Richard Toscan orchestrates ties with the local arts community
Frequently tell people that Portland State University is a good public investment with a significant payback in academic programs, research, community service and, most important, enhanced human capital for Oregon. We are very serious about our stewardship responsibilities for this investment and work hard to ensure the maximum return in four ways: by pooling resources through extensive collaborations with other institutions and agencies; by keeping administrative costs at a minimum; by leveraging outside funding to supplement our budget; and by focusing on action and results-oriented projects.

An excellent illustration of this approach can be found in our accomplishments within the Portland Agenda, a series of five initiatives that received a special appropriation of $2 million for the 1991-93 biennium. Through the Portland Agenda, PSU leveraged that $2 million into $4 million in programs directly serving 11 academic and research institutions, seven school districts, five counties and dozens of local governments, agencies and community organizations.

The key to this kind of program success is matching the academic and research expertise of the university’s faculty and students with priority needs identified by the community.

For example, the Governor’s Commission on Higher Education highlighted the need for a major research library in Portland. Enter PORTALS, the Portland Area Library Network, a part of the Portland Agenda.

With its hub in PSU’s Millar Library, PORTALS has linked together academic libraries at eight institutions with enrollments of more than 46,000, the Oregon Historical Society and Multnomah County Libraries creating a virtual research library. Through PORTALS member libraries have access to national and international data sources and information in libraries at MIT, the University of California, and the University of Washington. PORTALS received a $60,000 planning grant from the Murdock Trust in addition to its Portland Agenda allocation.

PORTALS provides an economical way to affect a significant increase in service for thousands of metropolitan-area students and the public. In a future column I’ll discuss PORTALS in more detail and tell you how PSU’s Millar Library could become a major interchange on the “information superhighways” President Bill Clinton has proposed.

The Portland Educational Network (PEN) was developed at PSU in response to the community’s call for a more systematic way of addressing the educational needs of minority, low income, place-bound, disadvantaged and nontraditional students. Through PEN, Portland State has leveraged a $40,000 planning grant from the Pew Charitable Trust and a $1.6 million Urban Services Grant from the U.S. Department of Education.

The federal grant has involved PSU with other agencies and the local communities in addressing the issues of endangered urban youth in three Portland high schools and 29 elementary and middle schools. Other PEN projects involve the Linked Education System, allowing greater ease of transfer from K-12 to community college to higher education; the Educational Development Center, promoting early childhood and primary education in six school districts; and programs promoting higher education among students.

Another element in The Portland Agenda is the Institute of Portland Metropolitan Studies (IPMS). The Institute is designed to enhance ties between higher education and local governments in the areas of research, information and technology transfer. In addition to Portland Agenda funds, IPMS received a $100,000 in start-up funds from the City of Portland.

Portland Agenda funding also made it possible to implement PSU’s Ph.D. program in Social Work and Social Policy. Students in the program are having an impact in schools and agencies in Marion, Multnomah and Clackamas Counties, working directly with hundreds of individuals and families.

The final piece of the Portland Agenda is the Faculty Incentive Grants program. These relatively small grants—$12,500 average—are designed to encourage innovative interdisciplinary and collaborative teaching and research projects. The nine grants awarded this year ($113,000 total) have leveraged $100,000 in outside funding from the U.S. Department of Fish and Wildlife, Metro and the City of Portland.

Our efforts within the Portland Agenda provide a good preview of the future of higher education, particularly in our nation’s urban areas. These programs provide meaningful academic and research opportunities for our students while involving the University directly in issues identified as important by the community. They are a direct response to our urban university mission and to our motto, “Let Knowledge Serve The City.”

Judith A. Ramaley
President
FEATURES

Lessons Learned
Four former PSU students are winners of the Milken Family Foundation's 1992 National Educator Award.

Doing More With Less
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My Own Private I Dunno
Jack Ohman, editorial cartoonist for The Oregonian, writes about his decision to enroll at PSU.

Just D.U.E. It!
Professor Devorah Leiberman says misunderstandings caused by cultural differences can be avoided.

Real-world Problem Solving
Professor Marek Perkowski's research may someday result in answers for infertility and wheelchairs for blind quadriplegics.

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1970 PSU Student Strike

To the Editor: I am writing a doctoral dissertation on the events surrounding the May 1970 PSU student strike, the People's Army Jamboree, and Vortex. If any of your readers witnessed or participated in any events (for or against), I'd like to hear from them. I welcome personal stories, recollections, documents, and memorabilia that might help me put together accurately the many pieces of this historic puzzle.

Alums: I will pay for a long-distance telephone call, if necessary. If you prefer to write, I have a brief questionnaire I can send you.

Dory Hilton
1942 NE 17th Avenue
Portland, OR 97212
(503) 287-8525
(collect after 11 a.m., please)

Internal fund drive tops $12,000

The University's Partners In Education (PIE '93) campaign, an internal fund-raising drive, has topped the $12,000 mark.

The campaign, which was initiated this year, encourages PSU faculty and staff to bolster the University by making monetary contributions targeted for a variety of causes, including the PSU Technology Plan, library, faculty development, multiculturalism/diversity, and scholarships.

Regina Borum, executive director for University Development, said the first-time effort was a success.

"I'm proud of the way the University responded to this effort," Borum said. "We are making an investment in ourselves. When we go elsewhere requesting support, we can truthfully say that PSU is doing for itself."

Borum said contributions from faculty and staff have ranged from $5 to $1,000.

PSU gains admittance to Tau Beta Pi honorary

Portland State University became the first northwest school in 26 years to gain admittance to Tau Beta Pi, a national engineering honor society, at an installation ceremony on campus on Feb. 13. "Stringent academic qualifications must be met to join Tau Beta Pi. We are very proud of our students and the faculty who instruct them," said Chik Erzurumlu, dean of PSU's School of Engineering and Applied Science.

"Admittance to this honor society underscores the high quality of education provided by our school." Tau Beta Pi recognizes students of exemplary character who attain distinguished scholastic records while pursuing their engineering studies.

"Admission is a definite boost to the School of Engineering," says Luke Olsen, president of the PSU chapter. "Scholarships and student loans are available from national fellowships, there's an annual convention, and publications are available (to members)."

Fifty PSU students and alumni joined the society at the installation ceremony. There are nearly 900 members of Tau Beta Pi in the Portland area and about 380,000 members nationwide.

Birthday bash a success

Since many people decided to come as they were, there were love beads and poodle skirts at the PSU Birthday Bash in the Smith Memorial Center Ballroom on Feb. 13.

About 250 people joined in the festivities which included free beverages, pizza, and popcorn complements of Tom Wise of Pepsi Co., Hot Lips Pizza's Dave and Gina Edelman, and Jim Sells of PSU's Smith Memorial Center Operations, respectively.

Musical dedications and requests, door-prize drawings from KISN, and PSU's own KPSU added to the evening, says Dixie Sweo, academic events coordinator.

Sweo adds that the big crowd pleaser seemed to be the limbo line where, to the chant of "lower, lower, lower," a lot of the revelers decided to see just how low they could go.

The Ultimate Tailgate is on the move

PSU's fifth annual charity auction, "The Ultimate Tailgate," is moving to the Portland Hilton this year and will be held on September 18.

By taking the Tailgate off campus, the auction's costs will decrease significantly, therefore increasing the dollar amount distributed to University programs and scholarships, says Eva Hanson, Ultimate Tailgate director.

Hanson urges all PSU alumni and friends to get involved with the Tailgate by serving on a committee or finding one or two auction items to donate.

"Working on the Tailgate is a fun and creative way of spreading the PSU story throughout the community," Hanson says. "We are actively recruiting all PSU alumni and friends to help with the auction in some way.

"The two most important areas of an auction are volunteer support and acquisition of exciting auction items."

Past recipients of Tailgate funds include academic scholarships and minority mentoring programs in 1989, the Millar Library in 1990, the Foundation Grants Program in 1991, and a minority enhancement fund in 1991.

In addition to University-wide support, Tailgate income also has funded many student athletic scholarships.

Chair of the 1993 Ultimate Tailgate is William G. Seal, president of Barbara Sue Seal Properties. Karen H. Hinsdale is Tailgate vice chair and '94 chair elect. Both Seal and Hinsdale are current members of the PSU Foundation Board of Directors.

For more information or to sign up as a volunteer, call 725-5067.
Blaze a trail this summer

PSU Summer Session 1993 will commemorate the 150th anniversary of the Oregon Trail by offering courses that feature the trail's history and the experiences of those who crossed it.

Wheels of Fortune: Off the Beaten Trail; Trails from Europe to Oregon: Mid and Late 19th Century Migrants' Experience; Social History of the American Frontier; Oregon History; and The Oregon Trail in Literature will be offered, along with more than 500 classes covering a variety of subjects. Most courses will begin June 21 and end August 13.

Summer Session will also sponsor "Tour the World at Home This Summer," a free, noon lecture series beginning June 23 in 338 Smith Memorial Center. The series will feature international faculty who are teaching on campus during the summer. Evening Delights, a nighttime version of the series, will also feature individuals with interesting viewpoints to share with the community, says Summer Session's Nancy Goldman. For a complete schedule, contact the Summer Session Office at 725-4081.

Numerous off-campus possibilities are also available—from a one-week tour to Vancouver and Victoria British Columbia to a series of weekend field trips to Northwest volcanic landscapes. The Haystack Program in the Arts and Sciences will once again be held at the Haystack Mountain School of Crafts in Westcliffe, Oregon, says a program organizer. For information and education coordinator Carol Craig, a panel of community leaders with interesting viewpoints to share with the community, says Summer Session's Nancy Goldman. For a complete schedule, contact the Summer Session Office at 725-4081.

For a free Summer Session catalog which lists all classes, activities, and special programs, call the Summer Session Office at 725-4081 in Portland. Or call toll free inside or outside of Oregon at 1-800-547-8887, extension 4081.

PSU, kazoo's, and you

If you're musical enough to pound a drum or hum on a kazoo, that's good enough to get you in. No musical talent? No problem! You can be a part of the precision lawn chair team.

The Ensemble is planning to march in the 1993 Starlight Parade this May. The laid-back band, supported by the PSU Foundation, is open to anyone in the PSU or Portland-metropolitan community. Additionally, ensemble organizers promise that being a band member will not require a big time commitment on the part of members.

"You needn't be an alum to join; everybody's welcome. The object is to have fun," says a band organizer. To sign up for the band, send a postcard with your name, address, and phone number to PSU Magazine, P.O. Box 751, Portland, OR 97207-0751.

