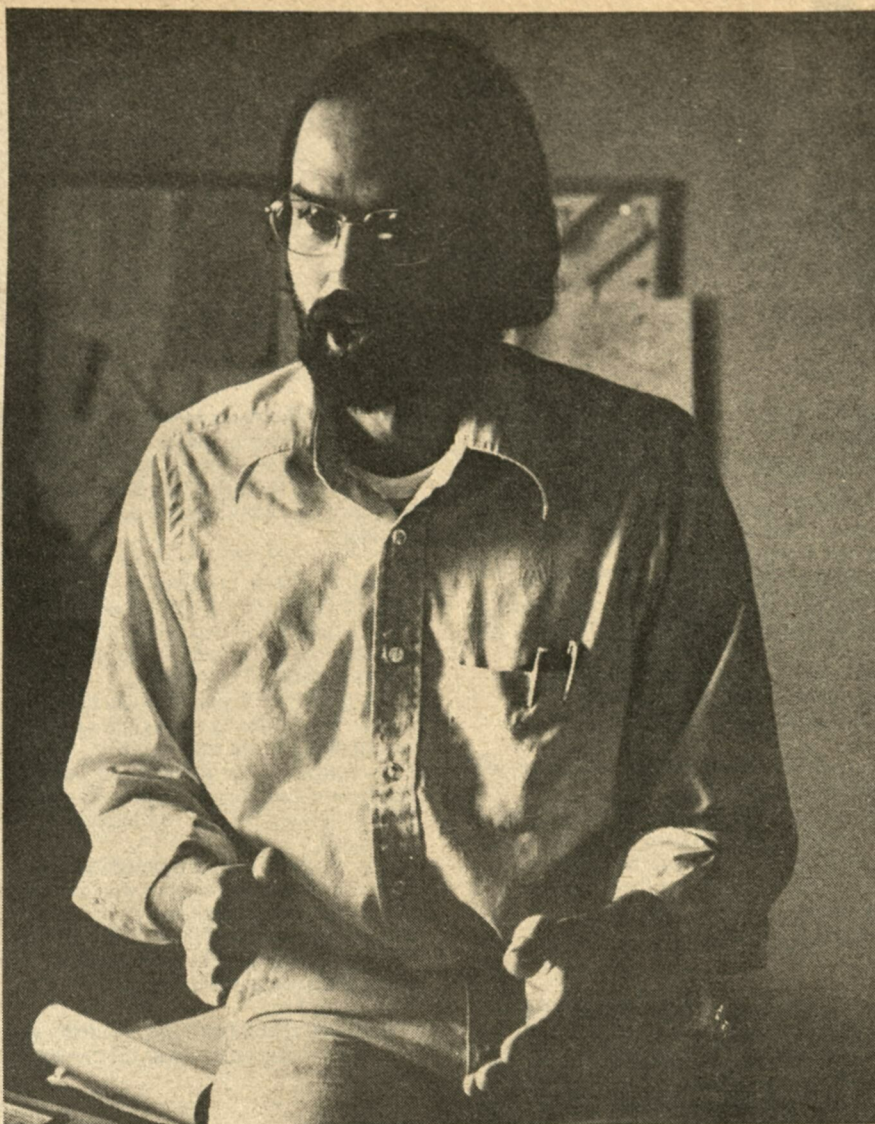
Jensen said he selected Pacific because of the smallness and beauty of the campus. “I also wanted to get away from home (which was Orinda in the East Bay hills near San Francisco) but not too far away.”

He enjoyed the opportunity to travel to different towns and cities that basketball here made possible, and said he still enjoys seeing his former teammates when he comes to the Stockton area.

His interest in more than sports led to some interesting times with his teammates. “They thought it peculiar that I would wander around the different cities on road trips, just to see what was there, while they were all staying in hotel rooms,” Jensen said. “And the fact that I was always reading a book led to a lot of ribbing,” he relates with a smile. “What was probably the icing on the cake came on a bus trip to Hayward. When they saw me sitting at the back of the bus working meticulously on a wood carving they completely gave up on me,” he said with a laugh.

He hasn’t lost this ability, either. When he was working in Los Angeles during the energy crunch, *Sunset* called a meeting in San Francisco to talk over how they could respond to the situation. So Jensen came to the meeting—all the way from Los Angeles—on a bicycle. “It took about five days, but it sure was worth it. I had a good time and got ideas for several stories from places I passed along the way.”

Photo courtesy of *Sunset* magazine.



Stephen T. Landuyt: Editor-in-chief with a distinct sense of purpose and dedication

Retired U.S. Supreme Court Justice William O. Douglas is quoted as having once said two of the happiest days of his career were the day he became editor of his law school journal and the day his successor was named.

If happiness means hard work, the statement certainly pertains to those intimately involved in the production of the *Pacific Law Journal*, the nine-year-old publication at UOP's McGeorge School of Law in Sacramento.

There is a distinct sense of purpose and dedication to the arduous task of developing articles of interest to the legal community in this state and analyzing the multitude of statutes enacted each year by the California Legislature.

"There is considerable satisfaction in working with student editors and selecting topics of usefulness and interest to our readership," said Jerome J. Curtis Jr., a McGeorge professor and advisor to the *Journal* for the past two years.

Stephen T. Landuyt, editor-in-chief of the publication, directs a staff of nearly 50 McGeorge students in preparation of the semi-annual *Journal*. The staff occupies a remodeled two-story home on the McGeorge campus to publish issues in January and July. The winter issue each year features a review of the significant laws enacted by the just concluded session of the California Legislature. This task was formerly handled by the State Bar.

Each issue also features a comments section written by McGeorge students on a particular aspect of a law, and an article section that deals with a topic by a guest author from the legal arena on an item of current interest.

"It is very exciting to publish continuing literature of the law and work with such highly motivated and competent individuals," said Landuyt, a third-year student from San Jose. While serving on the *Journal* staff he was able to do a comments piece on the Political Reform Act of 1974.

"The *Journal* allows you to work in an area of interest and obtain a lot of personal satisfaction and experience in writing," he explained. "It also gives you the opportunity to be closely edited," he added, mentioning that many of the items are written three or four times before they are finalized. "I feel these are valuable experiences for a law school student."

Curtis said the *Journal* is "primarily concerned with legislation of the State of California. We are interested in matters of relevance to California law." He said the publication is read primarily by

The Literature of Law The Pacific Law Journal

practicing lawyers and judges in California. The circulation of 2,900 is "growing at an enviable rate," according to Curtis.

"This is one of the few sources of legislative intent," said Landuyt. "It points out ambiguities in the law, how laws in one field may affect other areas, and what new problems may be created by the legislation. We are researching an entire area of the law to expand beyond reporting what a bill says."

Landuyt, Curtis, and McGeorge professor John R. Lewis Jr., a five-year advisor to the publication before Curtis, noted that the logical thrust for a law journal at McGeorge would be the actions of the Legislature. "Every law school that publishes a journal has a certain area of interest," explained Lewis, "and it seemed logical to us to focus on the actions of the Legislature because of our proximity to state government."

Landuyt said many staff members spend a considerable amount of time working with legislative aides in the preparation of *Journal* items, and this includes attending various committee sessions and hearings. He acknowledged that it gets especially hectic toward the end of the calendar year, as many bills are being amended, tabled, defeated, or signed into law at the time the *Journal's* review of selected legislation is going to the printer.

"Many bills get amended at the last minute, and this requires our writers to be constantly monitoring the situation," said Landuyt. "This requires close coordination at the end of the session."

An annual task facing the *Journal* in this area is selecting which new laws are included in the publication. Last year, for example, there were 1,261 bills enacted, but only 205 were discussed in the

Journal. The staff has specific guidelines that are applied to this selection process.

New laws are usually discussed if they would affect the practice of the general practitioner of the law, affect the practice of a specialist in the area, or interest the attorney as a community leader. The goals include providing "a concise summary of all significant changes in California statutory law, and providing a lasting research tool as a source of legislative intent and as a directional reference source."

Gordon D. Schaber, dean of McGeorge, feels the publication is achieving these goals. "In a few years the *Journal* has become one of the most significant contributors to the literature of the law in California," he said. "This is because it is the only major repository of legislative history concerning recently enacted California legislation, as well as the source of numerous articles explaining current legislative enactments, trends, and projected needs. It has become a common bench book for judges and a reference tool for lawyers to make sure that the current statutory enactments are placed in proper context."

Journal officials added that a sign of success for them is the number of times it is cited in other publications and in court opinions. "We have broken that barrier," said Lewis. A recent article on title insurance by Curtis has spurred legislation in this field, and an article on the firemen's injury issue has been cited as the "definitive work" in the field. Another sign of success was the California Law Revision Commission using a student comment item on inheritance rights as part of a recommendation and study report.

"There isn't a law school worth its salt that doesn't have a journal," said Lewis, "and it is part of the credibility of the school in the legal community." Curtis added, "It takes awhile to become a respected forum, and we are starting to command this as more authorities are available and leaders in specialized fields want to publish in the *Journal*."

Assisting the regular *Journal* staff in its duties is the Special Select Committee of Advisors that includes legislators, judges, practicing lawyers, and representatives of the governor's office and judicial council. "They usually meet twice each year to critique the published work, share their thoughts on topics that should be discussed in the publication, and generally help us refine and improve the *Journal*," Curtis concluded.

—R.D.

UOP Today

Pacific Day

The sixth annual Pacific Day, an all-University open house, will be held Saturday, April 29.

In addition to the traditional displays and demonstrations, several events related to a "renaissance" theme are being planned. Included will be a special display of models of Leonardo da Vinci inventions.

Nearly every department within the University will participate in the open house, and all alumni, parents, and friends are invited. Activities will be scheduled from 10 a.m. to 4 p.m. with a barbecue at noon. Special programs also are being planned for prospective students and their parents.

Elbert Covell Reunion

Cartagena, Colombia is the site for the upcoming Elbert Covell College Reunion to be held June 24 - July 1. If you are interested in participating, group travel arrangements (air and land) are available. For further information please contact Elbert Covell College Reunion 1978, University of the Pacific, Stockton, CA 95211.

Bar Exam Results

McGeorge School of Law has again recorded outstanding results in California State Bar exam figures. A total of 91.9 percent of the McGeorge students taking the state tests for the first time passed. This constitutes one of the highest percentages in the state and the highest in the history of McGeorge.

A breakdown of the 91.9 figure shows that 96.3 percent of the day division students passed, or 162 out of 168. In the evening division the rate of 85.2 percent was on the basis of 92 out of 108.

A total of 7,246 people took the California bar exam last fall, and the statewide passage rate was 54.6 percent or 3,958.

The UOP law school has traditionally been among the leaders in the state in percentage of students passing the bar exams.

