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## Pacific Review February 1980

Pacific Alumni Association

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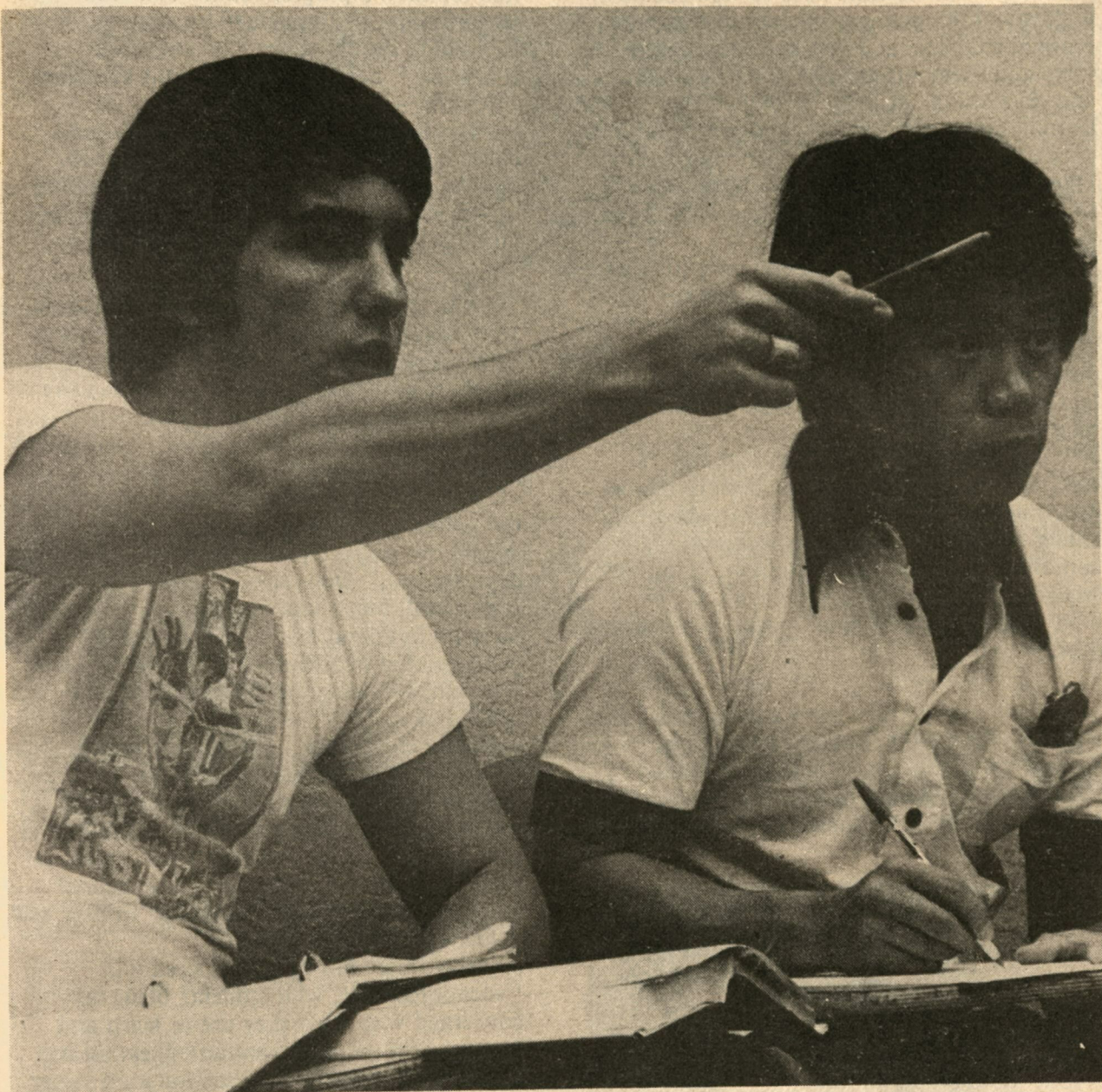


# Pacific Review

VOLUME 67 NUMBER 5

THE UNIVERSITY OF THE PACIFIC

FEBRUARY 1980



## An Academic Evolution

### Building on the Basics

**H**ow would you like to take the ideas of nearly 250 faculty members, mix them with thoughts from hundreds of other colleges and universities, and then synthesize it all into a cohesive, workable, and acceptable program that could shape the future of the liberal arts at Pacific for years to come?

Dr. Donald F. Duns (BA UOP '58, Ph.D. Northwestern University '61) has been one of a team of faculty, students and administrators which has been doing that for several years. It has created quite a stir on campus. Duns, associate dean of the College of the Pacific, has been serving as a member of a University-wide committee that has been given the responsibility of developing a new general education program. The faculty is expected to vote on the new program early this spring.

"No one knows how the vote will go," says Duns, "but the prospects for the new program look good." His interest in the program is not just academic; he's been picked to run the new program once it has been accepted.

Several faculty members have commented that more discussion about courses,

curriculum, teaching, and the liberal arts took place this fall than they had ever heard at Pacific.

"It's amazing," says Duns, "that all the usual speculation about the budget, salaries, football, the women's volleyball team, and even the weather was replaced by the debate on general education. I look forward to the day when I can eat lunch and talk about something else."

This constructive campus controversy does not center so much on educational objectives as on the means of achieving them.

The news media has reported little about the on-going national discussion around the development of new general education programs. There has been some coverage given the so-called "Harvard Plan" and the "return to basics" but little attention paid to how this

issue is affecting virtually every college and university in the nation.

"Those of us who live inside the hallowed halls of ivy know that we are in the middle of a revolution — and it's a pretty noisy one," Duns says. "All over the country, in every type and size of institution, people are writing reports, spending money and going through endless hours of meetings. At Pacific we have been meeting at least once a week for over two and a half years on this project. I can understand why there hasn't been much press coverage. The issues are complex and it's hard to tell who's on what side or what the issues are."

About the only thing people across the country can agree on, said Duns, is that the issues surrounding education are important and the consequences of revising courses and curriculum are far reaching. They could be, for some institutions, the difference between survival and bankruptcy.

The difficulty with current liberal arts programs had its roots in the 1960's, when

*Continued*



# Pacific Review

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student demands for "relevance" and a search for "raised consciousness" brought traditional liberal arts programs with required courses in English composition, Western civilization, foreign languages, and public speaking to an end, according to Duns. "As we attempted to be responsive to students and flexible," Duns says, "most colleges and universities threw out liberal arts programs that had existed for decades and substituted a cafeteria line of courses under the heading of 'breadth.' Most of the time we threw out the old and adopted the new without talking about the consequences. There was little, if any, discussion of purpose or educational philosophy. Now, with hindsight, we are beginning to see that much of what was done in the 60's left colleges and universities ill-prepared for the 80's."

Duns is quick to point out that not everything about the 1960's was bad for higher education, particularly for institutions like Pacific, where the decade also brought unprecedented growth, expansion and the strengthening of programs and faculty. "There is no place better to see the good results of 20 years of growth than at Pacific," Duns says. "We are stronger than we have ever been. We still have some things we need to do, but we are on our way. We need to let more people know how good an academic institution we really are. We need some new facilities, especially in the sciences, and a larger library. We need to come to a decision on general education — and we are very close."

Defining the term "general education" is not an easy task and is at the heart of the debate taking place on the campus. "Terms like 'breadth' and 'liberal arts' are often used as synonyms for general education," Duns says. "In the old days, the 1950's and before, students and faculty understood liberal arts as a series of required courses in English, history, science and Old Testament."

Every freshman followed the same pattern and, usually, they saw these requirements as their primary occupation in the first two years — or until they could get into the "important stuff" in the major. Unfortunately, students often saw liberal arts courses as obstacles in the way of more important work leading to a job or graduate school."

Historically, Pacific has always been committed to liberal learning and the faculty have been attracted to the University because teaching is their profession. They see liberal arts at the center of the University's mission. "The faculty believes that students should learn about literature, the arts, science, and

sociology; that students need to view the past, understand the political process, and fathom economic theory; and that students need to write and speak effectively, think rationally, and do research, so that, through their learning, they can become good citizens and productive members of their community," Duns says. "We have always subscribed to these general goals. But the question is - how do we do it?"

Duns explains that the experience of the 50's sowed the seeds of doubt about the effectiveness of general education and the 60's almost did it in. Pacific, like hundreds of other universities, turned away from tradition and launched out on a new path — without a map.

"We are lucky," says Duns, "and certainly more fortunate than most. While we experimented with a variety of formats giving students almost unlimited options, we continued to attract good students. Good students generally make good choices. We have a good teaching faculty who taught and advised well."

The need for change became evident midway into the 1970's. Nearly five years ago the College of the Pacific established a faculty committee to plan a way out of a two-year old "transition" general education program that

had replaced a program called the "I&I" (Information and Imagination) that had been a late 1960's development. "We began a transition," notes Duns, "without knowing where we were going."

The I&I emphasized breadth and multi-disciplinary courses paired around selected themes. It proved to be unworkable, according to Duns, and lost the support of the faculty and students after five years of operation.

The transition program is still transitioning, Duns says, and is based on breadth. Students are required to take three courses in each of the three curricular divisions other than the one in which their major is placed. For example, an English major (in the humanities) must take three approved courses in each area of the social sciences, behavioral sciences, and the natural sciences. "This program does spread the student's work over a variety of departments," Duns says, "and is working pretty well, but it was never intended to be the ultimate in liberal arts education. COP wants a program that is distinctive and more rational, with more of the traditional elements in its design."

Other developments on the national education scene in recent years also point to a need to revise the general education program, according to Duns. There has been a continuing trend of declining SAT scores, for example, indicating that many high school graduates are deficient in reading, writing and mathematical skills.

Also, there has been an increase in "vocationalism", with students being less concerned with what they are to learn and more concerned with what an education will get them in terms of a job and a good salary. "This is certainly a reasonable objective," says Duns, "however it misses some important reasons why people go to college. Behind this preoccupation with work may be a feeling that college is just another hurdle on the way to the 'real world'. Students who feel this way tend to look for courses that are 'practical' to train for some specific job, or they might look for the easy route while they punch the academic time clock. This misses the values of the liberal arts, and, indeed, of a college education."

"The wolf is at the door and there are lots of social messages telling young people to get the goods now, while they can, and think the good thoughts later. Unfortunately, life in a changing society doesn't work that way. Students should be equipped to change and continue learning and make good decisions. That's why COP, and later the entire University, began to seek out a plan to insure that our students are well prepared."

The work began with a COP faculty and student committee in 1975 and their search for



Dr. Donald F. Duns





a new general education program. Virtually every member of the faculty was interviewed on an individual basis, and committee members met with several departments.

The project was enlarged in 1977 when Academic Vice President Clifford Hand formed a new committee to develop a program that would include all schools and colleges within the University. Building on the work of the disbanded COP committee, the new group is now approaching an important decision.

"A new, and hopefully final, draft of a plan for general education is being written," according to Duns. "Early Spring is our target date for an important vote of the faculty. And if intensity is any measure of change, Pacific will never be the same."

One of the central objectives of the committee's work has been to involve the faculty in the process of planning and revitalizing the intellectual climate on the campus. Doing this, it was felt, would lead to a program that would have the whole-hearted support of the people who would have the responsibility for making the plan work. "This

isn't the easy way to do it, but we have learned from experience," says Duns, "that the persons who have to do the job need to have a hand in the planning."

The committee also was charged with a number of other specific objectives. "At the top of the list was 'excellence,'" Duns says. "Whatever the design might be, it should reflect the high standards of the faculty and existing programs and enhance Pacific's image of quality. The program should be student-centered, flexible, rigorous — and, of course, cost effective. It should be clear, easy to understand and to explain to students. The plan should carry with it provisions for modification and evaluation so that it can respond to change and be refined over time."