Bill Springfield dies

Bill Springfield, former PSU foreign languages professor, died of brain cancer January 30, 1993, at the age of 54.

Springfield, who was born in Twin Falls, Idaho, moved to Portland in 1956 to attend Conqueror's Bible College. It was in college where he discovered a love of foreign languages. To fulfill his military obligation, the Army sent him to its language school where he specialized in Serbo-Croatian. Upon completing the program, he served for three years in Europe as a translator and interpreter in Slovene and Serbo-Croatian languages for the U.S. Army Security Agency.

When he returned to the United States, he entered PSU and received his bachelor's degree in political science in 1970. Active in student affairs and committed to the preservation of the environment, Springfield was among the students who started OSPIRG on the Portland State campus. In 1971 he was appointed the first paid director of the World Affairs Council of Oregon.

In 1976 Springfield joined the staff of the Central and Eastern European Language and Area Studies Center as a teacher of Serbo-Croatian and quickly gained a reputation as an outstanding teacher.

Springfield established Portland State's educational programs in the former Yugoslavia and led groups of students to Croatia for language and cultural training in summers during the late '70s and early '80s.

Survivors include his children, Mark and Kayla Springfield; his former wife, Pam; his parents, George and Dorothy; his brother, Mel; and his grandmother, Minnie Belle Fuller.

Contributions in Springfield's name may be made directly to Hopewell House, 6171 SW Capitol Highway, Portland OR 97201; to the American Cancer Society; or to the Study Abroad Scholarship Fund, in care of the Portland State University Foundation, P.O. Box 243, Portland, OR, 97207.
Lessons learned

Peter Burchell, Patricia Mack, Kathryn Porterfield and Dawn Smith have never met each other. The four education professionals—all products of PSU’s School of Education—have varying philosophies about teaching and the role of education in children’s lives. But there are common threads among the four.

All believe in the value of the individual. They believe in helping students learn to solve problems, speak out and cope with life. They’re confident and outspoken in their views about what works and what doesn’t.

These four educators have another thing in common: they’re 1992 winners of the Milken Family Foundation’s National Educator Award. The awards, given out annually by the Santa Monica, Calif.-based foundation, recognize outstanding educators in a very public way. The award winners each receive $25,000, and they are invited to a three-day awards retreat in California, where they attend workshops, discussions and presentations by national leaders in the education field.

Burchell, Mack, Porterfield and Smith were among 120 educators from 20 states honored in 1992. The latter three were among the six Oregon award winners, while Burchell was among Alaska’s six honorees.

Peter Burchell

Peter Burchell can be found these days in Alaska, where he is founder and principal of the Mat-Su Alternative School in Wasilla, about 50 miles from Anchorage.

Burchell’s innovative school is all about breaking down barriers. It’s for youth between the ages of 16 and 21 who have had a tough time in traditional high schools.

“I work under the belief that all students can learn. And when you analyze students, you find that each has barriers of some kind,” says Burchell, 49. “As professionals, we remove barriers so these students are able to progress and be productive.”

Mat-Su serves as a feeder school for so-called “drop-outs” of five Anchorage area high schools. Mat-Su is, in many ways, a school for youths that the traditional schools are unable to serve.

The 115 Mat-Su students often have special needs. Thirty to 40 percent of them are teen parents. About 80 percent are from low-income families, and 18 percent are minority students.

Burchell organized the school to fit the students’ special needs. It’s open from 7 a.m. to 5:30 p.m., and students are required to attend at least three hours of classes a day. “If they’re not here, they’re at a job somewhere,” says Burchell.

There’s even a day-care center at the school.

Four former PSU students, now educators, attract national recognition for their teaching methods.

By Brian White

Burchell’s innovative ways likely stem in part from his experience as one of the founders of Portland’s innovative Metropolitan Learning Center. He joined the center in the late 1960s after earning his B.S. degree in social studies from PSU. Later, he became a teacher at Portland’s alternative and now-defunct John Adams High School. Burchell earned an M.S. degree in school administration from PSU in 1977 before joining the Estacada School District. There, he served as vice principal and principal at Estacada High School before pursuing new opportunities in Alaska.

Now in its fifth year, Mat-Su Alternative School can be hailed a success. Five other Alaskan schools are modeled after Mat-Su, and two more that follow the Mat-Su approach are scheduled to open this fall.

Says Burchell, “Not all of the kids succeed, but a large, large number of them do.”

Patricia Mack

Perhaps the business-education partnership in Oregon is strongest in the Salem-Kaiser School District, where Patricia Mack has been plying her trade for the better part of the past decade.

Mack, principal of Walker Middle School, believes the business community can play a vital role in the
development of children as productive contributors to society.

"The focus is in building a relationship with people," says Mack, 44, who earned an administrative certification in Educational Administration from PSU in the late 1970s.

Now in her seventh year as principal at Walker, Mack has helped build partnerships with four Salem-area businesses or business groups: Salem Electric Co., the West Salem Rotary Club, Marr's Appliances and the state Building Codes Agency.

The school's business partnerships have helped earn it—and Mack—a host of state educational awards. In 1989, the U.S. Department of Education recognized Walker Middle School as a National School of Excellence.

The four companies contribute funds in such areas as computer technology and drug and alcohol awareness programs. Employees also volunteer their services for various school functions.

Apart from the practical school-business tradeoffs, though, is the recognition students receive. Students can earn awards from the companies for their schooltime accomplishments.

"It all promotes student recognition and leadership," says Mack. "I feel strongly that it's important for us to fuel kids' lives. A person's values are established at age 10 and on—the middle school years."

Mack believes students who do a wide variety of activities will view their education as relevant and interesting.

"We try to make the curriculum relevant for both the students and for business. A lot of the things we were doing in education in the past—rote memorization of facts, for example—weren't things the business community would necessary benefit from."

"As educators, we're recognizing that we're more like facilitators and coaches rather than tellers of knowledge," Mack says. "We let students have input and give them a wide variety of things to do."

Kathryn Porterfield

Kathryn Porterfield puts in long hours at her office in Lynch View Elementary School near Gresham, where she is a fifth- and sixth-grade general education teacher.

Porterfield believes it's vital to spend as much time as possible with students to learn about their individual needs—and to help them learn to love the learning process.

"I need to be able to evaluate each child and look out for the students' special interests. I'm trying to create an environment in which learning is based on students' individual needs, not based on what outside curriculum dictates," says the 34-year-old Porterfield.

She's quick to point out that she by no means ignores the values of a well-structured curriculum, but doesn't mind opening up the classroom format.

By having more than a casual familiarity with each student, Porterfield is able to gain a measure of trust.

"This approach involves a lot of mutual respect between student and teacher," she says. "I must be able to lay out an invitation to learning. I have high expectations, but I can't make them learn."

Porterfield figures she's lucky that she has the students for two straight years. That way she can help them research areas of interest. Students doing projects of intense personal interest are most likely to learn, she's discovered.

"It's such a volatile age," she says of her fifth and sixth graders. "If they can get excited about learning now, this will carry through middle and high school. I want them to be fired up about learning."

Porterfield comes from a long line of educators and is the fourth generation of her family to go into the field. She earned both her B.S. degree in elementary education and her M.S. degree in special education from PSU.

Dawn Smith

Dawn Smith sees school as a place to dream and to work toward achieving those dreams.

Smith, 39, is assistant principal at Warm Springs Elementary School on the Confederated Tribes of the Warm Springs Reservation. During her 19 years at the school—as a first-grade teacher, counselor and now administrator—Smith has seen how important it is for children to come up with dreams and then go about the business of attaining them.

Life for the Indian children on the Warm Springs Reservation is difficult. Substance abuse remains a problem, and many youngsters already have coped with death in their families from alcoholism or violent accidents.

"There's tons of grieving among the children. Sudden deaths happen on our reservation a lot," says Smith. "They spend so much time surviving day to day. At the school, learning to cope with stress is almost on an equal basis with reading and writing."

The toll on the learning process is heavy. Smith, an Indian herself, is unhappy about the numbers.

"The (high school) drop-out rate for Indians is still way too high, and the grade point averages are still way too low. Too many children lack a sense of the future and have no goals," she says.

Smith was instrumental in establishing a Have a Dream program at Warm Springs Elementary, where 99 percent of the students are Indian. Each day, the children are expected to come to class with a dream they can share with others. To help bolster those dreams, teachers invite people who have enjoyed successful careers to talk with the children.

"We try to bring in role models—Indian people or people of color," says Smith. "Sometimes, we'll bring in high schools kids who have stayed in school and graduated with success. We try to start the kids dreaming and help them see how what they do in school relates to their future."

Smith earned a school counseling certificate at PSU in 1990 and has enrolled in the School of Education's graduate program in Administrative Studies. She hopes to complete the program in 1994 and continue at Warm Springs Elementary.

"I have no greater joy than when I'm with these kids," she says. "My husband and children are tribal members, and I plan to remain on the reservation. There's so much work to do."

(Brian White, a Portland freelance writer, is a regular contributor to PSU Magazine.)
OREGON LEGISLATURE WATCH DOGS
Doing more with less

After raising tuition here and cutting programs there, the State is now trying a third approach to conserve precious dollars in an already strapped higher education system.

This time, the Governor's office has called on the state's faculty to become 15 percent more efficient and productive. It does not state how this is to be done, nor does it offer a measure or a definition of productivity in the state's colleges and universities. But because of the constraints on every dollar the state spends on everything from roads to schools, everyone has to work harder. That includes college instructors.

The issue is the focus of a task force assigned by the Chancellor of Higher Education last fall. The group, which includes representatives of each of the state's colleges and universities, is looking into what exactly college instructors do with their time, and how that time might be used to educate more students.

The Chancellor will turn those findings over to the Legislature this session, and out of that will come a game plan for higher efficiency. It might come in the form of professors teaching more classes, or holding bigger classes, or using telecommunications to take the place of some in-class instruction.

At the very least, it will spark a debate about the value of what college professors do for a living. And in conducting this debate, Oregon is not alone.

As in Oregon, higher education budgets across the United States are being pinched, and when dollars become scarce, the question of how those dollars are being spent is raised. States such as Nebraska, Ohio, Arizona, Wyoming, Texas and California also are scrutinizing the issue of faculty productivity in an effort to make state monies stretch farther.

But fiscal austerity in Oregon may be worse than in the rest of the country, says Shirley Clark, a liaison between the Chancellor's office and the Legislature.

"They feel very torn between competing demands for their time and effort. There is some feeling of being unappreciated and undervalued."

But the issue is being forced by Ballot Measure 5, the property tax cutting measure passed by Oregon's voters in 1990. The Measure is prompting cuts in all state services, including higher education. No one is spared.

