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DEAN WILLIAM JENKINS, SCHOOL OF EDUCATION

HUMANISM GAINS FAVOR IN EDUCATION

By BOB STEIN

"After you've laid an egg a few times, you can't go on insisting that the kids *should* like it," a veteran teacher told Charles Silberman, whose recent book, *Crisis in the Classroom*, stresses the need for a new humaneness in education. And adds Silberman on a later page:

"Almost any teacher will testify that his education — his *real* education for teaching — began the day he took over his first class . . . Teachers, no less than students, are victimized by the way most schools are organized and run.

"It need not be! . . . Schools can facilitate the education of teachers as well as of children. When the emphasis is shifted from teaching to learning — when schools become 'centers for inquiry' rather than buildings for the one-way transmission of information — teachers become learners along with their students; in Dewey's phrase, they become 'students of teaching.' And when schools become warm and humane, teachers grow as human beings as well as teachers. The lesson is clear; Dewey stated it two-thirds of a century ago. What is needed, he wrote, 'is improvement of education, not simply by turning out teachers who can do better the things that are now necessary to do, but rather by changing the conception of what constitutes education.'"

Nationally, Silberman points out, the training of teachers is a "gigantic enterprise." In 1967, he wrote, the nation's colleges and universities turned out nearly 270,000 students eligible for initial certification as teachers, 192,000 of them recipients of bachelor's degrees, the rest receiving Masters of Arts in Teaching degrees, or the equivalent. This represented 35 per cent of all bachelor's and first professional degrees — a ratio that has been remarkably stable in recent years.

In the spring of 1970 in Oregon, there were 4,000 graduates in teacher education. Of these, 426 attended Portland State University.

This fall, there are more than 2,000 students at Portland State who are enrolled in the School of Education or who have declared themselves candidates for education degrees. They will become eligible for enrollment in the School when they reach their junior year. The School's graduate enrollment (572) is the largest on the campus.

Instructing, counseling and learning with these future teachers are 67 full and part-time faculty members most of them cramped into offices in Old Main, a building the Portland School district found so out of date some 20 years ago that it determined it no longer suitable for use as a high

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URBAN EDUCATION IS 'NONSENSE TERM'

school facility. The present quarters are so crowded, says one Education faculty member, that "I keep my graduate assistant on the move simply because she has no place to sit."

Arthur Bestor of the University of Illinois has called the training of teachers "one of the most important functions of the University." Guiding this function at Portland State is a very warm, a very humane human being who frequently tells his staff, "I'm new here . . ." or, "That's my proposal, now you can shoot it down." If he chose to post all his honors — and he wouldn't think of it — they would more than cover the walls of his tiny, but freshly painted, office in Old Main.

"There is a great resurgence of bringing humanism into education," says William Artwell Jenkins, nearing the end of his first year as the dean of the School of Education at Portland State. "There are humanities institutes being sponsored across the country designed to make man more human, make kids more human, make teachers more human. This means putting them in touch with the reality of our world today."

A product of the East and Midwest, forty-eight-year-old William Jenkins decided at an early age to become involved in college teaching, and, specifically, in the teaching of English.

He won English honors while studying for his bachelor's degree at Washington Square College of New York University, and went on to the University of Illinois where he earned his master's degree in education and the teaching of English in 1949. Journalism was the minor in his master's program and American literature was the minor when he obtained his doctorate, also from Illinois, in 1954.

"I got a lot out of my journalism," Jenkins laughs. "It really helped me when I was called upon to edit an education journal."

Jenkins' teaching career began in 1951 at John Deere Junior High School in Moline, Illinois, where he served as the English and journalism instructor as well as track coach. Those were lean years for public school teachers, and, like so many others, he had to moonlight to support his family. In his off-duty hours he worked as a security guard.

"I always wanted to go into college teaching," Jenkins told a *Vanguard* reporter soon after he arrived at Portland State. "If I was going to work with prospective teachers in service, I had to have the experience of being a public school teacher myself."

Jenkins joined the staff of the English department of the University of Wisconsin — Milwaukee in 1953. For seven years before coming to Portland State, he served UWM as the associate dean and director of teacher education and graduate studies of the School of Education.

It was early this year that he came to Portland State, an urban institution with a flavor similar to Wisconsin's Milwaukee campus.

"Urban education means many things to many people," says Dean Jenkins. "Early in the 1960s it was a euphemism for the preparation of teachers of black students or perhaps even black teachers of black students — teachers for the ghettos in our large cities. Our ideas have broadened recently, and I think urban education currently means teachers of whatever racial and religious background to teach kids of whatever racial and religious background in our large cities, and specifically the inner city."

"There is a feeling that there are problems connected with the city simply because it exists, and that these problems are different from the problems a teacher would encounter in a suburban

or in a rural area. Actually, when you stop to think about it, the term 'urban education' is a nonsense term because we are an urban nation, a nation in which 90 per cent of our people live in areas that have more than 15,000 people concentrated in a small geographical division. Rural education is something which is available to a very small portion of our society."

"So, I would ask, if our educational system is not urban, what is it? And if it is anything other than urban, then it is out of date and ill-fitted for today's societal needs. To me, urban education means the type of education which prepares a teacher and a student to live in our culture which is organized on the basis of concentrated, complex social and physical relationships. It is a type of education which is relevant; it's concerned with those ideas and problems which make man more human, those ideas and problems with which man comes in contact at this time as opposed to either the past or the future."

The faculty of the PSU School of Education long has been aware of a shortcoming Silberman notes in *Crisis in the Classroom*: "Faculties of education will not be able to touch the lives of their students unless their own lives have been touched — unless their conception of education is reflected in the way they teach as well as in what they teach."

The federally-supported Triple T program (*Perspective*, July, 1970) is but one example of how the Education faculty is attempting to revitalize the training of teachers. In that program the public school classroom is the lab where education professors, discipline professors, teachers-to-be and pupils all learn and work together. Says Jenkins:

"I guess for one thing we're more and more making the locus of the preparation of teachers the schools in the community rather than the isolated college classroom. Here and in hundreds of other places we're trying to learn the problems of teachers from the people who are actually teaching by building closer contacts with them, from working with them, from understanding the nature of their constantly changing problems. We're also trying to locate the best practitioners in the schools and make them a part of our operation here."

Bill Jenkins, of course, is well aware of the criticisms leveled at teacher training courses, criticisms from lay people as well as from such respected educators as Hal Swafford, former president of the Oregon Education Association, who wrote in the March, 1970, edition of the journal, *Oregon Education*:

"Don't blame us for the teachers who are ineffective; we didn't even interview them — much less hire them."

"Don't blame us for stagnation when and if it occurs. We are too often stifled by regulations requiring hours, not content which is pertinent to the individual and his assignment, both current and future."

"Don't blame us because colleges and universities train us through a maze of courses which evolve from academic infighting and departmental politics (survival)."

Swafford's comments, in a way, reflect the vulnerability, the frustration of the teacher who somehow is caught in the jungle of college requirements, education department standards and the whims of local school boards. The teacher, Silberman notes, has had trouble in obtaining status as a professional. Citing the difference in the status of physicians and teachers, he observes: "No one ever has died of a split infinitive."

"I'm sure that most of the complaints about education courses have real merit and validity," says Dean Jenkins. "Education is very vulnerable

because it is neither a profession nor is it a trade union and somewhere between those two points we exist. We don't have the strength of a very unified profession like the doctors or the airline pilots, nor do we have the strength of the labor union."

