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Pacific Review

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THE UNIVERSITY OF THE PACIFIC

DECEMBER 1978



A marriage of professionals
based on sanctity
of the individual

JUDY & DEWEY CHAMBERS

When I heard she was moving in, I thought 'All I need is the assistant to the President living in my apartment building!' But when we met at the swimming pool, I discovered she has this incredible ability to make people feel at ease. I liked her."

Dr. Dewey Chambers, professor of education at UOP, is describing how he and his wife Judy, University vice president for student life, first met, at their apartment house on Stratford Circle in Stockton.

That first meeting dispelled any uneasiness that might have existed between a faculty member and an administrator. The year was 1968. The campus was, apparently, more formal then.

They began dating. "I asked her not to tell anyone," says Dewey. "We would be out at night and, if we met on the campus the following day, I'd say 'Good morning, Miss McMillin, and she'd call me 'Dr. Chambers.' By God, if she didn't, I'd let her know it."

Even today, after eight years of marriage, Dewey and Judy Chambers rarely see each other on the campus. Their respective positions

provide few opportunities for professional collaboration. Neither feels that this has a negative impact on their marriage. Both are comfortable and self-assured in their career identities, which are complemented by personal identities of a similar strength.

For Judy and Dewey Chambers, 'one and one' do not make a traditional 'two.' An abiding respect for the individual is at the center of their marriage. The Chambers refer to the importance of liberation within their marriage, but the first matter to be straightened out, they say, is exactly what is being talked about as liberation: not women's liberation, not men's liberation, and not kid's liberation.

To them, it means *people* liberation.

"That word has been so badly misused," Dewey says. He says it emphatically, his hands gesturing. "But if we come right down to it, there is something in common to all of these

continued

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movements—people! We're talking about human liberation."

"We are two human beings," says Judy, "who happen to love each other very much and who happen to be married, but who believe in the worthiness of the individual."

Dewey W. Chambers, fifth generation Californian. "I was born in Monterey County, grew up on the beaches, attended public schools, then San Jose State." He earned both his B.A. and M.A. degrees at San Jose. He went immediately into teaching, the profession he has pursued without pause since, interrupted only in the early stages of his career by Ed.D. work and additional teaching—on scholarship—at Wayne State University. He returned to California as Dr. Chambers, coming to UOP in 1965.

He is the author of numerous books, articles, and speeches, sometimes stirring controversy, often acclaimed, achieving a prestigious reputation in his field.

Judy Chambers is "practically a native" of California. Born in Philadelphia, she arrived on the West Coast at the age of six weeks. As Judy McMillin, she earned her B.A. at UOP, winning the Outstanding Woman of the Year and other awards in the process, then continued at Pacific for her M.A. Like her husband, she has been in California continuously except for one professional interlude in the Midwest, when she served for eight years as Dean of Women at Mount Union College in Ohio. She was offered that position at the age of 23.

She returned to UOP in 1968 as assistant to then President Robert Burns. Two years later, she and Dewey Chambers married.

For the Chambers, liberation and marriage work. Work together. "We allow each other's abilities to grow," says Dewey. "We encourage them. That makes a better marriage."

"And we both have different and interesting experiences to bring home," Judy says.

"Our conversations when we get home are fabulous," says Dewey. "They sometimes go on for hours. And we don't just talk about the University."

They produce several sheets of paper containing sentences and phrases in longhand. The other night, they explain, anticipating this dialogue, they got into an extended conversation on liberation and marriage. With enthusiasm, they read some of these and punctuate them with comments.

"We've already talked about some of these," says Dewey. "For instance, capitalizing on abilities and allowing them to grow. Here's a corollary: competition does not



For Judy, the realm is student development.

occur when one is secure with one's self. What we mean by that is that we emphasize mutual support, positive reinforcement of each other. Our strong personal and professional identities only serve to strengthen that support."

"They are part of the whole," says Judy.

They cite additional points of emphasis:

—"Traditional role behavior in our marriage is minimal;

—people are more interesting when they have different experiences and are allowed to pursue them;

—being liberated means the freedom to be together and the freedom to be apart;

—maturity is a large part of liberation."

Just as role behavior in "traditional" marriages may become rigid along male-female lines, many "liberated" marriages flirt with the opposite extreme—where tasks traditionally designated male or female are reversed for that reason only. This new rigidity can be as imprisoning as the old, and often far more self-conscious and fabricated. A woman, for example, may tenaciously avoid washing dishes, as that task carries the stigma of traditionally being "women's work."

At the Chambers house, a medium between the two extremes has been reached. Work is not delegated according to male-female guidelines, but according to who likes to do what, and who is available with the time to do something. Dewey does the cooking, for example. He enjoys it a great deal.

"You can't talk out of both sides of your mouth," says Dewey. Everyone doesn't want to be liberated, he says, and that's okay if it's what a person wants. But one cannot simply adopt the "lingo" of liberation without

incorporating the movement into your lifestyle."

Speaking of lifestyles, did Judy and Dewey, who married later than most (ages 32 and 40) and already had rather established lifestyles, give up anything by getting married?

"No," is the answer from both of them.

"We gained," says Dewey. "We did not give up things or our lifestyles; we modified our lifestyles."

"That's a good way to say it," Judy adds. "We are different, our jobs are different, we never seem to be able to be out of town at the same time or on the same nights. Sometimes, we go a really long time without seeing each other."

They do not let such differences stand in the way.

"Judy adores crowds," says Dewey, "and she handles them magnificently. I get embarrassed. A classroom is a different thing, however. There I'm doing a job. I am responsible for a group of people, to take them from point x to point z. I also do a lot of speaking before groups, and that doesn't bother me. But there again, I have a reason for being there. I'm a person who likes reason, and in a crowd there is no reason for me to be there."

Dewey Chambers dislikes impersonality.

On election night in November, they both attended a gathering for a local candidate. Judy enjoys such events, Dewey does not, but "he came because we're close to that family. They're special friends."

Dewey left in 45 minutes. When Judy said



...For Dewey, the academic world

she'd be home in about an hour, he said "No, you won't. Don't rush." She came in several hours later, and found him watching the election returns on television as she had been doing, only without the crowd.

The Chambers seem to work their differences to the best advantage of each individual and of the marriage. They value the sanctity of the individual.

Have these distinct professional identities been the source of any strain on the marriage? On the contrary, they appear to add substance to the relationship.

"I think Judy's vice presidency is a good thing," Dewey says. "She has always wanted to be an administrator. President Burns was instrumental in Judy's career. She is tremendously talented and Burns recognized this, encouraging her early on to do the type of work she has done. Of course, President McCaffrey put the finishing touches on, when he appointed her as a vice-president."

President Burns was also, to Dewey, "a real tease." He knew his assistant was dating Dr. Chambers.

"He used to take off after me like a banshee, saying 'Stop, Chambers!' When

"People are more interesting when they have different experiences and are allowed to pursue them — being liberated means the freedom to be together and the freedom to be apart."

you're an assistant professor and the President says 'Stop!', you stop."

"Where were you last night, Chambers?"

"I was busy, sir."

"With whom?"

Dewey also recalls a time when the President phoned to invite the assistant professor to his home. Dewey respectfully declined and, when asked why not, replied that he was in the bathtub.

"Alone?" Burns asked.

Two weeks after they were married, Judy

and Dewey Chambers were guests of honor at a reception at the President's home. Several hundred people attended.

"It was gorgeous," says Judy. "A great event."

So the lines don't cross. Judy Chambers is an administrator and knows it. Dewey Chambers is a teacher, scholar, writer, and knows it. His realm is academic. Hers is student development.

"I'm not sure marriage was ever designed to last 75 years," Judy says. "When you marry later, you win some things and you lose some things."

One loss can be having children. The Chambers' lifestyle led to their decision not to have children. When you're older, they say, you have a tendency to sit down and talk about things you might not otherwise discuss—children, finances, and so forth. When you're 21 and in love, that love takes care of a lot of things. But a lot of people, they fear, marry for the wrong reasons, or for one reason only: a physical relationship is an important part of marriage, but not the only part.

They are talking about a maturity factor. Maturity, they repeat, is a large part of liberation.

"You're not going to find a lot of people in delayed adolescence who are liberated," says Dewey. "Liberation does not mean the freedom to do whatever you want to do. It isn't just total license. You must remember that the other half of the marriage is equally liberated."

"Liberation," says Judy, "is not simply 'If it feels good, do it.'"

"Doing your own thing at the expense of someone else is not liberation. That's self-indulgence."

Liberation is a responsibility. It means the right to be free, but implies the responsibilities of that freedom and the consequences of what you do with that freedom.

"For every action there is a reaction," Dewey says. "For every choice, there is a consequence," say Judy. Dewey and Judy Chambers feel that liberation is a desirable responsibility, fully worth whatever effort is required to sustain it and make it grow.