"We have a very serious funding situation, and all of us have to bear part of the burden," says Gwenn Baldwin, a spokesperson for Gov. Barbara Roberts.

Increasing faculty productivity was raised last year as part of a mix of proposals by the governor's office, the Legislature and the State Board of Higher Education in their effort to balance a budget for the coming biennium. It was decided that balancing the education budget would require both a tuition hike and an increase in productivity. The State Board offered a 10 percent increase in productivity, which, when coupled with a 15 percent tuition increase, would have done the job. But the Governor wanted to keep tuition increases to a minimum, Baldwin says, and asked for a 15 percent increase in productivity. With that, a tuition increase could be kept to 7 percent.

In the meantime, the Chancellor's task force has been working since December to define the typical workload of the state's higher education faculty as a starting point for discussing improvements. It's initial findings, according to Robert Tinnin, dean of the College of Liberal Arts and Sciences and PSU's representative on the task force, show that Oregon colleges are much like schools in other states in terms of the amount of teaching and research their
faculty perform. Each has a different mix depending on its mission—University of Oregon professors perform more research than PSU profs, and PSU faculty spend a higher proportion of their time teaching than OSU—but they are consistent with what is happening in the rest of the country.

The nationwide debate is centering on whether the current research/teaching mix—when all universities are lumped together—is a good one. Are university professors spending too much of their time on research? Should they spend more time in the classroom?

Ann Weikel, chair of the PSU faculty senate’s University Planning Council, says there is a misconception by the Legislature that the 9 to 12 hours a week a professor is in the classroom tells the whole story of what faculty do with their time.

PSU Provost Michael Reardon agrees.

“Most academics will tell you that simply (looking at) class loads is not the way to conceive of productivity, or measure it. It’s a very simplistic idea,” he says.

He adds that PSU faculty probably could not take on a significant increase in teaching loads. “At PSU, I’m not sure what 15 percent would equate with,” says Reardon.

The Vanguard in January cited a study that full-time faculty across the nation worked an average of 53 hours a week in 1987. Tinnin says that figure is similar to hours worked by PSU faculty.

University professors throughout the country devote a portion of their time to research. But research—the publication of what some may see as obscure studies performed at the expense of classroom teaching—has fueled public skepticism about all universities, whether they are strictly “research” institutions or, like PSU, “comprehensive” universities whose mission is primarily to teach.

Says Weikel, “the Harvards and the Stanfords of the world emphasize research so much, and we’re being painted by the same brush.”

Weikel, Tinnin and others at PSU who are close to the issue say that research and teaching go hand in hand, and that teaching without the benefit
of new research, soon becomes stale and outdated.

“There is a misunderstanding about what research is and what it means to the classroom,” says Tinnin. “A lot of people feel that research is hidden away in a library or the lab, but it is the way faculty learn and shape our changing curriculum.

“Do people want electronic engineers to teach what they taught 10 years ago? If they did, they would be so badly out of date it would be pitiful.”

Before the mid-20th century, the mission of universities leaned much more toward teaching than it does today. A report by the University of California showed that universities shifted during World War II away from a mostly undergraduate teaching mission to one of increasing research. The federal government turned to academia “as a partner in pursuit of the war effort,” the report states. After the war, with the establishment of the National Science Foundation, federal agencies expanded their support for research and graduate study, further shifting emphasis away from classroom instruction. Faced with the dual expectations of research and instruction, faculty in the University of California report displayed frustration about being able to do both—or at least do them well. A survey of 900 faculty at five UC campuses showed 38 percent thought that research interferes with teaching but that 92 percent thought that research is a very high priority.

“Further, 97 percent rate being a teacher as very important, but only 7 percent stated that UC faculty are rewarded for good teaching.”

The Association of American Colleges, in a 1985 study titled “Integrity in the College Curriculum,” sharply criticized the extent to which research is emphasized over teaching, stating that graduate programs leading to Ph.D. degrees concentrate almost exclusively on research.

“During the long years of work toward the doctoral degree, the candidate is rarely, if ever, introduced to any of the ingredients that make up the art, the science and the special responsibilities of teaching. Yet, the major career option for most holders of the Ph.D. degree is full-time teaching in a college or university,” the report states.

What other states are doing—and what Oregon is doing as well—is assessing the balance between research and instruction. “It is a legitimate concern,” says Tinnin. “It’s important to maintain a balance.”

Correcting the balance in Oregon’s colleges—if that is needed—will be only one option out of many that the Legislature may use in improving the ability of the state’s colleges to teach more students. Ed Net, a new video and computer system that can be used to teach classes over long distances, has great potential for cutting duplication between universities. Shirley Clark says 65 higher education classes and multiple conferences and workshops are being offered this year through Ed Net, and she expects it to grow exponentially.

Creative solutions are necessary, because in addition to facing tight budgets, the state is also faced with the fact that, before the decade is out, at least one third more high school graduates will enter the higher education system. Some of the slack can be taken up by community colleges. In fact, Clark says that students already are being forced to go to community colleges because they can’t afford the tuition increases at the four-year institutions.

But they can’t stay there if they want to earn a degree. And baccalaureate degrees will be essential to fill the jobs of the 21st century, Clark says.

That throws the ball back into the court of the four-year colleges. Like any other institution connected with state money in Oregon, they’ll just have to learn to do more with less.

(John R. Kirkland, a Portland freelance writer, is a regular contributor to PSU Magazine.)
The fine art of creative management

Richard Toscan’s résumé reads like that of a highly polished, creative professional whom you would expect to find in any of the country’s art capitals: Manhattan-born theater historian and stage director; teacher and playwright; producer of award-winning radio dramas; arts administrator credited with making the drama department at the University of Southern California one of the top-ranked schools in the country.

Yet these days Toscan is not holding court in New York or Los Angeles, but sitting at a desk in a first-floor office in Cramer Hall. And, as Portland State’s new dean of Fine and Performing Arts, he couldn’t be happier.

Why would someone like Toscan leave Los Angeles’ established artistic community for Portland?

Part of the appeal for Toscan was an opportunity to work with PSU’s arts faculty, whose depth is remarkable considering the modest facilities and resources that historically have been available to the school. “The fact that the University is located in the heart of the city means it was really able to attract and hold onto the kind of faculty who, if they were elsewhere, would be fought over.”

The Florestan Trio in the music department is just one example, he says. “They are first-rate teachers, well respected in the profession and really care about their students—the sort of people who, in a conservatory program, you would kill to be able to hire.”

Now nearly 10 months into his new post, Toscan is just as impressed by students at PSU. Just this winter, he taught a playwriting seminar and watched his students plow through 15 weeks of material in just 10 weeks, a remarkable pace compared to his classes at USC and other universities.

“Your get a very different kind of student here from what a more conventional university would get. They are very committed, very motivated, they have a lot of life experience both in the profession they’re interested in and just in terms of living. So it makes teaching really exciting.”

And then there’s Portland’s arts community, which though small by comparison, is in Toscan’s opinion more exciting in many ways than what he has seen in Los Angeles.

Part of it has to do with access, he says. “It’s so easy to get to a large number of arts presentations here. You don’t have that kind of physical barrier that you have in Los Angeles. And there is such a tremendous audience interest in the arts, both the performing and the fine arts here.”

Audience interest in Portland actually surpasses levels in most major cities, including New York, he says. Unlike other cities, however, Portland’s donor support remains thin. Toscan sees signs of this changing, as the business community begins to recognize that “the arts are kind of a key for keeping a central city alive . . . [they’re] a natural magnet for bringing people to the city.”

One of the few remaining U.S. cities that still works in terms of its downtown, Portland’s future in many was rests on continuing support for the arts—not just the major institutions, but also events like ARTQUAKE, says Toscan.

“(Portland is) safe by national standards, you can walk around at night, it doesn’t roll up the sidewalks at 5 o’clock and a lot of the businesses in the Portland area actually live off of that fact. The arts are one of those generators that make that possible.”

Toscan hopes to add power to that generator with his ambitious plans for PSU’s School of Fine and Performing Arts. His primary interest lies in setting up partnerships with professional arts...
organizations—"not just internships," he says, but collaborations that pool resources to the mutual benefit of everyone involved.

The first such collaboration begins this spring, with a visiting artists' program in conjunction with the Portland Art Museum. Under the program, an artist whose work is shown as part of a contemporary exhibition at the museum becomes a resident in Portland State's art department, teaching classes and workshops.

"It means," says Toscan, "the art museum gets to have, in some cases, an additional artist be present for the opening of a show, and it means we can get an artist-in-residence here who we might not normally be able to attract if it weren't for the fact that he or she had a show at the Portland Art Museum."

Toscan hopes to establish a similar relationship with the Portland Opera, using "dark nights" between performances for joint productions with PSU students at lower admission prices.

"This would not require any significant amount of money to do, but would be a wonderful gift for the city and our students and for the people involved in the Portland Opera as well." Another collaboration may evolve between PSU's acclaimed Contemporary Dance Series and Portland Arts and Lectures. The focus would be to build an audience for contemporary dance by attracting high profile dance groups to Portland, the likes of Trisha Brown or Alvin Ailey, in addition to the smaller, more experimental dance companies that PSU normally presents as part of the dance season. "It's something we could not really do on our own, but we can combine resources and reduce the risks for all of us."

Toscan developed these types of artistic partnerships at USC, where he joined forces with two New York-based theater companies, New Dramatists and Circle Repertory. He hoped to expand the program, but found it difficult in Los Angeles. "There's very little motivation for professional organizations to (establish partnerships with universities) because of the very strong donor bases they have, the history of the city, the rivalry between USC and UCLA. Lots of nonsense gets in the way of it."

"Here, I found an arts community that is really eager to get involved in the University and that instantly sees very practical reasons for why what is good for us and our students is really good for them too."

Such partnerships are ultimately designed to foster lasting relationships that enhance students' artistic development as well as the viability of arts organizations.

"The arts in a university setting, from my point of view, really have an obligation to support the professional arts organizations that provide the justification for offering the arts in the first place. These are really interdependent players in the cultural life of the city. So we can't pretend that all we do is teach emerging artists, and then leave it to the free market to find their livelihood."

The future of PSU's arts students is naturally linked to the long-term health of Portland's professional arts organizations, he says.

"If you look at the list of arts organizations that have gone under in the past two years, it's an elaborate number. Normally when you see that many fold, it points to some management needs that aren't available in the metropolitan area. One of the things we'd like to do is try to plug that hole."