With these objectives in mind, the students and faculty on the committee began to read, talk, write, survey and revise. This past September, a major general education proposal was distributed to the faculty with the focus of attention on the College of the Pacific. Every department was asked to respond, in writing, to a 13 page, single-spaced design. There was no shortage of comments.

A summary of departmental responses ran over 20 pages. This summary was returned to all departments, and four divisional meetings were held to allow open discussion. Over 60 percent of the full-time faculty turned out for late afternoon meetings amounting to over 10 hours of discussion. The results of the written responses and these meetings are the basis for

a modified plan to be considered by the COP faculty in February.

Essentially, the proposed plan of general education has three parts: a program of liberal learning, a set of competency requirements and a section concerned with learning goals including proficiencies, values and life-long learning.

The program of liberal learning contains a statement of philosophy and five goals focused upon the need for students to obtain an understanding of:

1. Individual and Interpersonal Behavior
2. Literature and the Performing Arts
3. The Natural and Physical World
4. Order and Change in Society
5. The Forms and Influences of Culture

Each of these five goals carries with it a list of criteria which are used in the process of course selection and which specifically describe what students will experience as they complete the course requirements.

"For example," explains Duns, "in the 'Forms and Influences of Culture' goal, students will gain an understanding of the concepts and theories of culture, how elements of culture interact to influence behavior, and they will compare other cultures with their own through an examination of the art, language, literature, religious or social institutions of another culture."

The courses required under the liberal learning program will constitute about a third of the coursework taken by a student.

Alongside liberal learning and under the umbrella of general education is the basic competencies program. "We recognize that not all entering freshmen come to the University with the communication and mathematics ability to perform well in their classes," Duns says, "so each student's level of writing, reading, oral communication and computational skill will be assessed as they enter."

The focus of this program is on basic "competency." Students who are deficient will be provided with special classes and individual study early in their academic career to equip them to participate fully in required and elective courses.

"We are also interested in proficiency in communication and research skills. This element of the program refers to the level of ability we expect of our students at graduation," Duns says. "Beyond this, we are committed to educating our students for life-long learning and the capacity to make decisions based on values. We are beginning to call this our 'Third Tier'. There are some things students learn as a result of their total educational experience - integrative skills and perceptions which can be found in major programs as well as liberal learning. To learn

Continued on page 12



# Fun and Games for Everyone

**I**t begins in September, one week after the opening of school. It concludes on the last day of classes in May. In between it attracts about one-half of the student body to 24 different activities.

"It" is UOP's intramural program, run under the direction of Kathy Klein.

Kathy came to the University in 1975 with a Master of Science in physical education and five years teaching experience from Duke University. Her position at UOP was described as a combination of teaching physical education, which would take up about 80 percent of her time, and directing the intramural program.

It didn't work out that way.

"I spend about 90 percent of my time at the office working on the intramural program," said the 33-year-old Klein, "and complete most of my class preparation and grading at home on my own time."

With the improvements that have been made in the program since her arrival, though, her dedication has certainly paid off.

Before Kathy came to UOP, intramurals were operated by a group of graduate students with the help of a faculty advisor. Organization was lacking and athletic opportunity was, at best, limited. In 1975, however, the Athletic Department decided to change this pattern.

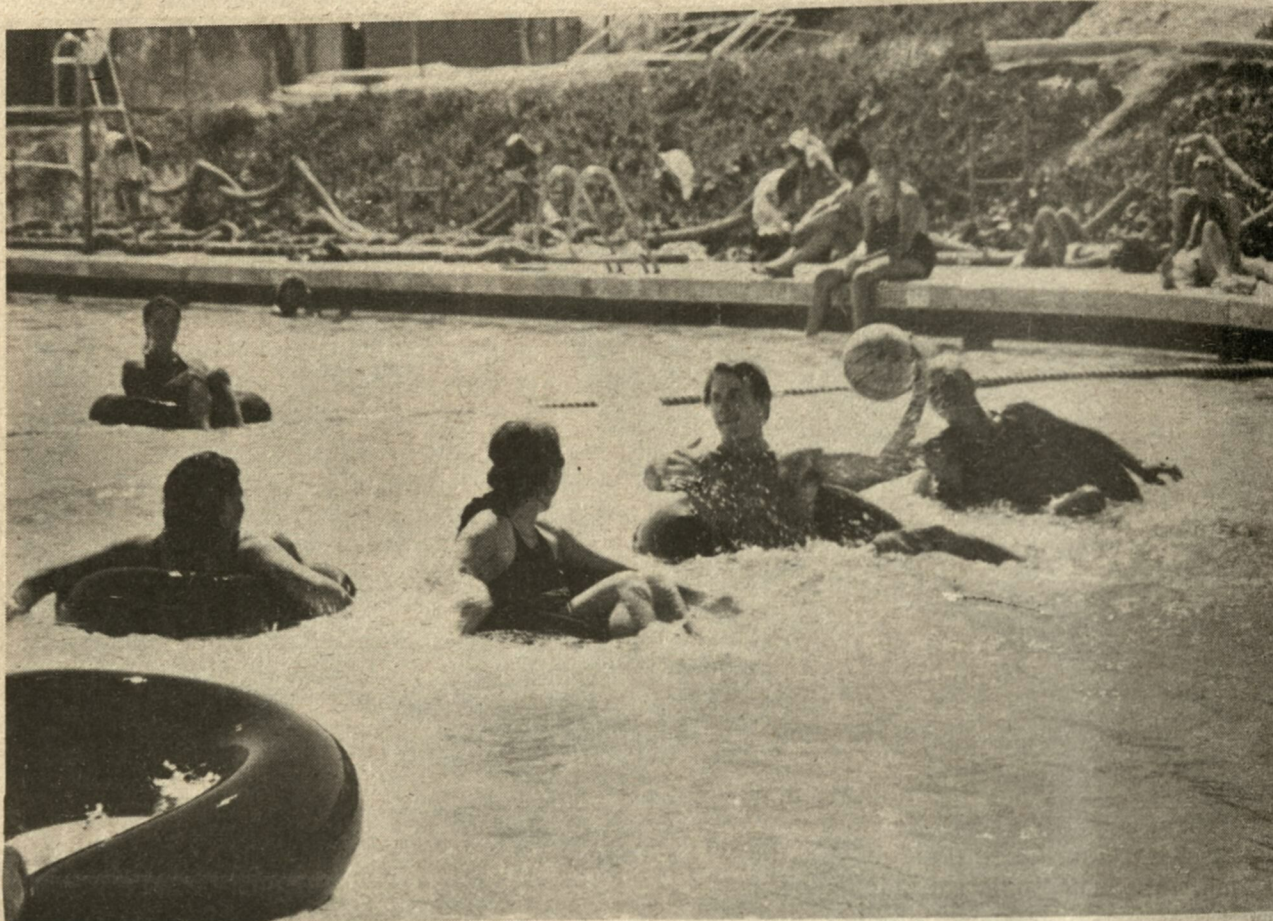
"I don't know who thought up the position of Director of Intramurals, but the position was definitely needed. The program had no consistency or direction. I think the Athletic Department realized that it needed a full-time person to give the program the attention and stability that it deserves," continued Klein.

Her first challenge was to strengthen the existing parts of the program, and then expand intramurals to encompass a broader segment of the student population. "I had to start from scratch," she quipped. "There wasn't much of a program when I came here."

By setting firmer guidelines for league divisions, opening up new divisions for less talented and highly talented players, and organizing more coed and women's activities, Kathy promoted a more balanced level of competition that appealed to a greater number of students.

"The mainstays of the program are the four team sports — football, volleyball (added three years ago due to the excitement created by UOP's woman's volleyball team), basketball and softball. These operate in a league type of competition for both men and women. But we've added to these several day-long, week-long and weekend tournaments to get at some of the other types of activities that we can't provide in leagues.

"We've expanded on the traditional sports by offering a two-day coed basketball tournament, volleyball tournament and softball tournament. We also do tennis tournaments for men's, women's and coed divisions," commented Klein.



*Coed innertube water polo is what intramurals are about. The emphasis is on recreation and not on winning.*

Some of the latest exploits of Kathy Klein and company have been a bowling tournament, a par three golf tourney aptly titled the "Duffers Derby," and a contest involving one of America's newest sports crazes, ultimate frisbee — a wild combination of football, frisbee tossing and aerobatics.

"It worked out really well," said Kathy of the frisbee tournament. "We didn't have as much participation as we had hoped for, but the teams that did participate had a real good time. That sport could lend itself very nicely to a league kind of competition."

Klein's program, once a chaotic jumble, is now a quality athletic organization that benefits over 2,000 students. Of course, she didn't do it alone. Increased funding from the Athletic Department and cooperation from all members of the department, especially new athletic director Elkin "Ike" Isaac, have helped enormously. Intramurals have earned a sense of respect among the participants and the University's athletic staff.

"When Ike became athletic director," said Klein, "he made it clear that intramurals were an integral part of the department and the University, and therefore should not be relegated to use of the facilities only after everyone else has finished. So we've come up with a compromise this year that will allow us to get in the gym two days a week at a decent hour — instead of playing many of our games at midnight and one o'clock in the morning."

With increased participation in intramurals, particularly in volleyball and basketball, gym space has become a growing problem. At last count, over 800 students — one-fourth of the student body — were signed up to play intramural basketball. Many students feel, because of the crowded conditions, that this will be their only chance to use the indoor basketball facilities. And for the most part that's true. This situation may soon be mended, however, with the completion of the Alex G. Spanos Center.

"What we're hoping it will do," said Klein, "is to open up the facilities at an earlier hour. I feel the firm commitment Ike made with us this year will also take effect in the new center. As is the case in any program, there are certain priorities. We don't intend to push men's basketball out of there, but we hope to get a chance to use the facility — a chance to broaden our program by playing in both facilities.

"The real saving grace of the events center," continued Klein, "is that all the intercollegiate sports can go over there. That will leave the old gym open for the use of all the students."

She's got the interest and participation of the students, and the support of the Athletic Department and the University. She's got the program going in the right direction, but what next? Well, she's leaving that up to the students.

"We're taking a survey among the participants right now," said Klein, "to find



# University Calendar

out whether we should keep the entry fee for intramural competition or not. The fee goes for buying t-shirts and plaques for the champions of the tournaments and league divisions. Last year we began the "awards night" to honor these champions, pick the all-star teams and give out the sportsmanship trophies — which I think are the most important. If the students vote to abolish the entry fee, then we'll just post the winners' names at the end of the season and not bother with awards. So far, though, it looks as though they'll retain the fee."

Kathy also has observed a change in attitude by the intramural participants. "I have noticed a de-emphasis on winning in the last two years. That's the way I see an improvement in the program — through the reduced number of hassles. The first two years were just rocked with complaints, objections and protests," remarked Klein. "But the past couple of years the students seem to have a better attitude about playing. They come to play because they enjoy it — not out of a desire to win a championship."

If there is one event that typifies the purpose of intramural competition, it is the coed innertube water polo tournament. This contest is usually the first event held in the fall and the last event of the spring and involves two teams, 20 innertubes and a lot of fun. The participants bob, splash, dive and laugh through a one hour match that, after it's all over, leaves everyone guessing at what the score *really* is. And that is the whole point. The emphasis is on recreation — winning is secondary.

—J.A.



Kathy Klein directs the UOP intramural program.