"It's not difficult," he says, "if you care, if you really care, for the other person."

—C.S.

Jason, age 3, was brought to the hospital with multiple cuts and bruises. His mother said he had fallen down the stairs. After routine treatment, he was allowed to go home. One month later he returned to the hospital with severe head injuries, broken ribs, and fracture of the left leg. Jason died that night. Upon questioning, his mother said she had beaten her son severely in a moment of uncontrolled rage. Jason was a victim of child abuse—the so-called “battered child syndrome.” He was one of the thousands of children who die or are seriously injured by that condition each year.

Child abuse is one of those topics we don’t like to hear about. Most of us find it hard to understand, personally upsetting, morally reprehensible. For some of us it may remind us of things we’d rather forget. While it’s easy to play the role of the proverbial ostrich and bury our heads in the sand, “not looking” only avoids the issue; it does not make problems go away. If anything, such behavior perpetuates both ignorance and indifference, which, indirectly at least, can make matters worse. And there’s no doubt about it, the battering and abuse of children is one of this country’s leading public health problems.

National statistics on the incidence of child abuse are varied, due largely to differential reporting and detecting practices, but it’s safe to say the problem exists in epidemic proportions. It’s also very democratic, cutting across all social, economic, and racial groups. Estimates of child abuse range from 60,000 to 1.5 million cases each year. Many of the victims die (about 6,000 yearly), and a lot more suffer permanent physical and psychological injury.

By the way, one of the myths about child abuse is that it is a product of modern times—an offshoot of the stresses and strains of 20th century living. Nothing could be further from the truth. The farther back we go in history, the greater the likelihood that children were to have been killed, whipped, sexually abused, disfigured, or otherwise terrorized by their caretakers. “Spare the rod and spoil the child”, an admonition that goes back to biblical times, openly encouraged parents to punish their children severely. Another once popular

notion was that children who misbehaved were possessed by demons or evil spirits. Thus the cure was to “beat the devil out of them.” The diagnosis may have changed today but the treatment lingers on.

Only recently has a new child rearing philosophy evolved, that children benefit more from love and understanding than they do from coercion, threats, and brutality. And in case you didn’t know it, legislation to protect children from parental abuse and neglect was originally sponsored by the Society for the Prevention of Cruelty to Animals, less than 100 years ago!

The scientific study of child abuse is a much more recent development. In fact the first published report on “battered” children appeared in 1962, just 16 years ago. Since that time, serious efforts have been made to understand *why* child abuse occurs. As the causes of the condition are identified, efforts to treat the problem and to prevent it from happening again have been more successful.

What are some of these causes? To begin with, it’s become clear that most parents who abuse their children were abused or neglected themselves. This does not mean that child abuse is passed along genetically, or that *all* child victims will grow up to be abusing parents. However, it suggests that the potential for abusive behavior is transmitted by observing other people—parents in particular—and watching what they do.

For example, when parents handle disciplinary encounters by becoming upset, yelling, screaming, and hitting their child, chances are that sooner or later the youngster will imitate those actions. Children learn that this is the way disputes *should* be handled, because that is the way they were settled in the past. In many cases, it’s the only way they were settled, thus preventing opportunities for learning other, more acceptable ways of conflict resolution.

However, being mistreated as a youngster is not the only precipitating factor. Other causes have also been linked to the condition. For one, many doctors and researchers believe that parents who abuse their children suffer from psychological problems, especially emotional immaturity and feelings of low self-esteem. They have a hard time controlling their angry feelings, and, ironically, they may be overly dependent on their youngster to satisfy their own dependency needs. This puts expectations on the child that are impossible to fill. And when they aren’t, frustration and resentment ensue. As the youngster is devalued in the parent’s eyes (“Shut up you little brat”), or seen as the cause of the parent’s problems (“If only you

hadn’t been born”), the stage is set for an abusive outburst.

Even more fuel is added to the fire when parents are faced with social and environmental stressors, like poverty, marital unrest, unwanted pregnancy, and unemployment. Any of these can serve as a catalyst to set off an explosive reaction.

Social isolation, or the absence of satisfying social and emotional outlets, is another factor that can contribute to parental frustration, while at the same time making it difficult for parents to utilize appropriate treatment resources when child discipline problems arise. Along these lines, let us not forget that we live in a culture that in many ways sanctions the use of physical force and violence as a means of problem solving. (The passage of Proposition 7 in the November election is a case in point. That proposition will have the effect of increasing the number of crimes punishable by *death*.) In a paradoxical way, social norms and values may be a major contributor to the violence that exists in this country—whether it is crime in the streets or within the family system.

Just as various theories exist about why child abuse occurs, several ways of treating the problem have also been described. One of the more promising is Parents Anonymous, a nationwide network of self-help groups.

In these groups parents learn to help one another by presenting positive alternatives to problem situations they have encountered with their children. A sense of group purpose is fostered by members using each other for mutual self-help and guidance, without passing judgement, moralizing, or stigmatizing.

Another approach involves the use of parent aides, foster grandparents, or surrogate mothers who can provide respite care and assistance and serve as a family friend to the abusing parent.

**“Shut up,
you
little brat”**
A look at
child abuse
today



Now if we could just move that Golden Sun to West Berlin. . .

Their main function is to give advice and support, and to be available when the going gets rough.

In recent years crisis hotlines have also been established. These are telephone numbers distraught parents can call to obtain a sympathetic ear, and to get advice or crisis counseling if the need is there. The main purpose of hotline services is to *prevent* child abuse from occurring, not to treat it after the fact. Hotline counselors try to encourage potentially abusive parents to seek additional counseling, and to explain to them where they can get it.

Another service is the "drop off" daycare center, or so-called "crisis nurseries." These facilities have been established to relieve stress at home and to allow parents to take "time out" when ill feelings begin to rise. Their purpose is to prevent frustration from reaching the breaking point.

Parent re-education programs provide another, very promising means of dealing with the problem. The assumption behind these programs is that abusive parents not only lack effective child management skills, but also that they rely excessively on corporal punishment as a means of influencing their child's behavior. Teaching parents alternative disciplinary methods—ones that make use of positive parent modeling, praise, and rewards to encourage appropriate social behavior—represents a major program objective.

Recently, some of my graduate students in psychology (namely Jill Crozier, Sharlyne Nomellini, Rick Billo, and Dudley Blake) and I have been exploring parent re-education approaches in our own work with abusive parents. The results so far have been gratifying. Not only have we seen real strides in the way parents are *relearning* to interact with their children, but as this occurs we are seeing corresponding improvements in the child's behavior. Both parties are benefitting. Encouraged by these preliminary results, we will be continuing this research, hopefully with the aid of federal funding. In the long run it is hoped that research like this will help to eliminate this problem of growing concern.

Dr. Roger C. Katz is an associate professor in the Department of Psychology.

The hamburger buns are too soft and Americans waste too much energy, but the people are extremely friendly and the physical beauty of California is breathtaking.

These are among the thoughts of a West German high school teacher who recently spent a month at the University of the Pacific on a study America tour.

In a wide-ranging conversation, she commented on a multitude of slices of American life including food, clothing, drivers, wine, and fitness.

"The food at the college was good but, generally speaking, the food in this country seems too artificial, too full of calories, and not very original," said Brigitte Schoene. "The hamburger buns are so soft they must be for people who don't have teeth," she chuckled, "and the drinks are so cold that you can't taste them."

Brigitte was one of the 34 West Germans who were hosted by UOP's Holt-Atherton Pacific Center for Western Studies for the four-week study of America. Included were lectures by faculty members on different aspects of American life and several field trips throughout Northern California.

For Schoene, who on previous trips to the U.S. visited New England and Texas, it was a chance to see California for the first time.

And she liked quite a bit of what she saw. "Everything out here is so large in comparison to Europe" she said in reference to the size of the country. "You could take a plane for four hours here and still be in the same country. In Europe you can get to a completely different culture in one hour."

When asked to compare the peoples of the two lands, she felt that Americans were more friendly and relaxed—with a qualification. "I sometimes felt this friendliness might be somewhat superficial. The people here must have their problems and sad feelings, but they like to hide these personal thoughts in many cases."

Speaking in excellent English, Brigitte expressed regret that she had failed to make it to a disco in Stockton, but she did praise the location of UOP for its proximity to so many interesting places.

Among the tours taken by the group during their stay were trips to San Francisco, the wine country, Yosemite National Park, Monterey, and Sacramento.

"I was astonished to see the dryness on the way to San Francisco," she said in reference to driving over the Altamont Pass. "I liked the vegetation and greener parts of the state like Yosemite and the area north of San Francisco."