Toscan is exploring ways in which the schools of Business Administration and Urban and Public Affairs might be able to provide support services and training at critical points in an organization's development—beyond end-of-the-year tax accounting and helping establish non-profit status. He says that by improving these small- and medium-size organizations' chances of survival, such programs "create the kind of community our students will be able go into as performers, as fine artists and so on."

Toscan, who describes himself as "much more entrepreneurial than your average dean of fine arts," credits his unique approach to arts administration to an eclectic background.

His love for the arts was nurtured during his youth in Manhattan, where he attended the theater (he saw the original Broadway production of Porgy and Bess when he was 5) took art classes and won scholarships to major New York arts conservatories. He left New York to study engineering at Purdue. 
Toscan stops to talk with students in his Introduction to Playwriting class.

University, an experience he admits shaped "the belief that you can have first-rate artistic effort side by side with careful budgeting."

His academic interests eventually drifted back to the arts, and he entered graduate school at the University of Illinois to pursue his primary interest in theater. After a two-year teaching fellowship at Fresno State, he landed a job at USC, where he eventually became Dean of the school of theater—a position he likens to being president of a small college.

Along with overseeing faculty and curricula, Toscan was responsible for fund raising, balancing budgets, recruiting students, you name it. "It was sink or swim," he says.

The experience should prove helpful as he faces funding cuts dictated by Ballot Measure 5. Budget shortfalls have already forced the shutdown of PSU's dance department, yet Toscan is cautiously optimistic about Measure 5's overall impact. "It strikes me as a very serious management problem, but still just a management problem. While there will be a lot of unpleasant fallout in terms of what we'll end up being able to offer, I believe that we can solve the problem somehow."

Toscan is reviewing ways to refocus the dance program in the absence of a formal department, such as having the Contemporary Dance Season support dance activity for students.

What sort of climate does Toscan expect for the arts in the future?

One that, with any luck, will acknowledge the tremendous impact art can have on how people approach the world.

"There's a growing understanding that the arts really provide a different way of looking at the world, that it's not just a leisure-time activity. It has to do with the way in which the arts move us out of a conventional verbal approach to thinking about issues, to concentrate more on things that are not expressed in simple language or simple words."

Toscan cites studies that link study of the arts to high SAT scores, reading ability, and mathematical competence.

"I think it's not an accident that some of the world's great scientists and researchers tend to have a great interest in the fine arts or music, sometimes theater or dance. That's an integral part of their lives and probably has a lot to do with how they see the world and think about their work."

The same could be said for Toscan himself, who continues to keep his hand in theater when time permits. His current project, which he hopes to devote more time to this summer, is "a rather odd stage adaptation of Nathaniel Hawthorne's The Scarlet Letter involving the use of Japanese Bunraku puppets."

Certainly not a conventional approach, but Toscan enjoys taking risks. "I'm much more willing to explore a lot of different ways of doing what we do."

(Leesle Cole is a Portland freelance writer.)
The wind has been good for Gorge economics. It’s been boom times for Hood River, thanks to 10,000 boardheads and their multitude of fans. Trouble is, where do they all stand when they bring their sails to land?

City officials have a keen interest in the sporting crowd. So they schemed and planned, then called about Oregon Lottery funds for port improvements. Board enthusiasts may not have understood the technical jargon, but they sure appreciated seeing what it meant. A way bigger parking lot, more beach, and...yes, a new building with excellent rest rooms and food concessions. All told, a $600,000 project, about a third of it paid for by Lottery dollars.

And why not? Board sailing has brought the big time to a small town. For that they should be rewarded. The Oregon Lottery is just happy that where there was a wind, there was a way.
Why does a person who has a successful—mostly—career, two children, and a fly fishing dependency problem return to school?

Well, partying was ruled out as a reason immediately. I figured I had already had my first beer at the University of Minnesota in 1978; also I've been constitutionally unable to stay awake past 10:30 p.m. since my kids were born.

I also eliminated the reason of joining a fraternity, since I didn't want to take beer intravenously and network with people who were born after Nixon resigned.

I considered the possibility of going out for football as a kind of older wide receiver who would ask to be placed on the bench permanently, for actuarial reasons.

I also considered the theory that I wanted to affiliate with a school with the cool team name of the Vikings, instead of the Golden Gophers.

Ultimately, I enrolled at PSU for the computer discount.

Okay, I didn't really. I enrolled for the intellectual stimulation of attempting to remember just how to write a thesis statement and for the aerobic benefits of lugging a book bag around.

One of my main concerns was how to fit in amongst the general student population. What are young people wearing anyway? So, I went down to The Gap and spent about 500 bucks on denim shirts. My first day of classes, I realized I was the only person wearing a denim shirt in the room and that the average age of the students on the park blocks appeared to be about 42, so polyester was okay.

I also spent an inordinate amount of time testing and selecting highlighting pens. I like the Orange Sanford Major Accent Quick Reference Marker.

I made the decision to approach school like a work project instead of the way I approached college in Minnesota—going to classes but not inhaling. So I made a rule: notes that look like a court transcript and no little caricatures of the President on the margins. (Actually, when I was in high school and college, I would say my notes were about roughly half little Nixon, Ford and Carter caricatures and half indecipherable jottings about what was being said by the teacher. This attention to caricature—and not clean note taking—ultimately paid off, but I felt that now it would be counterproductive.)

I also vowed that I would make no smart-assed remarks in class. This lasted one class session. In fact, in one class, I was actually subtly reprimanded for drawing an analogy between the Medea by Euripides and the movie Thelma and Louise.

About the third week of class, I began to develop unexplained stomach pains and found myself awakening at 3:35 a.m. dreaming about being naked in my class and trying to explain Plato's Symposium. I became grouchy and found myself muttering about Aeschylus. In short, I rekindled ancient school anxieties that I had repressed for years.

About the sixth week of class, my wife began complaining that the names of Michael Reardon and Lawrence Wheeler, the Honors Department honchos, were entering the conversation too much. It became a joke. Just to
About the eighth week, I entered the hysteria phase of returning to school. This is the point where you say, "I am going to quit after this quarter. I am going to build a fishing cabin and live in it and never think about Aeschylus or Plato or Wheeler or Reardon again." I remember, at this point, turning in the rough draft of my term paper and thinking that I would drive to Fort Lauderdale for spring break. I would be the only person in Fort Lauderdale on spring break with a wife and kids, but I would drive to spring break wearing one of those beer hats with the two straws. This phase, too, passed.

And then, I waited for my grades. The only comparable experience in adult life to waiting for your grades to come in the mail is meeting with your accountant on April 14. I spent a lot of time thinking about what I would say to my adult friends about my grades if they asked. Then I decided. If I got Cs, I would claim that I got mono halfway through and had to drop out. If I got Bs, I would say, "Oh, I did okay," and change the subject to our respective yard work. If I got As, I would kiss them like Bugs Bunny.

In retrospect, I think the final motivation for heading back to college was seeing the movie The Paper Chase. In the movie, a student from the University of Minnesota—my former school where I am still on double secret probation—joins the freshman law school class at Harvard. He becomes obsessed with his professor, Professor Kingsfield, who is played by John Houseman. The student, named Hart, begins to date Kingsfield's daughter. At one point in the movie, Kingsfield says to Hart, "Mr. Hart. Here is a dime. Call your mother and tell her there's a serious question about you passing this class." Well, I didn't date Reardon's or Wheeler's daughter, but I did make reference to this movie in class, and Wheeler replied, "Mr. Ohman. Here is a dime ... ."

Finally, in The Paper Chase, Hart gets his grades and throws them into the ocean—he must not have been paying his own tuition.

I have considered what immediate effect my return to school has had on my cartoons. Well, first, in order to get to a 1 p.m. class on time, I have to finish my cartoon an hour early three days a week. That's an immediate effect. Second, my cartoons seem to have more Ionic columns in the background than they used to have. Third, I read where Marilyn Quayle said that Dan tries to read Plato's Republic every summer, and I thought, "I'll mail him my notes and final exam so he can go back to reading Golf Digest."

And fourth, I think I'm going to be doing a lot more cartoons on Measure 5. I don't know if I'll actually get a degree. My goal is to become a junior, for now.

So, if you see some sophomoric cartoons in The Oregonian, now you know why.

They're drawn by a sophomore. 

(Jack Ohman is the editorial cartoonist for The Oregonian.)
A puppet show. That would do it, the students in PSU associate professor Devorah Lieberman's intercultural communication class decided. They'd write a puppet script, adapting the "Wizard of Oz" theme, where each player would represent a different culture or ethnic background. Dorothy would be black, the Tin Person female, and the Scarecrow would speak, perhaps, with a Japanese accent.

The challenge this group of graduate students had been given by Lieberman was to find a way to introduce the concept of intercultural diversity to a class of first graders at Portland's Stephenson Elementary School.

"I really believe in seamless education," Lieberman says. "One of my goals as a professor is to put my students in touch with the field they're studying—the world they'll be working with after they leave the university."

Because most of Lieberman's intercultural communication students will probably work as corporate consultants, she says, that world most likely will not include a professional relationship with first-grade students. "But regardless of age, whether we're working with executives in a large company, or with first graders, the principles—respecting diversity, coming up with strategies for making interaction effective—are the same."

And what better place to start teaching the value of diversity than in the first grade?

Lieberman knows what it's like to have a curiosity about the world and the people in it instilled from an early age. From the time she was eight years old, her parents encouraged Lieberman and her two older brothers to participate in as many volunteer situations and programs that offered exposure to different cultures as they "could get their hands on."

Once a week, the children were required to make an after-dinner presentation about something in which they had an interest. "It couldn't be something we just tossed off," Lieberman says. "It had to be researched. It had to have visual aids, and we had to field questions on the subject." The experience taught the children, Lieberman says, to organize and have presence; to be interested in what was happening globally.

And Friday nights for Lieberman's childhood family were declared "family night." No dates. No dances. No movies or slumber parties with the high school gang. "It was something that we'd call an 'interpersonal interaction evening' now," Lieberman says. Each
member of the family spoke about an incident or behavior he or she had found upsetting during the week. The family strategized potential solutions. "My most common complaint," Lieberman says, "was that my brothers wouldn't put down the toilet seat . . . ."

Lieberman's parents were surprised when, a year out of high school, she told them she was going to leave college to live on a kibbutz in Israel. Perhaps they shouldn't have been. The childhood training they provided Lieberman was the beginning of an almost insatiable curiosity about other countries and cultures.

Lieberman spent 1 1/2 years in Israel and Europe before returning to complete her B.A. in speech at Humboldt State in 1975. After earning an M.A. in interpersonal communication from San Diego State University in 1977, she spent six years in Europe before returning to the United States to pursue a Ph.D. from the University of Florida.

