



5-19-2001

Gladys L. Benerd School of Education Commencement

University of the Pacific

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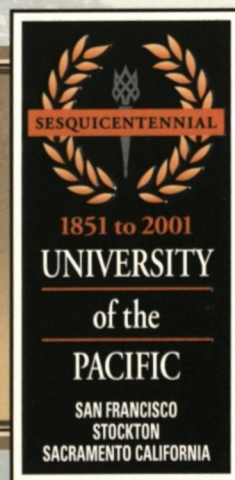
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Lasting achievement
superior, student-centered learning...

University of the Pacific

CELEBRATING 150 YEARS



responsible leadership

University of the Pacific

2001 Commencement

UNIVERSITY OF THE PACIFIC

Gladys L. Benerd School of Education

Sesquicentennial 1851-2001

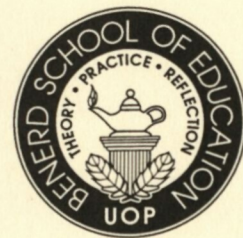


CELEBRATING 150 YEARS

UNIVERSITY OF THE PACIFIC

SESQUICENTENNIAL 1851-2001

Gladys L. Benerd School of Education



Knoles Lawn

Saturday, May 19, 2001

4:30 p.m.

2001 Commencement



UNIVERSITY OF THE PACIFIC

1862-1907

Glady L. Baird School of Education

1907

2001 Commencement



ACADEMIC PROCESSION

Mace Bearer

Linda L. Webster

Banner Bearer

Lisa Carol Fong

President of the University

President Donald V. DeRosa

Regent of the University

Provost of the University

Philip N. Gilbertson

Officers and Deans of the University

Dean of the Gladys L. Benerd School of Education

John M. Nagle

Faculty and Faculty Emeriti of the

Gladys L. Benerd School of Education

Candidates for the Bachelor of Arts in Liberal Studies Degree

Candidates for the Master of Education Degree

Candidates for the Master of Arts Degree

Candidates for the Doctor of Education Degree



PROGRAM

Dean John M. Nagle, Ph.D., Presiding

Carillon Prelude Charles Schilling, S.M.D.
University Carillonneur,
Professor of Music, Emeritus

For all the saints — Vaughan Williams

My Lord, what a morning — Negro Spiritual

The spacious firmament on high — Haydn

Amazing Grace — Early American

Old Folks at Home — Foster

If God left only you — Densmore

Spring Song — Mendelssohn

By the Waters of Minnetonka — Lieurance

You'll never walk alone — Rodgers

Gaudeamus Igitur — Traditional College Song

Pacific, Hail! — Lois Warner Winston, ex '23, '58

Processional Dr. Schilling

Pomp and Circumstance, March No. 1 in D — Elgar

(The audience will remain seated during the Processional and will rise for the Invocation and singing of the National Anthem.)

Invocation The Reverend Joy Preisser
Interim University Chaplain



National Anthem Audience
led by Phi Mu Alpha Sinfonia Fraternity
Brian Walters, Music Director

Please stand.

Star Spangled Banner — Francis Scott Key, arr. Ross

Introductions Dr. John M. Nagle
Dean, Gladys L. Benerd School of Education

Student Commencement Address:

“Leaving Footprints” Lisa A. Mohorovich
Undergraduate Education Student of the Year

Remarks Donald V. DeRosa
President, University of the Pacific

Conferring of Degrees President DeRosa

Presentation of Baccalaureate Degree Candidates

Presentation of Master’s Degree Candidates

Presentation of Doctoral Degree Candidates

Dean’s Charge Dean Nagle

Induction of Graduates into
Pacific Alumni Association Alex A. Vereschagin, Jr.
President, Pacific Alumni Association



Pacific's Alma Mater Audience
led by Phi Mu Alpha Sinfonia Fraternity

Pacific, Hail! — Lois Warner Winston, ex '23, '58

All degree recipients, faculty, administration, and guests are invited to sing. Please see last page for verses.

Benediction Reverend Preisser

Recessional Dr. Schilling

Choral Song — Wesley

Reception Atchley Walkway west of Knoles Hall

All graduates, parents, faculty, honored guests, and friends are cordially invited to this post-Commencement reception.

University Pictures, Inc. will be taking individual 8 x 10, color photographs of each graduate as diplomas are presented. Should you wish to order photographs, detailed information will be available following the ceremony. These photographs are not being taken by the University of the Pacific and there is no obligation on the part of the graduates or the University to purchase the photographs.