Also north of San Francisco was the Napa Valley, where Brigitte "saw so many strange things" that turned out to be the wind machines and smudge pots in the vineyards. She expressed surprise at the many different types of wine available and said the quality

"compares favorably" with those in Europe.

"When we go on a picnic in Germany we just take along a drink and a sandwich, but over here people bring so much food for such a short outing. Maybe this is why so many of the people aren't very slim", she added in a diplomatic way of saying many people looked overweight.

The waste of energy was her reply when asked for a chief criticism of America. "You have so many big cars and air conditioning that keeps everything so cold, too cold in fact, that I wonder if Americans learned anything from their energy crisis a few years ago."

Miss Schoene complimented the drivers in this country for their courtesy and said German drivers are "much worse" than those in America. "When you cross the street here the cars stop in front of you, but in Germany they practically push you across the street," she said.

The West German educator stressed throughout the interview that her comments didn't represent the group she was with; they were just her thoughts.

"I would like to bring your sun to Germany," she remarked in reference to the enjoyable climate "and particularly the cool, fresh nights." She enjoys going for walks, no doubt due to an interest in physical fitness that includes playing tennis, and noted that the automobile appeared so dominant in our life style that few pedestrians are seen walking around Stockton. "We like to use our feet, but when you go through Stockton you don't see any pedestrians."

Brigitte also felt Americans dress considerably different from the residents of her homeland. "I have seen some strange combinations of clothes that don't seem to fit together at all," she explained. "People are more tolerant here, perhaps. They dress more conservatively in Germany." When asked for a highlight of her trip, the reply was immediate and came with a quick smile: Yosemite. "The rock formations, especially Half Dome, and the waterfalls were just beautiful," she exclaimed.

"It is a different way of life here," she concluded in talking about California, "but I would definitely come back and hope to in a few years."

Her parting remarks perhaps show the love for the home that any traveler feels after several weeks away. "I enjoy traveling," she declared, "but the more I see different ways of life the more I appreciate Germany."

—R.D.

Rodin Sculpture: A Guide to West Coast Collections



Patricia B. Sanders

There is more to a professor than grading papers, maintaining office hours, delivering lectures, or showing slides. A professor's interests and research can lead to such activities as trips to other colleges, libraries, museums, or all over the world.

*Consider UOP art professor Patricia B. Sanders. One of her particular interests, the French sculptor Rodin, has led her to Europe and elsewhere. But, as she makes clear in this guide, you don't have to go to Paris to see excellent collections of this major artist's work. The West Coast is a Rodin bonanza, and her guide is a handy reference to the available collections. Pat Sanders has also co-authored, with Jacques de Caso, two books on Rodin: *Rodin's Thinker* (1973), and *Rodin's Sculpture: A Critical Study of the Spreckels Collection* (1978).*

Most people think that to see a comprehensive collection of sculpture by the famous French artist, Auguste Rodin (1840-1917), you must go to Paris. Not so. Some of the best collections of his work are right here on the West Coast, and include his most famous pieces. With more than 300 sculptures in the permanent collections of public museums, the viewer can get a good idea of his work as a whole.

The abundance of sculpture is largely due to the efforts of avid collectors. Collecting Rodin's art has a surprisingly long history in this country. In fact, he was acknowledged as a great artist somewhat earlier in America and England than he was in France. The first major account of his life and art was published in the United States in 1889 and collectors began buying his sculpture about the same time.¹ His work became familiar to Americans through publications and through exhibitions around the turn of the century. Following his one-man show at the time of the 1900 World's Fair in Paris, he was a much sought-after celebrity. Examples of his art began to flow into American museums in New York and Boston. During World War I two collectors from the West Coast, Alma de Bretteville Spreckels (1881-1968), wife of the San Francisco sugar magnate, and Samuel Hill (1857-1931), a Seattle lawyer, began buying his work. Mrs. Spreckels eventually put together a collection of 91 sculptures which she donated along with the California Palace of the Legion of Honor to San Francisco. She had met Rodin in 1914 through Loie Fuller, an American performer who made her name in Paris for her incredible manipulation of yards of cloth against colored lights. Loie sold Rodin sculptures to Mrs. Spreckels and later to Sam Hill. She also persuaded



Sam to transform his mansion on the Columbia River at Maryhill (named for his wife and daughter) into a museum. Both she and Sam contributed a number of sculptures to the museum.

More recently the most significant collector of Rodin on the West Coast has been B. Gerald Cantor, chairman and president of the investment banking firm, Cantor, Fitzgerald Group Ltd. As Mrs. Spreckels endowed the Legion of Honor and Hill the Maryhill Museum of Art, so Mr. Cantor has substantially augmented the Rodin holdings at the Stanford Art Museum and the Los Angeles County Museum of Art. While not limiting his generous donations to these institutions, he has given 103 sculptures to Stanford and 42 to Los Angeles. He has also sponsored a generous program of loans, traveling exhibitions, publications and research funds—contributing to something of a Rodin bonanza in California.

Rodin's presence in California has been enhanced by the seven sculptures in the Norton Simon Museum of Art at Pasadena. This collection is noted for its large bronze casts of several familiar pieces.

These five major collections and the six other smaller ones offer ample opportunities to study Rodin's sculpture on this side of the continent. In volume the sculptures in the four large collections (those having more than 10 pieces) outnumber by about 20 pieces collections of similar size elsewhere in the country. West Coast collections also offer variety. The best known pieces are represented, and there are many rare and even unique works. There is relatively little duplication among the collections, so the viewer has a good sampling of sculpture from various periods and of various types. There are growing collections, thanks in large part to the generosity of Mr. Cantor. New works were entering museums up to the time of writing. This abundance and vitality of Rodin sculpture on the West Coast has made it one of the best places in the country to study his art.

¹T.H. Bartlett, "Auguste Rodin, Sculptor," *American Architect and Building News*, vol. 25, 1889.

California

1. *California Palace of the Legion of Honor (Fine Arts Museums of San Francisco), Lincoln Park, San Francisco.* There are 96 sculptures in this collection (unfortunately only about 30 are on display at this time). The collection is remarkable not only for its size, but also for the large number acquired by Mrs. Spreckels during the artist's

lifetime. It includes several plasters and marbles (less common materials outside the Musee Rodin, Paris). Along with familiar pieces like the over-lifesize *Thinker* and *The Three Shades* which are outside, there are also many less-known works (note especially those small pieces located in the built-in cases).

Publications: Jacques de Caso and Patricia B. Sanders, *Rodin's Sculpture. A Critical Study of the Spreckels Collection*, 1978; J. de Caso and P.B. Sanders, *Rodin's Thinker*, 1973.

2. *Stanford Art Museum, Stanford University.* Of the 111 sculptures by Rodin in this collection, 96 are on display in a separate gallery to the far left on the first floor as you enter the museum. Most of these were donated by Mr. Cantor and many were cast after Rodin's death by the Musee Rodin, Paris, from molds or models left to it by the artist in his will.

Here you can see numerous studies for *The Burghers of Calais* and *Balzac*. There are several portraits and small figures in a variety of materials, including wax and ceramic. Accompanying texts explain how the sculptures were made; an unchased cast as it came from the mold makes the bronze casting process clearer. Its educational orientation makes this museum a good place for the first-time viewer to begin. Look for *The Walking Man* in the foyer of the art building (in the main part of campus).

3. *Los Angeles County Museum of Art, 5905 Wilshire Blvd., Los Angeles.* There are 45 Rodin sculptures in this museum, most of them donated by Mr. and Mrs. Cantor. This collection is unique for its outdoor display of several Rodin sculptures (immediately to the left as you enter the lower patio from Wilshire Blvd.). All the sculptures, but one, are on view here or on the third floor of the Ahmanson Building. All sculptures, but one, are in bronze. Most are familiar pieces (*Crouching Woman*, *Centuresse*, *Earth*), but there are also several less-familiar ones.

4. *Norton Simon Museum of Art, Colorado and Orange Grove, Pasadena.* The five large bronze casts in this collection of seven Rodins are on display. *The Burghers of Calais*, *Balzac*, *The Thinker*, *The Walking Man*, *Saint John the Baptist*; all are posthumous casts.

5. *UCLA Art Galleries, Los Angeles.* *The Walking Man*; *La Danseuse*

6. *Fine Arts Gallery of San Diego, Balboa, San Diego.* Two bronze casts: *Study for Polyphemus* and *Prodigal Son*.

7. *Santa Barbara Museum of Art, Santa Barbara.* *Head of Balzac*, *Eternal Spring*, and *Nude Crouching*.

Arizona

1. *Phoenix Art Museum, 1625 No. Central Ave., Phoenix.* Bust of Jean d'Aire (ceramic); *The Kiss* (bronze)

2. *University Art Collections, Arizona State University, Tempe.* Usually the B. Gerald Cantor Collection has 20 to 25 sculptures on loan and these are displayed in the foyer. At the present three are exhibited.