UOP Co-Sponsors Behavior Analysis Conference

Approximately 1,000 professionals who deal with developmentally disabled people are expected in Stockton on March 28-30 for the second California Behavior Analysis Conference.

Stockton State Hospital and UOP are sponsors for the event, which is designed to share information and new technology with people who work with developmentally disabled citizens. Professionals from the mental health field, plus educators and psychologists, are expected to attend the event.

Among the prominent guest speakers will be Dr. Richard M. Foxx, who is internationally known for his work in the area of rapid, effective training techniques, and Dr. William G. Bronston, medical director of the Developmental Services Program of the California State Department of Health.

Irvine Foundation Grants \$575,000 For Dental Fellowships

The James Irvine Foundation has granted \$575,000 to the American Fund for Dental Health for fellowships to assist financially pressed students at California's five dental schools.

The grant will be distributed through the Fund over the next four years to dental students at the University of the Pacific, University of California at San Francisco, University of California at Los Angeles, Loma Linda University, and University of Southern California. UOP expects to receive \$32,000 this year from the grant.

"The cost of attending dental school is high and continues to escalate related to cost of living and direct educational expenses," pointed out Dr. Dale F. Redig, vice president of the AFDH and dean of the University of the Pacific School of Dentistry. "Funds to cover educational and living expenses are often difficult to obtain. Each year for many students there is a gap between available funds and necessary expenses. In some instances, this unmet financial need becomes truly critical and the performance of the students concerned is affected in many ways. These fellowships will help alleviate this need and free the students to concentrate on their studies."

The American Fund for Dental Health is the dental profession's national tax-exempt agency for raising funds to support dental health and education.

School Of Dentistry Honors Periodontists

A plaque has been unveiled at the A. W. Ward Dental Museum at the UOP School of Dentistry honoring two San Francisco periodontists who helped establish the museum.

The late Drs. Clarence E. Butler and Lowell N. Peterson helped raise the funds needed in 1970 to start the museum project. They later represented the California Academy of Periodontology on the school's museum committee.

They both were past presidents of the California Academy of Periodontology and served terms as chairman of the Periodontics Department at the College of Physicians and Surgeons, predecessor of UOP's School of Dentistry in San Francisco.

The museum, which opened in 1974, is named in honor of the man who developed numerous instruments and techniques that are common in most dental offices today. Dr. Ward, who died in 1973, was a founder of the California Academy of Periodontology.

A \$1,000 check from the Academy was presented to the museum at the ceremony.

Pharmacy Graduate Students At UOP Receive Scholarships

Four graduate students at the University of the Pacific School of Pharmacy have received scholarships of \$1,500 each from the Achievement Rewards for College Scientists Foundation (ARCS) of Northern California.

John A. Byrne of Palm Springs, Albert T. Gazer of Egypt, John R. Martin of Canoga Park, and Joseph A. Woelfel of Stockton were honored recently at the sixth Annual ARCS Scholarship Awards Luncheon in San Francisco.

Byrne is working in the physiology-pharmacology field, Gazer is involved in clinical pharmacy, Martin in studying neuro-pharmacology, and Woelfel is involved in pharmaceuticals.

The ARCS Foundation is a national non-profit organization of women volunteers devoted to support future scientists. It is dedicated to the cause of promoting advancement of science and technology by providing scholarship funds for top college science students.

San Antonio Business Executive To Aid UOP Fund Drive

Holt Atherton, a San Antonio business executive, has been named chairman of the Friends Committee of the University of the Pacific Annual Fund.

Atherton, president of the Holt Machinery Company of San Antonio, is part of a family with long-time ties to UOP, which was founded in 1851 as the first chartered university in California.

He will be the volunteer director for the Friends of Pacific portion of the Annual Fund, which has a goal at the university this school year of \$1.3 million.

The Annual Fund encourages university support by UOP alumni, parents, friends, and others interested in Pacific. Jerald Kirsten of Lodi, California is chairman of the Alumni Committee and Jerald Pickering of Redding, California is chairman of the Parents' Committee.

Atherton, chairman of the board of the San Antonio Chamber of Commerce, is a director of the Frost National Bank of San Antonio and a partner in the Marina West development at Stockton, California and the Holt Oaks Land Development concern.

Annual Mission Tour

The 31st Annual Mission Tour at University of the Pacific has been scheduled for March 18-25.

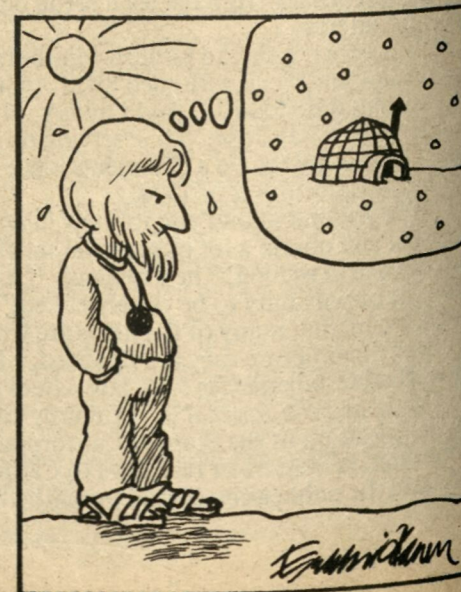
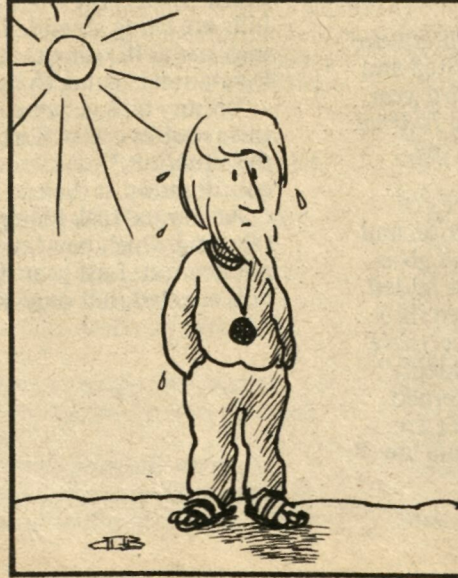
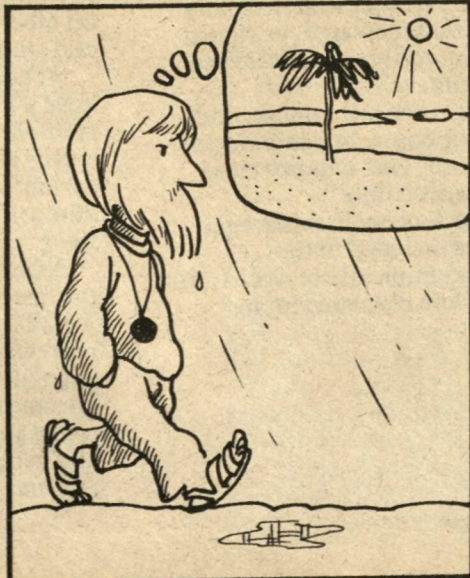
The Holt-Atherton Pacific Center for Western Studies sponsors the trip each year to the famed Franciscan missions that are located throughout California. Since its start in 1948 the tour has served more than 900 people. A total of 41 spaces are available for the 1978 trip, and officials said the tours in recent years have filled up considerably ahead of the departure dates.

Dr. Walter A. Payne, director of the center and chairman of the History Department, and Dr. James M. Shebl, associate director of the center and an associate professor of literature will be the tour leaders.

The tour will travel El Camino Real by chartered bus, stopping at the 21 missions from Sonoma to San Diego. The stories of the missions will be told by the padres and tour leaders. Participants have the option of university credit for the trip.

The cost of transportation, admission fees, travel insurance, baggage tips, hotel accommodations, and selected meals is included in the \$205 fee.

For more information contact the Holt-Atherton Pacific Center For Western Studies.



Sears Grant Presented To UOP

Grants totaling more than \$105,150 are being distributed to 44 privately supported colleges and universities in California by The Sears-Roebuck Foundation.

A check for \$6,000 was presented to University of the Pacific President Stanley E. McCaffrey by Paul N. Beilstein, manager of the Sears store in Stockton.

The California colleges and universities are among 1,000 private accredited institutions across the country which are sharing in \$1,500,000 in Sears Foundation funds for the 1977-78 academic year. Funds may be used unrestrictedly as the colleges and universities deem necessary.

In accepting the Sears grant, McCaffrey said, "This kind of support from the private sector is of invaluable assistance to our independent colleges and universities. It enables us to maintain and strengthen our programs of educational quality in these times of constantly increasing costs brought about by inflation."

UOP has received some \$56,000 from Sears through this program during the past 15 years. A considerable portion of the funds has been used for scholarships and to purchase library books.

In addition to its unrestricted grant program, The Sears-Roebuck Foundation each year conducts a variety of special purpose programs in elementary, secondary, higher, and continuing education. Altogether, the foundation had expenditures of over \$2,500,000 in 1977 for its education activities.

Monograph On Francisco Pacheco Published At UOP

"Francisco Pacheco of Pacheco Pass" is the title of the last publication from the Holt-Atherton Pacific Center For Western Studies.

Dr. Albert Shumate, a former president of both the California Historical Society and the Conference of California Historical Societies, wrote the monograph on the 19th century rancher.

Dr. Shumate, a retired San Francisco physician, writes, "Thousands of motorists drive over Pacheco Pass, but few know anything about the sturdy pioneer whose name it bears." Pacheco arrived in California in 1819 as a gun carriage maker and later became the owner of vast acreage in Central California.

The monograph is the seventh in a Western historical series published by the Holt-Atherton Center. It is available for \$4.50 and can be ordered by contacting the Holt-Atherton Pacific Center for Western Studies, University of the Pacific, Stockton, CA 95211.

Investors Luncheon

"It's not an easy thing to do, but one which is, like so many other things affected by today's inflation, nonetheless necessary."

With that remark, Jeremy W. Jones, director of development, recently shared the news that the giving level for qualifying admission to the annual Investors Luncheon would have to be adjusted this year to \$150 from the previous \$100. "The annual luncheon, of course, is one of the key ways in which we can say 'thank you' to those who, particularly at the most generous of levels, choose to indicate their belief in independent higher education. Now, with the University faced with constantly rising costs for utilities, food, printing, postage, etc., it must—if only as a way of also offsetting costs for this traditional function—take this step. When the first annual Investors Luncheon was held eight years ago, tuition at Pacific cost \$2,040 per year, a Homecoming football ticket cost \$2.00, and lunches at the Investors Luncheon cost \$2.50. Today, tuition is \$4,216, a football ticket is \$5.00, and lunches are \$3.75.

"We certainly hope everyone will appreciate that it has been necessary to raise the giving level due to rising costs on all fronts, and this increase is presented with the continued respect for those who support our institution at every giving level."