"But before we say that education courses have been attacked justifiably, I think we have to look at some other areas and see what happens there. Let me talk about English, because that's the area I prepared in. There are many courses in English which on a number of campuses have outlived their usefulness and yet they're taught because Mr. X happens to be a specialist in Renaissance poetry or literary criticism when actually those courses on that particular campus are anachronisms. And so there is a tendency everywhere you go in education, whether in a school of education or in a liberal arts department, for things to hang on because there are people who are there who still want to teach these courses and who are best trained to teach these courses as opposed to, maybe, what is relevant, what is current and what is needed."

"Education courses are based on an interdisciplinary approach to a number of social sciences and some of the humanities. As such, they draw from many, many sources. And all the sources they touch raise the criticism, 'well, you can't teach the sociological principles, or you can't teach the artistic principles as well as we can.' This is quite true. We have to reinterpret, refocus and simply draw out those things that we think are appropriate for the education of teachers. The trouble is we're not systematic about this and so education courses do have in them repetitive ideas, ideas which are, in effect, watered down. But if we say that each teacher must take an array of courses in sociology to get the necessary sociological principles he ought to have to be an operating teacher, then we could require him to take 300 hours in preparation."

Jenkins underscored this point at a recent Teacher Education Committee meeting when one department sought to change the credit hour scheme for education majors in the field. Said Jenkins:

"Any subject area has a tendency to feel that there is never enough room to fully prepare a specialist in that area before he goes out to teach. And we lose sight of the fact that in-service education, after he's on the job, is one way of bringing his skills up to a higher level."

"So I think we have to accept the principle within this committee that it's impossible to turn out a completely-finished product, a teacher who knows everything he needs to know. He has to constantly upgrade his knowledge after he's on the job."

"I think we have to guard against having a completely prescriptive program for students which doesn't allow them any opportunity to choose courses that are of interest, that they feel weak in, that they have a curiosity about, by using up every hour in the total program and leaving no room for electives."

"This committee has the responsibility to act as a counterweight to a department that for various reasons might insist that certain provisions be built into their course of study when actually this committee may view those provisions quite differently."

Jenkins feels, on occasion, that it is unfair for the School of Education to be singled out when it comes to criticism of courses.

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"When you come right down to it, here at Portland State, out of 186 credit hours a student must earn, only 21 are in education if he is going into secondary teaching — 15 in student teaching and two other education courses. So if he (the teacher) is out of date, if he is going out to a school and is completely irrelevant to the kids, then I don't think we ought to take all the blame because history or English or math — or what have you — play a large part in this.

"Children today are learning what adults learned in the past. They're reading more and more adult books, for example, which means that they have a more sophisticated view of, perhaps, politics, sex, life in general, and the teacher who teaches them has to, himself, be more sophisticated.

"In education, we are trying to draw more heavily on the latest findings from the social sciences so that the teacher can be abreast of these kids. We're also trying to send teachers-to-be out to be in contact with kids at the earliest possible date. This is why we're fostering a pre-education and pre-student teaching field experience for our students, so that they know what kids are like.

"Many of our teacher candidates have not had brothers and sisters and for all practical purposes, except for the peers that they played with and went to school with, don't know what kids are like. So, we're trying to acquaint them with the nature of kids, so to speak."

Of the School of Education, says Jenkins, "there is a feeling — I have it and so do a great many of our faculty — that for a long time the School of Education was just here and really wasn't supported.

"The other feeling, at the moment, is that we are getting very good support, that if we come up with things that will stand the test of real, close scrutiny, we are going to get what we need to do a better job here. I have that feeling very definitely from the President, from Vice President Joe Blumel and from the State Department of Education. So I am optimistic about what we can do as long as Oregon doesn't get any poorer than it is, and as long as the legislators are not vindictive about campus unrest and cut our funds. It is both an appalling and a hopeful situation."

The University, the public schools and the various departments of education, Jenkins feels, need to pay more attention to the training of the brightest youngsters.

"We're not doing nearly enough in this area," he says. "During the last decade the focus has been on what was called, and we no longer use the term because it is unfashionable, 'the disadvantaged child.' And all the while we were doing this I think we neglected the very bright kid. In education, like in most endeavors, we go to the trouble spots, we put oil on the wheel that's squeaking and the other wheels we tend to neglect.

"Bright kids, we've told ourselves, are self-motivating, self-directing, self-evaluating, and I think we've said this erroneously, and we've left them alone. I suppose if we wanted to be real pessimistic about it, we'd say, 'Leave them alone; they will learn better. If we tamper with them, we might interfere with their learning.' But I don't think that's the right answer. The right answer is to take the bright kid who on his own can really travel at a very rapid pace in the realm of learning and give him some help, some guidance, so he could travel even faster.

"We really don't know how much man can learn, or a child can learn with the proper environment, the proper encouragement, and so on. These bright kids, I would dare say, could have learned two or three times as much as they did learn, and could have been even brighter. So, in



Building closer contacts with the public schools, says School of Education Dean William Jenkins (left), is one way to learn the problems of teachers and their pupils. At a recent meeting with Will Fletcher, superintendent for Portland's Area 1, they discussed how PSU programs can, at least in part, meet the changing emphasis in the public school. Most of the Education faculty now make a deliberate effort to get into the schools to work with community agencies or to work with groups of children. Last year one faculty member traded places with an elementary school teacher for a quarter, and the teacher came to PSU to teach a science methods course

this era when we're talking about ecology, let's talk about human ecology. We've wasted this human talent, I think, by neglecting it during this past decade.

"We don't have a plan to answer this problem. Neither does the Oregon Department of Education nor the U.S. Office of Education. Only recently have I seen professional writings of the sort that appeared for a while in the late 1940s on the gift. We're going to have to do something."

Relaxing in his office on a recent, rainy evening, Jenkins talked about some future plans for the School of Education. Among them:

A PhD in Education — "We're about three years away from a PhD program in education at Portland State. The School of Education is going to have to have a doctorate. Not only do we want one, but we have to have it.

"The reasons are quite simple. To recruit the faculty of the sort that we would like to get here, we have to be able to promise them that either immediately or in the very near future they will have the opportunity to work with doctoral students. Most faculty members feel that this is the way to grow, it's the way to come in contact with new ideas that their limitations on time won't let

them do. There's also something of a challenge in working with a doctoral candidate and I suppose that faculty members' egos are involved, also.

"The second reason we have to have a doctorate in education is that one of the stipulations in many grant-giving organizations is that there has to be post-masters work available before the grant will be given. Having a doctoral program in education will give us entree to grant funds which we badly need from a lot of sources.

"We don't think that we will, in the foreseeable future, be large enough to have specific doctorates in educational doctoral programs, in educational administration, or in counseling and guidance, and what have you. So our approach probably will be to have an inter-disciplinary doctoral program which will allow us to draw on the best talent within the total School of Education and also to work with other divisions on the campus. These are in the social sciences and in the humanities, areas which would provide the necessary foundations for us to launch a doctoral program.

"Doctoral programs are costly and one of the things that must happen before we have it is that the state agrees to finance it. For one thing, you do not get doctoral students today simply by

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CC TEACHER PREPARATION VIRGIN FIELD

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advertising that you have a doctoral program. You get them by buying them, and out-bidding other colleges and universities for them. In other words, you promise them more in the way of income and other things before they will come to your campus."

Teaching Community College Teachers — "Nobody in Oregon teaches community college teachers how to teach. The state of Oregon does need a program which specifically prepares community college teachers.

"The community colleges in the past have taken either some of the better high school teachers, who want to move to a position that has more status, and have added them to their faculties; or, in many cases, people who have not quite achieved their doctorates and therefore are ineligible, or who would be second class citizens, in university teaching.