3. *Museum of Art, The University of Arizona, Tucson* *Danaide*; *Le Baigneuse aux Sandales*.

Oregon

1. *Portland Museum of Art, 1219 S. W. Park, Portland*

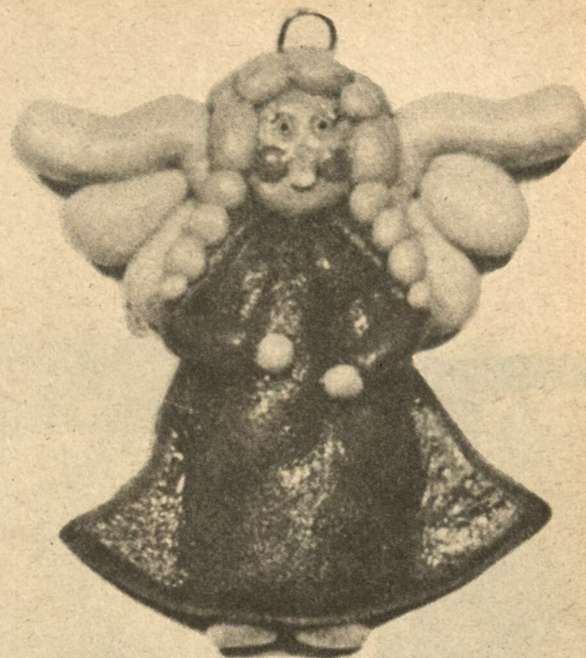
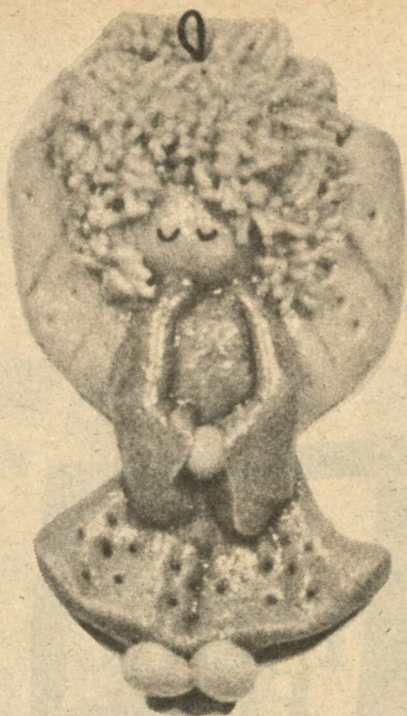
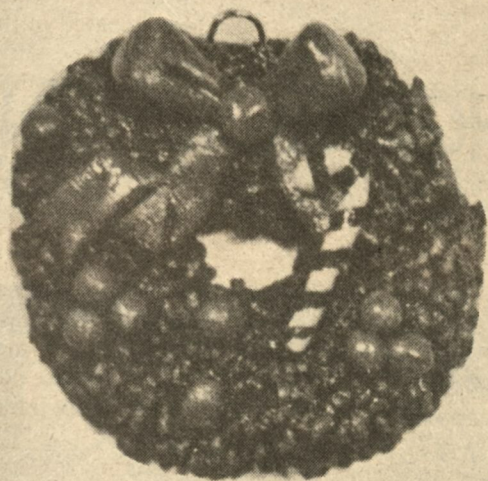
Brother and Sister, *The Call to Arms*.

Washington

1. *Maryhill Museum of Art, Goldendale, Washington.*

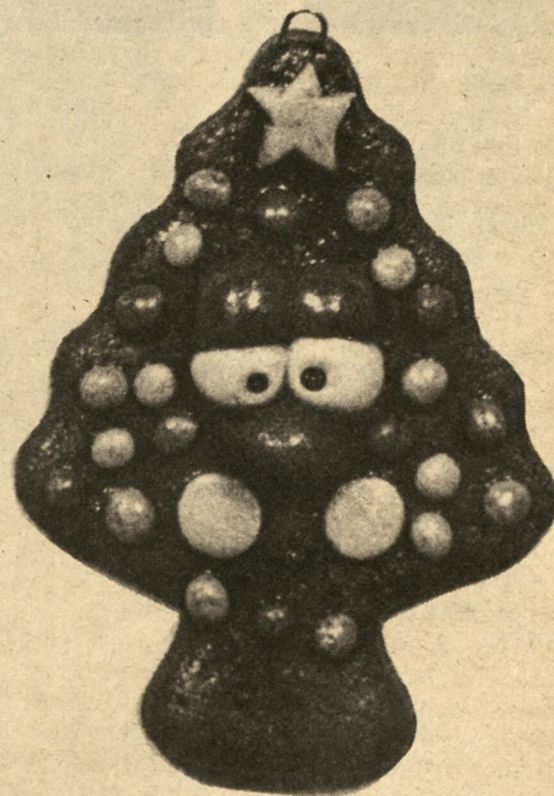
This museum is located on the Columbia River some 100 miles east of Portland on the Washington side. There are 55 sculptures by Rodin, many of them presumably acquired during Rodin's lifetime and many in plaster. There is a large collection of fragments, an important type of sculpture by Rodin, and a plaster *Eve* that was used as a model to be transferred into marble (note the X's marked on the figure indicating this was done by the mechanical process called pointing).

Publications: *Maryhill Museum of Art*, 1978; Jiri Frel, Harvey West, et al, *Rodin: the Maryhill Collection*, 1976.



This year, as you share holiday goodwill with your loved ones and family, why not extend it to another special friend: University of the Pacific. Your gift to the Pacific Fund, if made before December 31, can qualify you for important benefits for the 1978 Income Tax Year.

For advice on making a special year-end gift, please contact the Office of Development, University of the Pacific, Stockton, CA 95211, (209) 946-2501.



Holiday goodies courtesy of Pardini's, Stockton, CA.



From Pacific Avenue to Pacific Memorial Stadium, from the early bird Past Presidents' Breakfast to that evening's various reunion dinners, Homecoming 1978 was a day to remember. Above: Jerry Pickering (left), newly-elected president of the Alumni Association, and Dr. Kara Pratt Brewer, right, director of Alumni Affairs, present the Distinguished Professional Service award to Walter Fellers (center) at the Investors' Luncheon on Homecoming Day. Top right: Aren't parades great when you don't have to wait, but can cruise right ahead on a roller skate? Right: President and Mrs. Stanley E. McCaffrey make their traditional parade appearance.





Top above: Yes, it's a parade, and yes, everyone loves one, especially the little people. Above: Floating down the Avenue. Above right: Reunions provided opportunity to "catch up" on families. Right: Thousands of Tiger fans watched as Pacific took on San Jose State.



UOP Today

Speech, Hearing & Language Center In New Location

The University's Speech, Hearing and Language Center, which annually serves an estimated 400 residents from the Central California area, has moved to a newly renovated building.

The Center, previously located in a 4,000 square foot section of North Hall, is now headquartered on the South Campus in a portion of the former carpentry and print shop building.

The new facility has 6,240 square feet and includes nine therapy rooms, each with observation areas and television monitors. The Center, which previously had six of these rooms, is operated by the Department of Communicative Disorders.

Dr. Roy J. Timmons, department chairman, said the new location gives the department not only more space but also more flexibility because of the design of the therapy rooms.

Also included in the building is an audiology laboratory, research laboratory, office space, faculty conference room, classroom, preparation room for the student clinicians, and storage facilities. A play yard for youngsters using the clinic will be added at a later date.

The renovation project cost in excess of \$160,000 and was funded through a grant from the William G. Irwin Charity Foundation in San Francisco.

Advanced students in communicative disorders use the Center to treat community residents of all ages who have speech, hearing and/or language difficulties. The department has three primary objectives, and they are (1) to train career-directed specialists and field

professionals, (2) to evaluate and offer remedial services for affected children and adults and (3) to conduct research into the causes of speech, hearing and language disorders.

Courses On Elderly To Be Presented

A new course on education and counseling for the elderly will be presented in January at UOP.

Dr. Lewis R. Aiken, a professor of educational and counseling psychology at the UOP School of Education, will direct the Winter Term course. He is the author of the recently published book "Later Life" that deals with the elderly.

Aiken said the one-month course will include use of "Later Life" while dealing with a general overview of the field of gerontology. "We will focus on retraining and education of the elderly to maximize effective use of time and satisfaction in later life," Aiken said in a course outline.

Various educational and training programs for the elderly at the local and national level will be examined, along with considerable discussion of vocational, academic and personality counseling of the elderly.

There will be a limited number of openings in the class for community residents. The class will meet on Tuesdays through Thursdays from 10 a.m. to 12 noon. Those who are interested should contact Aiken at 946-2566.