Initiated in 1970, the Investors Luncheon is held in recognition of Pacific's friends, alumni and parents who have given larger gifts during the fiscal year. Last year, some 300 supporters of the University attended the affair, and enjoyed the Pacific-Fresno Homecoming football game and related Homecoming activities.

Friends Of UOP Give Major Stock Gift

A San Joaquin Valley couple which has held UOP in high regard for many years recently presented the University with a large amount of stock.

Although they wish to remain anonymous, their gift serves as an example of what others in similar circumstances can do to assist themselves financially while also helping Pacific.

The couple, although childless, has been associated with UOP over the years because of their concern for the values of higher education. They were very successful in their business and found themselves with a large holding of highly appreciated stock. They had discussed estate planning with a University representative, their accountant, and their attorney.

At the end of 1977 they gave a large block of stock holdings to Pacific for a Charitable Remainder Unitrust. Neither they nor their estate will consequently be faced with the capital gains tax on the stock sale. The couple will receive an annual income from the Unitrust that is based on a fixed percentage of the value of the trust holdings, which are appraised annually. This income will continue throughout the life of the surviving member of the couple.

Their gift generates a sizable tax

deduction while providing them with an annual income and reducing their ultimate estate taxes and probate costs.

The remaining interest from their Unitrust will be used by the University in a way to be determined by the Board of Regents. This type of gift program might benefit alumni and other friends of the University. For more information call the Office of Development at (209) 946-2501.

Students Ride With Stockton Police Officers

What is it like to be a cop today?

A group of University of the Pacific students are learning the answer this month. "Police Field Observation" is the title of a class in the Sociology Department where the students spend time on patrol with officers of the Stockton Police Department.

Dr. John C. Phillips, an assistant professor of sociology, arranged the course, which involves 32 hours of riding on patrol, class discussions on the patrol experiences and readings in a textbook on police departments, and visits to the California Youth Authority and Deuel Vocational Institution.

"Few citizens have the opportunity to observe the day-to-day work of police agencies and personnel, even though practically everyone is highly concerned with the work the police are expected to perform," said Phillips in a course outline. "The core of the course will involve student observation of station and patrol activity."

Lt. Donald H. Garibaldi coordinates the program for the police department. "Most of the officers enjoy having the students along," he said, "as it gives them the opportunity to discuss their job with students studying police problems."

Both Garibaldi and Deputy Chief Lester J. Novaresi feel the course benefits the entire community.

Phillips said the class gives the students "exposure to a side of life they would never be able to see or experience," and it also gives them a chance to observe in reality some of the theory they are reading in the textbooks.

Comments from two students in the course support this view. Marianne Cooney, an 18-year-old freshman from Napa, said she has been impressed by the interest of the police in helping people and their ability to remain neutral in the various disputes they encounter. Ken Oliver of Fresno, a 21-year-old senior, said the patrolling "helps me understand what

policemen go through, and this gives me more respect for them."

Phillips, who first taught the class last January, said students have shown considerable interest in the course. "We reached the maximum enrollment of 20 right away," he said.

The UOP professor, who directs the criminal justice program here, praised the cooperation of the Stockton Police Department in the program. "The patrol officers, who volunteer to take a student along, are very open and honest in discussing their duties," he said.

Senator McGovern Speaks At UOP

Senator George McGovern evaluated President Carter's first year in office in a speech delivered at the UOP Conservatory auditorium January 19.

In the event sponsored by the ASUOP Forum on National Priorities, the South Dakota Democrat praised Carter's accomplishments in the international realm but spoke less favorably about the President's domestic actions.

McGovern, a member of the Senate Foreign Relations Committee, said Carter has made some constructive moves internationally with his most outstanding achievement being the role he played in bringing the two sides of the Mid-East issue together.

"I also give him high marks for being the first President to cancel the B-1 bomber and to recognize the need for a new treaty with Panama," he said.

He supports Carter's emphasis on the need for respect for human rights, the net result of which has been to "sharpen the concern for freedom and decent treatment of prisoners and persons around the world."

McGovern says he feels that Carter will become more effective as he gets more experience in handling Congress and in handling the responsibility of his office. But he added that one year into a term is not too early to begin to ask questions of a new administration and to remind the President of campaign promises made.

McGovern noted that his own campaign for the Presidency was launched by his speech at UOP seven years ago. "It got off to a good start right here on campus," he said. "It was a good speech and it was reported around the world."

The senator said his return to the Pacific campus was a "rather moving, emotional experience."

continued

Educating the Whole Person

The Unique Raymond-Callison Approach

Everyone in higher education talks about "educating the whole person," but does it ever really happen? Raymond-Callison College, formed last summer by merging two of the three cluster colleges at UOP, thinks it has a realistic program for not only educating the "whole person," but also for educating a person to be a citizen of the world.

Jeff Hammerly and Lori Kennedy are both from Portland but didn't know each other before coming to Pacific. Jeff saw a poster inviting students to "Study in Asia" and became interested in the Callison program. Lori heard about Pacific from a UOP admissions counselor visiting her high school and decided that Raymond College was the right place for her.

Both have found a common denominator in the new Raymond-Callison College and feel the merger is a good thing.

"For the first time since coming here, I feel that the school is shaping the students coming in and not the reverse," says Jeff, who is now a junior in Raymond-Callison College.

Raymond College offered a highly flexible curriculum, with an interdisciplinary approach to learning and no majors. Callison featured interdisciplinary courses with an emphasis on the Far East and a year of study in Japan.

The new college offers majors in Human Development and American Studies, along with International Studies that includes an optional year of study in Japan or some other non-western country. It plans to offer a certificate program in Women's Studies and to add additional majors by next fall.

As described in a current brochure on the school, Raymond-Callison College is unlike most liberal arts colleges in that it seeks to "break down barriers—between cultures, between fields of study usually organized into departments, and between students and faculty."

Dr. Margaret Cormack, dean of the college, describes the school as being "future-oriented and problem-oriented."

"We help people live in a multi-cultural world. Because we live in a world of many peoples—it is not enough to 'understand' people of other cultures in an intellectual sense, we must have a *functional acceptance* of others in order to relate to them," she says.

The school's cross-cultural year in Japan is designed to accomplish this. It immerses the students in the Japanese culture for a full academic year and can be done as early as the sophomore year. The three-phase program includes a period of Japanese language training, a period of university study, and home stays and internship or cultural track.

Jeff spent last year in Japan. Debbie Stuhr, a senior from Richmond, California, was there the previous year. Both described the experience as "addictive" and plan to go back.

"I have been interested in Eastern thought since early in high school," Jeff says. "The Japan experience knocked down a lot of ideas I had. I did my three-month internship in a Zen Buddhist monastery. I certainly could not call it an enjoyable experience, but it was a very good experience. It was



A world of many people: Raymond-Callison students develop a "functional acceptance" of people of other cultures through an optional year of study in a non-western country

physically painful. Western men's legs are not designed for long periods of meditation, and it has been said that Zen Buddhists and the U.S. Marines are the only two groups that use sticks on themselves."

Debbie did her internship with a large family that did gardening. She described the Japan experience as "increasing my holistic view" of the world.

"It expanded my view from the society I live in to the world around me. And in the end, it helped me see where I fit in the whole scheme of things," she says.

Both Jeff and Debbie stressed how the program had helped them see for the first time what it means

to be a foreigner. They felt it was particularly difficult in a country like Japan where there are so many rules of behavior, where a person is treated differently according to his or her social status, and where the language is difficult.

Lori Kennedy, now a senior, has had a different kind of interning experience. She spent a semester working with the American Civil Liberties Union in her native Portland.

This Raymond program of providing students with an off-campus internship is also continuing in the new Raymond-Callison program.

"The internship was really an experience for me to learn my own constitutional rights and at the same time taught me a great deal about the social services that are available to citizens," Lori says. "I also learned that you don't necessarily have to have an undergraduate degree in business administration to become a business person, or major in political science to go to a law school."

While the internships and off-campus experiences are an important part of the Raymond-Callison program, its real distinction is in the on-campus offerings.

"I have really been spoiled here," says Debbie Stuhr. "I have taken only the classes I am interested in. I have dabbled here and there, and took classes I might never have taken just because of the interesting teachers."

"Learning at Raymond-Callison is really fun," Lori said. "I was just an average student in high school and really not very interested in going to school. But here, the most exciting part of school is going to classes. The second most exciting thing is reading and preparing for the classes. I find the writing of countless reports for the classes the least exciting."

"In high school everything was very competitive and I hated it," Debbie says. "Here the students and the faculty are supportive of each other, and the open discussions in the classroom make it everyone's best interest to keep up. The 'pass-withdraw' grading system has made it possible for me to take classes I otherwise would have passed up because I thought they were too difficult. I was surprised when I discovered that I could do well in them."

Jeff added that Raymond-Callison students must be prepared to "lay themselves open" for criticism.

"Through the faculty evaluation letters (used instead of grades), the students know exactly where their strengths and weaknesses are," Jeff says. "A student is constantly challenged to state and then define his or her opinion, both in writing and verbally in front of his peers."

Other Raymond-Callison students have described the program as being more difficult than the traditional "lecture-examination" method of learning. It requires more analysis and more critical thought.