## Feb. 1 - Feb. 3

**Saturday, Feb. 2, Women's Basketball, Home, vs. Santa Clara, 7 p.m.**

**Sunday, Feb. 3, Men's Basketball at UC Santa Barbara, 5 p.m.**

## Feb. 4 - Feb. 10

**Tuesday, Feb. 5, Women's Basketball, Home, vs. St. Mary's, 7 p.m.**

**Thursday, Feb. 7, Women's Basketball, Home, vs. Washington State, 5:45 p.m.**

**ASUOP presents Jack Anderson, Conservatory, 8 p.m.**

**Men's Basketball, Home vs. UC Santa Barbara, 8:05 p.m.**

**Friday, Feb. 8, Conservatory Student Senate presents Carmel Valley Orchestra, Conservatory, 8 p.m.**

**Saturday, Feb. 9, Women's Basketball at San Jose State, 7:30 p.m.**

**Men's Basketball at Long Beach State, 8:05 p.m.**

## Feb. 11 - Feb. 17

**Tuesday, Feb. 12, Women's Basketball, Home, vs. Stanford, 7 p.m.**

**Resident Artist Series, Anne Mischakoff, viola, Conservatory, 8:15 p.m.**

**Thursday, Feb. 14, Men's Basketball at Fullerton State, 7:35 p.m.**

**Faculty Recital, Vincent Marrello, piano, Conservatory, 8:15 p.m.**

**Friday, Feb. 15, Women's Basketball at Fresno State, 7 p.m.**

**Resident Artist Series, Carol van Bronkhorst, flute, Conservatory, 8:15 p.m.**

**Saturday, Feb. 16, Men's Basketball, at UC Irvine, 7:30 p.m.**

## Feb. 18 - Feb. 24

**Tuesday, Feb. 19, Resident Artist Series, Pacific Arts Woodwind Quintet, Conservatory, 8:15 p.m.**

**Thursday, Feb. 21, Women's Basketball at Cal Berkeley, 8 p.m.**

**Men's Basketball, Home, vs. Utah State, 8:05 p.m.**

**Saturday, Feb. 23, Women's Basketball at University of San Francisco, 7:30 p.m.**

**Men's Basketball, Home, vs. San Jose State, 8:05 p.m.**

## Feb. 25 - March 2

**Tuesday, Feb. 26, Women's Basketball, Home, vs. Nevada-Reno, 7 p.m.**

**University Symphony Orchestra, Conservatory, 8:15 p.m.**

**Thursday, Feb. 28, Men's Basketball, PCAA Tournament, TBA**

**Friday, Feb. 29, Men's Basketball, PCAA Tournament, TBA**

**Women's Basketball, Home, vs. Santa Clara, 7 p.m.**

**Band Frolic, Conservatory, 7:30 p.m.**

**Saturday, Mar. 1 Men's Basketball, PCAA Tournament, TBA**

**Band Dinner Dance, Civic Auditorium, 7 p.m.**

## March 3 - March 9

**Tuesday, Mar. 4, Resident Artist Series, Charles Schilling, harpsichord, Conservatory, 8:15 p.m.**

## March 10 - March 15

**Wednesday, Mar. 12, Conservatory Student Senate presents "Rolley and Kirkby," Conservatory, 8:15 p.m.**

For more information call:

ASUOP	946-2233
Art Department	946-2242
Conservatory	946-2415
Drama Department	946-2116
University Center	946-2171



## Why I Teach

Like many others in education, my teaching career came through a process of evolution. My own early educational experience made a deep impression on me and led me to believe that my studies were important and that the knowledge gained would — in both the short run and in the long run — return value for the hard work of studying. Teachers were important to me, and I reacted favorably to how they treated me as an individual. Also, my family considered education to be of great importance, and they reinforced the rightness of my study and travel from the beginning.

The university introduced me to broader knowledge in a number of fields of study, which to me is a basic value of the college experience. At that time, at the end of the Roosevelt Good Neighbor era, Latin America was a vast and influential world region for this country. Activities at Berkeley and in the Bay Area soon attracted me to the study of Latin America and the Spanish and Portuguese languages and cultures.

But, what to do for an active career? The diplomatic corps, with a law degree as a basis for government service, seemed logical. When law school proved unfulfilling, an opportunity arose to travel on business to Brazil. This provided firsthand exposure to an immense, exciting South American continent. That was soon followed by an invitation to work at a university in a Central American country that was in the midst of a national social revolution. Three years of teaching university students in an exciting, productive, and purposeful setting led me to value teaching as an active profession for life.

Teaching for me rests on a number of fundamental demands which enable one to remain alive and vital in one's field. A person can gain a broad command of the basic lore of his field after a few years, but Latin America embraces a tremendous space with a complexity of historical experiences over nearly five centuries in time. One stays enthusiastic through searching and researching, developing new theories and insights while reworking old ones, and never exhausting the need to learn more and more. Meaningful books and articles, past and present, are read and selected for the use of students to encourage their interests and afford them insights into the field. When a student is led to "discover" a new truth or "un-



*Walter Payne is a professor of history and chairperson of the History Department at College of the Pacific.*

cover" an interesting viewpoint, that is what in turn motivates me.

A great deal of information must be organized into a systematic presentation for students, and textbooks normally are the main vehicle to do this. But, textbooks leave a great deal to be desired in terms of interpretation and of integrating main themes. One ends up preparing course syllabi as an aid to encourage the student to read and explore ideas from thoughtful sources. A syllabus keeps me busy and motivated to identify, prepare, and upgrade new readings, documents, maps, charts, and other aids to learning as well as to review and clarify the direction and purpose of each course.

In moments of madness or despair, threats are made to prepare your own textbooks and books of readings. At the moment, I am busy with a project for Spanish and Mexican California, where the lack of teaching materials causes me frustration year after year in a field where there are more than ample sources for the writing of a good basic text.

Fundamentally, I really believe that there is no substitute for serious study and work, not for the professor and not for the student. Learning takes work, it entails difficulty, and it places demands on a student's time. It also brings rewards, not just in a class but in acquiring general habits of discipline. It is very gratifying to have a student tell you how your course, taken some years before, was somehow instrumental in motivating him or her to achieve a goal like a degree, entrance into professional school or placement in a satisfying job or profession. Last year, in a single day in Antigua, Guatemala, I met three such students whom I had taught at COP, Covell College, and the University of San Carlos, Guatemala. Each commented not only on the long hours of reading required of them in my courses, but on the enthusiasm projected, commitment to my field and sense of humor that kept my

classes lively. Interestingly enough, their professions were international economics, international agricultural development, and ballet.

A great challenge in teaching is that one deals with a large number of students that vary every year in ability, interest and potential. Also, any given class varies from another class in another year. It keeps me motivated each year to get the feel of a new group and to realize that any particular course may be offered differently each year, because of the varying needs and attitudes of a "new" group of students.

The ongoing task is to learn the strengths, weaknesses, interests, and potential talents of each class, and each year to move toward encouraging and polishing a new group of individuals. One has to respect each student as an individual, recognizing that talent is not equally shared, and helping each person to use his or her particular ability to its fullest extent. It is not easy to assign grades that a student may not like, but they accept judgments when they feel the professor is fair, and his reasons are clear.

It has been rewarding to teach at Pacific for a number of reasons. The quality of students is high, and relations between instructors and students are close and usually friendly. Class sizes normally are small enough to permit much personal contact; let's hope this can be maintained. Pacific students have a great deal of talent, and being associated with them is a constant source of pleasure and pride. The nature of the curriculum, the programs of the 1970's, the opportunity to develop new courses in winter term, special topics, and other areas all allow the instructor to stay abreast of his field, to benefit from contact with stimulating colleagues, and to innovate in creative ways. Faculty development policies are healthy too. A nice balance exists for the enjoyment of ample time for teaching, continuing self education, travel and a comfortable life of genteel poverty.

My career in teaching evolved from an early and positive experience derived from my own education, from deeply impressive field experience abroad, and from the realization of the active impact that teaching can have on the willing student. Life might have taken other directions, but no career outside teaching could have been as constantly rewarding as mine. This is particularly true because teaching has afforded me the opportunity to return frequently to Latin America and to keep alive my love for that area, to continue to nurture my early commitment to its history and culture, and to share this with others in an educational context.

*Commentary is an article reflecting the opinion of the author on an item of interest to a member of the University community.*



# Rip Cord

Taking a break from a law school exam has led to a career for Dan Poynter that combines breath-taking adventure with complete business independence.

Poynter, a University of the Pacific alumnus from the late 1950s, is one of the most experienced and respected parachutists in the world. He also is a successful publisher of books dealing with this sport, as well as hang gliding, frisbee playing and kiting.

The statistics are impressive.

During the past 17 years he has completed 1,200 parachute jumps and has earned an expert rating. He has been involved in the research, testing, design and marketing of parachutes and is a federally licensed master parachute rigger with all the ratings.

Poynter, 41, holds a patent for a parachute pack he developed, and he has been responsible for several equipment advances in this field. Dan has served as chairman of the board of the U.S. Parachute Association, and he was chief of the delegation for U.S. parachute teams in Bulgaria in 1966, Germany in 1975 and Australia in 1977.

"When I was attending law school in San Francisco, a friend was going jumping and asked if I wanted to come along," he recounted. "I was studying for an exam, needed a break, and it sounded interesting. So I went along and got hooked.

"Your first jump is quite an experience; you're fat, dumb and happy," he laughed. "But by the second one you become more apprehensive. Later on there are group geometric patterns and other more complex things you can do. Parachuting is something anyone can do and very few do. (He said there are about 25,000 active jumpers in this country.) Jumping is truly an adventure; it's like being on a cushion of air."

Poynter said his most gratifying moment in this sport occurred when he made a jump with a parachute he had designed and built from scratch, even to the point of doing the hand sewing by himself.

Dan is proud of his accomplishments in parachuting, and he also speaks with the enthusiasm of someone with a love for his sport. He speaks with enthusiasm in recounting his years at Pacific, as well.

He attended the University from 1957 to 1959, and describes those years as "two of the most enjoyable years of my life. I got into the fraternity system through Rhizomia and really had a lot of fun." He also got in trouble once when he was caught by the dean of men with a small refrigerator in his room. "We weren't allowed to have such things in our rooms during those years, and I was ordered to get rid of it," he says with a chuckle.

Times have changed.

Now the students can even get refrigerators through the ASUOP Loan Store. And few people tell Dan Poynter what to do, because he is his own boss in the publishing business.

Parachuting Publications is the name of the venture, which is located in Santa Barbara. It started out part-time in 1969 when Dan was

working with a company in Massachusetts in the research, design and marketing of parachutes. By 1974 it had become full time, and the Pacific alumnus moved to Santa Barbara. "I wanted to be near the ocean and I got tired of the cold, dirty and crowded conditions of the East. Santa Barbara seemed like a good location to do my work."

His home is his office, and the view from his property is spectacular. Living on a hill near Highway 101, Dan has a panoramic vista of the California coastline, with the University of California's Santa Barbara campus spreading out before him.

Dan is the only employee of Parachuting Publications. He is responsible only to himself for the writing, publishing, marketing and distribution of all his books. He has written 13 books and manuals during the last nine years that have sold 250,000 copies. Some have been translated into Russian, Japanese and Spanish for overseas distribution. His sales total \$1.5 million.

"Annually the business grosses in the low six figures, and last year I shipped 66,000 books. The most popular to date has been *Hang Gliding*, with nine printings and 125,000 copies sold."

Although he has incurred no serious injuries from parachuting ("I broke some ribs once when I made a dumb mistake and landed in a tree") he almost got killed hang gliding. He received a severe neck injury when he fell out of the glider along a beach area of San Francisco. Although the injury doesn't impair him today, it has resulted in a "semi-retirement" from parachuting and avoidance of hang gliding as a participant.