Model OAS Program

The only Spanish-speaking college in the United States hosted a Model Assembly of the Organization of American States (OAS) on Wednesday, November 15, with student delegates debating the merits of nuclear energy in the Western Hemisphere.

University of the Pacific's Elbert Covell College sponsored the day-

long event for the seventh year. Some 53 students, from Covell, Raymond-Callison College, and the Conservatory of Music participated, representing the 21 North American and Latin American countries that comprise the OAS.

One hundred nine persons, including area high school students, attended the event.

Attending the model assembly as a special guest of the college was Dr. Gonzalo Palacios, first secretary for the Venezuelan Embassy in Washington, D.C., and the cultural attache for Venezuela in the U.S.

Other distinguished guests included Dr. Iris Laredo, OAS member from Argentina, Dr. Charles Blanco, vice-consul for Venezuela's San Francisco office, and Consul General of Mexico Rafael Reyes Spindola and Consul Victor Romero Lopetegui, both of the Sacramento office.

Jorge Hilderbrandt, Covelliano from Lima, Peru, served as president of the model assembly.

The program in the Covell Dining Room was conducted in the four official languages of the OAS—English, Spanish, French, and Portuguese. The event included introductory remarks by President Stanley E. McCaffrey, a discussion session in the morning, and presentation of various resolutions on the nuclear energy issue in the afternoon.

The program was coordinated by Dr. Ezekial S. Ramirez of the Covell faculty.

The OAS was formed several years ago to promote cooperation and understanding among the U.S. and Latin American countries. Member countries are Argentina, Brazil, Colombia, Costa Rica, Chile, El Salvador, Haiti, Guatemala, Honduras, Jamaica, Mexico, Nicaragua, Panama, Paraguay, Peru, Dominican Republic, United States, Uruguay, and Venezuela.

Football Coach Named

Bob Toledo has been named head football coach at UOP, succeeding Chester Caddas.

Toledo comes to Pacific after serving as an assistant coach at USC for three years. The new coach, who is 32, coached two championship teams at the University of California at Riverside. He was a record-setting quarterback in college at San Francisco State, where he was an All-American and received a B.A. degree in 1968.

Caddas, head coach of the Tigers for seven years, retired to become part of the administration at the university. He has been named associate director of the "Greater Pacific Campaign" and assistant to the director of athletics.

In announcing the appointment to the new position, UOP President Stanley E. McCaffrey said, "We are very pleased to appoint Chester Caddas to this key position in our Greater Pacific Campaign and feel confident that he will make an important contribution to its success. He has served the University well for 11 years and we regard him highly as a human being. His personal qualities which we admire and appreciate will enable him to perform significant service in this field of such crucial importance to the University's future progress."

Black Studies Symposium At UOP

Several leading educators in American black studies programs gathered at the University on Thursday, November 16, for a symposium on black studies.

"Mobilizing for the Next Decade" was the theme for the day-long event in the University Center Theatre. Mark Ealey, chairman of the UOP Black Studies Department, said approximately 200 persons attended. Participants included UOP students,

faculty and administrators, and interested community residents.

Ealey cited "overwhelming" response to the program from people at all levels.

"We focused on the shape of things to come in looking at how black studies can benefit universities," Ealey said. "We also wanted to make communities that have black studies programs, such as Stockton, more aware of their existence."

Main speakers in the program were Dr. Joseph J. Russell, executive director of the National Council for Black Studies and chairman of the Afro-American Studies Department at Indiana University, and Dr. William M. King, president of the National Council and chairman of the Afro-American Studies Department at the University of Colorado.

Topics covered during the day include black studies in the university structure, the challenge of social issues, influence of the movie "Roots", and black studies and the black community.

Additional speakers included Dr. Austin Ahanotu and Dr. Delo Washington, both professors in ethnic studies at Stanislaus State College; Dr. Elliot Chambers, chairman of the Ethnic Studies Division at Delta College in Stockton; Dr. William E. Nelson Jr., chairman of the Afro-American Studies Division at San Jose State University; Dr. Otis Scott, chairman of the Afro-American Studies Division at Sacramento State University; William Alexander, UOP Black Studies graduate and currently teaching in Stockton Unified School District; and Roy Nunez, former Elbert Covell student and currently operations manager for Opportunities Industrialization Center in Stockton.

The Pacific Fund

For years it was simply known as the "Annual Fund," and dedicated alumni, parents and other friends willingly approached their colleagues on behalf of gifts to assist the University with the costs of providing scholarship support, library acquisitions, academic equipment,

and other essentials necessary to operate the institution.

But this year, in a move "to raise our visibility and emphasize that this program is conducted by and for Pacific," the name of the program was changed to The Pacific Fund, according to Vice President -Executive Assistant Clifford L. Dochterman.

Heading the campaign during this "charter year" is Dr. Harold "Jake" Jacoby, a UOP graduate and Emeritus Professor who served Pacific in teaching and administrative positions from 1933 until his retirement in 1976. He will be the volunteer director of the program that has a goal for 1978-79 of \$1.3 million.

Jacoby said he accepted the appointment because of "my concern for the university and deep awareness of the importance of continual financial support. You can't function just on tuition. I have a direct awareness of the importance of this kind of support for the institution through the administrative responsibilities I have held at Pacific."

Jacoby served the University as a sociology professor and was chairman of the department twice. He was dean of COP from 1962 to 1968, and his father, Olin D. Jacoby, was a member of the Board of Trustees for 53 years and chairman of the board for 11 years.

UOP Names Chief of Security

Davis Police Sergeant Norman A. Askew has been named chief of security at University of the Pacific.

Askew, who will assume the position on January 2, will direct university security operations on the main campus in Stockton and the McGeorge School of Law in Sacramento and School of Dentistry in San Francisco.

He replaces Les Smith, who retired from the university earlier this year.

Askew, 38, joined the Davis Police Department in 1967 as a patrolman and advanced to become a detective in the investigative division in 1973 and a sergeant and watch commander for the patrol division in 1975. While in Davis he worked

closely with the security force at the University of California campus, and he also has completed several special training courses on different aspects of police work.

The new security chief, who will direct an eight-member force on the main UOP campus, has two degrees from Sacramento State University. He received a B.A. degree in public administration, with a specialization in police science, in 1970 and a M.A. degree in social science, with a specialization in criminal justice, in 1976. Askew resides in Dixon.

New Dean At School of Dentistry

Dr. Arthur A. Dugoni, a practicing dentist since 1948 and dental educator for 24 years, has been named dean of the UOP School of Dentistry.

His appointment to the position was announced by Dr. Stanley E. McCaffrey, UOP president, at the 80th annual alumni meeting of the San Francisco school.

Dugoni, selected through a nationwide search, will replace Dr. Dale F. Redig, who resigned to become executive director of the California Dental Association.

The new dean is a South San Francisco orthodontist who graduated in 1948 from the College of Physicians and Surgeons, which later became the UOP dental school. He has taught at the UOP school for 24 years, including 15 as a member of the orthodontics staff. His current position is an adjunct professor in postdoctoral orthodontics.

Dugoni practiced general dentistry from 1948 to 1955, pediatric dentistry from 1955 to 1961 and orthodontics from 1963 to the present. He is diplomate of the American Board of Orthodontics and holds a M.S. degree from the University of Washington. His undergraduate education was at USF and Gonzaga University.

His professional activities have included presidency of the Northern California section of the American

College of Dentists, the Central Section of the Pacific Coast Society of Orthodontists and the San Mateo County Dental Society. He is a deputy regent of the International College of Dentists and vice president of the California Dental Service.

Pacific Music Clinic

Dr. Jester Hairston of Los Angeles will be among the guest conductors for the 28th Pacific Music Clinic that has been set for Saturday, January 27, 1979 at the University of the Pacific Conservatory of Music.

Dr. David S. Goedecke, clinic director and associate dean of the Conservatory, said Hairston, Dr. Donald Thulean and Robert Vagner will be the guest conductors for the event.

The annual music activity attracts approximately 3,000 high school students from throughout Northern California.

Hairston, who will direct the choir, is a widely known conductor, composer, actor, and humanitarian. Thulean, conductor and music director of the Spokane Symphony Orchestra, will direct the orchestra. He has directed youth honor orchestras in several states, conducted professional orchestras in Taiwan and New Zealand and directed a Western Division Honor Orchestra in Hawaii. Vagner, director emeritus of the University of Oregon Bands, is president of the College Band Directors National Association. He has directed honor bands in 15 states and Europe.

Participants in the Pacific Music Clinic are recommended by their music teachers and prepare in advance for their day of rehearsal here. The event concludes with a performance by the students before their fellow musicians and chaperones who accompany them.

Clinic information is available by writing to the Conservatory of Music, University of the Pacific, Stockton, CA 95211.