"I think with the growth of the community college, or junior college, system, the time has come that even though these people may not have to be certificated, they should have a special preparation so that they know, let's say, the range of young adults that they are going to teach, the backgrounds that they come from, and what these backgrounds mean for learning.

"There ought to be a focus on adult learning as opposed to child and adolescent learning, the limitations of testing with adults, the differences and problems of motivating adults to learn as opposed to motivating children and adolescents to learn. All of these ought to be considered in such a program. I think that if the facilities and the support is available to develop such a program, that Portland State might very well move into this area. It is one that's virtually virgin territory. What we need here in the School of Education are some distinctive programs which set us apart from Oregon State and the University of Oregon."

Teacher Placement — "We're not accepting, and maybe we ought to, any responsibility for finding jobs for our graduates. I think it is unfortunate the School of Education doesn't have a follow-up program. By 'follow-up,' I don't mean to see that our people are placed, but rather to see how successful or unsuccessful are those who are placed.

"If there is a surplus, an over-supply of teachers — and all of us are not convinced that there is — then our view is that we have to screen our people more rigorously at the start and not get them into the educational program.

"There is still a great need for teachers in specific areas — career education, early childhood education, the junior college teaching and other areas. There still is a need for good math, physics and chemistry teachers, and we're not turning out a lot of them. We continually turn out rafts of social studies teachers, English teachers and middle-grade teachers, and these are in over-supply.

"One of the things that concerns me is that during the past decade, with our focus on the disadvantaged, we have recruited a great many people from economically and socially deprived groups, the havenots, and brought them into education, maybe as teacher aides, or teaching assistants. We have indicated to many of them that with a bit of perseverance we could put them on the professional track and they eventually would get a certificate. The thing that concerns me is that we have raised the level of aspiration of these people considerably and now, if the surplus is real, we are going to not relieve their frustrations, we are going to increase their frustration by giving them better preparation but not raising the ceiling for advancement. And that bothers me."

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PROS EYE VON DULM

In what proved to be a football season with a bumper crop of fine quarterbacks across the nation, PSU's Tim Von Dulm proved to be equal to the tough competition. In leading the Vikings to a winning 6-4 record, Tim also managed for the second year running to be the nation's NCAA College Division passing leader.

Besides leading the national figures in passing yards, total offense, and completions, he has set several national records and virtually rewritten the Viking record book (see box).

player draft next January.

Tim's showing is all the more remarkable when one knows that there was a time when he was just about ready to hang it up, but decided instead to take one more full-throttle try.

Tall and husky at 6'3" and 200 pounds, Von Dulm is anything but a stereotyped athlete. Quiet, and serious, he shoulders family responsibilities in addition to guiding the Viking grid team.

The father of a year and a half old son, Tim is working his way through school, happy in his

	Career	Season	Game
Most Touchdown Passes	51	26	6
Passing Yards	2967	3041	432
Passes Completed	500	259	42
Passes Attempted	924	490	70
Most Yards Total Offense	5501	2765	432
Best Completion Average	.541	.555	.689

It was in the final game with Eastern Washington that Von Dulm broke a national record which had stood for fifteen years by throwing 70 times without an interception. The same game ran his string of completions to 259 which exceeded by fifteen the record set back in 1963.

All this in a season when the football team had just ten games scheduled as against the eleven played by many of the other teams.

This sort of performance has not, of course, gone unnoticed by the professional scouts. At a typical game, Tim was being eyeballed by the Dallas Cowboys, Houston Oilers and the Los Angeles Rams. All the professional teams seem to have a "hook" on Von Dulm and the talented quarterback will no doubt be picked during the

decision to move north from Los Angeles to finish his education and play football for Coach Don Read.

"I'm glad that I changed my mind about quitting," Von Dulm explained. "I'd had a bad year at Pierce Junior College in Los Angeles, and I had tendonitis in my arm. I had decided it was time to concentrate on other things."

With a firm "no-go" decision, other recruiters had dropped off, but being a more determined and perhaps more persuasive man, PSU's Read stopped by for a final college try.

"Several things about Coach Read impressed me," Tim relates. "His sincerity, his philosophy of football the emphasis he places on the passing game — all seemed right for me."

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ALUMNI NEWS BRIEFS

'61
CHARLES E. THORPE JR. has been commissioned a second lieutenant in the U.S. Air Force upon graduation from Officer Training School at Lackland AFB, Tex. He is being assigned to Williams AFB, Ariz., for pilot training.

'63
KENNETH LANDGRAVER was granted a MBA degree from the Harvard Business School at the 319th commencement of Harvard University in June.

DWAYNE AAS, has arrived for duty at Osan AB, Republic of Korea. An air operations specialist, he is assigned to a unit of the Pacific Air Forces.

'64
ROGER HUGHES is now director of public affairs at WIEW-TV in Mt. Vernon, Ill. Prior to his recent appointment, he was on the staff of the *Southern Illinoisian* which recently won a 1970 Illinois Associated Press first place award for feature series writing. The series was a lengthy report on "Rural Poverty in Southern Illinois" for which Hughes did most of the research and writing.

PHILIP AND HELEN ('70) ROTHROCK were commissioned for overseas missionary service in the United Methodist Church at the annual meeting of the United Methodist Board of Missions in October. The couple will serve in the field of education in Botswana. Philip Rothrock was a special-term Methodist missionary to the Congo in 1964-67. For the last two years, he has taught in the Beaverton, Oregon public schools.

'65
CARROLL CROSS BARBER was granted a doctor of education degree from the University of North Colorado at 1970 summer commencement ceremonies.

'67
CHAPLAIN (CAPTAIN) GILBERT L. ALLMAN has received the U.S. Air Force commendation Medal at Elmendorf AFB, Alaska. He was decorated for meritorious service as protestant chaplain, 862nd Combat Support Group, Minot AFB, N.D. He is now at Elmendorf with a unit of the Alaskan Air Command.

DENNIS REAGER has been named territory manager for the Travelon division of Baxter Laboratories, Inc., manufacturers of a diversified line of products in hospital and health fields around the world. Reager serves the Northern California territory.

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Von Dulm Always Big For His Age

After talking it over with his wife Linda, the Von Dulms decided to visit Portland State for a first-hand look.

"He's such a tremendous person, that after a few days with Read, I was sold on the idea of playing football and getting my degree at Portland State," Tim says.

Tim has been playing football since the third grade, and always it seemed, was quarterback because, "I was big for my age and could throw the ball farther than anyone else." His senior year



'68
THOMAS ENGLISH, recently graduated from the U.S. Air Force aircraft equipment repairman course at Chanute AFB, Ill., is now stationed with the Aerospace Defense Command in Kingsley Field, Oreg.

SCOTT COMPTON has been appointed senior industrial engineer at United States Steel's Pittsburgh Works. Earlier he worked as a safety engineer and most recently was a turn foreman in the rod mill.

'70
RICHARD FAUNT is now on the teaching staff of the preparatory division in the Lewis and Clark College music department. He is instructing students in trumpet.

'64-'69
Six graduates of PSU have been employed within the past few months by the Thirteenth National Bank Region. They are John L. Montgomery, '64, Tacoma, Wash.; James D. Nelson, '64, Billings, Mont.; Jack L. Martin, '66, Kennewick, Wash.; Eric L. Enquist, '67, Tacoma, Wash.; Frank R. Carbone, '68, Kennewick, Wash.; and Lowell A. McGann, '69, Portland. They all received BS degrees in business administration, except Carbone who earned a BA in economics.

at Granada Hills, Calif. high school, Tim passed for more than 1500 yards and for 15 TD's leading his team to a 5-3 record against outstanding competition. After being flooded with more than 40 offers to attend college on football scholarships, Tim decided to play at the local junior college where he would be under less pressure and would have more time to decide on his future.