His writing career started with his love for parachuting. He spent eight years putting together material for a 500-page technical manual that is a virtual Bible in the business. He has written more than 400 technical and popular articles on parachuting and hang gliding and has authored a monthly column for *Parachutist* magazine since 1963. His other book titles include *Kiting*, *Parachuting*, two parachute course books and the *Frisbee Players' Handbook*. The last book, which is the only one he co-authored, is cut to the circular pattern of a Frisbee and comes wrapped in the disk used for this sport.

His success as a self-publisher resulted in his newest book, *The Self-Publishing Manual*. He is a firm believer in the one-person publishing business and shares some of the secrets of his success in this publication.

"I don't have time to see if some big publisher likes my material. Why ship your manuscript off to New York when you can ship it to a printer and be on the shelves in a month or two? Timing is important, and you may miss your market or someone else may beat you to it. I write and publish information people want and need that is packaged nicely and marketed properly.

"It takes organization, discipline and some imagination to self-publish. I have worked for others and have managed large businesses, but I like the rewards and flexibility of self-employment better. I don't think I'm a workaholic; this is stimulating, varied work and I thoroughly enjoy it. I travel three to four months of the year and have been all over the world. But I always make sure there is a business purpose for the trip. We all have to work, but it is nice to pick your own hours and projects. Self-publishing provides this freedom for me."

Poynter speaks both Spanish and German, which has aided him in his travels that relate to his parachuting and publishing interests. He has been the U.S. delegate to the Commission Internationale de Vol Libre of the Federation Aeronautique in Paris and served two terms as president of the organization.

One of the honors he cherishes the most is the Diplome de Vol Libre from the Federation Aeronautique Internationale for his contributions to the sport of hang gliding. He is currently a lifetime President d'Honneur with this organization, and he also holds awards from the U.S. Parachute Association.

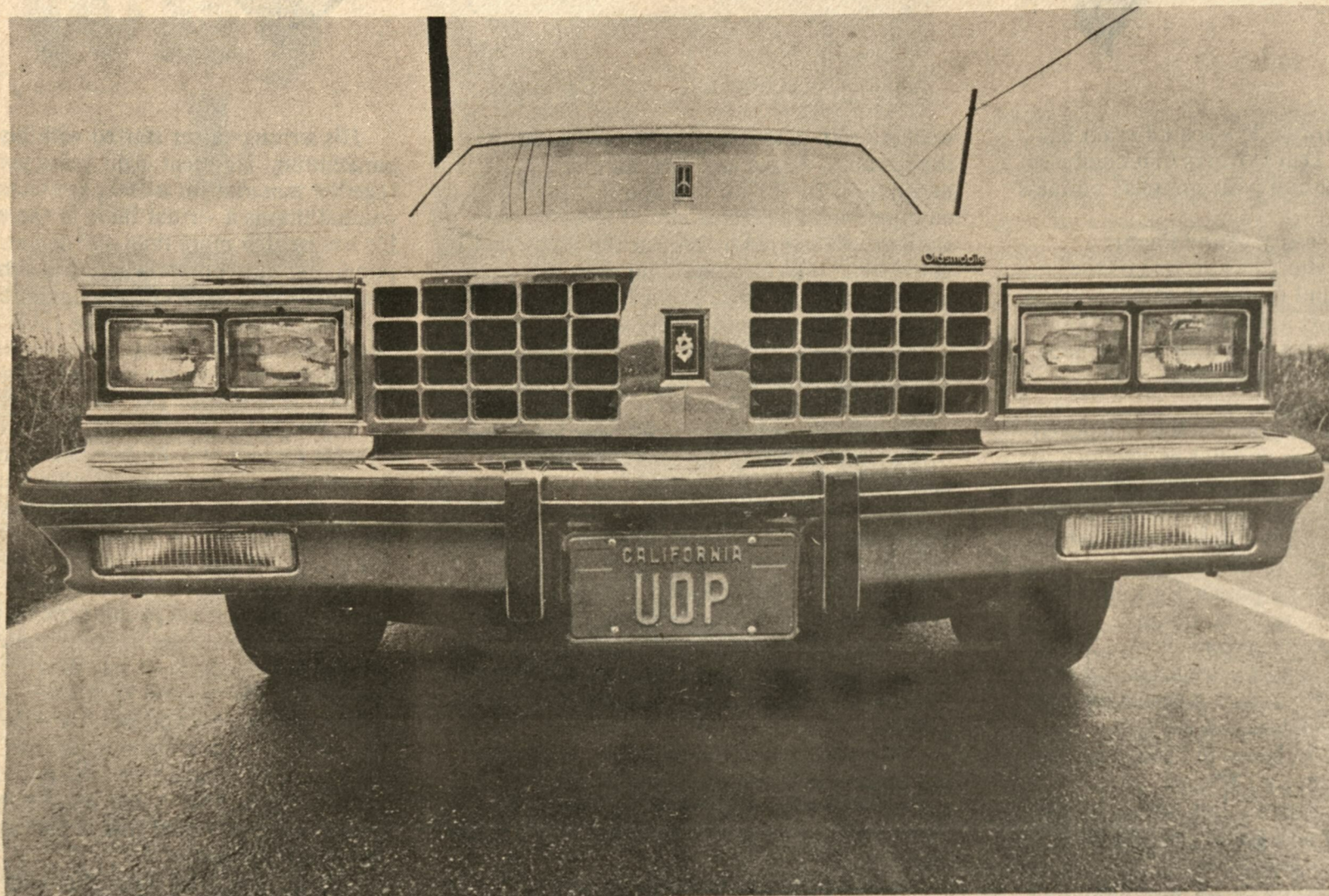
When asked about the hazards of jumping, he acknowledges that there are some. "There were about 35 deaths last year in this country from parachuting, but that is out of millions of jumps. I don't want to tell you it is safe. But you have to weigh the risks with the rewards. There is an incredible feeling of accomplishment in jumping."

Dan Poynter clearly has accomplished a lot in his life so far.

—R.D.



# On The Road...



## ...For Students

**A**rmed with slide projectors, brochures, cards, pads, pencils and assorted other paraphernalia they take to the road in a station wagon. This week bound for Santa Barbara, next week San Rafael, and the week after that is Monterey.

No, it's not a traveling medicine show, nor a band of nomadic gypsies. It is a road team of admissions counselors, faculty members, a financial aid director and a member of the administration — more often than not a vice president or the University president himself.

Winter means regional receptions to the UOP Office of Admissions, and between January 17 and March 4 they will hold 16 such meetings spanning the length of California, plus Denver and Honolulu.

That's a lot of meetings and miles to be covered in one month, but judging from the response generated by these receptions, the effort is indeed worth it.

These recruiting teams meet with over 2,000 people, including more than 700

prospective students, during their travels. The meetings in larger cities, such as San Francisco and Los Angeles, draw between 150 and 200 people, while in the smaller communities crowds average between 50 and 75. Numbers alone, however, can be deceiving.

"The Admissions Office measures the success of a meeting in several ways," said Stephanie Wilson-Liskevych, assistant director of admissions and coordinator of the regional meetings. "Attendance is one. But of course we also look at applications and confirmations that may have resulted from a meeting. Our main purpose is to help good students and their parents learn more about Pacific and whether UOP can meet their educational objectives."

According to figures maintained by the Admissions Office, at least half of the students who attend a regional meeting apply for admission. The confirmation rate for students

who attend such meetings is substantially higher than for those who do not.

Justifiably, Stephanie and the entire Admissions Office are pleased with the results of the regional receptions, and they are convinced of their value to UOP's sophisticated recruiting effort. In these times of steadily decreasing pools of college-age people, student recruitment plays a vital role in the academic and financial welfare of America's universities, particularly smaller, independent schools such as UOP.

The Office of Admissions manages a complex recruiting effort combining quality recruiting material, high school and college visits by members of the admissions staff, and the regional receptions. Through this three-fold program, UOP has managed to recruit record numbers of students without sacrificing the personal touch that is in keeping with the University's atmosphere.

That personal touch is the primary motivation behind the regional meetings.

"The receptions are designed to benefit both the prospective students and their



parents," commented Liskevych. "It gives a chance for involvement — a direct source to answer personal questions. These meetings can take the place of a campus visit for those who cannot come to Stockton, and many times they will initiate a campus visit."

Although the individuals vary from meeting to meeting, the reception team always consists of a faculty member, an admissions officer, an administrator and a financial aid counselor. With over 60 percent of the UOP student body on some sort of financial aid, this representative is in increasing demand. However, Paul Phillips, director of financial aid and a regular team member at the receptions, usually brings good news to the audience. He tells them that "applying for financial aid is easier than it ever has been and there is more aid available now than ever before."

Held in meeting rooms and banquet facilities of major hotels, a typical meeting begins with a greeting by a member of the administration, usually University Vice-President Clifford Dochterman. This is followed by an audio-visual slide presentation providing an overview of the University community, including both the academic and student life programs. Next comes a series of brief talks by each of the admissions, financial aid and faculty members.

The faculty members generally speak directly to the student in an informal, low-key approach explaining the benefits of the one-to-one education offered at Pacific. Other members of the team address themselves to the entire audience while explaining the technicalities and the feasibility of attending UOP.

President Stanley E. McCaffrey attends many of the meetings, serving as the keynote speaker. "Having the President and Mrs. McCaffrey at many of the meetings is very impressive," said Liskevych. "People will remember that the University's president came out to shake their hand and talk with them."

"Coming to these meetings and talking with prospective students is one of the most important things I do," echoed McCaffrey.

After a hectic month of travel by land and air, a very weary admissions office can settle down in March and watch the results of their effort grow into the class of 1984. They can settle down, that is, until August, when the reservations, invitations and confirmations for next year's recruiting trips begin.

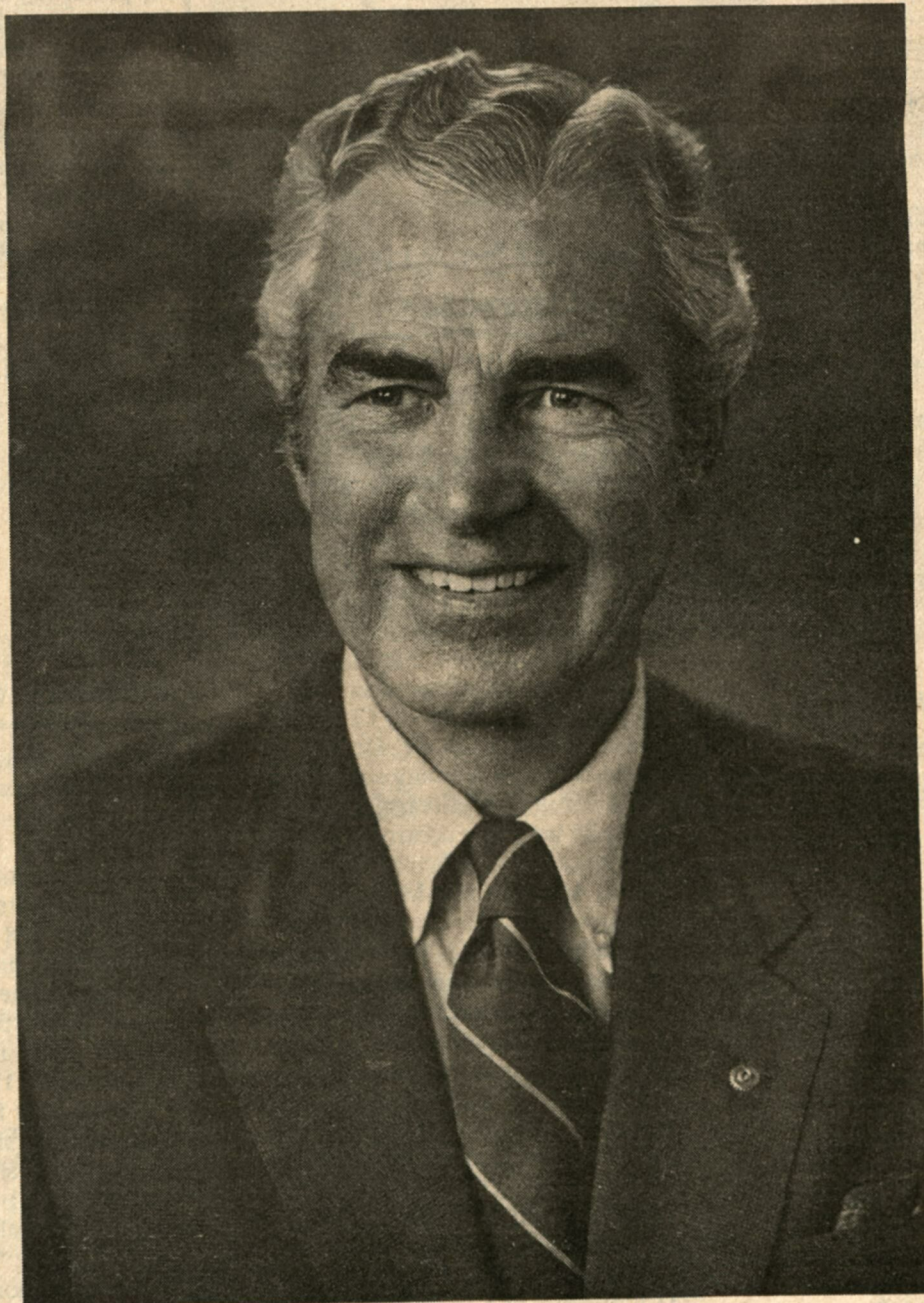
It is an endless cycle with little or no fame to be garnered, only the personal satisfaction of communicating with students and parents and making the University and its people more visible and accessible.