Students To Travel In January

The world will become the classroom in January for a variety of University of the Pacific courses that will take students to such locations as Mexico,

continued

Spain, Hawaii, Africa, England, Greece and Guatemala.

The one-month Winter Term features several overseas adventures as part of the study-travel program. As in previous years, these courses are open to alumni and community residents on a space-available basis.

The program for January will include:

—Charles Dickens' England, where students and English professor Maurice McCullen will study the major works by this famous author in an English setting

—Cross-Cultural Studies in Hawaii, where communication arts professor Halvor Hansen will direct students in the different customs, cultures and value systems predominant in Hawaii

—Wildlife of East Africa, where biology professor Richard Tenaza will lead students on a safari to view a variety of wild animals in their native environment

—Sonora Schools and Communities, where faculty from UOP's Spanish-speaking Elbert Covell College will direct students in a bilingual education project in Mexico. A second course in Mexico with Covell will be a study on international relations at Hermosillo

—Art and Architecture in Greece and Italy, where Raymond-Callison professor David Burke will lead students to the birthplaces of western tradition

—Hemingway's Spain, where English and literature professors Arlen Hansen and James Shebl will direct students on a tour of the settings used by Hemingway for his Spanish fiction

—The European City as Home, where modern language and literature professor Patrick O'Bryon will lead students to Switzerland, West Germany, Austria, East Germany and Czechoslovakia to experience the modern European city and relate this to writings of selected authors

—Culture and People of Guatemala, where sociology professor Harvey Williams will travel with students throughout the country to gain an increased understanding of the people and the culture of this developing nation

Coordinating the overseas programs is Dr. James M. Shebl, assistant dean at Raymond-Callison College. For more information on the program, contact him at 946-2101.

Alumni Travel Program

The Alumni Association is following its highly successful Summer Alaska-Canada Travel-Study Experience with an exciting and unique program to the Mediterranean. Alumni Director, Dr. Kara Brewer has just announced that final arrangements have been made for parents, alumni, and friends to join her this summer for a two-week air/sea cruise aboard the newest cruise ship in the Mediterranean, M. S. GOLDEN ODYSSEY.

Departing from the West Coast on June 1, 1979, by scheduled British Airways 747 Jetliner, the group will arrive in Athens and proceed directly to the glamorous GOLDEN ODYSSEY. With the ship as hotel, individuals will have ample time to enjoy the pulsating and fascinating city of Athens. The ship will then begin an incredible cruise to ISRAEL, EGYPT, DELPHI, GREEK ISLES and ISTANBUL with the greatest treasures of the ancient civilizations and the Western World.

A comprehensive series of lectures, slide presentations and films will highlight areas to be visited during the cruise. Dr. Brewer will also be offering specialized forums on communications at selected times throughout this 15-day travel-study experience, closely patterned after the Alaska Program this past summer, which carried 70 UOP alumni and friends aboard the SUN PRINCESS of Princess Cruises.

Complete fares range from \$1,749 to \$2,898 per person, double occupancy, including round trip air transportation from Los Angeles, San Francisco, San Diego, Sacramento, Stockton, Fresno, Bakersfield, and Portland. Moderate additional fares from other Western cities and slight reductions from Eastern cities are available.

Reservations are limited and may be made through Dr. Kara Brewer at the Alumni Office or by contacting Mr. Allen Reid, Reid Travel Associates, 1313 North Center Street, Stockton 95202 (209) 948-4849.

American Humanics

After four years at University of the Pacific, the American Humanics program has established a track record for job placement of graduates

that would be envied by any academic discipline.

Gordon L. Imlay, administrator for the program that trains students for careers in youth agency management, said all of the graduates entering the profession were placed in jobs after commencement.

"This 100 percent placement record is typical of the humanics program throughout the country," Imlay said, "and it shows that jobs certainly are available for these graduates."

The humanics program started at UOP in 1975 with one student and has grown to 45 students this school year. The largest graduating class was 15 last May, and the students were placed in jobs with such organizations as the YMCA, Boy Scouts, and Girl Scouts.

American Humanics is a non-profit organization headquartered in Kansas City, Missouri. It is affiliated with selected colleges and universities throughout the country, including UOP and Pepperdine on the West Coast.

Students in the program pursue traditional course work in the recreation field, plus gain internship experiences and attend seminars with professionals in youth agency work.

Alumni Board Meeting

Jerrald K. Pickering '53, Redding, has been named president of the Pacific Alumni Association to succeed Loren S. Dahl '42, Sacramento, who has served for the past four years.

Elections were held at the October semi-annual board meeting on campus. Other newly elected officers include Robert Combella '41, Placerville, north area vice president; Douglas Pipes '65, Martinez, Bay Area vice president; Garth Lipsky '52, Modesto, central area vice

president, and Mark Rogo '75, Los Angeles, south area vice president.

A number of committee appointments also were made from members of the board:

Awards Committee — Karen Akerson '76, Sacramento; Rick Baer '77, Farmington, and Lipsky.

Development Committee — John Fruth '66, Danville (chairman) and Baer.

Local Clubs Committee — Nancy Spiekerman '57, Stockton; Mona Cortez '37, Stockton; Patricia Bertilacchi '57, Stockton, and Percy Smith '27, Lodi.

Continuing Education and Travel Committee — Larry Morago '68, Carmel, and Fruth.

Alumni Day and Young Alumni Committee — Stewart Cooper '77, Lodi, and Dianne Miller '76, Sacramento.

Newly elected members of the board are Gene Franks '71, Del Mar; Cinde Delmas Bates '77, Santa Ana; Percy Smith '27, Lodi; Quinlan Cobb Brown '68, Sacramento; Nancy Hane Spiekerman '57, Stockton, and Lawrence Morago '68, Carmel.

Board members elected in 1977 include Patty Whipple Bertilacchi '57, Stockton; John Charles '37, Stockton; Dianne Miller '76, Sacramento; Shirley Johanston Nunn '56, Brentwood; Stewart Cooper '77, Lodi; Karen Akerson '76, Sacramento; Rick Baer '77, Farmington; Inge Hoekendijk '57, Saratoga, and Mona Hench Cortez '37, Stockton.

Other members of the board are John Fruth '66, Danville; Dorothy Lennox Harper '40, Corning; Scott Mallory '60, Bakersfield; Herman Saunders '40, Sherman Oaks; Chauncey Veatch '70, Reno, Nev.; Charlie Mokiao '47, San Diego; Mel de la Motte '69, San Luis Obispo; Jerry Cook '69, Clovis; Robert Tobey '48, Bishop; Garth Lipsky '52, Modesto; Doug Pipes '65, Martinez; John Weeks '59, Richmond; Robert Combella '41, Placerville; Wilma Mast Stephens '50, Oroville; Jerrald Pickering '53, Redding; Loren Dahl '42, Sacramento; Mark Rogo '75, Los Angeles; Ronald O. Loveridge '60, Riverside, and Jay Armstrong '66, Irvine.

TIGER TRACKS

AT UOP

THE ARTS

"Saturday Night Fever" at the University Center Theatre, January 5 & 6, 6 & 9 p.m. and January 7, 3, 6 & 9 p.m. Sponsored by ASUOP.

"The One and Only" at the University Center Theatre, January 12 & 13, 6 & 9 p.m. January 14, 3, 6 & 9 p.m. Sponsored by ASUOP.

Senior Recital at the Conservatory, Jim Rollis, clarinet, January 17, 8:15 p.m.

"Looking for Mr. Goodbar" at the University Center Theatre, January 19 & 20, 6 & 9 p.m., January 21, 3, 6 & 9 p.m. Sponsored by ASUOP.

Resident Artist Series at the Conservatory, Ann Mischakoff, viola, 8:15 p.m., January 23.

Junior Recital at the Conservatory, James Shields, piano, January 25, 8:15 p.m.

"Wizards" at the University Center Theatre, January 26 & 27, 6 & 9 p.m. and January 28, 3, 6 & 9 p.m. Sponsored by ASUOP.

"Boys From Syracuse" at the Long Theatre, January 26, 27, 28 and February 1, 2 & 3, 8 p.m. Drama Department.

Junior Recital at the Conservatory, Katherine Johnk, viola, January 29, 8:15 p.m.

Senior Recital at the Conservatory, Melody Olson, piano, January 30, 7 p.m.

Senior Recital at the Conservatory, Sue Bohlen, oboe, February 1, 8:15 p.m.

Junior Recital at the Conservatory, Tina Toone, voice, February 2, 7 p.m.

Senior Recital at the Conservatory, Jody Armi, voice, February 2, 8:15 p.m.

"Slapshot" at the University Center

Theatre, February 1 & 2, 6 & 9 p.m. and February 3 at 3, 6 & 9 p.m. Sponsored by ASUOP.

Senior Recital at the Conservatory, Keith Bohnet, trombone & euphonium, February 3, 8:15 p.m.