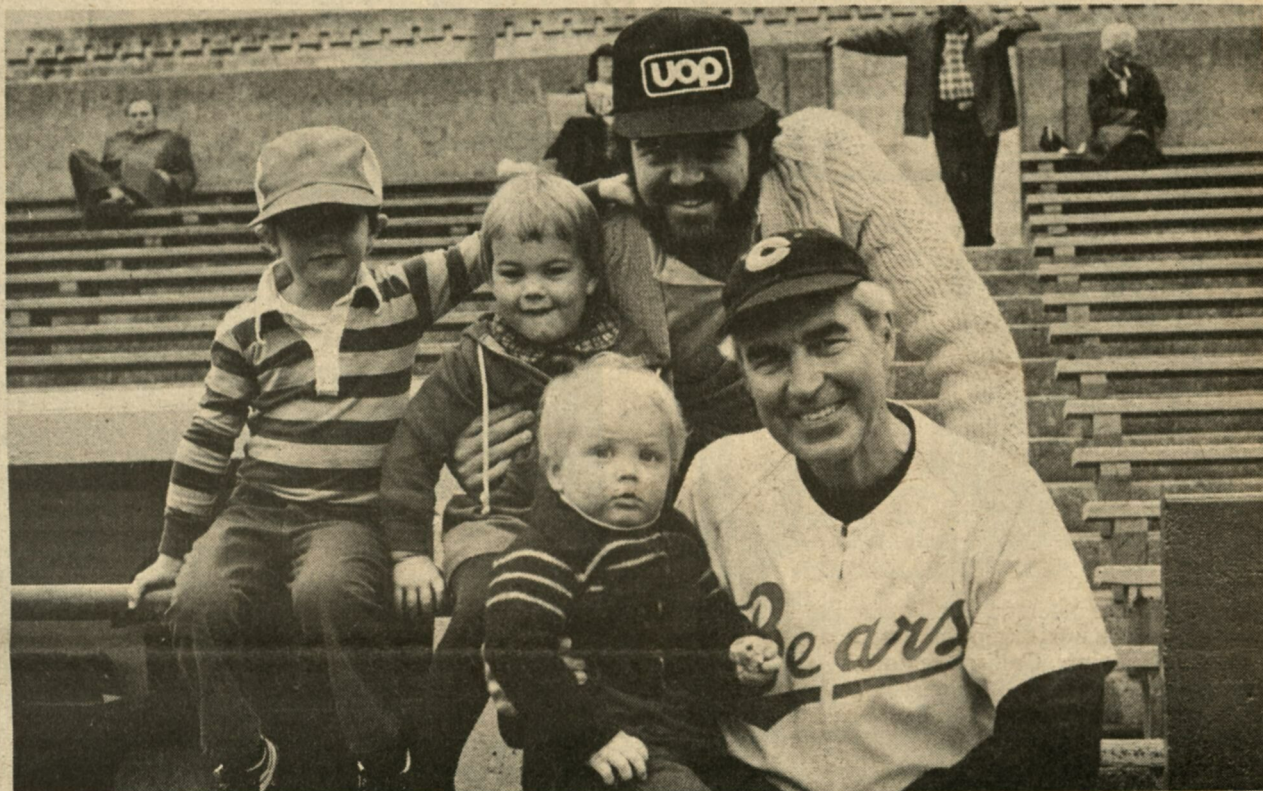
The end result is a student who has gained confidence in his or her ability, a student who has broad interests and a good understanding of available options.

As Lori puts it, the graduates of Raymond-Callison College are likely to create their own jobs because they have the experience of taking a holistic approach to thinking.

Perhaps the best end product is that Raymond-Callison graduates seem to know that learning can be fun.

—D.M.

Presidential Baseball McCaffrey at the Bat



The cheering section: Grandchildren Kevin, 4, Brooke, 3, Darren, 2 and son Steven with President McCaffrey

It's spring, and that means baseball season is upon us.

For President Stanley E. McCaffrey it also means that for the 40th year he rejoined the Cal alumni to battle the varsity. This year, however, the game was a little different.

McCaffrey rounded up his teammates from the national championship team of 1938 to take on the younger alumni. In spite of the fact that there were some minor modifications of the rules (such as two outs per man and six outs per inning) McCaffrey's team lost by a score of 9-1. McCaffrey did have two hits during the three inning contest; the first was a single on a fielder's choice, the second a stand-up double. He also scored the team's only run.

He attributes his success in the game to having worked out several afternoons this spring with the Tiger varsity. This, he explains, is not without its hazards.

As McCaffrey was taking infield practice at first base one afternoon, a bad hop hit in the forehead.

"The Varsity players were very solicitous," he said, "and asked if I felt all right. The most unkind cut wasn't the abrasion, however. It was a remark of a friend who said, 'When does a bad hop become a delayed reaction?'"

McCaffrey also has played in the Pacific Alumni-Varsity games since 1972. He recalled a series of amusing incidents that occurred in the '75 and '76 games.

"In the 1975 game, we picked a Varsity player off first base for the last out of the game. As I was trotting off the field, I saw an old friend, Forrest Plant, distinguished attorney from Sacramento. I asked him how he happened to be there. He responded, 'You just picked my kid off first base.' I replied, 'Gosh, if I'd realized that, I would have dropped the ball.' Just then, his son, Greg Plant

came up and said, 'President McCaffrey, I'll get even with you.'

"In next year's game I hit as long a ball as I have ever hit, a towering drive to left center field. I thought it was 'out of there'. The Varsity left fielder kept running and running and finally reached his outstretched hand to catch the ball in the webbing of his glove. As he trotted in, he said to me, 'President McCaffrey, I told you I would get even with you!' It was Greg Plant."

McCaffrey observed about the 40th reunion of the '38 team, "I think this was undoubtedly and unprecedented thing—the only time a team actually was on the field and playing 40 years after their graduation. It was pretty remarkable just to get our team on the field—we had seven of the nine starters from our 1938 national championship team. Of course, we were 40 years older, 40 pounds heavier, and 40 steps slower. . . but we were out there."

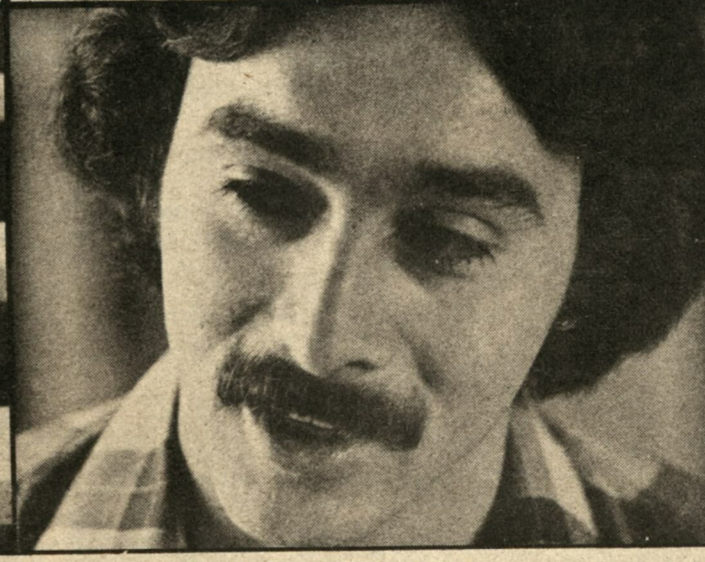
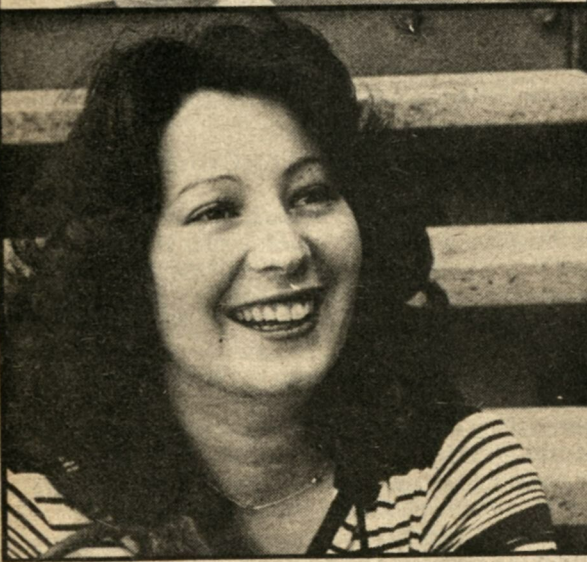
He said, "You know, when you're out on the diamond, the years seem to disappear and you fell right at home, just as you did when you were playing. It really doesn't seem 40 years ago. . . it seems like only yesterday."

McCaffrey has said that after this year's 40th reunion games he plans to hang up his spikes. "I've been very lucky to play in the alumni games for the past several years, and I think I'll quit while I'm ahead. Of course, I'll still continue jogging and playing tennis and playing first base on our 'UOP Coaches, Etc.' softball team. I'm the 'Etc.', you know."

Story and photo by Doyle Minden

STUDENT LIFE

That Special,
Spirited, Stimulating
Student Life



The Health Center is a pretty good place. I like knowing that it's there. If you need another doctor, they'll always refer you to one.

*Theresa Liou,
Senior/Pharmacy
Hong Kong*

The Student-to-Student Advising Program is good because when you first come to UOP you're lost. Your student advisor has been through it before.

*William Lymos
Freshman/Business
Sacramento*

I like living in my sorority. It's something new, something fun. We do worthwhile things. During rush, for example, all the money from our favors went to the underprivileged children.

*Maureen McInerney,
Junior/Education
San Jose*

The advantage of fraternity life is that you can always come back to campus and know a lot of people. And you can always keep in touch with them. Sean, my dog here, likes UOP a lot, too. He thinks he's majoring in drama.

*John Olin
Sophomore/Math
Minnesota*

The people in our dorm section are unbelievably close. It has a lot to do with our RA. She was our stimulus.

*Cynthia Bozarth
Freshman/Music Education
Tahoe City*

I think ASUOP is doing a great job. The student body could participate in its programs a little more, but basically everything seems to work pretty well. I've gone to some of the Foreign Students Program meetings and dinners and enjoyed them. It's a great way to socialize and exchange ideas.

*Jorge Valencia
Senior/Economics
Columbia*

I'm sort of involved in Newman House. Father Silva is really good. In the religious services here, you're not just somebody in the church.

*Kathy Sullivan
Freshman/Special Education
Clayton*

I've never used the escort service, but I will if I need to.

*Audrey Umeda
Sophomore/Special Education
Hawaii*

Freshman orientation was great. I loved it. I liked the food, the people, the activities. . . It presented a well-rounded picture of UOP.

*Laura Kakis
Sophomore/Music Education
Monterey*

Valerie Lindstrom lives in a dorm and likes to study at the library in the evenings. But she doesn't feel comfortable walking across campus alone at night. What does she do?

She calls the Escort Service and is accompanied to the library by one of the male students on call. After some growing concern for women's safety at night, a group of students got together and formed the service, which now consists of about 50 men who signed up for various shifts.

This is just one of the things that has happened recently on the Pacific campus through a framework provided by the Office of Student Life to deal with the concerns of students. Within the structure of this office, students are able to do more to solve their own problems.

The Office of Student Life grew out of the former Dean of Students' Office. President Stanley E. McCaffrey created the office in 1975 to bring together all programs of the University that affect students' lives outside the classroom.

In announcing its establishment he said, "It has been our effort to have this Office be a place students can go to get assistance in connection with problems they may be experiencing, or merely for answers to questions they may have."

Today the Office of Student Life includes Cowell Student Health Center, The Career Planning and Placement Center, the University Center, the Counseling Center, the Student-to-Student Advising Office, the Residential Life Program, liaison with student government, campus religious life programs, coordination of new student and parent orientation, and foreign student services.

Since its beginning, the Office has been under the direction of Vice President Judith M. Chambers, formerly dean of students.

"Realistically, students spend more time out of the classroom than they do in the classroom," Chambers says, "so obviously, not all learning takes place in classes, as fundamental as they are to education. This is the fact that guides us in designing our program to supplement what goes on in the classroom."

"At many colleges and universities student life is viewed as being secondary to academic programs," she explained. "But at Pacific out-of-class support services are recognized as being essential."

There are 125 students and 14 paid professional staff members directly involved with the operations of the student life program. Virtually every student on the Stockton campus is affected in some way by the Office of Student Life.