"I called the Swiss embassy and sent résumés to every school that taught in English," Lieberman says. Although friends told her it would be impossible to find a position, Lieberman was eventually hired to teach first through sixth grades in a single classroom at Le Chaperon Rouge in Crans, Switzerland. After a year in Switzerland, she moved to Greece, teaching first in Athens' Decree College and then at the University of Maryland's Athens campus. Initially, Lieberman's assignment at the University of Maryland campus was to teach English as a second language to Greek students. But it seemed ironic to her that a university located in Greece had no speech program, no courses in Aristotelian logic. Lieberman established a speech department at the university to fill that gap.

But the most exciting aspect of her stay in Greece, Lieberman says, was when she was asked to analyze the architecture and floor plans of Greek nursing homes. The traditional Greek social structure was organized around neighborhoods where people spent their entire lives, Lieberman says. But as elderly people began relocating to nursing homes, they became isolated and withdrawn. Lieberman altered the arrangement of rooms in the nursing homes to allow spontaneous conversation, and, thus, the formation of new "neighborhoods."

Lieberman would carry her interest in nursing homes and the elderly into the Ph.D. program she entered at the University of Florida. Concurrently with a Ph.D. in speech communication, she received a certification of gerontology from the university.

By the time Lieberman received her 1987 appointment as an associate professor at Portland State University, the themes of gerontology, cross-cultural communication and—in general—the variables that affect one person's ability to communicate with another, had become the foundation of her work. And in Portland, in addition to teaching, she began to offer the benefits of her expertise to the community through corporate consulting, work with schools and volunteer activities.

"Portland State, because of its urban setting, offers a unique opportunity to interact with the community," Lieberman says. "And that fits with my definition of the role of a university: we're here not just to train students, but to affect as many people as we can." Last November, Lieberman gave a workshop called "How Can I Like You When You're So Unlike Me?" to nearly 80 people during PSU Weekend 1992. And in workshops for organizations like Kaiser Permanente, Tektronix Inc., Made in Oregon and Fred Meyer Corporation, Lieberman offers consulting on a variety of communication-related issues, from individualized public-speaking training to strategies for managing diversity.

Sometimes community interaction may take a more personal form. Each student in Lieberman's winter term 1993 gerontology class was required to interview an elderly person throughout the term, then write that person's biography. In early March, students brought their "gerontology projects" to class for formal introductions. One student, Lieberman says, hired a limousine to bring his elderly new friend to class in style.

But it was in 1991, when she was asked to make a presentation to the Oregon Council for Hispanic Advancement (OCHA), that Lieberman felt she had found a way to help with intercultural communications problems on a grass-roots level. Her topic for the organization's annual conference, which draws nearly 700 Oregon Hispanics and non-Hispanics together annually to examine Hispanic issues, was the interaction of Hispanics and non-Hispanics in the corporate world, or specific strategies that anyone can use when interacting with people from a different culture.

What Lieberman talked about that day was a slogan, slightly borrowed from a local corporate shoe and sports apparel giant, that she'd developed to help people remember how to deal with situations where the lack of understanding about cultural differences might be getting in the way. The slogan: Just D.U.E. it! The acronym stands for describe; understand; encourage. Describe the difference you see, understand what causes the difference, and encourage yourself to use the difference to make an interaction or situation better.

"For example," Lieberman says, "Someone in a work situation might do something we feel uncomfortable with. We might be tempted to use stereotypical words to evaluate that person. They're lazy; they're cheap; they're shifty . . . ." Instead, Lieberman says, the behavior that bothers us should be described. What is the person doing? Coming late to work? Interrupting? Not getting assignments done?

The next step, says Lieberman, is to ask oneself if the behavior is a personality difference or a cultural difference. If the answer is, "This must be a cultural difference," Lieberman says the challenge is to try to use that difference to make the work or personal interaction stronger.

"We evaluate people every day, based on our cultural backgrounds," Lieberman says. "But value—the root word of 'evaluate'—is based on what an individual's culture has taught him or her is right or wrong." Individual cultures have individual definitions for that.

So the 'encourage' in Lieberman's formula also means, she says, "How can
Lieberman leads a workshop on communications skills for managers at Tektronix Inc.

I encourage a person with cultural differences to be part of a team? How can I encourage myself to look at what that person can contribute to make the team stronger?”

Lieberman’s presentation to the Oregon Council for Hispanic Advancement earned her an invitation to serve on the organization’s board of directors. She accepted without hesitation.

“Hispanics are the largest-growing under-represented culture in Oregon,” Lieberman says. “I enjoy this work because my educational background and position at PSU allows me to give them access to strategies for intercultural communication that they can implement immediately.”

Miltie Vegalloyd, chair of the OCHA, says Lieberman’s involvement has raised the sophistication level of workshops and conferences the organization sponsors. “She’s made a tremendous difference,” Vegalloyd says. “Deborah’s contributions have raised expectations about the quality of the workshops we do.”

In addition to board membership, where Lieberman says a goal is to examine how the board’s own occupational diversity might be used to promote better business and Hispanic interaction, Lieberman also conducts speech and communication workshops at the group’s Oregon Leadership Institute. The Institute, which consists of classes on one Saturday per month for a period of six months, offers a curriculum of esteem-building and employment-related workshops for Hispanic youth.

“The question, ‘Why don’t these various cultural groups just assimilate?’ does come up,” Lieberman says. After all, the original goal, the melting pot concept for America was assimilation—that everyone would look, act and think the same. “The problem,” Lieberman says, “is that it didn’t happen that way. That’s why we had the riots in Los Angeles; the Neo-Nazis in Portland.

“Rather than dealing with a dream that didn’t work out, why not deal with reality and work for all cultures living together, recognizing the strengths of each heritage,” she asks.

Perhaps the greatest satisfaction Lieberman gets from her work is seeing a project her students have initiated take hold and light a spark that others are willing to fan. At Stephenson Elementary School, the diversity puppet show, and the responses it generated from first graders, so impressed teacher Jan Struk that she applied for, and received, a joint Portland Public Schools and Portland Teachers’ Association grant to continue the idea. Now first graders are writing diversity-training puppet show scripts and making their own puppets.

“Although we’ve have interns and class projects originating from other colleges, the level of commitment PSU made to this project was unusual,” Struk says. “Professor Lieberman invested nine graduate students in one first-grade class.

“I’d say the investment paid off.”

(Eva Hunter, a Portland freelance writer, is a regular contributor to PSU Magazine.)
Marek Perkowski's research has resulted in everything from a method to determine ovulation and fertility to a prototype of a robotic wheelchair equipped with voice control.

By Valerie Brown

Marek Perkowski's office in the Portland Center for Advanced Technology is filled to capacity with the tools of his trade. The floor-to-ceiling shelving on three walls is jammed with books, stacking trays, binders and folders. Cardboard boxes on the floor are crammed with the same. Piles of paper cover most available horizontal space, almost burying the four computers. And a stepladder is handily poised in the middle of the floor.

Yet high on the wall above this seeming chaos, a series of very different images presides: framed color portraits of microscopic electronic circuitry, a testament to the larger principle that rules his life.

Perkowski is an associate professor of electrical engineering. Now in his 10th year at PSU, Perkowski teaches graduate classes and supervises 22 doctoral and master's degree candidates. His research interests fall into three general—and sometimes overlapping—areas: logic synthesis, image processing, and robotics. Of the three, he says, "I spend 80 percent of my time on logic synthesis."

Perkowski has published extensively on the mathematical processes involved in devising the programs necessary to make computer hardware. For example, logic synthesis and optimization theory are used in the 386 microprocessors that run most personal computers, enabling chip size to decrease and processing efficiency to increase. Working with Cypress Semiconductors of San Jose, Calif., and Beaverton, Perkowski helped develop a programmable logic device (microchip) that was, in 1992, the fastest of its kind on the market.

But Perkowski's work in image processing and robotics gets more attention, probably because these areas are a bit more accessible to the average person, whose computer literacy may peak with the ability to move a cursor around on a computer screen.

The "PSUBOT" (Portland State University roBOT) is probably the most visible focus of Perkowski's local research interests. He has encouraged several of his engineering students to work on the problem of mobility for severely disabled people. For the past three years, Perkowski has supervised graduate student Kevin Stanton's work.
Perkowski in his office in the Portland Center for Advanced Technology

on a robotic wheelchair equipped with voice control, a computer and a sonar mechanism that the two hope will help blind quadriplegics maneuver. People with muscular problems who have difficulty controlling joysticks could also benefit.

"You'll sit in the chair and say, 'Go to room number such-and-such,' and it'll go there," Stanton says. The computer will contain a series of maps of, for example, the campus buildings, which it will compare with the real-time information provided by the sonar to navigate from place to place.

At present the prototype has no room for an actual person. It's a wheelchair with a personal computer sitting across the armrests. It also sports a five-foot mast topped with a circular sonar emitter.

"When we get another grant from a foundation, we can buy a laptop computer," Perkowski says wryly.

So far the device can turn itself in a circle, but it has trouble distinguishing between the walls and other objects, like people or potted plants, if they're too close to the perimeter of the room. Eventually, Stanton says, the chair will be equipped with wheel sensors to enhance "collision avoidance."

This is just the sort of thing Perkowski revels in and that he inspires in his students: the rigorous, painstaking real-world problem solving that is the engineer's special preoccupation.

Perkowski's academic interests come naturally. His grandfather, a mathematician, and his father, an environmental engineer, were both on the faculty of his alma mater, the Technical University of Warsaw. An uncle is a mechanical engineer. Perkowski received his doctorate in computer science, known in Poland as automatiks, in 1980.

Electrical engineering exerted a strong magnetism fairly early in his life. "When I was 12 or 13 I decided to be a physicist," he says. "But then I found electronics is more interesting. In physics you just try to understand the world. I wanted to build things."

One of his early projects was building a transistor radio at age 13—only a year after the first example had arrived in Poland. As a teenager, Perkowski became fascinated with the works of Polish science fiction writer Stanislaw Lem, read all his books and eventually corresponded with him. Lem, also a philosopher of science, is known for his fusion of solid scientific understanding with folktale-like story lines and an obsession with the consequences of chance actions. Perkowski credits his relationship with the author with providing added inspiration to follow his career path.

Perkowski's image processing work has found at least two medical applications. Using a system called OVFULOKOMPUTER, he has developed a method for determining ovulation cycles in women. Perkowski says he devised the system because he was interested in finding a birth control
method that could be used by Catholics, who must, according to church law, avoid artificial means of contraception. In 1981 Perkowski visited Pope John Paul II and eventually received some Vatican funding for his research.