Jazz Band Concert at the Conservatory, February 4, 8:15 p.m.

Student Recital at the Conservatory, Marjorie Flanagan, tuba and Matt Piatt, French horn, February 5, 7 p.m.

Resident Artist Series at the Conservatory, William de Valentine, voice, February 6, 8:15 p.m.

Senior Recital at the Conservatory, John Sevigne, bassoon, February 8, 8:15 p.m.

Junior Recital at the Conservatory, Sue Mayo, cello, February 9, 7 p.m.

Junior Recital at the Conservatory, Allan Gilbert, clarinet, February 9, 8:15 p.m.

"Gauntlet" at the University Center Theatre, February 9 & 10, 6 & 9 p.m. and February 11, 3, 6 & 9 p.m. Sponsored by ASUOP.

Resident Artist Series at the Conservatory, Wolfgang Fetsch, piano, February 12, 8:15 p.m.

A Cappella Choir Concert at the Conservatory, February 13, 8:15 p.m.

Tandy Beal Dance Company at the Conservatory, February 14, 7:30 p.m. Sponsored by the UOP Dance Department.

Recital at Long Theatre, Karen Gale, basson, February 14, 8:15 p.m.

SPECIAL EVENTS

Drama Production "Boys From Syracuse" - January 26, 27 & 28 also February 1, 2 & 3 - 8 p.m. - Long Theatre

For more information call:
 ASUOP 946-2233
 Art Department 946-2242
 Conservatory 946-2415
 Drama Department 946-2116
 University Center 946-2171



For someone from Ohio, still new to the Golden State, San Francisco Mayor George Moscone's sparkle — not to mention his City Hall office — reflected our bona fide expectation of life in the City by the Bay. Seated behind his expansive desk, surrounded by mementos such as framed front-page Chronicle reports of political victories, Moscone

reveled in being interviewed for his Alma Mater's alumni newspaper. "Young people are lovelier than they used to be, but they also are sometimes more evil," he remarked. "I think you could say that they love more and they hate more. . . They are more concerned about humanitarian causes, yet they also are less tolerant of the imperfections of our society."

The gentleman spent the majority of his life working to correct many of those imperfections. A recipient of an honorary Doctor of Laws degree from UOP in 1976, he remained interested in the University throughout his career.

That visit assumes new meaning now, and we join in mourning his loss at the hands of an assassin on November 27.

—M.M.

'20's

Richard Panzer, COP '23, recently retired from federal service after 24 years. He and his wife have traveled extensively, and plan to return to the West Coast within the next year.

'40's

Stewart C. Browne, COP '46, is the head tennis pro of Southern Hills Country Club in Tulsa, Oklahoma, the site of the 1977 National Open Golf Tournament.

Everret Wilson, COP '48, has completed 30 years of teaching, and plans to retire in 1982.

Carol Romer Matigon, COP '48, was included in the publication "Outstanding Personalities of the West" for her work with different organizations.

Alva A. Johanson, COP '49, retired in June, 1977. He was the director of the Leadership Training and Children's Work for the Evangelical Covenant Church of American Headquarters in Chicago, Illinois. He also was an associate professor in Christian education at North Park College and Theological Seminary in Chicago.

'60's

Dr. John Alsup, COP '63, received his doctorate in theology at University of Hamburg and the University of Munich in West Germany. He is currently with the faculty of Austin Presbyterian Theological Seminary as an assistant professor.

Jane Drobnich Peabody, COP '63, has received her master's degree from the University of San Francisco. She has traveled extensively in other countries.

Ruben Lopez, COP '63, has been appointed the new principal of Watsonville High School in Watsonville, California.

William R. Clifford, COP '64, married Barbara Jo Cavanaugh in August. William is in his 13th year of teaching with the Alum Rock School District in San Jose. He received the Armed Forces Medal for 10 years of meritorious service in U.S.A.R.

Suzanne Potter Elliott, COP '65, is currently associated with Doug

Browning and Co. Real Estate in Tiburon, California. She was also elected to the million dollar club.

Marian Sheppard Ives, Conservatory of Music '67, is a counselor at Lodi High School and extension instructor at Cal State, Stanislaus and San Joaquin Delta College. She has done group work in the classroom, at private sanitariums, and in a community drug abuse program using principles of Transactional Analysis for the past nine years.

Patricia Jacobs Hershey, COP '68, has retired from teaching since her family's move from Fremont, California, to Wilkes-Barre, Pennsylvania.

'70's

Michael Mangini, School of Pharmacy '71, worked on a crew of The Freedom Train during and after the Bicentennial. Nancy Cunningham Mangini, School of Pharmacy '70, is writing science fiction and has had two pieces published.

Bev Goodell, COP '72, has accepted a position with St. Philips College, San Antonio, Texas, as a teacher in the Psychology Department.

Joan Nielsen Abbott, School of Pharmacy '74, has just returned to the U.S. after 2½ years of living in Japan with her husband. They had a baby girl in March.

Stephen Horning, Elbert Covell '74, has returned to California from Argentina, where he was one of the directors of Youth with a Mission in Latin America.

Michael Fleming, Callison '75, is living in San Francisco, where he is involved in San Francisco Opera, movies, and Bill Graham's rock 'n' roll shows.

C. Michael McAdams, University Without Walls '76, has a weekly radio spot aired in six U.S. and Canadian cities.

Rebecca Lang, Graduate School '76, has accepted a teaching position with the Department of Health and Physical Education at Humboldt State, in Arcata, California.

Alex Nelson, COP '77, has completed the Officer Indoctrination School at the Naval Education and Training Center in Newport, Rhode Island.

Kathleen Montegna Bellow, Conservatory of Music '77, and Robert Bellow, were married in June.

Cathy Grady, School of Pharmacy '77, '78, has returned from Hawaii after completing her Doctor of Pharmacy work. She has now assumed a position as pharmacy resident with the University of California at San Francisco.

In Memoriam

Karen R. Brodahl, COP '75
 Don Carlo Campora, COP '50
 Katherine K. Fowler, COP '32
 Bozena M. Kalas, Conservatory of Music '18

UOP SPORTS

	OPPONENT	SITE	TIME
Basketball			
December			
19	Chico State	UOP	8:05 p.m.
22	Illinois Wesleyan	UOP	8:05 p.m.
23	Cal Poly	UOP	8:05 p.m.
28	Texas	UOP	8:05 p.m.
January			
3	St. Mary's	St. Mary's	8:05 p.m.
11	Utah State	UOP	8:05 p.m.
13	San Jose State	UOP	8:05 p.m.
18	UC Irvine	Irvine	7:30 p.m.
21	Fullerton State	Fullerton	5:00 p.m.
24	Fresno State	Fresno	8:05 p.m.
26	Fresno State	UOP	8:05 p.m.
February			
1	Long Beach State	Long Beach	8:05 p.m.
3	UC Santa Barbara	Santa Barbara	8:05 p.m.
8	UC Santa Barbara	UOP	8:05 p.m.
11	Long Beach State	UOP	5:00 p.m.
15	Fullerton State	UOP	8:05 p.m.
Women's Basketball			
December			
15	Cal Invitational	Cal Berkeley	All Day
16	Cal Invitational	Cal Berkeley	All Day
19	UC Davis	UOP	5:50 p.m.
28	Stanislaus State	UOP	5:50 p.m.
January			
4	Occidental	UOP	7:00 p.m.
9	Santa Clara	Santa Clara	7:00 p.m.
11	Cal Berkeley	Berkeley	7:00 p.m.
17	San Jose State	San Jose	7:00 p.m.
20	Nevada-Reno	UOP	7:00 p.m.
23	Fresno State	UOP	7:00 p.m.
27	Stanford	UOP	7:00 p.m.
February			
2	USF	San Francisco	8:00 p.m.
3	Biola	UOP	7:00 p.m.
6	Santa Clara	UOP	7:00 p.m.
10	Cal Berkeley	Berkeley	7:00 p.m.
Men's and Women's Swimming			
December			
30 (M)	Cal Berkeley	Berkeley	10:00 a.m.
January			
5 (M & W)	Cal Invitational	Berkeley	TBA
6 (M & W)	Cal Invitational	Berkeley	TBA
12 (M)	Fresno State	UOP	11:00 a.m.
12 (W)	Sacramento State	UOP	11:00 a.m.
13 (M & W)	Stanford Relays	Stanford	1:00 p.m.
20 (M)	San Jose State	UOP	10:00 a.m.
20 (W)	Cal Berkeley	UOP	10:00 a.m.
26 (M & W)	Hayward State	UOP	2:00 p.m.
27 (M & W)	Stanford	Stanford	3:00 p.m.
February			
2	UC Davis and Texas A & M	UOP	2:00 p.m.
10	Chico State	Chico	11:00 a.m.