ACKNOWLEDGMENTS AND THANKS

Mace Bearer Dr. Linda L. Webster
Chair, Gladys L. Benerd School of Education Faculty Council

Banner Bearer Lisa Carol Fong

Commencement Marshals

Faculty Dr. Phyllis Hensley
 Dr. Jean Longmire

Undergraduate Degree Candidates Dr. Robert Morrow
 Ray Posey

Master's Degree Graduates Jean Gonsier-Gerdin
 Dr. Thomas Nelson

Doctoral Degree Graduates Dr. Stephen Davis
 Dr. Kathleen Sadao

Name Reader Dr. Marilyn E. Draheim

Diplomas Genevieve Rodriguez

Hooding

Undergraduate Degree Graduates Dean Nagle
 Dr. Linda L. Webster

Master's Degree Graduates Dean Nagle
 Dean Denis Meerdink

Doctoral Degree Graduates Dean Nagle



Doctoral Dissertation Chairs

Members of the School of Education

Commencement Committee Dr. Phyllis Hensley, Chair
Dr. Marilyn E. Draheim
Sue Erickson, Ray Posey

Ushers Joan E. Anderson, Tyler Blackmore
Benita Brewster, Jan Kendall, Kathleen Lipelt
Sara Noguchi, Kathleen Smith
Kirk Nicholas, Dawn Vetica



DEGREES CONFERRED

BACHELOR OF ARTS IN LIBERAL STUDIES

Rebecca Marie Acevedo	Jessica Leigh Lane*	Cecelia Ann Patrinos**
Lauren Aimee Aronson	Yang Lee	Moira Elise Patterson
Jennifer Lee Atwood	Loan Hue Lieu***	Sarah Elizabeth Price*
Erin Kathleen Baxter**	Daniel Ray Lindsay**	Amelia Ramirez Alonso
Jamela Snacks Marie Calhoun	Elizabeth Anne MacNab	Marisella Ramos
Emma Carranza*	Elizabeth H. Maeng	Sarah Irwin Rich
Sarah Anne Duke	Kelly D. Mahoney**	Dale Catherine Rogers*
Lisa Carol Fong***	Sandi Elaine Matlock	Melanie Rebecca Schull
Marisa Lauren Geiman	Lisa Andre Mohorovich*	Erica L. Seals**
Kara Pauline Gormsen	Noriko Nakashima	Daniel Andrew Sosa
Eleena Sar Hen	Thaitam Thi Viet Nguyen*	Kirsten Yeargin
Tiffany Insley	Maria Concepción Ochoa	
Nura Khairallah	Rigel Azuma Painter	

MASTER OF EDUCATION

Brinna Noel Alcott B.A., University of the Pacific 1998 Curriculum and Instruction	Juliet A. Birth B.A., Trinity Western University 1996 Curriculum and Instruction
Denise Renée Attard B.A., University of the Pacific 1996 Curriculum and Instruction	Meghan Elise Burns B.A. University of the Pacific 1998 Curriculum and Instruction
Becky Juliene Beeman B.A., Sonoma State University 1979 Curriculum and Instruction	Samantha Somnang Pov Cortes B.A., University of the Pacific 1999 Curriculum and Instruction



- Rebecca Lyn Decker
B.A., University of the Pacific
1998
Curriculum and Instruction
- Seamus Brendan Eddy
B.A., University of the Pacific
1996
Curriculum and Instruction
- Suzanne A. Everhart
B.A., University of Washington
1994
Curriculum and Instruction
- Devin Kimberly Katz
B.A., University of the Pacific
1999
Curriculum and Instruction
- Erin Renee Lenzi
B.A., California State University,
Sacramento
1998
Curriculum and Instruction
- Lisa Lynn Niemeyer
B.A., University of the Pacific
2000
Curriculum and Instruction
- Kimberly Osmanski
B.S., University of California, Davis
1997
Curriculum and Instruction
- Lauren Ellen Parsons
B.A., University of the Pacific
1999
Curriculum and Instruction
- Debbie Reeves-Gutierrez
B.S., University of San Francisco
1983
Curriculum and Instruction
- Barbel M. Sepulveda
B.A., California State University, Stanislaus
1993
Curriculum and Instruction
- Erica M. Stephens
B.A., University of the Pacific
2000
Curriculum and Instruction
- Marilyn Bird Taylor
B.F.A., Arizona State University
1990
Curriculum and Instruction
- Ta Ber Thao
B.S., University of the Pacific
1999
Curriculum and Instruction
- Jennifer Sumie Tokuno
B.A., University of the Pacific
1999
Curriculum and Instruction
- Maria Guadalupe Velasco
B.A., University of the Pacific
2000
Curriculum and Instruction
- Quirina R. Villarreal
B.A., University of the Pacific
2000
Curriculum and Instruction
- Michelle Kim Wong
B.A., University of the Pacific
2000
Curriculum and Instruction
- Bibiana Zinn
B.A., California State University, Sacramento
1999
Curriculum and Instruction



MASTER OF ARTS

Elizabeth Anne Beaver

B.A., California State University,
Stanislaus
1999

Educational and Counseling Psychology

Howard H. Chi

B.A., University of the Pacific
1985

Educational and Counseling Psychology

Cosette Kaye Elliott

B.A., University of the Pacific
1998

Curriculum and Instruction

Monica Ann Wilner Frischkorn

B.A., University of the Pacific
1994

Special Education

Michael Giambona

B.A., University of California,
Santa Barbara
1999

Educational and Counseling Psychology

Edward W. Hunt

B.A., California State University,
Turlock
1997

Educational and Counseling Psychology

Rita Maria Seay Jackson

B.A., Jersey City State College
1977

Special Education

Colette Michelle Knief

B.S., California Polytechnic State
University, San Luis Obispo
1995

Educational and Counseling Psychology

Ching-Mei Lin

B.A., Fu-Jen Catholic University
1995

Educational and Counseling Psychology

Gordon Nils Lindquist

B.A., San Jose State University
1974

Educational Administration

Evelyn Lizette Lobner

B.A., University of the Pacific
1997

Educational and Counseling Psychology

Kim Marie Mazzilli

B.A., University of California, Davis
1984

Educational Administration

Kimberly Ann Mettler-Eells

B.A., Sacramento State University
1998

Educational and Counseling Psychology

Leslie Anne Moreland

B.A., Wittenberg University
1999

Educational and Counseling Psychology

Sarah Anne Ottman

B.A., California State University,
Stanislaus
1999

Educational and Counseling Psychology

Rebecca Regan-Scheff

B.A., University of the Pacific
1997

Curriculum and Instruction



Suzanne Janece Smith
B.S., University of San Francisco
1994
Educational and Counseling Psychology