The technique involves microphotography of vaginal mucus, which changes composition and forms different patterns at various stages of the menstrual cycle. At the moment of ovulation, the mucus "fems," or creates lacy branches resembling the real plant. Photographs of the feming can be processed electronically to remove the "noise" and emphasize certain features of the patterns.

He is now investigating whether the feming method can be useful in infertility research, an area that has grown rapidly in the United States in recent years.

A second application of image processing is in cardiology. Here, a large number of two-dimensional images are combined to make a three-dimensional shape.

"An image of the heart has a lot of noise," Perkowski says. He is refining the method to identify particular features of the heart, measure them, and eliminate the noise so the orientation of the heart's axes relative to the body, as well as any deformities, will be revealed.

Graduate students find Perkowski an inspiration and a challenge.

"He's very motivated. He's a very innovative thinker," says Stanton. As an example, he cites another of Perkowski's ideas, yet to be developed: a form of sonar-driven musical composition that could help blind people identify their surroundings by associating certain pitches, tones and timbres with particular shapes, such as vertical, horizontal, straight and curved lines.

"He has a lot of students because of his many ideas," Stanton adds. "That keeps him almost swamped most of the time."

Doug Hall, a Ph.D. student and adjunct professor of electrical engineering, says, "He's interested in everything, and he's accumulated a vast amount of knowledge in the last 20 years. If you're in his class or you go to talk to him, you have to wear your track shoes because his mind runs about 100 miles per hour."

Perkowski's activities aren't confined merely to research, publishing, teaching and graduate student supervision. He has also worked with the Polish community in Portland, teaching Polish to children, translating for refugees and government agencies and working with the Polish library association.

Social activism is nothing new. He led student strikes in 1968 and was a member of the Solidarity Movement at the Technical University of Warsaw. When martial law was imposed in Poland in the early 1980s, many of his colleagues were imprisoned or persecuted. At the time, Perkowski was completing a visiting professorship at the University of Minnesota and reluctantly decided to emigrate. Since then, he says, he prefers to avoid politics because of its nebulous distinction between truth and falsity.

"My heart is not in politics. In science I am on very firm ground," he says.

The notion of leisure time seems alien to Perkowski. Even his favorite recreational activity—working on computer animation with his 12-year-old son—falls within the boundaries of his professional interest. But he has managed to travel extensively in the American Southwest and hopes some day to find the time to return to the woodcarving he learned from his father.

It would be easy to label Perkowski as the stereotypical absent-minded professor—preoccupied with mental activity, hyper-rational and distant from the everyday world—the polar opposite of the emotional, associative "artistic" type.

Not true, says Hall.

"You might think he's only technical, but on a personal level he's a really nice guy," Hall says. "If you do your share of the bargain and are not wasting his time, he'll spend all the time in the world."

The cyberspace universe of computer science merges linearity with associativity, two modes of thinking often considered mutually exclusive. Perkowski doesn't feel compelled to choose between them. For him, binary decision-making doesn't eliminate the ghost in the machine, the leap of faith necessary to creativity.

Hall says, "He has very, very extensive knowledge in a wide range of areas around logic optimization and other topics. He ties them all together. He's really good at connecting pieces from different fields into the area. He's constantly studying, and it shows."

Some of Perkowski's bridge-building talent may come from another family pattern. The men on his father's side tend to be scientists, but they tend to marry artists. Perkowski's mother was an actress. Opera singers and writers pepper her family tree. Perkowski's wife Kaja, the daughter of a well-known Polish puppeteer, is the American correspondent for a Polish girls' magazine.

As the science of chaos is beginning to show, patterns exist even in the most unmanageable flow of things and events. Perhaps Perkowski can manipulate logical systems because he has a high tolerance for their opposites.

(Valerie Brown is a Portland freelance writer.)
PSU Salutes luncheon slated for April 30

PSU Salutes, the annual recognition luncheon for Portland State friends and supporters, is scheduled for 11:30 a.m. to 1 p.m., Friday, April 30, at the Multnomah Athletic Club. Former U.S. Congressman Les AuCoin will be the keynote speaker and KATU’s Paul Linnman will be the emcee. Portland State University alumni Gary Ames and David Kim will receive Outstanding Alumni awards, and Tom Autzen, Cap Hedges and Ron Timpe will receive Outstanding Friends of Portland State awards. The luncheon is open to the public, but advance reservations are required. For information and reservations, call the PSU Alumni Office at 725-4948.

Alums gather in Washington, D.C.

More than 40 alumni and friends of Portland State gathered in Washington, D.C., on March 11 with PSU President Judith Ramaley and Provost Michael Reardon. The event, sponsored by the PSU Alumni Association’s Outreach Committee, was attended by members of the Oregon congressional delegation, PSU student interns, and alumni from the D.C. area. The reception was held at the Ella Smith House on Capitol Hill.

Chuck Clemans ’56, who represented the Alumni Board at the reception, met with alumni to discuss further connections with the University and the Alumni Association. “We’re trying to establish a stronger bond between our D.C.-area alums and PSU. A number of our graduates in the area have helped us out with our student interns, with representing President Ramaley at inaugurations and with other activities. We’d like to strengthen that connection,” says Clemans.

Outreach Committee sponsors receptions

The first-ever corporate alumni reception was held February 23 for alumni at First Interstate Bank. According to Stan Sanders, chair of the Outreach Committee of the PSU Alumni Board, corporate receptions are designed to acquaint alumni with other PSU graduates in their organizations and to foster continuing relations with the University. Sanders, who is a vice president with First Interstate, says the initial effort was successful.

“We had a strong turnout for this event,” says Sanders. “It was interesting to see how many of our graduates didn’t know they and their colleagues shared another bond.” The First Interstate alumni heard from PSU President Judith Ramaley, First Interstate Senior Vice President and member of the State Board of Higher Education Janice Wilson, and First Interstate CEO James Curran.

While all alumni at First Interstate were welcome at the reception, only alumni identified on the Alumni Office database were able to receive invitations. “We encourage all alums to keep the Alumni Office updated with their employment information so they can participate in these kinds of activities,” says Pat Squire, director of Alumni Relations. Additional corporate receptions are planned for the spring.

PSU Advocates gear up

The PSU Advocates, an informal group of PSU supporters, have begun a campaign aimed at educating the public and the legislature about the value of higher education to the state. Linda Marshall ’83, chair of the Advocates Committee of the PSU Alumni Board, says the group is becoming increasingly active. “We conducted a very effective training and strategy session on January 23,” says Marshall, “and followed up with higher education lobby day in the state capitol on March 30. Our theme for lobby day was higher education is a good investment.”

Marshall hosted an informal coffee hour with representative Ted Calouri and encourages other advocates to hold similar gatherings with their legislators. “We need to hear their concerns, and at the same time, express ours,” she says.

The Advocates sponsor a newsletter designed to keep supporters up to date about the University, the legislative assembly and activities of the Advocates. All advocacy activities are paid for by private funds from the Alumni Association. For information on the program, call Scott Kaden, assistant director of Alumni Relations, at 725-5073.

Sheridan receives award

Wilma F. Sheridan, dean emerita of the School of Fine and Performing Arts and professor emerita of music, received the Alumni Association’s Distinguished Faculty Service Award at PSU’s Founders Day celebration on February 12. The award, which recognizes “a faculty member who has made extraordinary contributions, not only to the University, but to the Portland community,” was given for the first time.

Jory Abrams ’79, president of the PSU Alumni Board of Directors, made the presentation. She was joined by alumnus David York, MST ’85, who provided a personal recollection of his student days with Sheridan, and Don Dickinson ’72, chair of the Communications Committee of the Alumni Board, who presented Sheridan with a $500 check.

Sheridan is recognized as an exceptional music education teacher who followed the progress of her students as they entered the teaching profession. She has contributed to the field of music and disabled children and has served on the board of directors for National Music Education for the Handicapped. She has also worked with arts organizations in the Portland area to solidify ties between Portland State and the arts community.

Sheridan said she and her husband discussed the $500 award and decided to donate the award to the Music Department for student scholarships.
Gary Ames '67, president and CEO of US West Communications Inc. and David Kim MSW '66, president of Holt International Children's Services Inc., have been named this year's recipients of the Outstanding Alumni Awards. The Outstanding Alumni Awards are sponsored by the PSU Alumni Association and are designed to recognize service to the community, service to the University, and success in a given area of endeavor. The awards will be presented at PSU Salutes, the University's recognition luncheon, on April 30 at the Multnomah Athletic Club.

Ames, who has a business degree from Portland State, has had a long and distinguished career in telecommunications. He has been with US West since 1983 and has served as both group vice president for US West Financial Services and as vice president and treasurer for US West. He was elected executive vice president and chief operating officer of Mountain Bell in 1986 and later became president and chief executive officer. He returned to US West as president in 1988. He started his career with Pacific Northwest Bell in 1967.

Ames is active in communities in both Colorado and New Mexico. He serves on the board of Albertson's Inc., the Colorado State University Foundation, the First Interstate Bank of Denver, the Mile High United Way, and the Institute for Professional Excellence. He also serves on the board of the Santa Fe Opera.

Last spring Ames was a featured speaker of the PSU Women's Association Lecture Luncheon series; his subject was "Talking at Light Speed: The Telecommunications Revolution." In addition, Ames has actively supported the University through work on the Ed-Net program and by encouraging minority scholarship support.

Ames, his wife, Barbara, and their three children reside in Englewood, Colorado.

David Kim, who received a Master of Social Work degree from Portland State, has had a career distinguished in its record of services to children throughout the world.

Kim established Holt Children's Services in Seoul, Korea, with the late Harry Holt in 1956. Between 1956 and 1963, the agency brought more than 3,000 children into the United States for adoption.

He became president of Holt in 1990; previously he was executive director and had served in numerous other capacities within the organization. In 1991, he was appointed chairman of the International Association of Voluntary Adoption Agencies and participated in the Hague Conference on International Law.

Under his leadership, services to promote the welfare of children have been developed in Bangladesh, India, Indonesia, Thailand, Vietnam, Korea and, most recently, in China and Romania.

Kim has published numerous articles and has delivered lectures internationally on the subject of child welfare.

Throughout his career, Kim has maintained his ties to Portland State. He has served on the advisory council of the Graduate School of Social Work, has mentored a number of Korean students through the program and was appointed an adjunct professor in 1986.

Kim and his wife, Nancy, live in Eugene. They have three sons.