It also helps bring to Pacific each year a new group of entering students seeking a very special type of educational experience.

—J.A.

## Regional Meeting Schedule

CITY	DATE	TIME	PLACE
Honolulu	Jan. 17, Thursday	7:30	Ala Moana
Denver	Jan. 27, Sunday	3:00	Denver Marriott
San Francisco	Jan. 30, Wednesday	7:30	S.F. Airport Hilton
San Barbara	Feb. 3, Sunday	3:00	Santa Barbara Biltmore
Bakersfield	Feb. 4, Monday	7:30	Bakersfield Hilton Inn
Fresno	Feb. 5, Tuesday	7:30	Ramada Inn
Sacramento	Feb. 6, Wednesday	7:30	Red Lion Motor Inn
San Rafael	Feb. 11, Monday	7:30	Holiday Inn
Oakland	Feb. 13, Wednesday	7:30	Oakland Airport Hilton
Walnut Creek	Feb. 14, Thursday	7:30	Boundary Oak Restaurant
San Jose	Feb. 19, Tuesday	7:30	Hyatt House
Monterey	Feb. 20, Wednesday	7:30	Hilton Inn Resort
San Diego	Feb. 28, Thursday	7:30	Sheraton Harbor Island
Pasadena	Mar. 2, Sunday	3:00	Huntington Sheraton
Anaheim	Mar. 3, Monday	7:30	Sheraton-Anaheim
Los Angeles	Mar. 4, Tuesday	7:30	Airport Marriott



UOP President Stanley E. McCaffrey is the keynote speaker at many of the regional meetings.



# UOP Today

## Construction Begins On Chemistry Building

Construction has begun on a new chemistry building as part of a Science Center at UOP.

University officials signed a \$1.4 million contract in December with Roek Construction of Stockton to build the two-story complex. Roek was the low bidder on the job when bids were opened late last summer. Because the low bid of nearly \$1.6 million was substantially above the \$1,189,000 estimate, University and Roek officials negotiated the final contract.

Officials said the job is expected to be completed in October of 1980. The project is part of the \$30 million campaign For A Greater Pacific.

The job involves construction of a chemistry building on the South Campus between Faraday Hall, which houses the Physics Department, and the Classroom Building, a portion of which houses the Biological Sciences Department. The three buildings together would become the Science Center.

The two-story building will total 17,000 square feet and eventually house eight chemistry laboratories. The initial work will be comprised mostly of four laboratories on the main floor and the exterior work upstairs.

The University has received a \$1 million grant from the James Irvine Foundation toward the project, which is needed to improve the science facilities on campus.

## Major In Japanese Now Available

University of the Pacific, which operates an overseas study program that allows students to spend a year in Japan, now has approved a Japanese major in the Department of Modern Language and Literature.

Dr. Robert A. Kreiter, department chairperson, said the new program started in the fall and has approximately 35 students. His department also has majors in German, French and Spanish.

A total of 13 courses will be available toward a B.A. degree in Japanese. They include beginning, intermediate and advanced Japanese, Japanese literature in translation, Japanese culture and civilization, modern Japanese theatre, and modern Japanese fiction. Students in

the program also will take extensive course work in the liberal arts.

Dr. Ted T. Takaya, a Japanese-American with a Ph.D. from Columbia, joined the faculty in the fall to teach in the new area. His wife, Masako, also is on the staff to give the department two faculty members in Japanese. Takaya has spent several years in Japan, in addition to teaching at the University of Washington and University of Wisconsin. His expertise includes Japanese theatre, and he recently completed a book in this field.

Takaya holds a B.A. degree from Reed College in Portland, Oregon in literature and philosophy, plus an M.S. degree and the Ph.D. from Columbia, both in Japanese language and literature.

UOP has operated a year in Japan program for several years, and this program is coordinated through the Center for International Studies at the University. UOP students can also study abroad in Europe, Taiwan, India, Mexico and Costa Rica.

## Campus Security Staff Increased

Three new security officers have been hired by University of the Pacific to strengthen the Department of Public Safety at the University.

Steven Cullman and Stephen Scallin, both of Stockton, and Robert Waugh of Lodi were selected from among 75 applicants for the positions, according to Norman Askew, director of public safety.

Cullman, 27, is a criminal justice major at Delta College who is a graduate of the Regional Criminal Justice Training Center. He has attended special training schools on arrest procedures, firearms, and alcoholic beverage control, and he has worked as a police officer for the City of Manteca and Modesto Junior College.

Scallin, 25, holds an A.A. degree in police science from Bakersfield College, B.A. degree in criminology from Fresno State University and now is completing a master's degree at Fresno State in criminology. He has been a security officer with the J.C. Penney Company for three years.

Waugh, 20, is a criminal justice major at Delta College. He served four years with the Lodi Police Department; two years as a police cadet officer and two years as a police reserve officer.

Askew reported that the hiring of Cullman, Scallin and Waugh will give his department a total of 19 people, including 13 uniformed personnel.

## Lehn To Resign As Conservatory Dean

Ira C. Lehn, dean of the Conservatory of Music, is resigning as dean to return to full time teaching at the University.

Dr. Clifford J. Hand, academic vice president, announced that Lehn's resignation will be at the close of the 1979-80 school year. A nationwide search is currently underway to find a successor by the start of the next academic year.

"Ira Lehn has provided excellent leadership for the Conservatory," said Hand, "but I understand his desire to return to teaching and performance."

Lehn, a member of the UOP faculty since 1968, was named dean of the Conservatory three years ago. He previously served as acting dean for seven months.

Lehn, a professor of violincello, came to UOP from the University of California at Santa Barbara. He also has taught at TCU, Tulsa University and Wilmington (Ohio) College.

In the field of performance, Lehn has played with the Sacramento and Stockton symphonies, and he is a member of the Sierra String Quartet at the University. He also has appeared as a soloist with orchestras in Philadelphia, Monterey, Tulsa, Santa Barbara and Ventura.

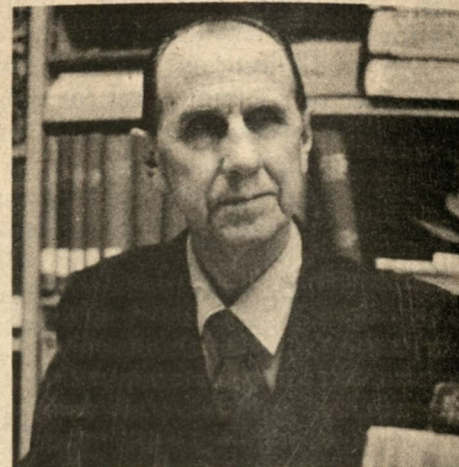
Lehn holds Bachelor of Music and Master of Music degrees from the Eastman School of Music.

## High Marks For Dental School Graduates

The 1979 graduates from the School of Dentistry ranked among the best in the nation in passing national and state exams.

On the National Board Exams, the passage rate of 87.5 percent was among the best recorded and the highest from the school in nine years. The failure rate of 0.8 percent is the second lowest for the school in the last ten years and was only bettered by a 0 rate in 1978.

The results from the State Board Examinations show the best record in the last ten years, according to Dr. Arthur A. Dugoni, dean of the school. The failure rate was reduced to 7.5 percent. The success rate with five examinations at the state level was reported at 88.5 percent.



Richard Coke Wood

## Prominent Historian Dies In Stockton

Prominent California historian Richard Coke Wood died December 15 in Stockton after a lengthy illness.

Dr. Wood, who was proclaimed "Mr. California" by the State Legislature for his vast knowledge of California, was 73. He retired from the University of the Pacific in 1976, after serving for seven years as director of the Holt-Atherton Pacific Center For Western Studies and nearly 25 years as a professor of history.

He published more than 20 books dealing with California and Mother Lode history, and on the day of his death had attended an autograph party for his latest book, *Mother Lode Memories*.

Wood and his wife operated an Old Timers Museum in Murphys that they restored several years ago. It was the oldest building in the Mother Lode community and was designated a State Historical Landmark.

He helped organize the Conference of California Historical Societies in 1953 and was active in that organization, the Stockton Corral of Westerners and E Clampus Vitus. At one time he belonged to 14 local and regional historical groups throughout the state. He was vice chairman of the American Revolution Bicentennial Commission of California.

The noted historian was appointed to statewide positions by three different California governors, directed a history course on television, a radio program on California history, and authored newspaper columns in Calaveras County on Mother Lode history.

He received numerous honors, including Awards of Merit from both the American Association for State and Local History and California Historical Society. The Order of Pacific, which is the highest honor the University can present, was



awarded to him when he retired. He was the Emeritus Director of the Holt-Atherton Center at the time of his death. He also was named "Living Legend No. 11" by E Clampus Vitus and was listed in *Who's Who In California*.

Wood was born in Cement, Oklahoma and later moved to California. He graduated from Bishop High School in 1923 and earned B.A. and M.A. degrees from UOP and a Ph.D. degree from USC.

In addition to his duties at Pacific, he served on the faculty of Delta College, and its forerunner, Stockton College, for several years.

## UOP Drama Named Regional Finalist

*Ladies At The Alamo*, a recent Drama Department production, has been selected as one of four regional finalists in the American College Theatre Festival.

The production will now be presented on January 25 in Reno, where it will compete for top regional honors with dramas by students from Sacramento State University, University of Nevada, Reno, and Fresno State University.

Dr. Sy M. Kahn, chairman of the UOP Drama Department and director of *Alamo*, said the regional winner may be selected for the national finals next April at the John F. Kennedy Center in Washington, D.C.

*Ladies At The Alamo*, a searing contemporary drama by Paul Zindel, features Susan Gage in a lead role. She has been nominated for the outstanding student performer award at the regionals in Reno. Others in the cast are Melissa Myers, Kelly Thomas, Suzanne Harper and Tracy Graham.