Eric Gregory Waldon
B.M., Western Michigan University
1998
Educational and Counseling Psychology

DOCTOR OF EDUCATION

Marcia Asgarian
M.A., University of Houston
1989
B.A., Youngstown State University
1983
Educational and Counseling Psychology
Dr. Steve Trotter
Dissertation: MCFI-III Profiles of Pedophiles and Victim Selection

Dennis John Bava
MBA, University of Connecticut
1978
B.A., California State University,
Stanislaus
1972
Educational Administration
Dr. Phyllis Hensley
Dissertation: Responsibility Center Management, A
Financial Paradigm and Alternative to Centralized
Budgeting

Beverly A. Clark
M.A., University of California,
Stanislaus
1991
B.A., University of California,
Stanislaus
1980
Educational Administration
Dr. Robert Morrow
Dissertation: Assessing an Even Start Project

Robert K. Closson
M.B.A., University of San Francisco
1994
B.A., University of San Francisco
1974
Educational Administration
Dr. Fred Muskal
Dissertation: Faculty Evaluation of Leadership Styles and
Influence Tactics of Northern California College Deans

Gary Dean Cotton
M.A., California State University,
Sacramento
1998
B.S.B.A., University of Arkansas
1972
Educational Administration
Dr. Fred Muskal
Dissertation: An Examination of Strategic Renewal
Techniques of Private Post-Secondary Liberal-Arts
Colleges and Universities

Ana Maria de Barling
M.A., San Jose State University
1971
B.A., San Jose State University
1967
Curriculum and Instruction
Dr. Thomas Nelson
Dissertation: The Role of Beliefs Among Community
College Teachers Working in Culturally-Diverse
Classrooms



Catherine Ann Lemmon

M.A., University of New Mexico

1990

B.A., California State University, Sacramento

1981

Curriculum and Instruction

Dr. Thomas Nelson

Dissertation: The Impact of Cohort Support on Learning

Graciela León Orozco

M.A., California State University, Fresno

1989

B.A., Fresno Pacific College

1985

Educational and Counseling

Psychology

Dr. Judy Van Hoorn

Dissertation: The Education and Empowerment of Immigrant Latinos Through Talk Radio

Fidel Michael Salinas, Jr.

M.A., San Jose State University

1972

B.S., San Jose State University

1970

Educational Administration

Dr. Dennis Brennan

Dissertation: Comparative Learning Methods of Cognitive Computer Based Training With and Without Multimedia Blending

Diane "Boots" Studley

M.A., California State University, Sacramento

1983

B.A., California State University, Sacramento

1975

Educational Administration

Dr. Dennis Brennan

Dissertation: Leadership Principles and Practices of the Transformational Superintendent

Memuriyil Mathai Thomas

M.E., University of Alberta

1987

B.E., University of Alberta

1974

Educational Administration

Dr. Dennis Brennan

Dissertation: Grade Retention: Issues, Legislative Actions, Administrative Challenges, Alternatives and Long-Term Effects

Aaron T. Yamada

M.A., California State University, Sacramento

1974

B.A., Los Angeles Sierra College

1969

Educational Administration

Dr. Dennis Brennan

Dissertation: Elementary School Principals' Perception of Responsibilities and Competencies for Instructional Leadership

The list of names as it appears in this program includes actual and potential graduates of the 2000-2001 academic year. The official list of graduates and honors awarded for each graduation date of the 2000-2001 year is maintained by the Registrar's Office.



PROFESSIONAL CREDENTIALS

MULTIPLE SUBJECT (PROFESSIONAL CLEAR)

Deborah Ann Ajimura	Diane Margaret Warmerdam Hoffman	Carrie Anne Robertson
Robin Marie Burton Amrine	Kendra Diane Holbrook	Lois Elaine Roy
Becky Juliene Beeman	Christine Sue Dalonzo Hosmer	Steven Wayne Shotack
John Phillip Blankenship	Karen Lynn Huntzinger	Anita Cornelia Solorio
Barbara Lynn Burke	Rita Seay Jackson	Kristi Parke Steele-Oborn
Samantha Somnang Pov Cortes	Ronald Allen Jolliff	Michele Marie Marquez Tatum
Sarah Rose Fihe	Kelly Marie Kannberg	Patricia Kathleen Norton Thayer
J. Earle Fox	Sara Ellen Kastner	Katherine Anne Toon-Origer
Michelle Lynn Schoennauer Gernheuser	Kunthea King	Amy Sylvia Leipsic Torrano
Laura Renee Junso Gleason	Rick William Lemburg	Susan Anne von Sosten
Jennifer Rebecca Greene	Nancy Paula Meier	Michael William Waechter
Cheryl Yvonne Macey Guzman	Brandi Nicole Phillips	DeAnn Stacey Walker
Phanara Has	Barbara J. Reinhardt	Neil Wayne Young
Bee Her	Liane Dora Charlotte Roberts	