Students intern at state legislature

Twelve PSU students served as interns in the state legislature this year in a program sponsored by the PSU Alumni Association. The students worked for different legislators, serving as aides, doing research and responding to constituents. The interns, selected by a competitive process through the Political Science Department with participation from the Alumni Association, represent a broad array of backgrounds and experience. They work an average of 20 hours a week, participate in a weekly seminar program and write an analytical paper in order to meet the credit requirement. According to Lee Jenkins, chair of the Student Affairs Committee of the Alumni Board, the students have been well received. "I've been extremely impressed with the quality of the students we are sending to Salem," says Jenkins. "We have had very positive reviews of their performance."

Career Seminar Offered

In cooperation with the PSU Alumni Office, the IDAK Group will offer a mid-career advancement seminar during three separate sessions May 20 through June 3. The series is designed to help alumni evaluate their aptitudes and match them to a potential of 60,000 career options. The featured speaker is John Bradley, president of IDAK Group, a 20-year veteran in the mid-career advancement counseling field.

The sessions, which run from 7-9 p.m. on three consecutive Thursday nights in Smith Memorial Center, begin with an introduction to the career decision-making process. Assessing aptitudes, establishing a realistic career goal and developing a job search program will be explored.

Bradley will introduce participants to the IDAK Career Match System, which includes a computer-scored assessment designed to match aptitudes to career options. Purchase of the IDAK Career Match ($99.50) is necessary at the end of the first evening for full participation in the last two sessions, although anyone may attend.

The second session provides further insights into evaluating interests and natural aptitudes versus employment-related skills. Seminar participants return their IDAK booklets for computer processing. On June 3, Bradley will provide in-depth evaluations of IDAK Career Match Printouts. In workshop settings, the participants' 10 best career matches and job positions and suggestions on how to find employers who fit career matches will be explored.

The company has offered this seminar at PSU since 1987. For more information and registration, call the IDAK Group (503) 252-3495.
Walter R. Grande is the president of the Spokane, Portland & Seattle Railway Historical Society. He was the co-editor of "Rails to the Pacific Northwest" and "4449 Album" and has authored numerous articles on Pacific Northwest railroading.

Margaret Wallen celebrated her 80th birthday on Oct. 14, 1992. Wallen is a member of the YMCA Neighborhood Accountability Board and the Gresham Area Chamber of Commerce. She is also the founder and treasurer of the Youth At Risk Committee in Gresham.

Richard A. Cole is the director of Curriculum and Federal Programs at David Douglas School District.

Thelma Taylor celebrated her 85th birthday on Feb. 13, 1993. Taylor remains active leading a women's exercise class, teaching and singing at her church.

Myrna (Murdock-Wickstrom) Oakley began full-time freelance writing in 1980, after 20 years with Portland Public Schools. Oakley has had four books published and now teaches writing and marketing of fiction and non-fiction at Marylhurst College near Portland.


James Hill is the assistant vice president of State Farm Insurance. He lives in Bloomington, Ill.

Blanch Massey has worked in New York City representing the interests of several European book publishers for 18 years.

Robert Hohensee is the director of accounting at World Gospel Mission, a missionary organization headquartered in Marion, Ind.

James (Jim) E. Johnson, a retired lieutenant commander from the Naval Reserve, works as the assistant regional manager at the Washington State Auditor's Office.

Charles E. Keller is studying the Brao language of Cambodia; working with a native speaker, Keller is translating the Bible into this language. He and his wife live in Makinen, Minn.

Dan Simmons was appointed director of the Executive Department for the State of Oregon in November 1992.

Elizabeth (Leighton) Victorino is a social worker with the Department of Health, Developmental Disabilities Division, in Kapaa, Kauai, Hawaii, and is a part-time real estate agent with Kauai Realty, Inc.

Steve Jonas has retired from the U.S. Air Force after 31 years of service. Jonas was a deputy commander IRD-34 (Intelligence Reserve Detachment) at Fairchild Air Force Base Intelligence Office in Spokane, Wash.

George (G.L.) Penrose is an associate professor of history at Hope College in Holland, Mich.

John Polos is a hydraulic engineer in the Reservoir Operations Section at Bonneville Power Administration.

Virginia Ellis Adams has been an elementary school teacher in the Banks School District for 25 years. She will retire at the end of the 1992-93 school year.

Ronald Caplan owns and manages an accounting and tax practice in Mesa, Ariz. Caplan also is an adjunct faculty member at Gateway Community College in Phoenix and Ottawa University in Tempe.

Robert McKibben, of Portland, has been the materials manager at Eastmoreland Hospital for five years.

Norwyn Newby is a neurosurgeon practicing in Bend, Oregon. His wife, Barbara Newby ('68), works at Central Oregon Community College.

Gloria Davis MS, an educational specialist in private practice, tests college students for possible learning problems. Davis is on the board of directors of the Orton Dyslexia Society. She lives in Portland.

Harriet M. Jackson is the principal at Gilbert Heights Elementary School in Beaverton, Ore.

Larry Sayrs retired from the U.S. National Guard and the Oregon-Washington National Guard in 1990 after 23 years of service as a physician's assistant. Sayrs is now a physician's assistant at Odessa Memorial Hospital and Clinic in Odessa, Wash.

Edwin S. Collier MA is a professor of theatre at Pacific University in Forest Grove.

Steven Dennis is a course developer with AT & T Network Systems. He lives in Woodridge, Ill.

Roger Fantz has taught mathematics in the Reynolds School District for 20 years.

Robert Handy MA is the director of the Brazoria County Historical Museum in Angleton, Texas.

Melvin Harnett is a senior special agent with the U.S. Department of Energy, Office of Inspector General, in Richland, Wash.

Barbara Clark Hermanson was promoted to manager of Application Development Representatives in the Fred Meyer Inc. Information Services Department. She has worked for Fred Meyer since 1971.

Arlene Mills Loeffler MST retired from teaching school and is living in Sun City, Ariz.

Joan McMahon MS, associate professor of speech communication at Portland State University, received a three-year training grant for $313,986 from the U.S. Department of Education. The grant provides faculty positions and student stipends to prepare speech-language pathologists and audiologists to serve children with speech, language and hearing handicaps.

Kent Mehler joined Analogy Inc. of Beaverton after working for Mentor Graphics for 7 1/2 years.


Ronald J. Schmela MS completed 17 years in the oil and gas industry and is now an editor and associate publisher for Hart Publications, Inc.

David L. Swanson is an assistant non-commissioned officer in charge of U.S. Air Force Strings in Brandywine, Maryland.

Harry Tate is the Team Leader for the eighth grade at Byron Middle School in Byron, Ill.

Toni (McMillan) Terrel MS is a biology teacher at Wabash High School in Wabash, Ind.
Robert N. Dubay, a manager for US West Communications for almost 16 years, has received the Council of Leaders award for the past two consecutive years.

Elizabeth Gilson is a lawyer with the law firm of Wiggin & Dana in New Haven, Conn.

Charles Mosher MBA has been re-elected President of the American Water Resources Association, a 3,800-member nonprofit association which promotes interdisciplinary water resources management. Mosher lives in Bellevue, Wash.

Alden Peterson MS earned his DMD degree in 1978 from Oregon Health Sciences University. He is a dentist with Kaiser Permanente in Portland and a lieutenant commander in the U.S. Naval Reserve.

Steve Regner MSW is a counselor with private practices in Beaverton and St. Helens. Regner also teaches part-time at Marylhurst College and the St. Vincent Lifestyle Center.

Michael J. Ryan is a paramedic with Buck Medical Services, an ambulance service in Portland.

Keith Shaw, a forest products sales and marketing executive for the past 20 years, is now president of Shaw International, Inc. in Vancouver, Wash.

Wayne Skidmore is an adjunct lecturer at City Colleges of Chicago Community College.

Jose Calderon is the president of Oliver Wight Latin America. Calderon presents seminars in Spanish throughout Latin America and Mexico on Manufacturing Resource Planning.

Don Iverson MS is an insurance agent with New York Life in Vancouver, Wash.

Iris Kissir has taught for 18 years in Portland Public Schools and is currently teaching fourth grade at Llewellyn.

Sharon Kenney Schneider MS has been a counselor at Canby High School for 18 years.

Judy K. Ayers MS, a licensed psychologist and certified rehabilitation counselor, is a labor market analyst with a private physical rehabilitation agency in Minneapolis, Minn.

Linda Crum is an early childhood education specialist for the Oregon Department of Education in Salem.

Christine (Tina) Foley is the office manager of a hardware store in Tahoe City, Calif. Foley also teaches calligraphy to adults and does commercial calligraphy.

Genelle Hanken has been an adult parole and probation officer with the State of Oregon, Coquille-Coos County Branch Office since 1977.

Carlos Gonzalez is part owner, vice president and director of finance and government sales at Atlantic Technologies International Inc. in Orlando, Fla. He is also a professor of International Finance at the University of Central Florida.

James Heath MS currently lives with his son, daughter-in-law and granddaughter on a small farm on the middle fork of the Nooksack River near Deming, Wash.

Theresa Welch Kohlhoff has been in private law practice since her graduation from Lewis & Clark Law School in 1980 and is currently practicing in Wilsonville.

Greg Mako is an account manager with Durr Medical Corporation in Portland.

Lucille Niman MBA teaches accounting and business administration courses at Mt. Hood Community College in Gresham.

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Debra Harris, MST, a health teacher at West Linn High School, recently received the Northwest District American Association of Health, PE, Recreation and Dance Meritorious Service Award. Harris was also named the Northwest District PE Teacher of the Year and is one of six contenders for the National PE Teacher of the Year award.

Bill Plympton, a 1969 graduate of PSU who has been drawing cartoons since he was a child living in Oregon City, has parlayed his skills into a successful career. And Plympton credits his time at PSU for some of that success.

While earning a degree in graphic design, Plympton was involved with the PSU Film Committee. It was with the Committee that he produced his first animated film—a piece intended to be a trailer for another film. Unfortunately, the film was shot upside down and could not be used. (He recently had the film fixed and it is now on the “Plymptoons” cassette which contains all of his short works.)

Immediately after graduation, Plympton moved to New York, where he has lived for the past two decades. Over the years he has produced commercials for clients such as Nutrasweet and Trivial Pursuit. MTV also uses his short animated pieces, which he calls “Plymptoons.” In addition, Plympton has produced several short animated films. Your Face, a piece which he describes as “just different ways to distort the face, make fun of the face,” won numerous awards and was nominated for the 1988 Academy Award for the best animated short film. Other productions include 25 Ways to Quit Smoking and How to Kiss.