At Pierce JC, he completed 66 of 127 passes for 798 yards as a freshman and 112 of 238 for 1258 yards as a sophomore. Both completion averages are good, but fall short of his accomplishments last season at PSU.

ID CARDS OPEN DOORS TO ALUMNI

The Portland State University Alumni Office and the American Theatre Company in mid-December were working out a formula to provide holders of Alumni ID cards with discount rates for forthcoming productions.

The season opens February 11 with "Hadrian VII," followed on March 4 with two one-act, "Adaptation" and "Next," and on March 25 with "Three Penny Opera."

All performances will be in Old Main Auditorium, with curtains at 8:30 p.m. on Thursdays and Fridays and at 5:30 and 9 p.m. on Saturdays.

The exact amount of the discount on tickets for ID Card holders was not known at press time, but will be announced soon, according to John Jenkins, director of Alumni Relations and Placement.

ID cards cost one dollar and may be obtained by filling in the coupon on page 11 and mailing it to the Alumni Office, or by dropping into the Alumni Office in Room 402 of the new PSU Services Building. The cards are effective through June 30, 1971.

The cards also entitle holders to several other services at Portland State. Among them:

■ A special rate of one dollar for ID card holders to attend two big basketball games on January 9 - the first between Alumni and PSU freshmen at 5:45 p.m., and then, at 8 p.m., a varsity match between PSU and the University of Alaska. Coach Marion Perin reports that alumni players will include Michael O'Gara, Hal Dohling and Chris Stanley who played in the 1967 NCAA regionals, and Ed Gorman, '68. Both games will be in the PSU gym.

■ An opportunity to purchase back copies of the Viking Yearbook for only two dollars. Vicky Roerick, an Alumni Office staffer shown at above left, reports that Yearbooks are available for the years 1963 through 1969. The cost to non-card holders is three dollars, but those sending in three dollars with their orders automatically will be sent an ID card, says Jenkins.

■ A chance to buy parking permits which offer evening and week-end parking privileges in the University lots and parking structures. The permits, good through June 30, 1971, may be purchased for six dollars at the Parking Window in the South Park Hall lobby, Monday through Friday, from 8 a.m. to 5 p.m. and at the Cashier's Window from 5 to 8:30 p.m.

■ An opportunity to participate in the physical education evening program, now in its third year. The family program is scheduled for 7 to 8:30 p.m. on Tuesdays. The special alumni rate, with the ID card, is \$17 per family through June 11, 1971. The physical education program for single alumni and couples is from 6:30 to 8:30 p.m. Wednesdays and participants may use the pool as well as any facilities not occupied. The Wednesday night rate for ID card holders is \$7.50 per person. These rates are effective with the beginning of winter term, January 5.

■ The use of the Alumni Placement service, where the records of employer opportunities and graduates' qualifications are stored in a computer system for immediate access.

Further information may be obtained about all these services by calling Jenkins at the Alumni Office (229-4613) or by writing to him at Post Office Box 751, Portland, 97207. Or, better yet, drop into Room 402 of the Services Building, 617 S.W. Montgomery. Visitors to the office may park their cars on the roof of the building, and, says Jenkins, he frequently has the coffee "on."

Meanwhile, Jenkins wants to hear some expressions from Alumni on what services they would like to have offered by Portland State, as well as items concerning the current activities of PSU graduates.

PARENTS MAKE THE SCENE AT PORTLAND STATE



Nearly 500 PSU parents were greeted by President and Mrs. Gregory Wolfe and faculty with their spouses at a December 2 reception in Smith Memorial Center ballroom. The two-hour program included a welcome by President Wolfe, musical selections by the PSU Concert Choir directed by Mrs. Carlyn Hollister, discussions with faculty, tours of academic areas and a slide presentation, "PSU Now."

Close to half of those who attended are parents of students above the freshman level. Mrs. George Pierce, pouring punch (upper left), has a daughter, a son and a daughter-in-law, all who are seniors graduating in education this year. Informal exchanges between faculty and parents took place in classrooms off the ballroom. In the lower left-hand corner, Harold Williams, director of the Educational Center, talks with Mr. and Mrs. Charles Roesle whose daughter is a freshman.

Many parents toured various academic areas with student guides. In the top center photo, Paul Ward, assistant professor and weight trainer in the health and physical education department, is shown leaning on equipment in the weight room, which he told parents "outshines" that in most universities and colleges on the West Coast and in the Midwest.

Photos
by
Claude Neuffer



Though the vast majority of PSU students live in metropolitan Portland, a few parents drove in from Albany and Newberg. Mr. and Mrs. Leo Ryser (bottom center photo), shown sitting with John Jenkins (left), director of Alumni Relations and Placement, live in Vancouver. Their daughter is a freshman.

When it became apparent there were more parents than the student guides could handle, W.T. Lemman, vice president for business and finance, volunteered to take a tour. In the upper right photo, Bill Lemman leads parents on an information-filled tour that only someone who's been around PSU since 1950 could conduct. In the earth sciences department (below), Robert O. Van Atta, assistant professor and acting head of the department, briefed parents on various student projects and took them through some of the basement labs.

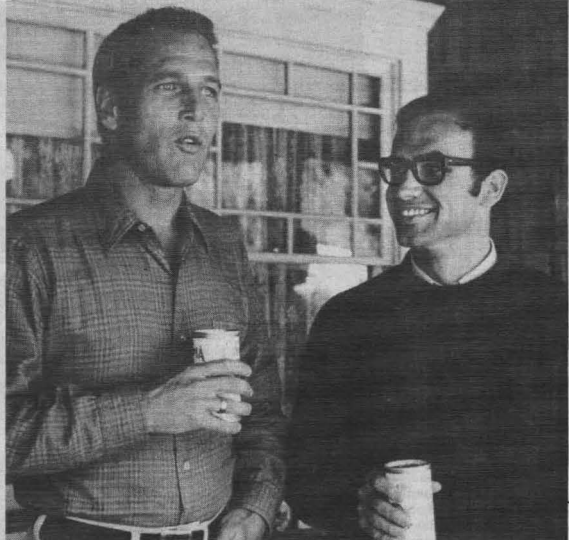
Alfred Monsanto, whose son is a freshman planning to major in psychology and math, met Dr. Bruce Brown (right in bottom right photo), acting dean of undergraduate studies, when he stopped him to ask where he might find several of his son's teachers.

At 10 p.m. some tours were still winding through the buildings, but most faculty and parents were saying good night.



Theater in the Boondocks

BY TED MAHAR



Don't feel inferior just because the only theater you see is that in the boondocks. Except for a relatively few people who live in New York, the only theater anybody sees is boondock variety. (A softer word than boondocks would probably be nice, but provincial is about the only other one that applies.)

Time out for a quick summary from Popular Demographics. As most people are aware, the United States is a suburban democracy located between Los Angeles and New York City. While not all American culture originates in those two cities, little reaches the country as a whole, save through those two media clearing houses.

While film and television have become truly bi-polar, at home in either city, book publication and play production have not. Either you sell your book in New York, or it doesn't sell. Either you peddle your play in New York, or it never surfaces.

Well, what about the upsurge in regional theater, some may ask. Is this not the salvation of American theater? Is it not true that only Newark, N.J., and Portland, Ore., are the only two cities of their size without resident professional theater? (Will we not all feel pity for Newark when the American Theater Company finally takes root?) Do not such worthy pageants as the annual Oregon Shakespeare gala in Ashland evidence that the theater is alive and swell even in such remote pockets as southwestern Oregon?