MULTIPLE SUBJECT (PRELIMINARY)

Paula Marie Langhoff Barton	Christina Louise Mastin-Tomsha	Jennifer Sumie Tokuno
Kendra Elva Collins	Joanna Woodward McCarver	Terry Lynn Trumbull
Megan Ann Gleeson	Adrian Owen McDaniel	Stephanie Rene Wagner
Devin Kimberly Katz	Kimberly Jeanne Osmanski	
Kelly Leilani Kubota	Lisa Yvonne Parks	



MULTIPLE SUBJECT (INTERNSHIP)

Valerie Ann Baker

Bonita Joan Walker-Davis

Erica May Stephens

MULTIPLE SUBJECT BCLAD EMPHASIS SPANISH (PRELIMINARY)

Rafael Ceja Elda Nelly Rodriguez

MULTIPLE SUBJECT BCLAD EMPHASIS SPANISH
(PROFESSIONAL CLEAR)

Olga B. Valadez Carrillo

Maria de Jesus Vazquez Heredia

Bonnie Kathleen Russell

Sylvana Sue Cooper

Soledad Reyna Jaurequi

Ramona Gutierrez Soto

MULTIPLE SUBJECT CLAD EMPHASIS (PRELIMINARY)

Angela Michelle Andeola

Vriana Joy Kempster

Bernadette Christine Spadarella

Katherine Elizabeth Bauer

Huyen Thi Nguyen

Michelle Kim Wong

Vanessa Castro Drivon

Penny Lee Pacheco

MULTIPLE SUBJECT CLAD EMPHASIS (PROFESSIONAL CLEAR)

Jinan Hassan El Bissat

Tricia Lynn James Gianelli

Cathleen Abby Whitlock

Dana Bunlon Thong Buth

Lauren Ellen Parsons



MULTIPLE SUBJECT CLAD EMPHASIS (INTERNSHIP)

Brandon Christopher Yee

SINGLE SUBJECT (PROFESSIONAL CLEAR)

Mark Gordon Boelter

Kimberly Michelle Cope

Shanthi Sequoia Diephouse Gamble

Scott Edward Gradin

Elizabeth Dawn Tallcott Holtan

Jennifer Ellen Hooker

James Sherman Jones

Sherry Frances Juhl

Cathy Lee Lauritzen

Nancy Paula Meier

Carissa Marie Nelson

Barbel Mirana Sepulveda

Eric Charles Sharar

Danielle Elizabeth Silva

James Douglas Stoker

Colin Donald Wenstrand

Monica Elain Woods

SINGLE SUBJECT (PRELIMINARY)

Tana Nicole Barnett

Jamie Ann Bruno

Sylvia Judith Cisneros

Cathleen Mary Conklin

Thomas Anthony Edwards

Lisa Marie Ehresman

Dori Jane Filippi

Joseph David Ford

Andrew Della Santa Ghio

Brian Scott Goulart

Larry Dee Green

Thorsten Wallen Harrison

Richard W. Haskell

David Lee Hill

Barbara Odom Hubert

Corey Allan Kersting

Jennifer Marie Ferrara Laflam

Stephen John Lebkowsky

Shiree Ann Mathews

Chavonta Renee McGrew

Amy Lynn Burke Monighetti

DeAnna Christine Noceti Morefield

Stephanie Akemi Paderes

Lori Ann Pursey

Curtis Jerome Sathre

Tzippy Severson

Marilyn Bird Taylor

Ta Ber Thao

Rebecca Elizabeth Grace Timmons

Horacio Hernandez Viramontes

Noella Warren

Andrea Marie Weldon

Arron Daniel White

Angelina Asgjerd Whitesell

Jennifer Leone Boggs Yamnitz

Michael David Yarbrough

Matthew Layne Young



SINGLE SUBJECT (INTERNS)