Freshman Craig Newhouse was having a difficult time budgeting his study time. He knew he needed some help, he went to someone who has been in a similar situation — his student advisor. The student-to-student advising program makes it possible for a freshman to seek guidance from more experienced students who receive a semester of training before working in the program. Each freshman is assigned to a student advisor when he or she first arrives on campus for orientation. The student program supplements an extensive system of faculty advising.

William Lymos, a freshman business and public administration student from Sacramento, comments, "The student-to-student advising program is good because when you first come to college you're lost. Your student advisor has been through it all before."

One key element in the student life program is the organization of the various residence halls. These range from two-bedroom apartments to the 400-student Grace Covell Hall. Each of the 23 residence halls has a head resident who is, in most cases, a person trained in fields like counseling and interpersonal communications. Many either have a

master's degree or are working toward a doctorate.

Head residents are aided by resident assistants (R.A.'s), all of whom are carefully screened and trained. There generally is one student assistant for each 25 students.

In addition to this, each dormitory has a form of student government that creates guidelines for community living and also activities for the students. This has led to an inter-dormitory form of government known as OUR (Organization of University Residences), the organization that established the escort service Valerie used to get to and from the library.

"We get along great with our R.A.," says Audrey Umeda, a special education sophomore from Hawaii. "I consider her to be a friend rather than an authority figure. . . someone you can talk to and joke with."

Bill Hatch, a freshman English major from Rolling Hills, is even more enthusiastic about the residence hall program.

"I think it is super living in South/West. The R.A.'s have a real concern for the students. It's not something they have to work at. I have an excellent relationship with my R.A., and for me there essentially was no adjustment period when I moved in here," he says.

Vickie Sanders is in charge of the University's Learning Center, another service of the Office of Student Life. Some 200 students used the Center last semester to improve a variety of study skills.

"About two-thirds of the students using the Center are capable and successful in many areas, but they aren't satisfied with a particular skill such as reading rate, vocabulary, writing, or study competencies. Less than one-third of them did not acquire the necessary background in high school to allow them to do college work," she says.

"Generally, I feel our students are more mature than 'average' college students, and many of them are able to identify the problem that is slowing them down. They also are interested in gaining maximum personal development from their college experience. So they come to the Learning Center," she added.

UOP students first come in contact with the Office of Student Life when they arrive for student orientation prior to the start of their first semester. The Office conducts a series of four orientation programs of three days each during the summer, and a shorter fifth session just prior to the start of the fall term.

Orientation programs include a separate and concurrent orientation for parents of incoming students. The parents live in the dorms, eat in the dining halls, and attend a series of programs nearly identical to those of the students. Parent orientation is designed to give parents a broad understanding of the University and of the people who will be working with their children in the years ahead. In recent years many parents have expressed that after participating in orientation they wish they could trade places with their children and return to college themselves.

Just as the Office of Student Life is the students' first contact on campus, it may be their final contact as well.

Lauri Wukich graduated last spring and planned to go to graduate school at the University of Southern California. After several weeks there she decided that it was not the best place for her. She came back to the Pacific campus and activated a file at the University's Career Planning and Placement Center. She is now interviewing for a job and has several prospects.

According to William McGregor, director of the Center, programs are designed to assist students who are preparing to enter the job market after graduation. It not only seeks to bring employers in contact with qualified applicants, but also works with students throughout their college days to

prepare them for entering the job market. It offers suggestions on interview techniques and resume preparation and guidance in defining personal career goals.

One of the more complex functions of the Office of Student Life is providing services to foreign students. Nearly 7 percent of the Pacific students are from outside the United States, representing nearly 60 other countries.

The International Students Organization is designed to bring foreign students at Pacific together so that they become acquainted with each other. At the same time, students from the United States are involved with the organization to become more familiar with the foreign students.

Among the services provided are assistance with immigration and naturalization requirements, faculty advising for academic programs, tutoring, and assistance in reading and language problems.

Catherine Davis, associate dean of students and foreign student advisor, says, "Most foreign students seem to find Pacific a warm, friendly place to go to school. They are attracted to the professional schools. Spanish-speaking students are attracted to Elbert Covell College, where they can receive an American-style education in their native language. And many Middle Eastern students find that the Central Valley climate is familiar to them and feel at home here."

Still another aspect of the Office of Student Life is Cowell Student Health Center. Dr. Allen B. Morrison is director of the Center, which is designed to meet the health needs of all students. The 32-bed complex offers complete 24-hour nursing care. The medical staff consists of physicians trained in general practice, internal medicine, orthopedics, gynecology, and otolaryngology.

As Theresa Liou, a pharmacy senior from Hong Kong, says, "The Health Center is a pretty good place — I like knowing it's there."

Also located within the Health Center is a professional counseling service for students. Educational, vocational, and psychological counseling and referral are available.

A focal point for many student activities on campus is the University Center.

Gary Kleemann, director of the Center and a member of the Student Life staff, says that students are the primary force in developing activities at the Center. The University Center Program Planning Council, comprised of students, is in charge of staging activities, often in conjunction with ASUOP, the University's student government.

Between 10 and 15 activities are planned by this group each month, in addition to a series of ongoing programs. These range from concerts, art courses, mini-courses such as "Bicycle Repairing," and movies, to wilderness field trips, photography contests, and ballroom dance classes. It even includes paper airplane flying contests.

There are more than 100 activities each month on campus for the students. In many cases they are free and open to the public. Not all of these are generated by the University Center, but they are coordinated there and publicized through a monthly calendar.

Pacific is often described as a "friendly campus." The Office of Student Life plays an important role in keeping in that way.

—D.M., M.W.

ARTS FOR THE HANDICAPPED

As the near-dozen people, each holding a shiny Swiss handbell, awkwardly arranged themselves to form a semicircle, their "Conductor," Alice Ball, briefed them as to her expectations. As their respective contributions to "Gonna Build a Mountain," Judy would be required to provide, on cue, a "lasting chime ('lasting and loud')," George and Debbie would ring their bells simultaneously ("for emphasis"), and Michael would dramatically strike his bell four times ("and quickly").

Having briefed each student, the full-of-personality instructor stepped back and slowly began to conduct. Before the tune was half-completed, however, it was obvious from the self-conscious giggling of everyone, including Ball herself, that things were going only "so-so."

Judy's chime, after all, hadn't lasted that long; George and Debbie had been somewhat "off"; and Michael—well, Michael may have provided the good-natured breaking point. Halting the rehearsal in musical mid-sentence, Ball gently reprimanded: "Mike, I asked you to ring your bell four times, but you did it only *three*." Then, a look of friendly exasperation disappearing from her face, she announced: "Alright, let's try it again, everyone. Okay? Are you ready, and can you do it right this time?"

The students were ready and yes, the second time through things went beautifully. Everyone was delighted, as their confident smiles easily confirmed. This was hardly the first time these students have received patient encouragement from Alice Ball, nor will it be the last time they will experience the frustration as well as the satisfaction that accompanies the artistic/musical process. The key, however, is that Michael, Judy, George, Debbie and all of the other bell choir members are retarded. In fact, they are among over 60 developmentally disabled Stockton residents who each day report to the Alan Short Center not only for bell choir, but also for a variety of arts-related activities which are the heart of the Center's unique "Arts for the Handicapped" program. The artistic process is the catalyst to the Center's program as, according to its designers, there is no "right" or "wrong" involved (save, of course, for a few missed notes now and then). Therefore, Center officials contend, artistic participation can serve as the best means of improving not only motor skills of the retarded, but a variety of related concepts including self-esteem and preparation for productive roles in the community and acceptance of responsibility. Just as the Short Center's reputation as the only setting in the nation to exclusively and effectively utilize this approach has continued to grow, so too has the program's informal association with the University of the Pacific.

Today, seven of the 18 person staff at the Center are Pacific alumni; several students in the Conservatory's music therapy program are serving their required internships at the setting; Center officials have joined with officials of the School of Education in selected grantsmanship activities; and UOP President Stanley E. McCaffrey sits on the Center's advisory board. For that matter, the Center's namesake—former State Senator Alan Short (D-Stockton), now retired and living in Sacramento—is a 1943 Pacific alumnus. Still another catalyst to the program's founding and continuance is Sacramento insurance executive James McDowell, a 1949 Pacific graduate.

Perhaps no other "Pacific person," however, is more enthused about the Center than Alan Falstreu, a 1968 Pacific theatre arts graduate, who has served as the program's executive director since its opening in April, 1976.

"What we've established here is a *positive* way of dealing with the handicapped," Falstreu claims, adding that, "We've created an environment without risk factors." The alumnus continues, "Everything these people do is a positive step. Now we've got

them going out into the community and they're not afraid to make decisions. Through the arts, they've made strides in all areas of personal development."

By way of practical explanation, Alice Ball cites her bell choir activities, and particularly the case of Michael, the young man who forgot to ring his handbell the required number of times.

"What's happening musically in that class isn't nearly as important as what's taking place developmentally," explains Ball, a 1973 graduate of Pacific's music therapy program and now Director of Performing Arts at the Center. "In Michael's case, we're dealing with someone who has difficulty paying attention. He has poor eye contact. . . he stares into space. . . his attention wanders. By using the handbells, however, he's forced to watch one person in order for the entire group to function. Other members of the choir have similar problems; we're able to improve on them—but still do so in a way which they enjoy."

This "double-impact" philosophy extends to all of the activities at the Center, which is located on the grounds of Stockton State Hospital in the stately 17-room mansion which formerly served as the residence of the institution's superintendent. Among the activities conducted in this setting:

Weaving Often instructed by Wendy Stecher, Pacific '77, herself disabled by blindness and now a Music Therapy intern at the Center.

Photography Instructed by Richard Dreher, Pacific '77, a Seattle native and now the Center's official photographer

Poetry Conducted by Deborah Harding, Pacific, M.A. '77

Square Dancing Under the leadership of Deborah Ross, Pacific '77, a performing arts therapist

Vocational Training Conducted by Madeline D'Errico, Pacific '77 and also a Music Therapy intern.

Several other art forms are featured, ranging from filmmaking to silk-screening. Like the others, they have been selected, Falstreu explains, because they not only encourage students to enjoy the experience from an artistic standpoint but assist with their development as well. As Deborah Harding points out, "Many times the students who have difficulty verbalizing their thoughts really open up in a poetry class; they read and learn to assemble their thoughts. For those who are more verbal to begin with, poetry provides a means for them to learn to structure and edit their thoughts and feelings."

A similar reaction comes from Madeline D'Errico, the 1977 alumna who each Saturday morning conducts a Vocational Training Class by assembling all of the Center's students to give the building a top-to-bottom cleaning. "What we're doing, beside obviously cleaning the place," she says, "is providing another sort of 'structure' for these students. They have to get up and report to a place at a given time. They have to learn to follow instructions and take pride in a job well done. It all translates into improved adjustment with society." Madeline, incidentally, hails from Shrewsbury, Mass., and was attracted to the West primarily because of Pacific's nationally-recognized music therapy program. Also satisfied with programs at the Center is Richard Dreher, who notes, "Often we've provided these people with their first real opportunity to enjoy success."