Yes, yes, a thousand times yes. The theater lives regionally, no doubt about it.

Nevertheless, New York is still the flame for all the drama moths. Plays open all over the place, and playwrights come from all over. But few playwrights would feel they had made it if they do not make it in New York. It is still the pinnacle. There is an emotional climate that never breaks up and never drifts.

And all the regional theaters there are, they only present stuff that New York saw first. The entire rest of the country gets hand-me-down

theater. To make it even more upsetting, if one can rely on statistics quoted by actor-writer Lawrence Luckinbill in the New York Times, it is not the entire population of Fun City which passes on what is handed down to us beggars at the rich man's table. The entire Broadway and off-Broadway theater is supported by less than four per cent of New York City's population. Indeed, it seems incredible — but remember, Luckinbill said this in the NEW YORK TIMES — but more than 90 per cent of New Yorkers have NEVER seen a Broadway play. They have only seen plays the way the rest of us have: in high school, college and amateur community productions. So, you should take comfort in the fact that well over 99 per cent of the people in the United States only see theater in the boondocks.

That brings us, somewhat circuitously, to people like myself, local practitioners of what passes, for lack of anything better, for drama criticism. Boondock theater can rarely hope for anything better than boondock drama criticism. Indeed, this is the best opportunity to state that what is done in Portland, as well as most other places, is play reviewing.

Drama criticism happens in New York. People like Clive Barnes, Walter Kerr, Harold Clurman, William Glover, Mary Campbell and an estimated 200 others do it in varying degrees of probity, perception, experience, clarity, fairness, taste and accuracy. Kerr and Clurman are presumably on one end of the scale. The severe score of television and radio critics, some of whom have no more than a minute and a half to deliver a verdict on the air, would have an excellent chance for being at the opposite end of any scale on which Kerr and Clurman occupied the other pole.

When you read reviews published under deadline pressure in New York, you may notice that an actor can spend his entire life on the stage without ever being mentioned in the press or on the air. (Luckinbill reports that there is little chance of an actor even getting into a play, let alone a critic's report; 12,500 of New York's 13,000 aspiring actors do not find work on the stage.)

Kerr, Clurman, Richard Schechner, Martin Gottfried — all those other guys — what they talk about is the work of the playwright and the director. The leading actor and actress might find a paragraph devoted to them, a top supporting player perhaps a sentence. For the rest, it is silence. The reason is that it is the play that is being reviewed.

Out here in the boondocks we tend to review the production rather than the play. The New York people, both critics and audience, have already declared that the play shall live. Otherwise we would not see it, in most cases. New York critics are literally deciding the fate of a play. Us, out here, all we do is influence a handful of people whether or not to pay to see or not pay to see a particular production of a play on which the verdict is long since in.

This should be comforting to us in a way. No matter how bad the play might be through which we may currently be sitting in abject boredom, there is always the consolation that it interested people enough to stay open a month or two in New York. We may ponder grimly what the shows must have been like folded after three or four nights.

There is a great snobbishness surrounding the theater. Because so few people go to the theater, those who do consider themselves something special, which unarguably, they are. If you are in a group representing only four per cent of anything, you're special, no doubt about it. The delightful Joseph Mankiewicz film "All About Eve" explored the New York theater phenomenon and its finely honed sensibilities. The word legitimate obviously meant more applied to theater than to persons.

And what is it that is passed down to us in the boondocks, through this keenly developed taste? "Barefoot in the Park," "The Sound of Music," "The Impossible Years," "The Happy Time," "Hogan's Goat," "The Odd Couple," "The Marriage-Go-Round," "Cactus Flower," "The Owl and The Pussycat," "The Education of Hyman Kaplan," "Any Wednesday," "The Fantasticks," "I Do! I Do!," "Fiddler on the Roof," "Hello Dolly," "Sweet Charity" and scores of other plays and musicals which, although some of them are quite bright and witty, are not exactly a feast for the mind.

To be sure, there are occasionally some good, meaty, dramatic, thoughtful shows: "Joe Egg," "Inadmissible Evidence," "Philadelphia, Here I

ABOUT THE AUTHOR

Oregonian Drama Editor Ted Mahar (right in above photo) frequently gets his material on location where personalities such as Paul Newman are at work — in this instance on the Oregon Coast shooting "Sometimes a Great Notion." A reviewer of movies since high school days, Ted became the Oregonian drama editor on his 26th birthday in 1966. Since then he has seen virtually every non-school play which has opened in Portland and hundreds of movies. He also teaches two film courses at the University of Portland.

Come, "Luther," some others. Occasionally there are even outstanding plays which also make money: "Who's Afraid of Virginia Woolf?" "The Lion in Winter." But most of it is fluff, bright lines to help pass the time, clever performers to take our minds off what is real. When "All About Eve" was adapted into the musical "All About Eve," the program did not even give the movie credit for having existed.

Occasionally the great Broadway filtering process breaks down, and a play escapes. Jules Feiffer's "Little Murders" is such a fugitive. It folded after a few performances on Broadway. However, it was revived at a downtown New York theater, and became a success. Even when it was rescued after a flop on Broadway, it still had to survive in New York to be considered a success.

New York offers one of the rare educational opportunities in the world, too. It is one of the few places on the planet where a person can make a living as a drama critic and nothing else. This is hard even in New York. A few New York critics also cover other things in the entertainment business. But outside of New York, it is rare to find a man who does nothing but cover plays for a living. On The Oregonian, I cover plays as an adjunct to film criticism and movie reviewing. It isn't that plays are officially relegated to a subordinate position. It's just that, on the average, five movies open in town each week, and usually only about one play opens per week. On many, many, many boondock papers, one man covers movies, television and plays while also covering general assignment stories.

Such jacks-of-several-trades are the rule, not the exception. Only in the really large, pulsing,

metropolitan centers, such as Portland, are papers able to afford the luxury of having one entire staff member tied up covering only the entertainment beat. In more than 70 per cent of the daily newspapers in America, play reviewing is done by a man who has had no training, previous experience, or, in many cases, even no inclination for play reviewing. And the average town in America being smaller than Newark, N.J., and Portland, has only one or two theaters for the reviewer to cover.

If you are still with me, the point of all this is simply to say that things could be better, and they could be worse. (This may not seem like much of a point to make after all that verbiage up there, but that's really about all there is to say.) So, we don't get first crack at everything, as that four per cent of New York does. On the other hand, depending on the time of the year, Portland does have a better than average amount of theatrical activity. There have been as many as eight theaters offering that average of one opening a week. Just think: that's about 50 plays a year. Not all new, certainly, but most of them new to enough people to fill a theater, not that they do. And if our plays are only performed by local people, well, Broadway plays are performed by local people. Everybody's local somewhere.

Whether professional polish can compensate for local amateur enthusiasm is the subject of a whole other treatise longer, and certainly no more interesting, than this. The point is, we are offered, per year, about as many plays as open on Broadway, and besides being better than nothing, it is better than most places in the whole country are offered. That in itself should be better than nothing.

DICK & JANE LEAVE FIELD OF EDUCATION

(continued from page 4)

Grants — "I don't really think there is a slowdown or a lessening in the amount for grants, or the amount of money for grants or the number of grants. I think that's a misunderstanding. What's happening now with the U.S. Office of Education, the Ford Foundation and others, is that the grants are being made available for very esoteric purposes. Drug education would be one example. Anything that is innovative or striking might be funded, whereas anything which helps you to do better what you're already doing would probably be turned down.

"The distressing thing about the whole funding process in the U.S. Office of Education is that with their current esoteric emphasis there are no grants for subject-matter categories. There is nothing to help us do a better job, or look at what we're doing, or work out new ways for the teaching of English, or history, or for foreign languages.