Suzanne Archer-Everhart

Mark Gordon Boelter

Megan Mary Bilden Deems

Scott Peter Ferreira

David Andrew Lewis

Liliana Navarro

Matthew David Netto

Vu Quach Nguyen

Jennifer Lynn Osborne

Debra Reeves-Gutierrez

Annette Resha Roberts

Laurie Beth Tenaza

William Thomas Wehrle

Melanie Ali Wright

SPECIALIST CREDENTIALS

**EDUCATION SPECIALIST INSTRUCTION MILD/MODERATE
(PRELIMINARY)**

Erin Renee Agnew Lenzi

Wendy Beth Leonard

**EDUCATION SPECIALIST INSTRUCTION MILD/MODERATE
(INTERNSHIP)**

Rose Marie Ewen

Kimberly Jeanne Osmanski

LEARNING HANDICAPPED

Paula Marie Langhoff Barton

Rita Seay Jackson

Carl Dwain Bullard

SEVERELY HANDICAPPED

Rebecca Gale Regan-Scheff



SERVICE CREDENTIALS

CLINICAL REHABILITATIVE SERVICES LANGUAGE, SPEECH AND HEARING

Maryl M. Alger

Angela Terese Barnes

Michelle Marie Bartlett

Laura Marie Clark

Darlene Ann Cooper

Louise Anne Crane

Amy Elizabeth Doyle

Lisa Shawn Entzi

Christina Michelle Flowers

Marisa Kathryn Mettler Godi

Cristina Gomez-Frazier

Manda Diane McDonald Hardy

Sharette Christa Sterne Haynie

Kevin Joseph Hernandez

Shannon Amber Howry

Carlyn Anne Jordan

Elizabeth Northington Kalil

Kristen Erica Lindgren

Mary Elizabeth Peterson Mackey

Susie Nisnisan Padayhag

Terri Lynn Page

Celestial Dream Shaya

Lorette Bourdages Shea

Christina Lynn Thompson

Kathleen Louise Williamson Tresser

Samantha Lynn Wonzong

Malena Sheryl Yee

PUPIL PERSONNEL SERVICES - SCHOOL COUNSELING

Kristina Marie Garcia

Evelyn Lizette Lobner

Colette Michelle Knief

PUPIL PERSONNEL SERVICES - SCHOOL PSYCHOLOGY

Kelly Erin Kesterson

Kevin Read Smith

Melissa Lipman-Spoelstra

ADMINISTRATIVE SERVICES (PROFESSIONAL CLEAR)

Brenda Jane Chapman

Linda Elaine Dustin Melson

Katie Coleman Peters

Geeta Rezvani

Suzan LaVona Turner



PUPIL PERSONNEL SERVICES - SCHOOL PSYCHOLOGY

Kelly Erin Kesterson

Kevin Read Smith

Melissa Lipman-Spoelstra

(PRELIMINARY)

Cynthia Bisbee Crawford

Kirk Sean Nicholas

Terry Joe Ward

Gordon Nils Lindquist

Michele Marie Marquez Tatum

(CERTIFICATE OF ELIGIBILITY - PRELIMINARY)

Randall Glenn Baker

Noreen Marie Santella Williams

(INTERN)

Benita Gayle Bruster

Gina Marie Pezzi Solari

Christopher Thomas Kleinert

*Cum Laude

**Magna Cum laude

***Summa Cum Laude

The list of names as it appears in this program include students who completed all credential program requirements by April 15, 2001, for recommendation to the California Commission of Teacher Credentialing.



THE EDUCATOR'S OATH

I hereby affirm my dedication to the profession of education. With this affirmation I embrace the obligations of professional educators to improve the general welfare, to advance human understanding and competence, and to bring honor to the endeavors of teaching and learning. I accept these obligations for myself and will be vigilant and responsible in supporting their acceptance by my colleagues.

I will be always mindful of my responsibility to increase the intelligence of students through the disciplined pursuit of knowledge. I will be steadfast in this commitment, even when weary and tempted to abdicate such responsibility or blame failure on obstacles that make the task difficult. I will be persistent in my commitment to foster respect for a life of learning and respect for all students.

To perform faithfully these professional duties, I promise to work always to better understand my

content, my instructional practice, and the students who come under my tutelage. I promise to seek and support policies that promote quality in teaching and learning and to provide all engaged in education the opportunity to achieve excellence. I promise to emulate personally the qualities I wish to foster, and to hold and forever honor a democratic way of life that cannot exist without disciplined, cultivated, and free minds.

I recognize that at times my endeavors will offend privilege and status, that I will be opposed by bias and defenders of inequality, and that I will have to confront arguments that seek to discourage my efforts and diminish my hope. But I will remain faithful to the belief that these endeavors and the pursuit of these goals make me worthy of my profession, and my profession worthy of a free people.

In the presence of this gathering, I bind myself to this oath.

Judith Lanier; Philip Cusick
Michigan State University, 1985



THE HISTORY OF THE GLADYS L. BENERD SCHOOL OF EDUCATION

From its beginning, the University of the Pacific emphasized the preparation of "preachers and teachers." Students who planned to teach made up a large number of the undergraduate student body during the University's first 50 years.

In 1915, the University began issuing elementary and high school teaching credentials, and a Department of Education was organized in 1920. The School of Education was formally organized in 1923, recognized by the California State Department of Education on January 10, 1924, and officially established shortly after the College of the Pacific moved to Stockton in 1924.

In the middle 1950s, the School began the Doctor of Education degree program and was among the first institutions in California to prepare educational administrators, school psychologists, and special education specialists. The School offered one of the first Teacher Corps programs in the United States. In the 1970s and 1980s, the School had innovative programs to prepare bilingual educators. In the 1980s

and early 1990s, the School's Title VII Doctoral Fellowship program brought exemplary teachers and administrators to Pacific in the field of English as a Second Language and Bilingual Education. The School has maintained its national accreditation with the National Council for the Accreditation of Teacher Education (NCATE) as well as State of California Accreditation.

The School offers bachelors, master of education, master of arts, and doctor of education degrees, as well as California credential programs in Multiple Subject, Single Subject, CLAD and BCLAD, Special Education, Administrative Services and Pupil Personnel Services in School Counseling and School Psychology.

The School was formally renamed the Gladys L. Benerd School of Education in 1992 following an endowment gift of \$5 million dollars from Ms. Benerd, a graduate of the School of Education and long-time teacher in local schools.