This marks the fourth time in five entries that UOP has been a regional finalist in the national competition. It is the third time a play directed by Kahn has been honored.

The American College Theatre Festival is sponsored by the Amoco Companies and produced by the American Theatre Association.

## Records Of Mother Lode Pioneer Donated To UOP Center

The records of the late Archie D. Stevenot of Sonora, who was proclaimed "Mr. Mother Lode" by the California Legislature, have been donated to the Holt-Atherton Pacific Center for Western Studies at UOP.

Stevenot, who died in 1968, was the son of a pioneer California family and prominent resident of Tuolumne and Calaveras Counties. He was general superintendent of the famed Carson Hill Mines from 1919 to 1924, and he helped organize the Mother Lode Highway Association to improve transportation facilities to remote mining towns along the western edge of the Sierra.

Stevenot was the proprietor of the El Capitan Hotel and Tioga Hotel, both in Merced, in the late 1920's and 1930's, and he was a member of numerous service, business and historical organizations. He developed contacts over the years with many prominent state and national figures in political and business circles. He was named "Mr. Mother Lode" in 1961. He was a good friend of the Holt-Atherton Center, a western history research and publication center at the University.

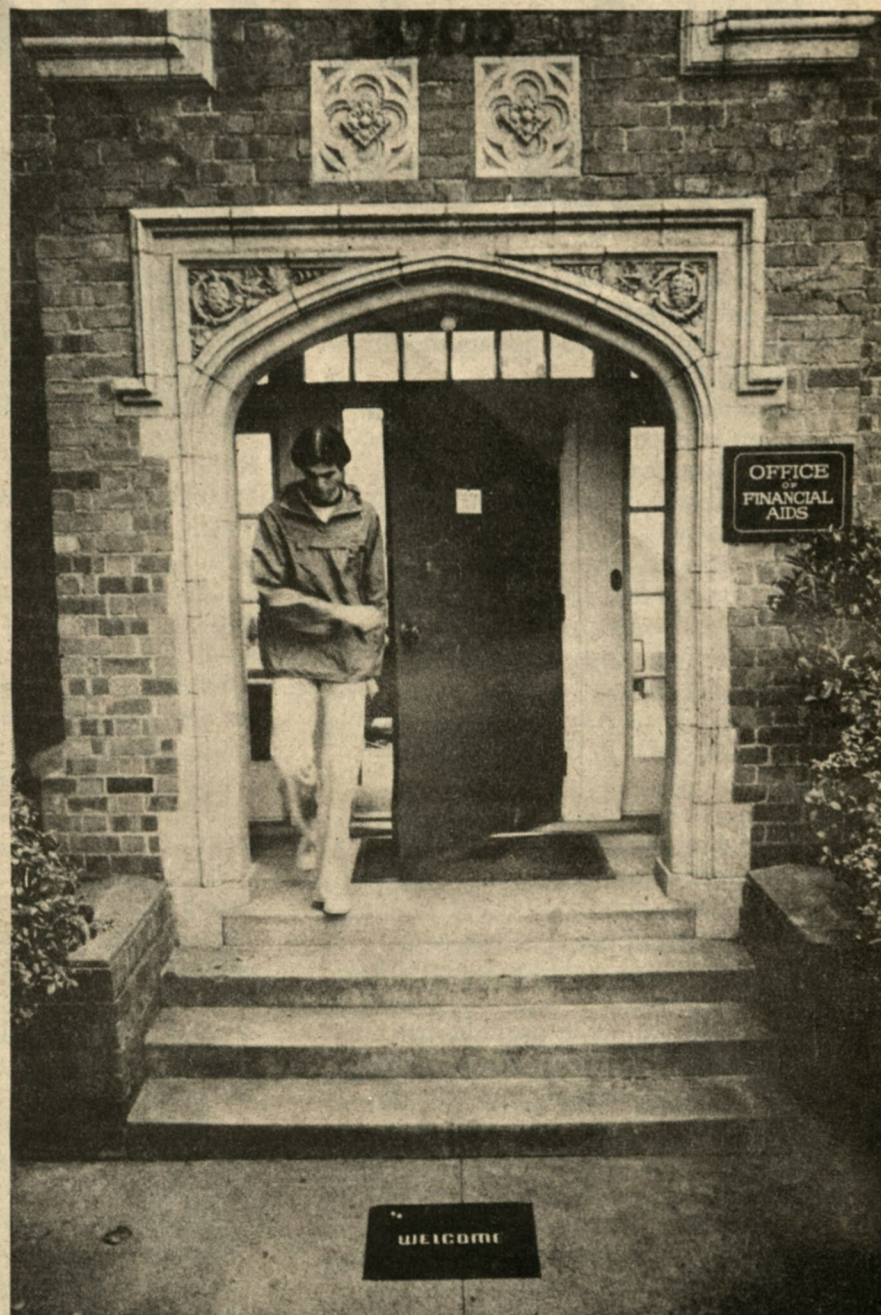
The donated material encompasses 34 boxes of correspondence, topical files, records of his hotel business, E Clampus Vitus, Mother Lode Highway Association, and family files.

## Concert Benefits McLaughlin Scholarship Fund

Pianist Adolph Baller and cellist Gabor Rejto performed at the Conservatory of Music on January 13 in a recital to benefit the Virginia Short McLaughlin Music Scholarship at the Conservatory.

More than \$900 was raised for the scholarship fund at the concert involving the two internationally known musicians.

Mrs. McLaughlin, an emeritus professor at the 102-year-old Conservatory, graduated from Pacific in 1922 and taught at the University for 40 years. The scholarship in her name will benefit string instrument students.



## Help Us Keep the Welcome Mat Out.

Every year, approximately 1,350 young people benefit from University of the Pacific scholarships—gifts made possible through the generosity of alumni, parents, and friends... gifts which make the difference to promising students.

Your help maintains and strengthens those scholarship resources. Join us by sending your check today to the Pacific Fund. The Office of Financial Aid will do the rest.

**The  
PACIFIC  
FUND**  
Now and for Tomorrow



# Summer Camps Scheduled for Youth and Alumni

Continued from page 3

An alumni camp in the high Sierras for adults and an adventure program in the Mother Lode for children are both planned this summer by University of the Pacific.

Although both camps begin July 13, early reservations are advised to secure a spot. The registration deadline for both camps is April 1, and persons interested can complete the form that follows this story.

The UOP Office of Continuing Education and Summer Sessions and UOP Alumni Office are cooperating on the two programs.

The Pacific Summer Adventure, for boys and girls in the 9 to 16 age bracket, is scheduled for July 13 to August 3 at Lodestar Ranch, a secluded camp in the Mother Lode near Jackson.

Planned after the successful Feather River Adventure, the program combines learning, recreation and fellowship in a friendly mountain atmosphere. University professors and carefully selected upper classmen and graduate students will provide the supervision and instruction.

The learning program will provide such courses as art, creative writing, dance, foreign language, math, music, reading and science. Recreation and sports programs will include basketball, soccer, softball, volleyball, archery and swimming.

The participants will sleep in small dormitories or tent cabins, and a modern lodge will be used for meals and various programs during the three-week period.

Gil Dellinger of the UOP Art Department faculty will direct the camp, with mathematics professor Roland di Franco in charge of the academic and cultural program. Athletic Director Ike Isaac, who was in charge of the

last summer program, will be an advisor to the camp.

For the convenience of families, the opening coincides with the Pacific Alumni Camp. Enrollment in the Pacific Summer Adventure will be limited to 110 youngsters, so early registration is recommended. The cost of \$600 per child includes room, board, travel during the camp, insurance, laundry and tuition.

The Pacific Alumni Camp is scheduled for July 13 to July 19 at the City of Stockton's municipal camp at Silver Lake. Located at 7,000 feet near Carson Pass and the Kirkwood ski area, the camp is strategically located for hiking, fishing, swimming, boating, horseback riding and other outdoor recreational activities. Lake Tahoe is less than one-hour away.

Programs will be available for all members of the family, and this includes nature lore and crafts for the children. Dr. Ray Sylvester, the assistant dean of the School of Business and Public Administration, will offer a series of seminars related to financial improvement. Other seminars will relate to the interests of those attending.

Camp participants will have a choice of tent cabins or cabins for lodging, with meals being served in a day lodge.

Pacific Alumni Camp will be available to alumni, parents, or friends of the University. Enrollment is limited, and space may not be available after April 1. The fees will vary with the size of family and type of accommodations. The general rate for the week will be \$110 for singles, \$200 for couples and reduced rates for children.

—R.D.

to write well and do research competently students need to perform and be evaluated in a variety of disciplines. Values need to be studied in a context of subject matter in which they have an important role."

In the 'Third Tier', departments, schools and colleges will be asked to place even greater emphasis upon the values inherent in the subject matter of their courses and strengthen the research components in major programs.

"In the area of proficiencies, we plan to use faculty and courses from a variety of disciplines to help bring students to desired levels of skill. Within these courses in history, philosophy, or economics, for example, students will receive instruction in the subject-matter and also in writing or speaking."

The English Department, for example, has already conducted a number of workshops for faculty in the teaching of writing. Also, the library is working with several departments to assist faculty in making the best use of library resources in the work they assign to students. Library guides and bibliographies, combined with instruction from the library staff, have been tailored to meet the needs of specific courses and major programs. "To do all this," says Duns, "will require time, and we are trying to establish a program built upon goals which will provide the time and the direction necessary for the program to evolve."

Duns feels that, as the general plan has developed, it has come to reflect the elements of liberal learning that are most important to the faculty and most in tune with the history and strengths of Pacific.

"All of the fuss and furor at Pacific has, in a way, renewed the spirit of the liberal arts," Duns says. "It has caused us to look closely at what we have done and are doing to prepare our students to live productive and satisfying lives."

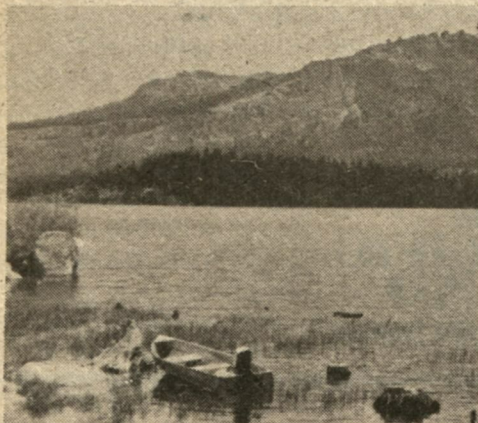
The work that is being done at Pacific has also received national recognition. The National Endowment for the Humanities has given the planning support through a grant from its consultancy program. Pacific was selected, with 13 other nationally known colleges and universities, to participate in a national General Education Models Project, sponsored by the Society for Values in Higher Education. In both of these programs, Pacific has emerged as a model for planning and design, according to Duns.

"Our plan may not look like Harvard's. In fact, it shouldn't," Duns says. "It should look like Pacific. Even though we share a common concern with other universities, we are unique. Whatever the final form of general education, it will be a reflection of the distinctive qualities that characterize the University of the Pacific. In it you will see our tradition and our excellence."

The vote in February will determine how soon the plan will become a reality.

—D.M.

## I'M INTERESTED



Please send me information on:

☐ Pacific Summer Adventure ☐ Pacific Alumni Camp

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_

Zip \_\_\_\_\_

Mail this form to: Continuing Education Office, WPC Room 111, University of the Pacific, Stockton, CA 95211





Kolindra Wallace, accompanied by her book-carrying dog, uses one of the new ramps to enter the library on campus.

Pacific cares. This slogan may sound trite, but when it pertains to serving handicapped students it is especially true. Ask Kolindra Wallace; she knows. So does Hal Spiess.