SOCCER: THE SPORT OF THE FUTURE?

Many people have considered soccer to be the sport of the future. But why wait? Soccer is a game that can be played at just about any age level. It is a relatively inexpensive game in terms of equipment costs, and the objective of the game is really no different than that of other sports played in America today. Then why are people waiting?

Possibly because we didn't invent it. After all, Americans have claimed credit for creating the three major professional sports in the country today—football, baseball, and basketball. So why adopt anyone else's sport? Because soccer is safer than football. It's not as expensive as football or baseball, and because soccer can be an exciting sport to watch, as the action rarely stops.

Americans have been slow to accept the game, which has to rate as one of the most, if not the most popular in the entire world. This can be attributed to the fact that the game is just beginning to be taught in this country. Youth leagues are springing up everywhere, and children are learning the basic skills of the game. But who is teaching them? Parents, who themselves have probably had little exposure to the game. They can serve as little more than organizers. They may be able to teach some of the basic skills, but they are learning the strategies at the same time the kids are—on the field.

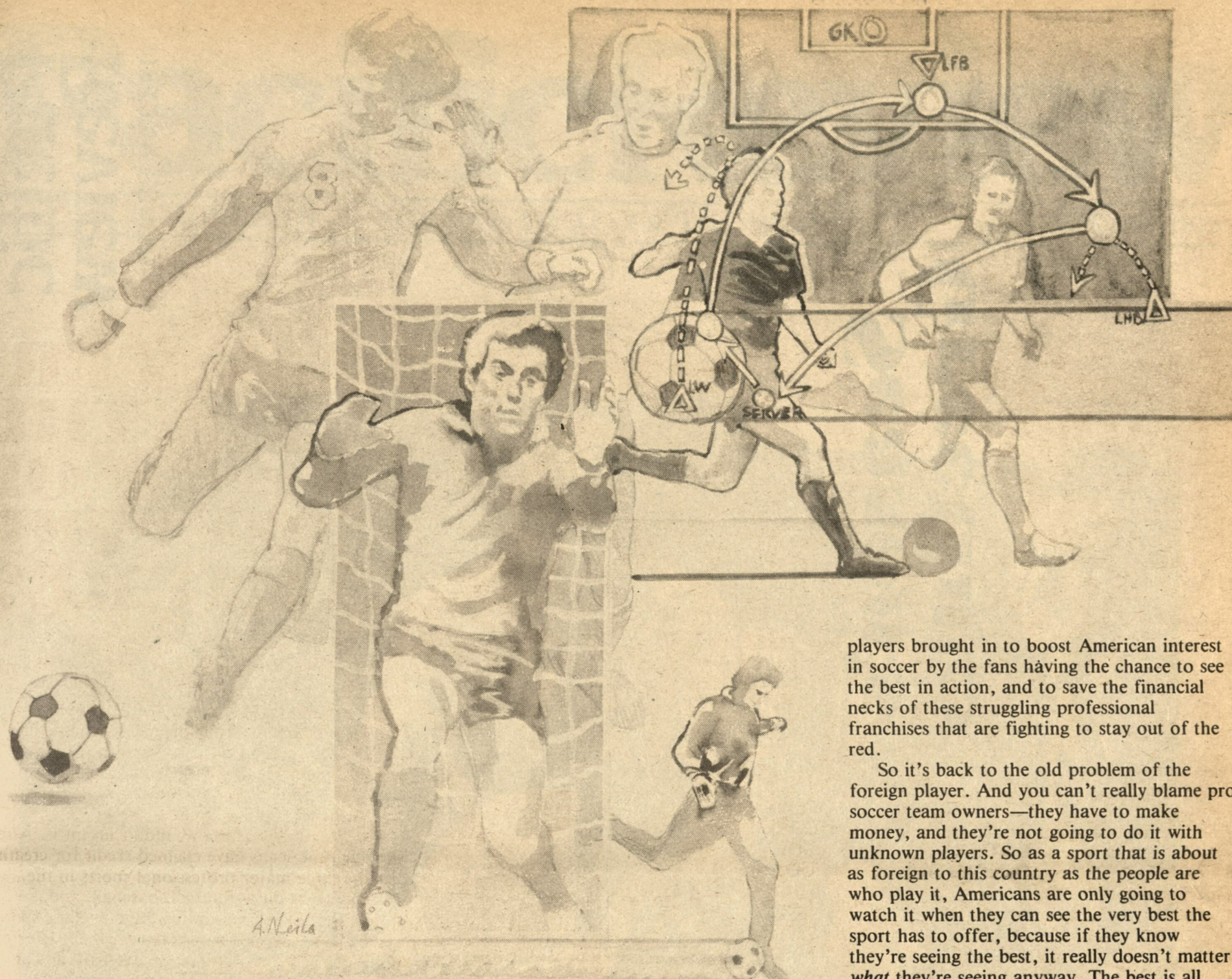
Glynn Richard is the soccer coach at Pacific. He didn't learn the game in the U.S. He learned it in England, where it is a primary sport of that country.

At the collegiate level, Richard feels the game has a great many drawbacks.

"I would limit the number of foreign players in NCAA championship play," said Richard, offering his solution to the problem that most plagues intercollegiate soccer in America—too many foreign players being recruited and not enough American players being developed.

"It's not a true representative team of what we see in America. I don't think that the foreign players are contributing to the development of American soccer."

Richard cited as an example, the case of the University of San Francisco, the 1976



NCAA champions, who listed on a roster of 30 players, only seven Americans.

The good old Red, White, and Blue got its revenge the next year, however, when Hartwick, a team with only two foreigners, defeated USF for the 1977 NCAA title. So soccer, as played by American players, is getting better.

"The quality of the American player has improved tremendously," said Richard.

"Where American players lack, however, is in the area of soccer intellect."

Many of the schools in the U.S. boast of clubs laden with future Olympic players—not for the United States, but for their respective countries.

If America wants to compete internationally in soccer, the game will have to be introduced at the same age level as football, baseball, and basketball, through the elementary schools and through youth leagues. The sport's popularity at the intercollegiate level has already increased greatly in the last 10 years.

"Since 1967," says Richard, "the amount of intercollegiate soccer teams has doubled.

I know that in the Sacramento area there are about 9,000 players in the youth leagues. There are 91 teams in the Stockton area, and with 16 to 18 players on a team, that means there are about 1,500 kids playing soccer in Stockton.

"Actually the game is more popular per capita on the East Coast," says Richard. "In the Midwest, the St. Louis area is fantastic for soccer, and on the West Coast, California, from the Bay Area on down, is really very good."

So the potential is there.

As mentioned before, though, good instruction is a problem in soccer. Not like little league baseball, where parents, who have been exposed to the game as children and grew up with it, soccer can depend on parents to do little more than organize the sport so the children can go out and play. Some of the kids will learn the strategy as they play the game, but it's doubtful that the parent/coaches will be able to instruct them on the finer points of the game because the parents don't know them either. They haven't been brought up exposed to soccer in the same way they have to any of the three major American sports.

Only recently has the television industry begun to telecast soccer matches. And only recently has professional soccer been able to get its feet on stable ground. And, unfortunately, the major drawing point to pro and televised soccer has been the great foreign

players brought in to boost American interest in soccer by the fans having the chance to see the best in action, and to save the financial necks of these struggling professional franchises that are fighting to stay out of the red.

So it's back to the old problem of the foreign player. And you can't really blame pro soccer team owners—they have to make money, and they're not going to do it with unknown players. So as a sport that is about as foreign to this country as the people are who play it, Americans are only going to watch it when they can see the very best the sport has to offer, because if they know they're seeing the best, it really doesn't matter *what* they're seeing anyway. The best is all that matters to the American fan.

One might get the idea that America carries a rather negative attitude toward soccer. America's attitude is getting better toward soccer, but it still is about as open-minded as the Chinese Exclusion Act.

Many schools, Pacific included, don't even give scholarships to their soccer players. So in many cases, soccer is the only true "amateur" sport on college campuses.

Richard's budget for soccer this year is only \$4,050.

"The athletic administration hasn't recognized soccer as a viable endeavor, so to speak, to give scholarships. I have no players on athletic scholarship, and absolutely no recruiting power," says Richard.

Will soccer ever be escalated to the level of the present three major professional sports in America?

"Not in my lifetime," says Richard. "Soccer came from the working class—that's why it's so avid in some countries of the world. It has a lot to do with the temperament of the people who play it."

In a country that cherishes baseball, football, basketball, apple pie, and Mom, soccer is struggling like the canoeist who paddles up river.

—J.J.

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Season's Greetings

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THE UNIVERSITY OF THE PACIFIC

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UOP's Dewey and Judy Chambers talk about liberation and marriage and how it works for them.