THE MISSION OF THE GLADYS L. BENERD SCHOOL OF EDUCATION

The mission of the Gladys L. Benerd School of Education is to prepare thoughtful, reflective, caring, and collaborative professionals for service to diverse populations. The School of Education directs its efforts toward researching the present and future needs of schools and the community, fostering intellectual and ethical growth, and developing compassion and

collegiality through personalized learning experiences. Undergraduate, graduate degree, and professional preparation programs are developed in accordance with state and national accreditation standards and guidelines to ensure that students completing these programs will represent the best professional practice in their positions of future leadership in schools and the community.

THE CORE VALUES OF THE GLADYS L. BENERD SCHOOL OF EDUCATION

Scholarship

Integrity and Ethical Conduct

Diversity

Social and Community Responsibility

Collegiality

Teaching and Learning



PROFILE OF PACIFIC

The Mission of University of the Pacific, adopted by the Board of Regents in 1996, is “...to provide a superior, student-centered learning environment integrating liberal arts and professional education and preparing individuals for lasting achievement and responsible leadership in their careers and communities.”

This year is the Sesquicentennial Anniversary of University of the Pacific, founded by Methodist ministers in 1851 and chartered on July 10th of that year by the Supreme Court of the new State of California less than a year following the granting of statehood by the United States Congress. Millard Fillmore was president, Victoria had been Queen of Great Britain for 13 years, Napoleon III declared the Second Empire in France and Pacific’s tuition, room and board were \$170 per semester.

In important ways, the founding of Pacific may be seen as a consequence of the discovery of gold in California in 1848 and the rush of humanity in what may be the greatest mass migration in the nation’s history. In just a dozen years, San Francisco’s population increased by 60 times. Pacific’s founders — Reverend Isaac Owen, Dr. Edward Bannister and Reverend William Taylor — came by land and by sea to spread the Methodist message and to establish education for the betterment of humankind.

Since those pioneering days, Pacific has earned a reputation for leadership in educational innovation. It provided the West Coast with its first medical school in 1858 (later to become part of Stanford and then

separating to become today’s California Pacific Medical Center), its first coeducational campus in 1871, its first conservatory of music in 1878, its first “cluster colleges,” and its first and only four-year private institution in the central valley. Pacific was first in the nation to offer an undergraduate teacher corps program, the first to send an entire class to an overseas campus and the first to establish a Spanish-speaking inter-American college.

That pioneering spirit is continuing. As the Sesquicentennial Year approached, 250 alumni and friends were called together by President Donald V. DeRosa and the Board of Regents to form a National Commission for the Next Level of Excellence. Their task, completed mid-way through the Sesquicentennial Year, was to lay out recommendations for achieving greater academic distinctiveness and for enriching the student experience of a Pacific education. In June, the Board of Regents, having reviewed the recommendations, will challenge the Pacific community with a new call for pioneering achievement on behalf of the University’s mission of preparing graduates for lives of responsible leadership and lasting achievement.

While Pacific has a history replete with pioneering innovations, it has also been the beneficiary of stability. Since the move to Stockton in Fall 1924, only five presidents have headed the administration of the University. Tully C. Knoles presided during the move from San Jose and served until he was succeeded by Dr. Robert E. Burns in 1946. Dr. Burns served as president until his death in 1971. Dr. Stanley E.



McCaffrey was named president in 1971. When he retired in 1987, he was succeeded by Dr. Bill L. Atchley, who served until 1995. Dr. Donald V. DeRosa began his service as the 23rd president in 1995.

The School of Education was established shortly after the move to Stockton in 1924. It was renamed the Gladys L. Benerd School of Education in 1992 in honor of the alumna's endowed gift. The University experienced its greatest growth and a broadening of its base under the administration of Dr. Burns. In 1955 it opened its School of Pharmacy and in 1956 its Graduate School. The School of Engineering was established in 1957. In 1962 the College of Physicians and Surgeons, a school of dentistry founded in San Francisco in 1896, merged with University of the Pacific and became the University's San Francisco campus.

In recognition of this growth, the name of the institution was changed in 1961 from "College" of the Pacific to "University" of the Pacific. The name "College of the Pacific" was retained for the University's central liberal arts college. It is dedicated to the preparation of citizen leaders who take responsibility for their communities as well as their careers.

A new concept in higher education in the United States found expression in the establishment of the first "cluster college," Raymond College, in 1962. This was followed in 1963 with the opening of the second, Elbert Covell College, the first bilingual-bicultural college in the country. McGeorge College of Law, an

independent law school founded in Sacramento in 1924, amalgamated with the University in 1966 as its Law School. The third cluster college focusing on non-western studies and featuring a year of study in an Asian culture, began in 1967 as Callison College. The cluster colleges were ended in 1982. However, these concentrations in global study became Pacific's School of International Studies, the first university-based undergraduate school of international studies in California.

In the fall of 1977, the Department of Business Administration of College of the Pacific was reorganized to become the School of Business and Public Administration. In 1995 it was renamed Eberhardt School of Business in honor of the Eberhardt family's endowed gifts. University College, a unit of the University designed specifically for the adult "re-entry" student, was reorganized and revitalized in 1985.