Hal and Kolindra are responsible for implementing UOP's programs to assist handicapped persons. This includes the elimination of architectural barriers and the development of human resource programs for the handicapped.

Hal and Kolindra also know about being handicapped.

Kolindra is a senior psychology student from the Palo Alto area. About five years ago she was in the Air Force and was considering making it a career. A serious injury changed her life by leaving her with spinal cord and brain damage that made it impossible for her to walk and impaired her writing. Her speech also is impaired somewhat when she becomes tired.

"Just because my legs don't work some people assume that neither does my brain," says Kolindra. "People often are amazed to discover that I ride horses and go camping in the mountains."

Last fall she "dropped out" to work with Hal on the development of programs that will assist handicapped students and create an awareness of the needs of the handicapped in the University community in general. She will be working on this program this spring while she continues her studies.

Hal isn't handicapped, but his wife, Mary Lou (Crump) '50, has been confined to a wheelchair since the mid-1950's as a result of polio. Hal directs what is called the University's enabling program. He has been concentrating on developing solutions to architectural barriers that confront handicapped persons.

Non-discrimination legislation on behalf of the handicapped, of course, has speeded the development of these programs. But, according to Hal and Kolindra, it is the University's traditional concern for the individual student that is important.

"The relative smallness and personableness of Pacific is what makes it especially appealing to the handicapped student," Kolindra says. For example, the University for many years

has relocated classes to more accessible facilities for a single handicapped student. These students also have more flexibility in their scheduling, and adjustments often are made to meet the student's needs.

"At one time I had a class in Wendell Phillips Center and my next class was in the Classroom Building, located two curbs, a street crossing and more than two blocks away. It was impossible for me to make it in time, so the class was moved to accommodate me," Kolindra says.

Numerous architectural barriers, some large and some small, must be removed to make the campus entirely accessible to students, alumni and campus visitors who are handicapped. It has been estimated that there are about 112 architectural changes needed, ranging from kick plates on glass doors to elevators in Knoles Hall, Wendell Phillips Center and the School of Education building.

Hal estimates that it would take between \$300,000 and \$500,000 to make all of the changes at one time. Work, however, is progressing at an ever increasing pace. Two projects completed recently are ramps leading into Knoles Hall and the library. Work also is underway on ramps for the Conservatory and Burns Tower. Others are in the planning stages. Also, several rest rooms have been modified to accommodate the handicapped. Others are scheduled for modification.

Work in some areas has not progressed as rapidly as may be desired because of the way Pacific approaches construction, according to Hal. "Every effort is being made to make modifications for handicapped people aesthetically pleasing. We don't just throw up ramps. It takes planning and careful design by architects to make the changes part of the original architecture. This is done so handicapped persons will feel a part of the mainstream rather than set apart," Spiess says.

# Bridging Barriers

Kolindra feels that with the exception of a person who had a severe hearing impairment before they could learn the language nearly any handicapped person could be accommodated at Pacific. Quadriplegics would, however, find it difficult in the sciences.

"In some respects a person who suddenly becomes handicapped and then begins to function in society after a long confinement is like a person who has been in prison. They have to relearn how to do things," says Hal. The enabling services have been established to help them do that on a college campus.

"We are in the process of preparing a 'Disabled Person's Guide to UOP/Stockton' that can be distributed on campus and among the admissions officers so that our services become better known," says Kolindra. "Also we are beginning an outreach program through the residence halls and academic advisors so that handicapped persons can be located. Another aspect of the program is to make students and faculty who are not disabled more aware of what the handicapped do and do not need."

"If a student in a class has impaired hearing it is important for the faculty member to face the class so the students can lip read, for example," Kolindra says. "Students who can lip read well can probably pick up only 25 to 35 per cent of what is said."

It is estimated that there are between 30 and 40 handicapped persons on the campus this year, but no one is certain how many current students are handicapped. The situation is similar to "Catch 22." Health records are confidential and can not be used by those wishing to help the handicapped. A person who is handicapped may not know what services are available unless those wishing to help can reach the handicapped.

The awareness programs being developed by the enabling services are designed to help solve the problem.

Availability of funds is a major road block in making architectural changes, according to Spiess. Elevators cost between \$30,000 and \$50,000, plus whatever must be spent to modify the building. Cuts in curbs so that wheelchairs can easily cross streets cost about \$225 each and between 10 and 15 are needed to make the campus entirely accessible. Some of the high costs are the result of regulations on how modifications must be constructed to meet health and safety standards.

Handicapped persons are finding access to education much easier than in the past. Disabled veterans, such as Kolindra, for example, are able to have their entire education paid for by the federal government. State disability funds also are made available to those who require retraining.

It requires understanding and creativity to make education available to the handicapped, according to Hal. It appears both are available in abundance at Pacific.

—D.M.



# TIGER TRACKS

## '20's

**Esther Jacoby Comstock, COP '26**, has recently written her own book, "Vallejo and the Four Flags." The book, published by the private Comstock Bonanza Press, is a biography of General Mariano Vallejo and will be used as supplemental teaching material for California history courses.

**Margaret Willms Righter, COP '28**, organized and was the first president of the San Francisco Alumnae Chapter of Mu Phi Epsilon in 1929. Recently, the chapter celebrated its 50th Anniversary in San Francisco. Other UOP graduates in attendance were **Virginia Sack Beardsley, COP '39**, and **Rose Van Valin Trogden, COP '27**.

## '30's

**Mildred Meyer Brackett, COP '31**, is a retired teacher and is currently living in Lancaster, California. She is enjoying her retirement and looks forward to her upcoming 50-year reunion.

**Brad Champlin, COP '35**, is president of the Sonoma Valley Historical Society and was general chairman of the 25th annual meeting of the UOP-based Conference of California Historical Societies at Sonoma. Formerly a news editor in San Francisco, his retirement hobby is seeking a master's degree in history at Sonoma State University.

## '40's

**Elizabeth Taylor Onstot, COP '42**, has recently retired from teaching to devote more time to leisure activities. She is living in Santa Paula, California.

**Jeanne Drew Shebley, COP '42**, lives with her husband Howard in Oakdale, California. Jeanne keeps young by raising their ten-year-old daughter Shelley, and keeps busy by volunteering time at the local library instructing beginners in genealogy.

**Robert Lehman, COP '42**, is living in Reedley, California, where he is the retired track coach at Reedley College. Robert just completed his first marathon in the time of 3 hours and 26 minutes.

**Irvine Sprague, COP '47**, staff director of the Democratic Steering

and Policy Committee, is the new chairman of the Federal Deposit Insurance Corporation. A former Stockton Record newsman, Sprague was elected chairman by fellow FDIC directors after being sworn in to a six-year term as a board member by House Speaker Thomas "Tip" O'Neill. Sprague lives in Washington D.C.

## '50's

**Joleen Caldwell Callahan, COP '51**, is president of Art Docent, a volunteer program which brings art appreciation lessons and art workshops to all school children in Los Gatos. Joleen lives with her husband Don and their four children in Los Gatos.

**Frances Kelly Crawford, COP '56**, is the owner of Pine Gables Chalets in Dorrington, California. She lives with her husband Darrell in Dorrington.

**George Miley, COP '56**, is president of the Risk Insurance Brokers of the West. George lives with his wife Carol and their three boys in San Diego.

**William Doshier, COP '56**, is the chairman of the physical education department and head football coach for Norte Vista High School in Riverside, California. William was voted coach of the year in 1978, and his teams have gone to the C.I.F. finals for the past three years. He lives with his wife Priscilla in Riverside.

**Patsy Moxness Graziani, COP '56**, lives in Carpinteria, California with her husband William and their two children.

**Jane Barrett, COP '56**, is a school teacher for Berkeley Unified School District. Jane spends her spare time sailing in the Caribbean, camping in Peru, and "thinking" about building a home. She is currently living in Berkeley.

**Al Dattola, COP '57**, is a junior high school teacher in the Alhambra School District. He lives with his wife Lorraine and their eight-year-old son Michael in Arcadia, California.

**Gayle Graves Macy Creel, COP '58**, was recently married to Wayne Creel. Both are employed as teachers in Marysville, California.

## '60's

**Charles L. Stocker, COP '63**, is the Assistant County Auditor-Controller for Tuolumne County in Sonora. Charles lives in Sonora.

**Thomas Farley, COP '65** and **Sandra Moon Farley, COP '65**, have been awarded a California Arts Council Grant to work as "Artists in Residence" doing theatre arts programs at Sinaloa Junior High in Novato, California. Sandra gave birth in September to the couple's second child, Susanna Ruth. They live in San Rafael.

**Carolyn Caldwell Folmar, COP '65**, is a speech therapist for North Monterey County Unified School District. She lives in Morgan Hill, California with her husband Roger and their two sons.

**Larry Ellien, School of Pharmacy '65**, is the owner of Shrader's Pharmacy in Norco, California.

**William Robert Drennen, School of Engineering '67**, was married to Medora Lynn Rogers of North Carolina on December 8, 1979. The couple plan to make their home in Lemoore, California, where William is a civil engineer.

**Tricia Barker Smith, COP '67**, is a homemaker and mother in Corona Del Mar, California. Her husband Barry is completing his internship in general medicine at Long Beach Veteran's Hospital.

**Kathryn Hill, COP '68**, is enrolled at UCLA in a doctoral program in anthropology, specializing in Mayan archaeology. She has done field work in El Salvador, Arizona and California.

**Katharine Green Fleury, COP '69**, is a speech pathologist for San Francisco School District. She lives with her husband Paul and their son in Corte Madera, California.

**James Franco, School of Pharmacy '69**, is an insurance agent for State Farm Insurance. He lives in Danville, California with his wife Joanne and their one child.

## '70's

**Connie Filer, COP '70**, and her husband Bill have just celebrated their first wedding anniversary in Seattle, Washington. Connie is a branch manager for a savings and loan corporation in Seattle.

**Jerri Liberman, COP '70**, lives with her husband Tovik and their two sons in Honolulu, Hawaii. Tovik is

the vice president of a hotel chain, while Jerri owns her own public relations firm on the islands. Jerri would like to hear from any of her UOP classmates vacationing in Hawaii.

**El Roy Pankow, Conservatory '70**, is a Minister of Music and Christian Education at the First Baptist Church of Anaheim. El Roy and his wife have also welcomed a new son, Jonathan Roger, born in November.

**Lawrence W. Cohn, COP '70**, has formed a partnership with Robert Smith for the general practice of law. His new offices are in Kailua-Kona, Hawaii.

**Irwin Chow, Jr., School of Pharmacy '70**, and **Christine Leong Chow, COP '71**, announce the birth of their first son, David Nicholas. Irwin is the owner of Lanmark Pharmacy in Fresno and Christine is a teacher at the General Grant School in Reedley. The couple live in Fresno.

**Craig Mayfield, COP '70**, was recently married to Cynthia Geronimo and operates a private law practice in Woodland.

**Hoyt Estes, COP '70**, and **Anna Marie Davis Estes, COP '72**, announce the birth of their daughter, Courtney Kristin. The family resides in Sepulveda, California.

**John H. Dodds, COP '70**, works for the Price, Martin and Crabtree law firm in Modesto, California. He lives with his wife Betsy and their two daughters in Modesto.

**Doug Sequeira, COP '71**, is manager of Lloyd's Market in Newman, California. The market has been in Doug's family since 1938, when his father took over the business.

**Dr. Jerry Griffin, School of Pharmacy '71**, has been selected for promotion to Major, Medical Corps, as well as being appointed attending physician in the Emergency Medical Service at Brooke Army Medical Center, Ft. Sam Houston, Texas. The Griffin's have established a home in San Antonio.