There really have been many successes to speak of at that, ranging from "Short's Swingers," a

professional square dance group consisting entirely of the retarded students, to a special exhibition of their art and photography held this year at Cal-Expo. Attracting widest attention has been the Center's production of "Fatso," written by staff member Joe Parante and produced with a cast consisting entirely of the Center's students. The musical, which examines superficial social standards and their impact on a person's sense of self-worth, revolves around the central character of Fatso, who attends a party where he is unaccepted because of his size. As he meets the others at the party he realizes that they too, have the problems of feeling accepted, due to their own inabilities. "Ultimately, Fatso comes to accept himself for what he is," explains Falstreu. "His realization is shared by the others and they too learn to accept themselves for their positive attributes."

The innovative musical was so well-received when it was staged locally that it has led to touring invitations from colleges and high schools in Los Angeles, Orange County, and Visalia. Achievements like this are important, emphasizes Falstreu, who notes that those attending the Center generally are from board-and-care, co-op, or private homes within the community. A few are now moving out into apartments of their own.

The alumnus adds that the average age of students attending the program is about 25, with the oldest 62 years of age, and the youngest 18. "We set out to deliberately tailor the program to a post-high school age group," he explains, speaking of the plight of today's handicapped with an enthusiasm many reserve for rehashing election night victories or Cal-Stanford football games.

"There are 29 million handicapped people in this country," Falstreu continues, "and only seven million of them are children. Still, 80% of available funding goes for programs dealing with that age group. Even then, they're dealt with only until age 21; then they're more or less dumped out of the public school system, presumably into homes where they're labeled 'retarded' and that's that."

He continues, "When we founded this program, largely through the leadership of Mary Short (wife of Senator Short, who pioneered in California legislation in the area of mental health) and Ed Roberts, director of the California Department of Rehabilitation, we said, 'these are the very people we want to reach—the sort of people who haven't succeeded with traditional programs, who are beyond high school age, and who, through exposure to traditional programs, never had the opportunity to develop a positive self-image and learn other skills.'"

And, he notes with relish, "Today's medical model in traditional quarters is that 'we can *cure* the disease and make you well.' In the case of the retarded—so many of whom have secondary disabilities such as deafness or blindness—many automatically say, 'you're incurable, so forget it.' You find an emphasis, therefore, being placed on what the person *can't* do—the negative. We look for what the person *can* do—and we work to develop it."

Each student, upon enrollment, is given individual testing to determine his areas of strength. Existing conditions which must be dealt with, such as deafness, or other primary and/or secondary disabilities, are identified and desirable outcomes are set for each student.

"Success at the Alan Short Center," states Ball, "is defined not by a student's artistic accomplishments but rather by how much his participation and investment in his work at the Center improves his everyday life (both here and at home). If a student improves his ability to interact with his peers, to accept responsibility, to make choices, to be proud of his individuality, to establish goals for himself and go after them; then he is indeed a 'success.'"



Reaching upward: Debi Ross, UOP '77, helps Short Center people attain personal success through the performing arts

Now, as the Center's second anniversary nears, those affiliated with its programs take satisfaction in their achievements, but are also looking ahead. Among the ways in which the Center is gaining prominence:

Falstreau has been hired as a consultant by the State of Washington, whose officials are intrigued with introducing a similar program to the Evergreen State.

He and other staff members are sought-after speakers at conferences dealing with the handicapped conducted coast-to-coast.

The program's funding seems secure.

Health care and mental health professionals seeking increased funding for programs with the developmentally disabled eagerly cite the Short Center's success record as an example of what can be achieved.

The UOP School of Education has joined with the Center in seeking funding from federal sources to cover costs of evaluating the Center's current format, field-testing it in other locations, and widely disseminating project findings, in order that the Center's successful "Art for the Handicapped" philosophy might be introduced to other settings.

Like the other Pacific people associated with this program, Falstreau characteristically sees these activities as only a beginning. "In everything we do we try to achieve a higher visibility for the *positive* things that can be done in working with and assisting the handicapped," he says. "There are so many misconceptions about the retarded in society today, and what we're doing at the Short Center is but one way of correcting them. By the time we're done, we intend to have achieved much more." —D.C.

Photos courtesy of the Alan Short Center



Swing your partner: Short's Swingers, a professional square dance troupe, in rehearsal



The bells are ringing: Members of the Swiss handbell choir, under the direction of Alice Ball, a '73 UOP music therapy grad

The Future of Education in Administration

What follows represents the personal views of the authors and not an "official stance" of the School of Business and Public Administration. The authors base their views on their teaching experiences (and frustrations) at a number of institutions, as well as on an awareness and interpretation of evolving trends in their discipline. They have purposely used the term "administration" in the title because they believe that while their backgrounds are in business administration, their comments have relevance to the study of administration of all types of organizations, including government and not for profit institutions.

The teaching of business administration prior to the late 1950's may be characterized in a number of ways. It seems fair to say that it was, in general, vocationally oriented in a relatively narrow way. Each functional area of the firm (i.e., accounting, personnel management, production, marketing, finance) was dealt with separately and in massive detail. In most cases, a great deal of attention was given to the descriptions of institutions involved in each of the functional areas.

Probably the most significant characteristic of the teaching of business administration during this period was the fact that it was essentially atheoretical; that is, there was no theory of administration which pervaded the entire curriculum. To some extent this lack of theory, coupled with the narrow vocationalism, led to a situation in which the field of business administration was held in low regard as an academic discipline.

The late 1950's saw drastic changes in the teaching of business administration. These changes were precipitated to a great extent by the publication of two studies on the status of business education, the Pierson report and the Gordon-Howell report. While both these reports contained a number of detailed prescriptions, two recommendations for "reform" of the business curriculum stand out. First, these studies urged that courses in the curriculum be modified to incorporate highly analytical techniques into each sub-discipline or functional area. Second, they called for an integration of the sub-disciplines into a consistent theory of management.

As a result of the changes generated by these studies, the quality of business education has improved during the past two decades to the point where business administration has become an academic discipline which is highly regarded for its rigor. During these two decades, implementation of the recommendations of these reports has taken many forms. The content of courses in all functional areas of administration has been upgraded by emphasizing sophisticated analytical techniques in these courses instead of heavily descriptive material.

Equally significant was the shift in the structure of the curriculum. Following publication of these reports, most institutions developed a common core of business courses to be taken by all students, a common core which introduced them to all the functional areas of administration and the current analytical techniques being employed in those areas. This core was to precede any functional specialization which a student might want to pursue.



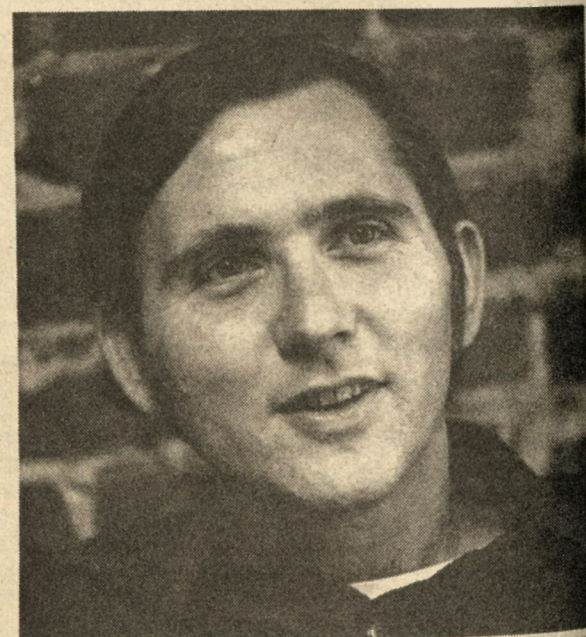
Sid Turoff

No longer would students be able to graduate with the label of 'Business Administration majors' without having had a least some exposure to each of the major functional activities. In a sense, this shift was akin to the role of general education courses in a student's overall program. These core courses became the "general business" component of any specialized program or functional "major."

A final step in the implementation of program changes suggested by these reports was the development of integrative courses, usually designed for the senior level, which would put together concepts of management developed in the functional area courses. The logic here was that while the rigorous courses in each of the functional areas would have begun the development of managers who were able to manage the activities of their specific functions, such managers would still have to be taught how to manage for the optimum performance of the organization as a whole. That is, managers needed to know that the well-being of the firm might be in conflict with optimizing the performance in any single sub-area, and the well-being of the firm as a whole had to be the dominant objective of management. While such courses took a variety of names, the most typical were Business Policy or Integrated Management.

How successful were the changes undertaken in the late 1950's? In terms of the shift in emphasis to the teaching of rigorous analytical techniques, the results have been little short of remarkable. There are many who would, today, place the study of administration on a par with the natural sciences in terms of the degree of analytical content in the coursework of the discipline. As noted earlier, this has been a major factor in the evolution of administration to a point of "academic respectability."

The evidence is more mixed on the dimension of successfully integrating the separate functional disciplines of business administration to arrive at a theory of management which is centered on the overall well-being of the firm. Evidence exists which indicates that too much attention is still paid to the development of analytical techniques and concepts



Ray Sylvester

on a functional basis, with the corresponding problem that integration of these functions does not go well. Students appear to have difficulty carrying over concepts from one functional area course to another, integrating functional activities within the context of optimizing the performance of the organization as a whole and, more broadly, integrating the firm into the context of broader society. In short, there continues to appear some systemic shortcoming in the teaching of administration which is resulting in students who are trained more as technicians than as managers.

We believe that the major change in the teaching of administration in the future will be in correcting this latter weakness. We perceive a growing awareness of the difficulty and an increasing attempt by thinkers in the field to deal with it. Our own view is that the

solution to the problem will entail the following:

1 - An earlier introduction to the concept of integration. At present, the responsibility of presenting the concept of integration falls primarily on the business policy courses normally taken late in the student's undergraduate training. We foresee a shift in the future whereby students are introduced to such concepts in introductory courses, courses taken prior to taking coursework in specific functional areas. As a result, the functional areas will be appreciated in a different and more positive context as contributors to overall goals of the firm. This earlier introduction and stress on integration will also allow for more reiteration of the concept throughout the student's training period. Given that the concept seems inherently difficult for students to grasp, this early exposure should tend to insure that sufficient time exists for the development of integrative skills.