"It's all on personnel training, and this bothers me because I think that in due course we are going to have to go back to the subject areas as we did in the early 1960s with National Defense Education Act grants.

"The money comes from Congress. Congress, I suppose, looks at the voters. The voters are concerned with things at the moment, so money can be appropriated for drug studies because people are uptight about drugs. So here we go.

"People are uptight about reading and yet reading is not supported in the way I think it ought to be supported, like the grant which we have here this year which probably will never be done again. The right-to-read program, started by Commissioner James Allen, is what's going to be supported and that is sort of a 'well, let's feel good about reading and let's marshal our efforts' but it really never gets down to 'let's train teachers of reading.' Dick and Jane are gone. They were buried. The funeral was held about four years ago."

At a recent meeting of his advisory council, Jenkins sought advice on one of the School of Education's most pressing problems — its facilities. The roar of traffic noises on the street, the occasional plane flying overhead, sometimes over-rode the voices of the speakers.

"Ever since I have been here I have been concerned about our facilities," Jenkins began. "I think they're rotten. The State Department of Education recognizes that they're rotten. Greg Wolfe's office recognizes they're rotten."

Jenkins continued, beaming approval at the growing laughter in the room:

"Now, I've never said this to anybody. But last August when I walked in here, you know — for the interview, you did a good job of keeping me out of Old Main. But the time that you let me in Old Main was almost enough to, you know, make me want to go right back to Milwaukee and forget the whole business. I felt that..."

"Who let him in?" interrupted John Schulz.

"We didn't let you in alone," offered George Timmons.

Jenkins turned serious as he contemplated the visits to Old Main by potential new members of the faculty.

"Thinking about recruiting for next year, and showing them where they have to work really bothers me," he said. "I went through the feeling. I know."



"I think it's a crime to spend billions going to the moon when repertory theatre in this country is more dead than alive."

Drawing by D. Reilly; (c) 1969
The New Yorker Magazine, Inc.

UNIVERSITY CHARTS ITS GOALS

The Portland State University Goals Commission, appointed by President Gregory B. Wolfe two years ago to study the future course of the University, has produced a 160-page report calling for concentrated efforts to meet the higher education needs of the state's major metropolitan area.

In short, the commission said, Portland State ought to gear its curriculum, its learning methods and its physical plant facilities to the requirements of a modern urban society.

Recalling that the institution was established as a separate college in 1955 and since has grown into a "respected, conventional university," the commission declared that "history now brings Portland State a new opportunity — to make the metropolitan university real, its special qualities a living reality."

The commission noted that the general complaints against higher education which apply to PSU — impersonality, irrelevance, over-specialization, inflexibility — reflect the distance between resources and needs. And it advised:

"The central task . . . is to identify the needs of students and society . . . and to organize and develop the institution's learning and knowledge-producing resources to meet those needs . . . with special emphasis in the liberal and professional arts and sciences related to the urban process."

The commission drew up a list of seven objectives for consideration in future development and questioned traditional concepts in course planning, credit requirements and physical facilities. The objectives:

1. To make a major breakthrough in the productivity of the learning process. Keys to this objective, the commission said, are reduced reliance on the contact-credit hour course structure, the development and implementation of improved learning systems incorporating new teaching-learning technology, and the more effective use of the student's energy in his own learning. The role of the library should be changed from being primarily a storehouse of books to becoming primarily a center for independent learning.

2. To create a physical environment that stimulates and supports learning in a humane way. Independent, student-generated learning will result in a declining need for middle-sized lecture classrooms, some of which could be converted into student-assigned study, lounge and locker areas, with closed circuit television, vending machine services and combination faculty office-seminar rooms. PSU should concentrate on developing access to its downtown site, ease of movement and human contact within the site. Mass transportation systems, remote parking centers and a University Interchange terminal should link the University with the metropolis. A professional schools center, a library-learning center and a University Interchange terminal should head the list of building priorities.

3. To meet the individual and citizen development needs of undergraduate students by creating a College of Liberal Studies. The proposed college should be the open component of the University, available to all, or to as many citizens of the metropolis as university resources and state system policies can be persuaded to accommodate. Persons would move through this College to acceptance into university programs of training in the disciplines and professions when they are ready. Progress in the College would depend on individual achievement rather than on time served in progression through courses, credits and hours.

—The Next Steps

4. To provide professional training programs for urban-related careers of the future. These programs, centered on broad career areas in communications, environmental affairs, metropolitan affairs and international affairs, should be designed to provide an intensive professional level training beyond the liberal studies program of the College. These programs will focus on the emerging knowledge and skill concerns of future practitioners whose careers are not yet fully defined, people who will have to cope with the complex and interdependent issues and institutions of the metropolitan future. The existing Schools of Business and Social Work might consider reconstitution as Schools of Management and Social Service and point the way for the establishment of other urban-related career training programs for the future.

5. To improve the patterns of teacher preparation for all levels of learning. The quality training of teachers in the discipline and continuing research and experiment in the teaching of the discipline should become central tasks for PSU's academic departments. Close integration between departments and the School of Education to create new training programs for elementary and secondary teachers should be developed under this objective.

6. To develop frontier knowledge and research capability for the urban society. The currently authorized doctoral programs in Systems Science, Urban Studies and Environmental Sciences and Resources should be more fully supported, but as research capability programs rather than as graduate degree or post-masters degree programs. They should serve as a model for development of additional urban-related research programs.

7. To develop change mechanisms that will make analysis, experiment and evaluation a legitimate and continuing operation in the University. The commission recommended the establishment of an internal development fund to allow continuous planning, research and development, and to refine and put into effect new programs and new learning systems. The commission urged that PSU earmark, for at least the next six years, a significant portion of its own on-going instructional budget to develop new curricular patterns and more productive learning systems.

The report was produced by a 16-member commission of faculty, students and citizens, under the chairmanship of Dr. Judah Bierman, director of the University Scholars Program.

President Wolfe has circulated a summary of the report, "The Next Steps," to citizens, the faculty and students, and has asked for responses to the commission's recommendations.

In a message to the faculty, Wolfe said the vice president for academic affairs will use some of the 1971-72 academic budget resources to help mobilize manpower to see how some of the goals and objectives can be practically formulated into specific programs and processes.

"I do not believe we can stand still and survive," Wolfe concluded in his letter to the faculty.



—Courtesy of The Vanguard



'JOG TO JUNEAU' WINDS UP AT PSU

About fifty girls in two physical and figure fitness classes have logged 2,000 miles in a Jogathon fall term. In concentrating a portion of class time on increasing cardiovascular endurance, instructors Margaret Heyden and Mary Fox established inter-class competition at the beginning of the term to see which class could "jog to Juneau, Alaska (or a distance of 1,000 miles) first. Girls in Mrs. Fox's class "arrived at their destination" December 9; Miss Heyden's girls "arrived" December 11.

A normal class would jog about 600 miles per term, according to the instructors. Much of the high enthusiasm for this Jogathon resulted from the inter-class competitive spirit, but some of it also could be attributed to the fact that the girls found they simply "liked" jogging, Mrs. Fox said. All fall the girls jogged in the gym, on the roof of the Health and Physical Education Building, in the Park Blocks or in their home neighborhoods over the weekends. A group of four girls in Miss Heyden's class logged 16 miles one weekend. Several girls logged 100 miles individually. One girl, just auditing the class, logged 42 miles.

A woman enrolled in Mrs. Fox's figure fitness class lost 29 pounds while giving her husband "a new wife" for their 18th wedding anniversary in November.