In 1995, Pacific issued the first four-year guarantee whereby students are assured completion of the Bachelor of Arts degree in four years. Accelerated programs announced by President DeRosa enable students to complete undergraduate studies in combination with a law degree in "3+3" years. The School of Dentistry and Thomas J. Long School of Pharmacy and Health Sciences offer similar accelerated programs. In this spirit of innovation, Pacific is currently shaping bold new plans for the years ahead.

As part of those plans, the University is completing revisions in its mission, vision and priorities that are currently under review by the Board of Regents.



The present Vision Statement, adopted by the Board of Regents in 1997 to lead the University to its Sesquicentennial, pledged, *"to continue to link liberal arts and professional education through innovative curricular and co-curricular programs of exceptional quality and high value. The University will strengthen its visibility and take full advantage of the rich resources of Northern California. Pacific will become a national leader in the creative use of internships and leadership development programs. These distinctive features will be shaped by our commitment to equip Pacific graduates for success in a multicultural and international society."*

Today, Pacific is poised for an even more exciting future. It will be one with greater academic distinctiveness and a richer experience for our students. It will be one that will call for new and unprecedented investments in all areas that contribute directly to preparation of our students in both wisdom and knowledge.

Excited with these prospects, Pacificans stand ready to begin, dedicated and committed as the founders were 150 years ago to the preparation of graduates for lasting achievement and responsible leadership in their careers and communities.

HISTORICAL BACKGROUND OF THE MACE

THE UNIVERSITY MACE – Originally a weapon of offense used in medieval warfare by a king or a noble, the mace has been refined to a symbolic device used on ceremonial occasions. The mace, as an academic symbol, dates back to 16th century England when Queen Elizabeth I presented a replica of her own royal mace to the corporation of the University of Oxford. She ordered that it be used in all ceremonies to represent the royal presence and the authority given to the university to grant degrees under the royal insignia. King Charles I made a similar gift to Cambridge University in 1625.

Robert E. Burns, president from 1946-1971, commissioned Stuart Devlin, an internationally known

London silver designer, to create the University of the Pacific Mace. It was commissioned in recognition of the University's transition from a college to a university with several colleges and professional schools that were to be modeled after Oxford and Cambridge. It was first used at a Founders Day ceremony on March 6, 1966.

The Mace is constructed entirely of silver with a gold plated seal of the University in its head. The Mace is approximately four feet long and weighs 15 pounds. It was a gift to the University by Mrs. Winifred Olson Raney, a Regent of the University.

The Mace is displayed at all official University functions and generally is carried by the Chair of the Academic Council at University-wide Commencement Ceremonies.



SIGNIFICANCE OF ACADEMIC REGALIA

Distinctive academic dress can be traced back to the universities of the Middle Ages when students and faculty of universities wore the robes of the clergy. Today three ranks of degrees are distinguished through variations in the robes, which also indicate the discipline and the university that awarded the degree.

In the United States, gowns generally are black, although a few universities have adopted other colors for their doctoral gowns: Harvard, crimson; Yale, blue; Chicago, maroon; Dartmouth, forest green.

The field of learning in which the degree is awarded is shown by the color of the edging of the hood, and in some cases by the color of the facing and crossbars on the doctoral gown.

Some of the more frequently seen colors are: white (Arts and Letters), pink (Music), dark blue (Philosophy), light blue (Education), scarlet (Divinity), golden yellow (Science), lilac (Dentistry), olive green (Pharmacy), and purple (Law).

The colors of the lining of the hood are those of the institution awarding the degree. For example, the University of California colors are gold and blue; Stanford University, cardinal; University of Michigan, maize and azure blue; University of the Pacific, burnt

orange and black. An olive green tassel is often worn on the cap to signify the field of Pharmacy, although generally bachelor's and master's tassels are black. Doctoral tassels generally are gold. The left side of the mortarboard is the proper side to wear the tassel after graduation.

An individual's degree is revealed by the type of gown and width of the edging on the hood. These are the designs:

BACHELOR'S GOWNS have full, pointed sleeves with no trimming and the hoods have a two-inch edging.

MASTER'S GOWNS prior to 1960 had full, closed sleeves with the arm emerging through a slit at the elbow. The gown has been the despair of wearers because, no matter how hot the day, a coat must be worn under the gown. In 1960, however, the gown was modified. In place of the elbow slit, an opening was made at the wrist and the gown was made to close. The hoods have a three-inch edging.

DOCTOR'S GOWNS are of silk, have rounded sleeves, velvet facing down the front, and three velvet crossbars on each sleeve. The hoods have side panels and a five-inch facing.



PACIFIC HAIL!

Words & Music by Lois Warner Winston x'23, '58

From o'er the rug - ged moun - tains stand - ing
Long may her flam - ing torch give out its

PACIFIC HAIL!

From o'er the rugged mountains
standing high;

From out the broad low valleys,
'Neath the sky;

Our Alma Mater calls,
We cannot fail,

Our voices bland in praise
Pacific Hail! Pacific Hail!