2 - The new focus will be on a broader view of integration, with a more dynamic definition of functionalism. Students will be called on to see that integration has both horizontal and vertical components. While it remains clear that a variety of activities must be horizontally integrated in order to achieve the goals of the firm, the firm must also be vertically integrated, both in terms of levels of management and in terms of its place in broader society. This appreciation will have the impact of shifting the definition of functionalism to a more fluid, contextual one. It should also aid in broadening the concept of administration to include a greater variety of organizations other than profit seeking firms.

We see these new directions having a number of specific implications for programs in administration. We believe that there will be a new approach and content in Introduction to Business courses, an approach which will stress the integration referred to above. Such a course has recently been approved for inclusion in the curriculum of the School of Business and Public Administration and will be offered in the Fall of 1978.

We also believe that courses in the specialized functional areas will be broadened to some extent to reflect the new preoccupation with integration. In fact, if the new approach at the introductory level achieves its goals, student pressures may force functional area courses to this new breadth and away from the narrower preoccupation with a single discipline.

This stress on integration will also have structural impacts on faculty organization, causing a deemphasis on departmental structure as it exists at many institutions. We believe that the conscious decision in the School of Business and Public Administration to resist departmentalization into functional areas is representative of what will be this new approach to structure. We further believe that we have a great advantage in our newness as a School on this dimension, because the restructuring that will have to take place at many departmentalized institutions is likely to be traumatic.

Finally, a recognition of the forcefulness of this new integrative thinking will be the development of more generic programs in management and administration. Here again, we believe the decision to house both business and public administration within a single School at UOP is a forerunner of things to come throughout the field. This represents a view that administration is a body of concepts and skills which must be integrated in the broadest possible sense in order for our students to take on leadership roles in managing the future.

Dr. Sidney Turoff is professor in the School of Business and Public Administration.

Dr. Horst (Ray) Sylvester is associate professor in the School of Business and Public Administration.

A DECEPTIVELY QUIET CAMPUS but not for Winter Term students

January was a quiet month on the University of the Pacific campus.

Deceptively quiet.

It's true that many students were not on campus during Winter Term. Some had already taken their three required Winter Term courses, some were home involved in independent study courses, and others galavanted around the globe studying such things as art and architecture in Italy or Henry James in France and England.

But here in Stockton, a lot of exciting things happened, despite the campus's calm facade.

This January, students took classes dealing with such subjects as ghetto economics, science fiction, the Olympic games, evil, dreams, romantic love and behavior, and over-the-counter drugs.

In the School of Engineering, 27 students and faculty members built their own microcomputers, the type that provides the electronic basis for video games, microwave ovens, and the new cash registers.

Each computer costs \$200 and consists of a power supply and two boards, one housing the computer itself and the other the keyboard interface. Programs are typed out on the keyboard and can be stored on an ordinary cassette tape recorder.

Engineering professors Irwin Dunmire and Ronald Pulleyblank taught the class, which was comprised of students and faculty from a variety of fields including engineering, psychology, chemistry, physics, and pharmacy. Dr. Dunmire said the device is so versatile that he "really can't predict all the uses for it.

"But certainly," he continued, "it will be used for games, for keeping records, for doing calculations, and for performing lab experiments. (The computer can be programmed to take measurements and readings in controlled experiments.) One student developed a computer-controlled home security system."

Sharing the various uses and programs (called software) with other hobbyists was one of the purposes of the class. The two professors predict that the revolutionary microcomputers will one day become so inexpensive and so practical that everyone will own one.

Across campus in the Physical Education building, students enrolled in a course called "Winter Survival" were studying the mental and physical requirements for survival in a wilderness environment as they armed themselves with the skills

and knowledge necessary to survive a crisis situation in the wilderness.

Course instructor Sarah Stebbins explained the reasoning behind the course development.

"There is an increasing number of people going out into the wilderness these days, and, unfortunately, the number of *fatalities* seems to be on the increase as well. This course provided an opportunity to educate people to enjoy the outdoors and to come out alive."

The course was based on the idea that "the key to survival is preparation."

With former Outward Bound instructor Sandy Stewart, Stebbins spent classroom time teaching the class how to be both psychologically and physically prepared for a crisis situation. They learned about such things as the appropriate types of food and clothing necessary to keep the body temperature up, the medical problems unique to wilderness survival, and the first aid required for treatment.

After the students did classroom work, three weekend camping trips were planned to test their skills. The weekend of January 14 gave them an especially good chance to practice their survival techniques.

The students spent the first night at a camp between Kirkwood and Carson Pass sleeping in a snow pit. When they emerged from their camp Sunday, the roads were closed and they discovered that 42 inches of snow had fallen in a 24-hour period.

Stebbins said the severe conditions served the purpose of the class. "They learned more this way," she said. "It was a tough trip, they knew it, and they rose to the occasion."

"I really believe that they have enough knowledge now that if they get themselves in a tough situation, they would know how to handle themselves. That was the goal, and we achieved it."

Another class which enabled students to experience a different environment was the "Intercultural Exchange" class taught by Mark Ealey, chairman of the Black Studies department.

In order to gain first-hand understanding of a culture different from their own, students either lived with families of another culture for the month, or else spent a great deal of time with a family.

"The goal," explained Ealey, "is a broader understanding of the behavior, culture, and background of an ethnic group different from their own, achieved through students involving themselves as much as possible in the routines of the family."

Of the nine students enrolled in the class, five moved in with families, four in the Stockton area and one in Oakland. Two white students lived with black families and one lived with a Chicano family. One black student stayed with a white family and another lived with a Chicano family. Students paid \$50 to the families for the month's room and board.

"The idea is for them to become as much like a part of the family as they can, doing chores, attending church services, and taking part in any other activities of the family," Ealey said.

Ealey arranged the exchanges and used families from all parts of town and of varying economic backgrounds. He said he had no problem finding families willing to participate.

What do the students learn from this month-long immersion in another culture? "The biggest learning experience is that there is not that much difference between cultures," Ealey explained. "Students learn that people the world over tend to be more alike than they are different."

—L.D.

TIGER TRACKS

Alumni Board Meeting

The possibility of an Alumni Credit Union and the establishment of local Pacific Clubs were among the topics of discussion at the Alumni Board meeting held on campus Saturday, January 14.

Board Member Jerry Pickering said an Alumni Credit Union would offer an opportunity for the Alumni Association to help alumni, especially the recent graduates. The board decided to look into administrative costs and management considerations as well as to explore an alternative idea of expanding the existing UOP credit union to include alumni.

Alumni Director Kara Brewer spoke of the need to establish Pacific Clubs. These would be local loosely-knit associations, she said, which would serve a number of purposes, including the encouragement of continuing education and continuing social contact among alums.

New board members attending the meeting were John Charles, Mona Cortez, Pat Bertilacchi, Stewart Cooper, Rick Baer, Dianne Miller, and Betsy Riemenschneider. Alumni Association President Loren Dahl explained that one-third of the board will be elected each year for a term of three years. All members of the former board will serve for one more year and may be reelected for a three-year term next year.

The board invited nominations for new members of the board from all alumni as well as nominations for Distinguished Alumni Awards. (Names may be sent to Kara Brewer.)

The next board meeting is scheduled for Saturday, May 6, at McGeorge School of Law.

UOP Selected As Taft Seminar Site

The University of the Pacific is one of 36 colleges and universities in the nation selected to sponsor the 1978 Taft Seminars for Teachers.

The seminars constitute the principal program of the Robert A. Taft Institute of Government, a nonpartisan, nonprofit, educational organization. They are designed to offer elementary and secondary school teachers an opportunity to increase their understanding of American government and politics and to improve their teaching methods.

The seminars will be held from June 19 through June 30. The first week of the program will be held at Pacific's McGeorge School of Law in Sacramento. The second week will be at the Stockton campus.

Thirty teachers, principals, and school administrators from California will be chosen to meet on these campuses with experienced politicians. Among the speakers will be California Lieutenant Governor Mervyn Dymally and other elected officials at the local, state, and national levels, party leaders, lobbyists, political reporters, and business and labor leaders.

This summer will mark the second time UOP has sponsored the talks.

For further information contact Dr. Jerry B. Briscoe, Political Science Department, University of the Pacific.

'26-'29

William Irey, COP '26, and his wife **Louise (Floyd), COP '26**, have retired from the household goods moving and storage business and moved to Retirement Village in Turlock.

'30-'39

Kathreen (Reime) Prout, COP '33, is beginning her fourteenth year in the music department at California State Polytechnic University as a professor. She performed with the Claremont Symphony Orchestra this past season as a piano soloist.

Bernice (Genetti) Lyon, COP '34, is working in a new bi-lingual program at West Park School in Tracy.

Jean (Webster) Hagood, COP '36, and her husband Lowell celebrated their 41st wedding anniversary on December 11.

Edward Simonsen, COP '37, will retire at the end of the academic year from his position as chancellor of the Kern Community College District. His total service in this district will have spanned 40 years at retirement.

'40-'49

Bob McGuire, School of Education '49, has been selected as recipient of the high school cross country award for 1978 by the California Coaches Association.

'60-'69

Marsha (White) Loveridge, COP '61, is a management consultant in Riverside.

John Hanson, COP '65, and Becky Vidal were married in Yosemite National Park in November.

Geoffrey Wood, COP '69, and his wife **Sandra (Wilkie), COP '70**, have lived in Sacramento for six years. Geoff received his CPA in 1974, and Sandra worked for the State for two years as a criminalistics technician.

Robert Santry, COP '69, was ordained a priest in 1973, and has served four years as a mission vicar. He will travel to Africa this June as a missionary priest and educator.

Ken Rapp, School of Pharmacy '69, was married in September, 1977, to Karen Olsen of Turlock. She is a registered nurse, and he is a pharmacist.

Carol Milk de Reyes, Elbert Covell College '69, recently published an article in a Peruvian journal entitled "La Repeticion Coral: Ya Paso de Moda?" Carol is a professor at the Pontificia Universidad Catolica in Lima, Peru.

'70-'77

Robert Rae Robertson, COP '70, passed the California State Bar examination this year after graduating with the first class of the new Monterey College of Law in June, 1977.

Jonathan Goodale, COP '71, is working for an oil and gas company in Houston as a geologist.

Walter Andrade, Elbert Covell College '71, married Leonor Morales in Ecuador in September, 1977.

Hans Beerbaum, COP '72, married Mira Seski in June, 1977. He is employed by an insurance company in Michigan. Mira is a free-lance translator and interpreter of Russian.

William Breeden, COP '72, is a loan officer at the Waikiki Branch of the Bank of Hawaii.

Carroll Lee Martin, COP '72, has been teaching for seven years at Lafayette Elementary School. He is active in CYA, and is enrolled in a Master's Administration program at St. Mary's College.

Dale (Young) Black, Elbert Covell College '73, was recently selected "Employee of the Year" at the Shamrock Hilton in Houston. She is the hotel's personnel benefits administrator. Her husband **Robert, Elbert Covell College '73**, is enrolled in a master's program in public health at the University of Houston.