Jogging did increase heart and lung endurance as well as result in weight loss for most of the students, according to Heyden and Fox.

An evening non-credit adult physical fitness class, which has nearly 100 adults enrolled from the Portland community is taught by Dr. Michael Tichy and Mary Fox. Many PSU faculty, staff and students also spend their noon hours jogging in the gym.

ALUMNI ADDRESSES WANTED

Assistance is sought to locate current mailing addresses for the following alumni for whom the university has no tracing addresses. Any information concerning the whereabouts of these alumni may be sent to the Alumni Office, Portland State University, P.O. Box 751, Portland, Oregon 97207.

Aalto, Sergei Kalvin Jr.	BA '62	Ames, Arthur John	BS '68	Armstrong, Dennis Arthur	BS '67
Abbott, Gary Vernon	BS '69	Amison, Linda	BS '69	Armstrong, Diane Marie	BS '69
Abbott, Margaret Heath	MAT '67	Amson, Randolph	BS '69	Armstrong, Mildred Jane	BS '59
Abbott, Pamela Jane	BS '68	Amundson, Janet Elaine	MA '69	Armstrong, Sharon Ann	BA '68
Abbott, Shirley Ann	MST '67	Amundson, Randolph Ernest	BS '68	Arndorfer, David James	BS '67
Ablin, Jannie Charles	BS '67	Anders, Stephen E.	BA '69	Arnes, Wanda N.	MST '66
Acker, Sonja Mandana	BS '66	Andersen, Carol Mae	BA '66	Arnold, Henry H.	BS '65
Ackley, Gerald L.	BS '57	Andersen, Donald G.	BS '61	Arnold, Michael Sevey	BS '62
Ackrood, William Stanley	BA '69	Andersen, Jack Roger	BA '63	Arnold, Richard Dean	MST '66
Adams, Douglas Wayne	BS '69	Andersen, John Errol	BA '69	Arsonson, Ronald Leonard	BS '58
Adams, Gary Lee	BS '68	Andersen, Ronald Kenneth	BS '64	Asaph, Carl L.	BS '59
Adams, Glenn Edward	BS '66	Andersen, Thelma P.	BS '58	Aschcroft, Kenneth Guy	BS '66
Adams, James Edmund	BS '69	Anderson, Carol Louise	BS '59	Ashley, Eugene M.	BA '64
Adams, Joan Kaye	BA '67	Anderson, Jimi Lynn	BS '69	Asila, Florence M.	BA '68
Adams, Lyle Francis	BS '68	Anderson, Judith Ann	BS '67	Astle, Kathleen Susan	BA '69
Adams, Rosalee Ann	BA '55	Anderson, Kathryn Elizabeth	BA '65	Atkinson, Terry Wayne	BA '68
Adamson, Donald James	MST '67	Anderson, Lorin James	BS '68	Atteberry, Michael Robert	MS '69
Adcock, Charles Eaton Jr.	BS '56	Anderson, Marvellen	BS '69	Atwood, Kathleen Eigabroadt	BA '67
Adler, Janice Marie	BS '67	Anderson, Molly Lucile	BS '59	Atwood, Ronald E.	BA '67
Adler, Michael Jeffrey	BS '65	Anderson, Sandra Jean	BA '69	August, Mary Sue B.A.	BS '69
Adler, Melinda	BA '66	Anderson, Sharilyn Lea	BA '64	Austro, Tomas	BA '66
Adolph, Robert David	BS '58	Anderson, Stewart Lawrence	BS '64	Avery, Daniel Gordon	BS '69
Adlecon, Lillian Nina	BS '58	Anderson, Virginia Homier	BS '64	Avery, Lillian Ruth	BA '69
Adrien, Robert	BS '65	Andre, Laurie Jeanne	BS '68	Avey, Al V.	BS '68
Ady, Roger Riis	BS '66	Andrews, Molly Jean	BA '68	Azar, Myrna E.	MS '70
Aerts, Manuel	BA '55	Angell, Adelaide Townsend	BA '68	Baars, Patricia Ruth	BA '66
Ager, Arba LeRoy Jr.	MST '66	Ansari, Saba	BS '69	Baas, Bonnie Lee	BS '66
Agerson, Michael John	BS '69	Anthony, Lawrence LaVerne	BS '66	Baer, Steven R.	BS '70
Akerman, Michael W.	BA '64	Aplan, Joan Lee	BS '65	Bagenstos, George A.	BS '70
Ala, Michael Ray	BS '67	Apostol, John	BS '70	Bailey, D. Dean	BS '66
Albert, Nuri	BA '68	Aranki, Abba Foad	BA '69	Bailey, Bruce Marshall	BS '68
Albertine, Barbara Louise	BS '60	Arbogast, Patricia Ann	BS '60	Bailey, Kathy S.	BA '69
Albro, Lyle Leslie	BS '65	Archer, James Robert	BA '66	Bailey, Robert John	BS '68
Alden, Jeffrey Michael	BS '63	Archer, Steven R.	BA '70	Baird, James Wallace	BS '58
Alderson, Kay Ann	BA '66	Archer, William Keith	BS '66	Baker, David A.	BA '69
Aldrich, Nina E.	BA '61	Architect, Kay Elizabeth	BS '65	Bakke, Jean Karaker	BA '66
Aldrich, Phyllis Gay	BS '59	Ardiss, William Thomas	BS '62	Bakken, Jerraine S.	BS '58
Aleckson, Darrell Manly	MST '68	Arel, Gary Gilbert	BS '63	Balch, Euna Rae	BS '61
Alexander, Annabelle M.	BS '62	Arend, Emily H.	BA '69	Balch, Thomas Bernard	BS '69
Alexander, Doris Jean	BS '64	Arestad, Joyce Elaine	BS '69	Baldridge, Lawrence C.	BS '69
Alexander, Gordon Lee	BS '66	Armas, Jess Anthony	MS '69	Bale, Richard William	BS '62
Alexander, Tony Pauline	MS '69	Armstrong, Charles Franklin	BS '61	Balkan, Terry Lee	BS '68
Alkema, Andrew George	BS '58	Armstrong, Claudia Eileen	BS '67	Ball, Barbara Ruth	MS '67
Allegre, Frances Jean	BS '58			Ball, Barclay	BA '60
Allegre, Frances Suzanne	BA '68			Ball, Phyllis Leslie	BS '63
Allen, Alice Elaine	MSW '54			Ballard, Mary Jo	BA '63
Allen, Kay Charlene	BA '67			Ballew, Gary Keith	BS '64
Allen, Kenneth E.	BS '66			Balsler, Lupita	BA '68
Allen, Mary Jean	BS '64			Bamberg, Linda Lou	BA '63
Alliston, Karen La Verne	BA '65			Bambrock, Marian Cecile	BA '69
Allman, Gilbert L.	BS '68			Bandy, Lorena Lee	BS '66
Allen, Susan Jane	BS '69			Bann, Alfred	BS '61
Alsapach, Kenneth Eugene	BS '68			Bardley, Carole Marie	BS '59
Alt, Carole Joyce	BA '62			Barham, Marjorie Louise	BS '57
Altig, Duane Keith	BS '59			Barham, Mary Ellen	BS '69
Alton, Gary E.	BS '67			Barnes, LaRay Martin	MS '70
Alvesson, Karen Jean	BS '63			Barnard, John T.	MST '68
Aman, Gerald Cecil	BS '58			Barnes, Gary Joseph	MST '67
Amdur, Jeanette R.	BS '58			Barnes, Lois Virginia	BS '69
Ames, Arthur Gary	BS '67			Barnet, Lois Ruth	BA '66
Amend, Kenneth J.	BS '67			Barnett, Brian Allen	BS '66
				Barnett, Constance Adele	BS '67
				Barnett, Donald E.	BS '59
				Barnwell, Leon Ray	BS '61
				Baronti, Diane Lynn	BS '68
				Barrett, Edward Joseph	BS '63
				Barrett, Gary Ted	BS '61
				Barrett, John Roderic	BS '68
				Barrie, Larry A.	BA '64
				Barron, Richard Lee	BA '67

PSU Alumni Activities Program

Name _____ Degree _____ Year _____

Social Security Number _____ Telephone _____

Address _____

City _____ State _____ Zip _____

☐ I would like a personalized PSU Alumni identification card for one dollar.