Long may her flaming torch
Give out its light;

Long may her spirit guide us
In the right;

To her we pledge our hearts,
We dare not fail;

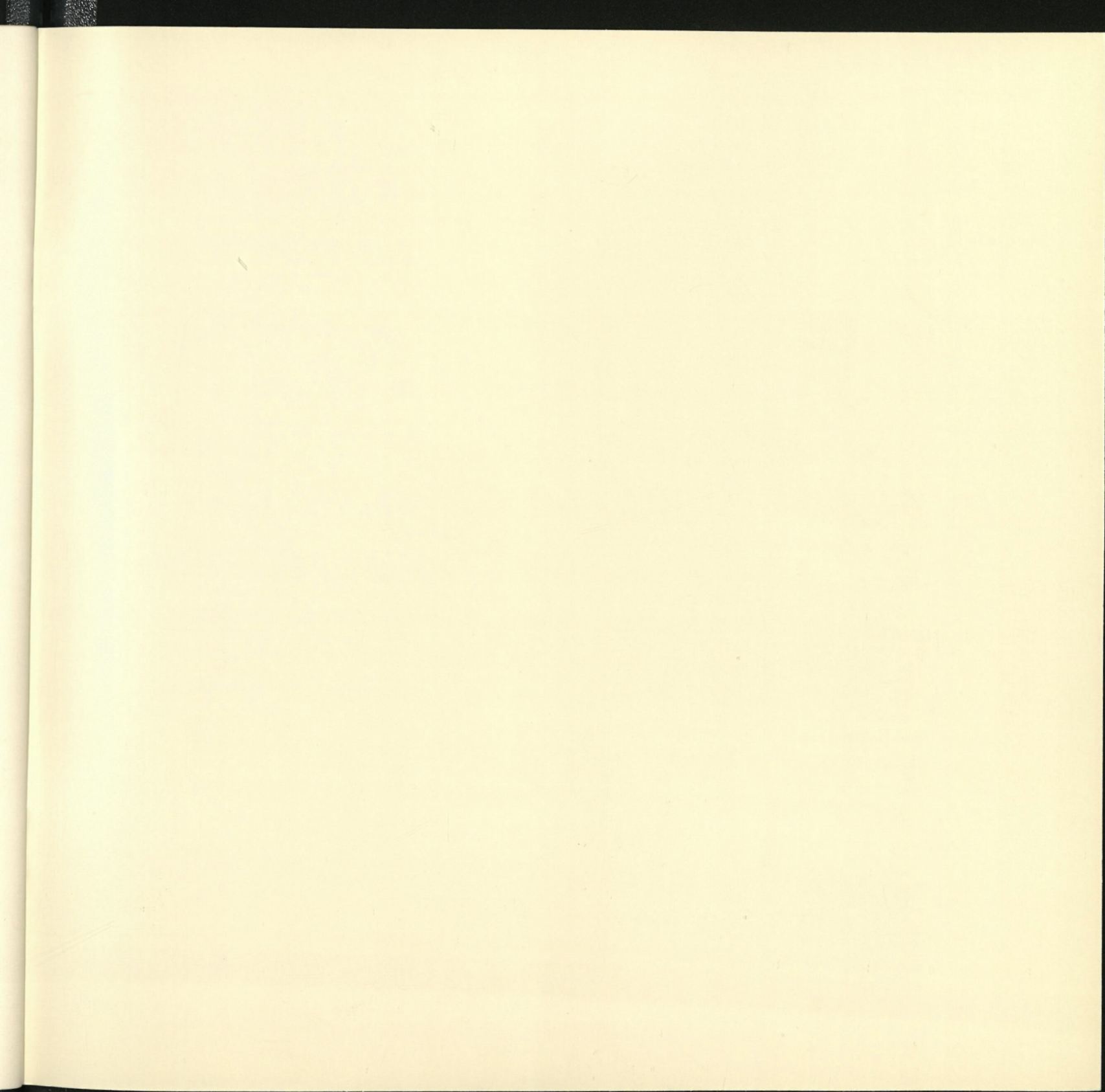
To her we raise our song
Pacific Hail! Pacific Hail!

Lois Warner Winston x'23, '58

high From out the broad low - val - leys 'neath the sky Our
light Long may her spir - it - guide us in the right To

Al - ma Ma - ter calls We can - not fail Our voic - es blend in -
her we pledge our hearts We dare not fail To her we raise our -

praise Pa - cif - ic Hail! Pa - cif - ic Hail!
song Pa - cif - ic Hail! Pa - cif - ic Hail!



Sesquicentennial 1851-2001

This year marks the Sesquicentennial Anniversary of Pacific's founding in 1851 as California's first-chartered "... institution of higher learning." Three Methodist ministers, bearded Dr. Edward Bannister (right, cover), fiery evangelist Reverend William Taylor (left) and Reverend Isaac Owen, arrived in San Francisco to further the cause of good and to promote education among the young in the wave of humanity drawn to the area by the 1848 Gold Rush. They immediately made plans for a "seminary of learning" under the patronage and control of the Methodist Church. Less than a year



after California was admitted to the Union, they applied to the State Supreme Court for a founding charter, that the Court issued on July 10, 1851. Pacific's historical mural since that time is remarkably colorful: bold and pioneering strides, changes of campus location, new schools added, tough times overcome, great times celebrated, inspired teaching and more than 60,000 graduates. Today, Pacific boasts 5,650 students on three campuses, leading professional schools and broad undergraduate preparation recognized for the close interactions between professors and students.

"...either pioneer or perish."