William Crawford, Elbert Covell College '73, has been appointed director of the language laboratory at the University of Michigan, Ann Arbor. He is working on his Ph.D. in linguistics.

John Siegel, Callison College '74, was admitted to the California Bar in December, 1977.

Lynn Kelley, COP '74, is enrolled in the School of Social Work at Tulane University. She is working on a Master's degree in social work, specializing in medical social work.

Linda O'Neal, Elbert Covell College '74, is living in Monterey and working at the

Silas B. Hayes Hospital at Fort Ord as a darkroom technician.

Alice Ann Glenn, Graduate School '75, is director of Christian education at the Paradise United Methodist Church in Paradise, California.

Christine Holvick, Conservatory of Music '75, was the guest harpist for a holiday music program at St. Patrick's Seminary in Menlo Park.

Tony Bugarin, COP '76, will be teaching intermediate grades at French Camp School.

Teresa Sewell, Elbert Covell College '77, is teaching sixth grade at the American School in Mexico. She participated in October in the MEX-TESOL in Monterey for teachers of English as a foreign language.

Jose Antonio Saurini, Elbert Covell College '77, married Maria Lila Gaston in Asuncion, Paraguay, in November.

John P. Peterson, School of Pharmacy '77, is serving a one-year residency at the Veteran's Administration Hospital of Philadelphia. He is involved in the Drug Information Center at the University of Pennsylvania Hospital.

In Memoriam

Charles Page, COP '31
Robert Browning, COP '34
Michael R. Weier, Raymond College '76

Do You Have Any News For Us?

Tiger Tracks is your alumni news section, so please send us information about exciting happenings, promotions, births, marriages, or whatever you feel your classmates would like to know. Our deadline is the 12th of each month; please let us know what you're doing!



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RACQUETBALL

In Full Swing at UOP

The racquetball craze is in full swing at UOP.

For an increasing number of students and faculty, racquetball season officially begins each day at 8:00 a.m. and ends each night at 11:00 p.m.

The sole racquetball court on campus is booked up every day from noon until 11:00 p.m. and is usually filled on Saturdays and Sundays from 8:00 a.m. on. The campus bookstore began stocking racquetball equipment last September and manager Al Warren reports sales are going very well. A racquetball class is being offered by the Physical Education department this semester as it has been each semester for the last three years; it continues to be a popular class.

What is it about hitting a little ball against a wall with what looks like a short tennis racket that makes racquetball such a big hit on campus, and the fastest growing sport in the country?

First of all, it is an indoor sport, played on a four-wall handball court 20 feet wide, 40 feet long and 20 feet high. No racquetball game has ever been called due to weather conditions; fans enjoy the sport year 'round. Another attraction of the game as an indoor sport is that the courts are usually found in luxurious new clubs which offer extras like shower facilities, saunas, and sometimes even cocktail lounges. Students from Pacific taking the P.E. course use the facilities of nearby Quail Lakes Athletic Club, a 10-court club which reserves space for the class two days a week.

Second, it's easy to learn. Players hit a 2½-inch rubber ball with an 18-inch racquet, using all four walls and the ceiling to angle shots. The ball must hit the front wall and be returned before it bounces twice. John Burnett, an assistant football coach who is teaching the racquetball course this semester, says once a beginner has the proper hand and eye coordination down, the rest is easy.

"It's an easier game to learn than tennis," he says. "Tennis is more of a refined sport. You have to take time to develop skills. It usually takes a year for tennis players to be able to carry on a good volley, but in racquetball, you can do this in a short time."

Another reason for the game's popularity is its exercise value. Burnett says a player can get an "excellent workout" in only one hour. The rapid pace of the game enables participants to work heartbeats up and get in a lot of exercise in a minimum amount of time. This is a real bonus for busy students and faculty members who can get a good workout and an invigorating break in one short hour.

Burnett feels that the fact that the sport is a leisure sport is another plus. "The intercollegiate-type sports are good to get involved in, but most people can't play them for the rest of their lives. Sports like racquetball are leisure-type activities that you can continue all your life."

Lastly, the sport is a favorite because the devotee need not spend a fortune on equipment and clothing. Racquets are available for a wide range of prices. The bookstore sells them for \$4.95 to \$29.00. Rubber balls come two-to-a-can for approximately \$2.40.

No fancy clothing is required. Shorts, a t-shirt, and tennis shoes are the standard court outfit. Many people recommend wearing a pair of safety glasses to protect the eyes and forehead from fast-travelling racquets and balls.

Use of the UOP racquetball court is free and is assigned on a first-come, first-served basis with

reservations taken each morning beginning at 8:00 a.m. Those without their own equipment can arrange to borrow from the P.E. office. The ASUOP Loan Store also has racquets available.

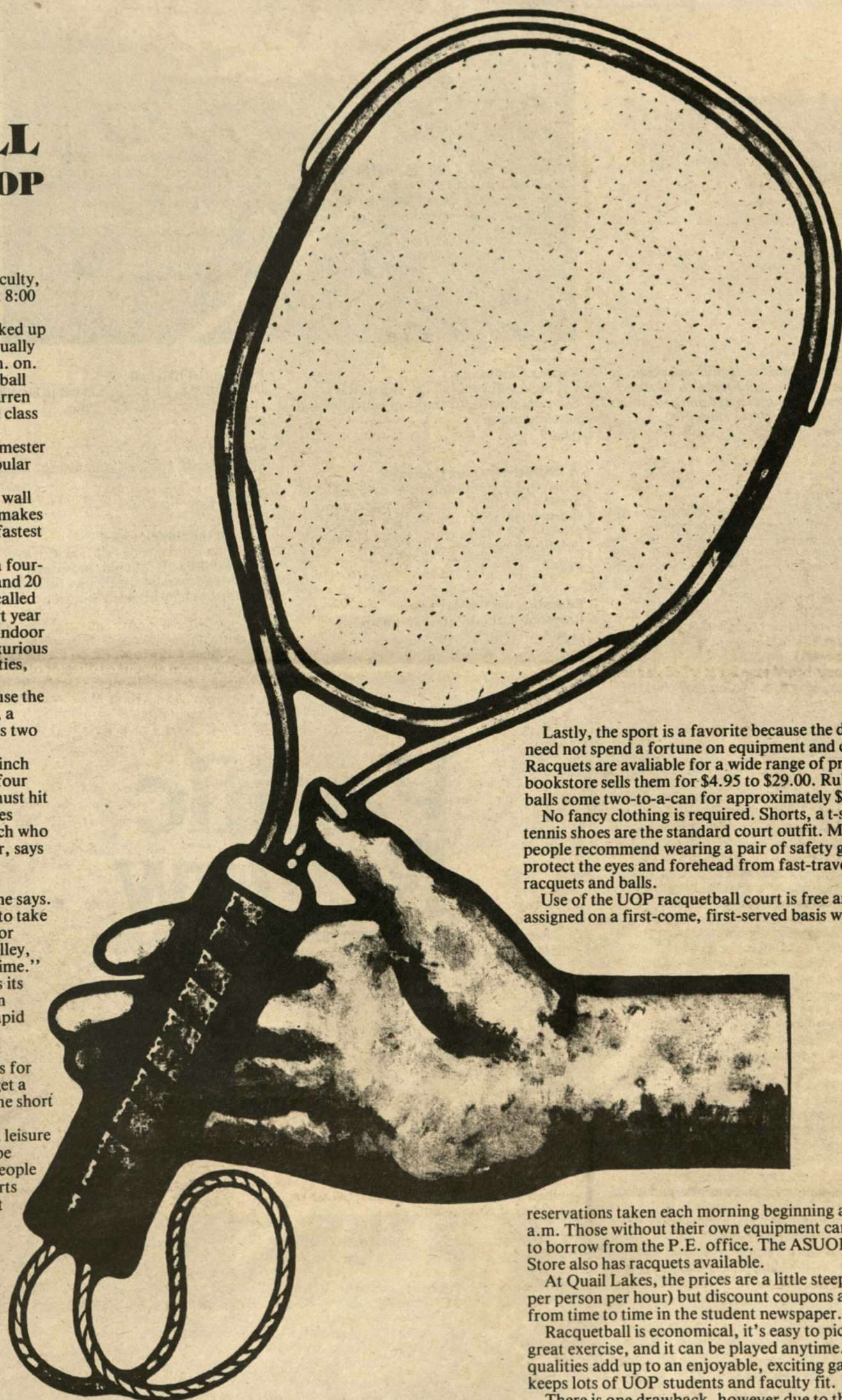
At Quail Lakes, the prices are a little steeper (\$3.00 per person per hour) but discount coupons appear from time to time in the student newspaper.

Racquetball is economical, it's easy to pick up, it's great exercise, and it can be played anytime. These qualities add up to an enjoyable, exciting game that keeps lots of UOP students and faculty fit.

There is one drawback, however, due to the surge of interest in the young sport: handball enthusiasts are having a heck of a time finding a court these days.

—L.D.

Illustration courtesy of Ektelon, San Diego, CA



MARCH



Photo courtesy of Sunset magazine.

This journalist biked the California coast from Morro Bay to San Francisco to attend a Conference of Sunset magazine personnel on ways to respond to the energy crisis
Peter Jensen
Page 1

The Literature of Law
The Pacific Law Journal has become one of the most significant contributors to the literature of the law in California
page 3

Faculty Commentary
Dr. Sidney Turoff and Dr. Horst (Ray) Sylvester discuss the future of education in administration
page 4

A Deceptively Quiet Campus
Some winter term students galavanted around the globe. Some were home doing independent study courses. But here in Stockton, a lot of exciting things happened, despite the campus's calm facade
page 5

Educating the Whole Person
Raymond-Callison's unique approach
page 6

Presidential Baseball
Dr. Stanley E. McCaffrey at bat in his 40th annual Cal alum baseball game
page 7

Student Life
Those special, spirited, stimulating students!
page 8

Arts for the Handicapped
The Alan Short Center, staffed with a number of Pacific alumni, provides a variety of arts-related activities for over 60 developmentally disabled Stockton residents
page 10

UOP Today
News from the campus community
page 12

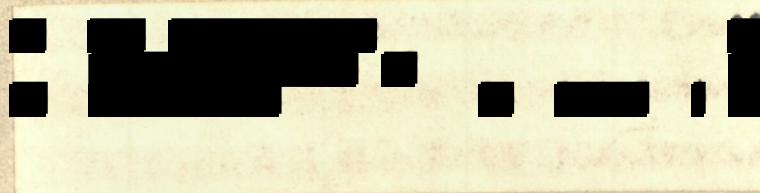
Tiger Tracks
News from our alums
page 14

Racquetball
In full swing at UOP
page 15

Pacific Review

VOLUME 12

MARCH 1978



THE UNIVERSITY OF THE PACIFIC