☐ I would like to join the PSU Family Alumni Swim program for \$17.

☐ I would like to join the PSU Single Alumni Recreation program for \$7.50. (Couples, \$15.)

☐ I would like a Viking Yearbook for the year _____. (\$2 with ID card, \$3 without ID card)

Participants in PE programs must purchase alumni identification cards which will be validated for admission to PE facilities.

My check for _____ is enclosed.

Please make checks payable to Portland State University, and mail to:

Alumni Office - P.O. Box 751
Portland, Oregon 97207.

AROUND THE PARK BLOCKS

The Portland State Educational Center (*Perspective*, October, 1970) was honored by the Oregon Education Association this month for being one of the state's outstanding programs promoting human rights. Harold Williams, director of the Center, accepted the award December 12 at the Tenth Annual Oregon Conference on Human Relations co-sponsored by the OEA's Human Rights Commission and the Anti-Defamation League of B'nai B'rith. Other winners in the Programs and Projects division were Lincoln Elementary School in Eugene which has organized "Project Impact" to help make low-income parents feel a part of the total school operation, and Eastern Oregon College for its Migrant Program, which offers a master's degree in the field of migrant education. The PSU Educational Center was cited for providing "assistance to help disadvantaged youth meet academic standards to enter college, plus many more services."

Dr. Harold A. Linstone, director of the new doctoral program in Systems Science at Portland State, and two of his former colleagues at the University of Southern California this month were recipients of the Justin Dart award for innovative teaching.

Sharing the \$2,000 award with Dr. Linstone were Dr. John H. Niedercorn, associate professor of economics and urban and regional planning, and Dr. William D. Storm, professor of public administration. Since 1965 Dr. Linstone had served as adjunct professor of industrial and systems engineering at USC.

The three were given the award for establishing an interdisciplinary seminar in planning alternative futures.

Fred Lockyear, director of admissions at PSU, was selected as one of 24 persons from universities around the country to attend an all-expenses-paid foreign student workshop in Puerto Rico in early December. This was the second workshop co-sponsored by the National Association for Foreign Student Affairs and the American Association of College Registrar and Admissions Officers to focus on admission and placement for students of Latin American countries.

A new exchange program between the University of Bucharest and PSU has been established. Dan Potolea, a teaching assistant in the department of pedagogy at the University of Bucharest, will begin attending classes at PSU in January. PSU is currently searching for a qualified student to study in Bucharest. A Rumanian professor now teaching at the University of Washington in Seattle, Florin Popescu, will be at PSU winter and spring terms to teach beginning Rumanian.

Les Planches du Pacifique, the French theater on campus, has just received its third annual grant from the French government. A check in the amount of \$100 was received from the French cultural attaché in San Francisco, Roland Husson.

The Investment Analysis Center, directed by Dr. Shannon Pratt, and Norman G. Fosbeck, a graduate student in the School of Business Administration, received a grant of \$1000 from the Chicago Mercantile Exchange this year for an "Examination for Seasonality in Selected Commodity Futures" project.

PSU organizers of OSPIRG (Oregon Student Public Interest Research Group) report that they now have 4,400 student signatures and 160 petitions still circulating around campus. Rusty Blake, head of the PSU group, is on the five-member steering committee which will take OSPIRG's plea for an increase in incidental fees to the State Board of Higher Education funding committee January 26.

Dr. Charles White, associate dean of international education, has been named chairman of the newly formed Fulbright Western Regional Screening

Committee for Ireland, the United Kingdom and Scandinavia. The committee will meet in San Francisco in January to make award selections. This year Fulbright selection committees are being established regionally across the country in an effort to reach more people. Previously a single selection committee has worked out of the New York headquarters at the United Nations Plaza.

STAG (Student Tutors Action Group) is planning a Christmas party for the tutors, their young tutees, children of PSU faculty and students and youngsters from the Educational Center community. The party will be given at the Educational Center, 2611 N.E. Union, Saturday, December 19, from 2 to 5:30 p.m. Before Santa appears at 4 p.m., there will be games, music, cartoons, and popcorn.

James P. Meade, a junior in psychology, was a helicopter pilot in Viet Nam before graduating from Mount Hood Community College and enrolling at Portland State. He was shot down in Viet Nam, and was so badly injured that he remained in a coma for seven weeks. His remarkable recovery is the subject of an article by Joseph P. Blank in the December *Readers Digest*. The article recounts Meade's terrible struggle to learn how to talk, how to read and write again. As his doctor recalls: "He was hurt so cruelly that life became unbearable." And then, slowly, a miracle began to unfold.

WINTER CALENDAR

ART EXHIBITS

January 4-22 - Photography by Brett Weston, White Gallery, Smith Memorial Center

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BASKETBALL

All home games played in PSU Gym starting at 8 p.m.

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December 19 - Eastern Montana
January 2 - Humboldt State College
January 5 - Boise State College
January 8 - University of Alaska
January 9 - University of Alaska
January 15 - Simon Fraser University
January 16 - University of British Columbia
January 23 - Gonzaga University
January 30 - University of Montana
February 5 - University of Puget Sound
February 10 - Seattle Pacific
February 11 - All-Americans in Action at Coliseum, 8 p.m.
February 16 - Seattle University

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MUSIC

Brown Bag concerts, every Tuesday (beginning in January), Noon, Room 453, Cramer Hall
January 17 - PSU Sinfonietta in orchestra concert, 75 Old Main
January 27 - *The Friends of Chamber Music* present the Julliard Quartet, 8:30 p.m., PSU Old Main Auditorium
February 11 - The Getzen Co. sponsors guest trumpeter, Knud Hovaldt, 8 p.m., 75 Old Main
February 14 - *The Friends of Chamber Music* presents the Koeckert Quartet, 8:30 p.m., PSU Old Main Auditorium

SPEAKERS

Wednesday Forum, every Wednesday at 3 p.m., in the North Lounge, Smith Memorial Center. Speakers on current topics of interest (Beginning in January)

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THEATER

January 14, 15, 16, and 17 - PSU Players present a Shakespearean play, Old Main Auditorium, 8 p.m.
February 11, 12, 13, 18, 19, 20, 25, 26, and 27 - American Theater Company presents its first play of the season, "Hadrian VII" by Peter Luke, Old Main Auditorium, Thursday and Friday at 8:30 p.m.; Saturday at 5:30 and 9 p.m.

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WRESTLING

All varsity meets scheduled in PSU Gym

January 6 - University of Oregon	8 p.m.
January 7 - Brigham Young	8 p.m.
January 13 - Oklahoma State	8 p.m.
January 14 - Arizona State	8 p.m.
January 16 - University of Oklahoma	8 p.m.
January 19 - University of Washington	8 p.m.
January 21 - Central Washington	8 p.m.
January 22 - University of Utah	8 p.m.
February 20 - Athletes in Action	7:30 p.m.
February 23 - Oregon State	7:30 p.m.
February 27 - Seattle Pacific	7:30 p.m.