**Greg Matzen, School of Pharmacy '71**, was married last April to Sheryl Roberts Matzen. Greg is presently the Director of the Preceptor-Extern Program with the School of Pharmacy.

**Gi Gi Gonzalez McShane, COP '71**, lives in Littleton, Colorado with her husband Jim and their six-month old daughter. Gi Gi works as a medical social worker at Denver General Hospital.



**Alice Hunt Rooney, Conservatory of Music '71**, completed her MSW at the University of Washington and now does social work in Alaska. She lives with her husband Robert in Wrangell, Alaska.

**Kenneth A. Blakey, COP '71**, has recently returned from Argentina, where he spent two years in the Peace Corps. Next summer he plans to enroll in St. Marks Seminary School in Champaign, Illinois.

**Richard Henry, COP '72**, planned to receive his MBA in December of 1979. He lives in San Diego with his wife Kathy and their newborn son.

**Tim Pryor, COP '73**, has been awarded membership in Stockton's 1979 \$1 million club for outstanding achievement in real estate sales. Tim works for Century 21 Real Estate in Stockton.

**Marshall Mouw, Graduate School '73**, is completing an assignment as Special Assistant in the Sierra District Office of the U.S. Postal Service. He lives in Sacramento.

**Thomas Harrington, McGeorge '74**, resides in Tracy with his wife Sharalyn and their two children. Thomas is engaged in the private practice of law.

**Ronald Bickford, COP '74**, is working as a process engineering aid for Formica Corporation. He lives in Lincoln, California with his wife Barbara and their three sons.

**George Polhemus, School of Pharmacy '74**, is, along with his wife Sally, the owner and operator of Striker's Pharmacy in Sacramento. The couple has one son.

**Candace Branscum Tokheim, School of Education '74**, and her husband Joel announce the birth of their second child, Justin Drew. The Tokheim's live in Manteca.

**Bob McIntyre, COP '74**, received his M.S. in Clinical Psychology from Ohio University in 1977. He is presently working on his doctoral dissertation in the San Jose area. Bob lives in Cupertino.

**Randy Snider, COP '74**, and his wife, **Jodie Cornwell Snider, COP '74**, announce the birth of their son, Todd Randolph.

**Lawrence Beaver, Raymond '74**, is the senior member of the law firm of Beaver, Solano, Allen, Goss and Reynolds in Modesto. He received his J.D. degree from Humphrey's College in Stockton and is a member of the Stanislaus County Bar Association.

**Robert Greenspan, COP '74**, and **Susan Reed Greenspan, COP '74**, have moved to Alexandria, Virginia. Bob is a station services associate at National Public Radio in Washington, D.C. and Sue is an assistant librarian at Herner and Company of Arlington, Virginia.

**Mark Matulich, COP '75**, has opened a seafood restaurant in San Jose, California. Mark lives in Gilroy, California.

**Steven Skinner, Conservatory of Music '75**, was married to Carol Scoles in February, 1979. Steve is a Minister of Music at the First Baptist Church of Long Beach, California.

**Robert Klevan, Conservatory of Music '75**, and **Norma Taylor Klevan, COP '75**, announce the birth of their third child, Anthony Taylor. Robert is music director at Robert Louis Stevenson School in Pebble Beach, California and is choir director at the Church of the Wayfarer in Carmel. Norma, besides being a very busy mother, is an artist and illustrator on the Monterey Peninsula.

**Rich Crane, COP '75**, and **Debbie Sundet Crane, COP '74**, are living in Sao Paulo, Brazil where Rick works for Olinkraft Celulose e Papel as an assistant manager in the marketing division. Debbie is a sixth grade teacher at the American School in Sao Paulo. They have one son.

**Mark Weiser, COP '76** and **School of Dentistry '79**, has purchased a private dental practice in Santa Barbara from Dr. Don Huston, COP '51. In addition, Mark also works part-time at UCSB as a dentist in their new health center.

**Dr. Ivan Dickerson, School of Pharmacy '76**, is the director of pharmaceutical services for Sierra Hospital in Sonoma. He resides with his wife and son in Sonoma.

**Janette Klevan, COP '76**, is working for KOVR Channel 13 as a director/announcer. She is living in Stockton.

**Richard Gumbiner, Callison '76**, is pursuing his MBA from Golden Gate University in San Francisco. He has recently joined Metro Realty in San Francisco to sell investment properties.

**John Stucky, Callison '76**, and **Gail Stark Stucky, Callison '77**, are living in Palo Alto, California, where Gail is a buyer for Bullock's department store and John is working on his Ph.D. at Stanford.

**Frank J. Linhart, School of Engineering '76**, has recently received professional registration in the State of California and is currently living and working in Livermore for Associated Profession, Inc.

**Tom Sperry, School of Pharmacy '76**, and **Debbi Vaughn Sperry, COP '76**, announce the birth of their first daughter, Jennifer Lynn, in September of 1979.

**Ray Brannen, School of Engineering '76**, has been promoted to vice president at Buena Engineers, Inc. of Ventura, California. Ray resides in Ventura.

**Diana Dapiran Bendawald, School of Pharmacy '77**, is married to Air Force Sergeant Michael Bendawald and is living in Germany. She is currently taking art classes at the university extension there.

**Dennis Johnson, Callison '77**, recently received his Master's in Law and Diplomacy from Fletcher School of Law, Tufts University, Medford, Massachusetts.

**Maria Page, Callison '77**, is working on her Ph.D. at San Jose State and plans to go to Europe in February of 1980. She is also a minister for the Celestial Institute.

**Vicky Gilbert, COP '78**, is living in San Francisco and working for an investment firm in the financial district. She is also studying to be an international tour director.

**David Newnham, Conservatory of Music '78**, is a teacher and director of music at Colfax High School near Auburn, California. He also has a lead role in "South Pacific" in Auburn.

**Diedre Cain, Raymond-Callison '78**, is a full-time teacher of English as a Second Language at Portland Community College. Her students are adult refugees from Cambodia, Laos and Vietnam. She is married to Thomas Wilson and they maintain a home in Portland, Oregon.

**Rick Campero, Conservatory of Music '79**, is a music teacher at Walnut Grove School in the San Joaquin Delta region.

**James Stone, School of Business and Public Administration '79**, is currently living in Lafayette, California and is instructing a wilderness survival class at Bethlehem Bible College. James is preparing for an expedition to the Himalayas in the spring.

**Loren Kelly, COP '79**, has moved to Washington, D.C. to accept a position as a broadcast/recording technician with National Public Radio.

**Jim Rallis, Conservatory of Music '79** and **Kim Harbin Rallis, COP '79**, were married in July and now reside in Fresno. Jim is teaching music and Kim is working with handicapped children.

**Luann Jackman, COP '79**, is working in Stockton as the Youth and Physical Education Director at the YMCA of San Joaquin County.

**Jerry Connors, Jr., Raymond-Callison '79**, is the Youth Director of St. Stephen's Episcopal Church in Stockton. He is seeking postulancy status in the Diocese of San Joaquin.

**Robyn Cracknell, COP '79**, is in her first year of graduate studies at UCLA Medical Center. Robyn will complete the program in August, 1980 and plans for a career in medical technology.

**Mark Drever, COP '79**, is currently pursuing a law degree from the Loyola School of Law in Los Angeles.

**Robert J. Dart, COP '79**, is continuing his studies in psychology at the graduate school at San Francisco State University. Robert was married in November to **Marsha Fluke, COP '79**. Marsha is employed by Montgomery Ward in San Francisco.

**Eddie Bassetti, COP '79**, is currently attending law school at the University of California, Davis.

**Richelle Gerow, COP '79**, is in her first year of studies at McGeorge School of Law in Sacramento.

#### IN MEMORIAM

**Vivian Wescoat Wilson, COP '33**

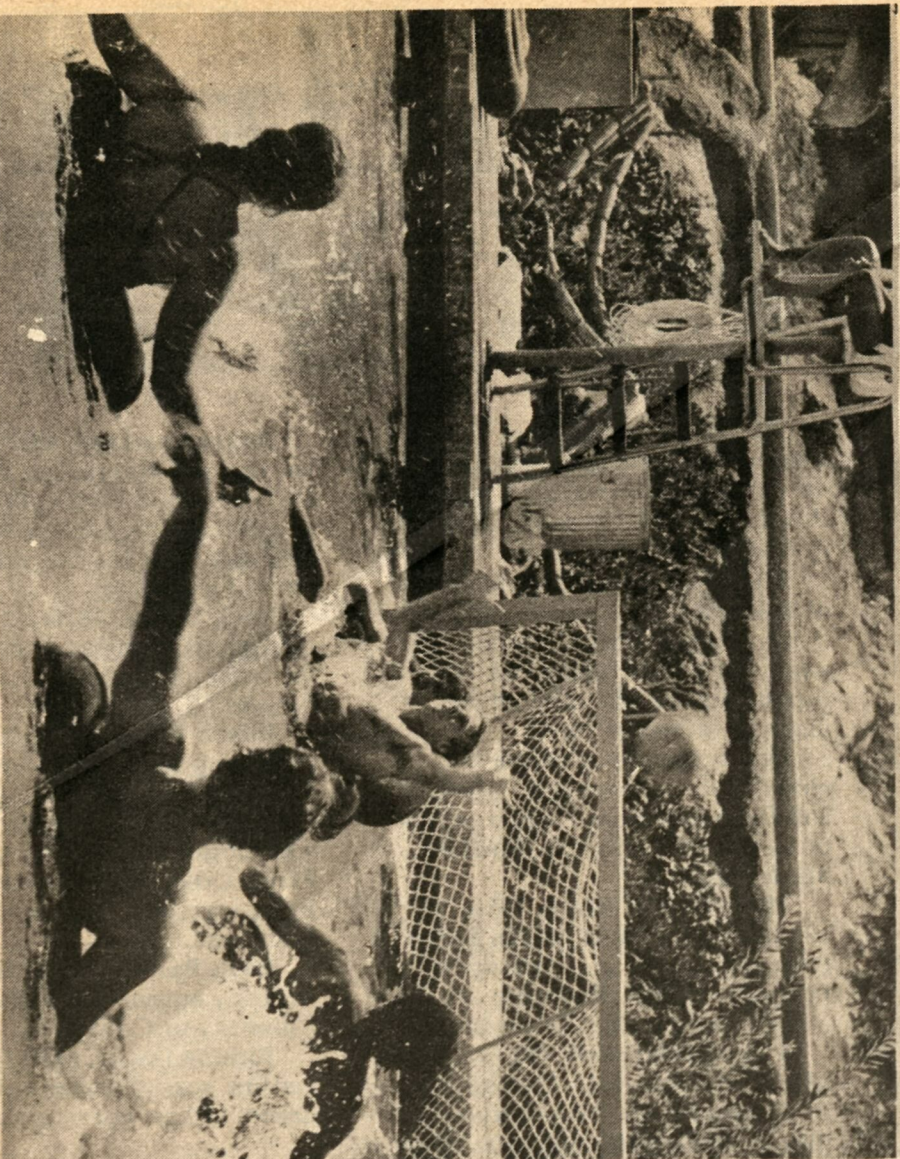
**Elsa Bresbach, COP '35**

**Anastacio Pagala, School of Education '59**



# Pacific Review

FEBRUARY



*There is no intercollegiate competition in this sport at Pacific, but the students in coed intramural water polo have a lot of fun. See page 4 for a story on the intramural program at the University.*

# Pacific Review

THE UNIVERSITY OF THE PACIFIC

FEBRUARY 1980



*After months of study, a decision is expected soon on plans for a new liberal arts program that would form the basis of general education requirements at the University. The evolution of this program, which has major consequences for the future of Pacific, is discussed in this issue of the Pacific Review.*