Plympton’s first full-length film, The Tune, is about Del, a songwriter whose boss demands a smash hit song in 47 minutes or he’s fired. On the way to meet his boss, Del gets lost and ends up in Flooby Nooby, a bizarre, musical town where objects change shape. There are 10 songs, each paying tribute to a different style of American popular music. After its release last fall, The Tune was praised by critics as “delightful, . . . inventive and witty” and “charmingly warped and irreverent.”

Plympton recently finished his second feature-length film, J. Lyle. Scheduled for release this fall, J. Lyle combines live action with animation.

Plympton’s next project is a live-action film, The Guns of Clackamas, which he wrote and will produce and direct himself. It will be filmed in Oregon in July 1993.

Ed Heger MBA is the managing director of Business Capital Source, an investment banking firm in Beavercreek, Ore.

Elizabeth Heinson retired from the commercial art field in 1984 and has since been painting in oils, watercolors, acrylics and colored pencil.

Ronald B. Parks has been a data processing professional since 1962. For 18 years he worked as a senior systems analyst for Caterpillar Tractor in Dallas, Ore., and then worked for 1½ years at the Oregon Department of Education. Parks is now employed by the Oregon Department of Corrections.

Elizabeth Samson joined Bolliger, Hampton & Tarlow’s Portland office as a trial lawyer.

Naderreh Taheri owns a flower shop and landscape design business in Mill Valley, Calif.

Donna Wagner MUS is the director of educational research at the Beverly Foundation, a non-profit gerontological research and education organization in Pasadena, Calif.

Rodney Davis is the vice president of Congress Financial Corporation, a commercial lender specializing in asset-based financing.

Kay Warner Monroe-Farrell has been promoted to compliance manager at Westamerica Bank, a community bank headquartered in San Rafael, Calif.

Betty Fitzpatrick is the owner of Betty Fitzpatrick CPA, located in Albany, Ore.

Jacquelin (Jackie) Harper was named membership services representative of the Portland/Oregon Visitors Association.

Ruth Graves Horley is a fifth grade teacher at Echo Shaw Elementary School in Cornelius, Ore. Horley also gives piano lessons.

Dipen Sinha Ph.D. is a physicist and project leader at Los Alamos National Laboratory in New Mexico. Sinha developed the Acoustic Resonance Spectroscopy (ARS) technique for chemical treaty verification and recently received the 1992 Popular Science award for his invention of the Acoustic Salmonella Detector.
Judy Vogland MFA has taught art for 23 years at Hillsboro High School.

Pamela D. Erickson MS taught special education in Rainier, Wash., for eight years and now teaches in Oakville, Wash.

David Keys, vice president of the Multi-family Housing Division at Norris & Stevens Realtors in Portland, completed his MBA program at PSU in December 1992.

Kenneth Kruger MBA and his wife had a baby, Lauren Nicole, in December 1992. Kruger is a controller for Stryker Adel Medical in Clackamas.

Shawn Parkhurst is working on his Ph.D. in Social and Cultural Studies in Education at the University of California at Berkeley.

Susan Rustvold and her entire immediate family are studying at PSU. Rustvold is in the M.A. program in counseling; her husband is studying engineering management; her oldest son is in the electrical engineering program, and her youngest son is studying pre-engineering.

Michele Wilding Edlefsen is the manager at Logistics Siemens Solar Industries in Camarillo, Calif.

Laurie Fry has been promoted to assistant director in the National Promotion Department of the Public Broadcasting Service (PBS) television network in Washington, D.C.

Ruth Jensen MS is the executive director of the American Indian Association of Portland.

Bruce Mason MSW is a social worker in school programs for Portland Public Schools.

Peter Michaelson, of the Peter H. Michaelson Foundation in Portland, is doing consulting work in business and finance for Third World economic development.

Sharon L. Perry MSW is the director of two forensic mental health treatment units at Oregon State Hospital. Perry also teaches a class at the Police Academy in Monmouth, Ore., on mentally ill offenders.

Scott Bieber began working as an officer for the Vancouver Police Department in 1985, after teaching seventh and eighth grade English for two years. Bieber was promoted to sergeant in 1990.

Claire Corwin-Kordosky MSW has been a social worker with Portland Public Schools for 7 1/2 years.

Glenda Pullem MST produced a documentary on the life of Dr. Martin Luther King Jr. The documentary, which aired on cable television in Salem in mid-January, traced the history of Dr. King’s life, and his impact on the civil rights movement.

Aase Besson serves on the board of the Scandinavian Heritage Foundation, an organization seeking to establish regular Scandinavian language classes at PSU and to build a Scandinavian Cultural Center.

Jeff Bettinelli is a partner at Business Expense Reduction Services, a Beaverton company which shows businesses how to save on their overhead. He is the father of twin sons born in December.

Rayce Jonsrud operates a small business, Chemotion Inc., a Portland company which produces industrial cleaning chemicals.

Diana Brown-Moore is a health educator and author, as well as the president and founder of International Loving Touch Foundation Inc., a Portland organization that teaches infant massage.
Jean Moore MBA is the Communications in Genetrix, a prenatal operations at US West.

Robin Ione Sabala MBA has worked for International Paper in Memphis, Tenn., for 15 years. Sabala is presently the project manager-printing for the Kraft packaging division.

Jim Sorenson is a senior underwriter with Nationwide Insurance.

Kathleen McNamara is a Vancouver, Wash. Coast Guard District in Juneau, I. Ivan Nance MBA, a lieutenant medical technologist at Alaska.

Mark Abdalla Naas is a civil engineer Vancouver, Wash., and at Portland Community College, Mathematics at Clark College in Oregon.

Cynthia Roeser is an underwriter with Nationwide Insurance.

Ron D. Peterson works for David Evans & Associates as a registered professional civil engineer.

Lydia Ronneberg is a business assurance senior associate with Coopers & Lybrand. She recently transferred to the San Jose office from the Portland office.

Scott Warner has been promoted to vice president of Laughlin Analytics Inc., a Beaverton-based financial firm serving 160 banks across the United States.

Fred Bridges is a product engineer at Hyster-Yale Materials Handling Inc. in Portland.

Catherine Federstiel is teaching second grade at St. Gertrude Academy in Cincinnati, Ohio.

Steven McDowell is a sales representative for Valley Wine Company, a wine distributor in Beaverton.

Peggy Lutz, owner and creator of "A Taste of History" in Portland, is a food historian.

Lutz's great-great grandparents came to Oregon on the Oregon Trail, and her great grandfather was born in Oregon. As an adult, he moved to Montana, where Lutz was born and raised.

In 1980, Lutz was living in Tokyo and had to return to Montana due to an illness. Wanting to raise money to go back to Tokyo, she began presenting food performances on the history of beef to promote the product in Montana. Instead of returning to Tokyo, she moved to Oregon in 1986 to pursue her career and to study the native foods. She attended PSU and received a master's degree in history in 1991, writing her thesis on the food history of Oregon.

Lutz combines her travel experiences with her knowledge of history when she performs. Dressed in period costume, she prepares the food from scratch in front of the audience. As each course is served, she gives a short historical presentation.

Her performances are culturally and historically diverse. She has presented dinners from 25 different countries and time periods. Lutz also has written articles for Northwest Palate and is working on two books.

Sue Bryant-Porter has opened a massage therapy business. She lives in Vancouver, Wash.

Evelyn Sahli is a U.S. Immigration Inspector in Portland.

Jamal Abu Sneineh MST is a coach and recreation instructor at Metro Gymnastics Center in Tigard.

Brian Alfrey is a licensed broker and insurance agent with Pain-Webber Incorporated. He and his wife live in Portland.

Amy Pearl is currently in the M.A.T. program at Willamette University in Salem.

Jennifer Tujo MPA joined the U.S. Army immediately following graduation. Tujo is based at Ft. Lewis, Wash., and is a registered nurse working at Madigan Medical Center.

Paul Starr '85, the former executive director of Cascade AIDS Project, died on December 30, 1992, at the age of 43. Starr, an AIDS activist, was credited by many in the community with increasing public knowledge of the disease. Starr received a master's degree in social work from PSU in 1985; in 1986 he founded the Cascade AIDS Project. He is survived by his parents, Dane and Wilma Starr, sisters Deanna and Susan Starr, and brothers David, Stephen and Mark.

Mark Whitehead '90 was killed in an auto accident on February 26, 1993, while working as a Multnomah County Sheriff's reserve deputy. Whitehead, a 26-year-old graduate assistant in the music department at PSU, was working on his master's degree. His goal was to receive his doctorate. He is survived by his parents, Jim and Beverly Whitehead, and his younger brother, Matt.
Tickets for dance, theater and music performances are available at the PSU Ticket Office, SW 5th and Mill, 725-3307, or at the door.

**Performing Arts**

**Brown Bag Concerts**
noon, 75 Lincoln Hall, free.

May 4 Cappella Romana
May 6 PSU Percussion Ensembles
May 11 Portland Opera Players
May 13 PSU Contemporary Music Ensembles
May 18 PSU Faculty Recital
May 20 PSU Composition Students of Thomas Svoboda

**Concerts**

Apr. 30 Ensemble Viento, 75 Lincoln Hall, 8 pm, $10/$7
May 8 PSU Symphonic Orchestra & PSU Chamber Choir, 75 Lincoln Hall, 7 pm, $4/$2
May 9 PSU Symphonic Band & PSU Jazz Lab Band, Lincoln Performance Hall, 8 pm, $4/$2
May 21, 22, Magic Flute PSU 28, 29 Opera Production, Lincoln Performance Hall, 8 pm, $12/$10/$8
May 23, 30 Magic Flute PSU 28, 29 Opera Production, Lincoln Performance Hall, 3 pm, $12/$10/$8
June 2 University Choir Concert, Lincoln Hall, 7:30 pm, free

**Friends of Chamber Music**
8 pm, Lincoln Performance Hall, $12.

May 4 PSU Music Scholarship Benefit

**Dance**

Apr. 23-24 Jack Lite, 8 pm, Shattuck Studio Theater, $6/$5 tickets sold at the door only
June 3-5 Department of Dance Gala, 8 pm, Lincoln Performance Hall, $8/$6
June 5, 6 Department of Dance Gala, 2 pm, Lincoln Performance Hall, $8/$6

**Theater Arts**

8 pm, $7/$6/$5 (except where stated).

Apr. 13, 15-17 New Plays Conference, Lincoln Hall Theater (signed performance Apr. 16)
Apr. 28, 29 Masterpieces (Preview), $2.50, Lincoln Performance Hall May 1, 5-8 Masterpieces, Lincoln Performance Hall (signed performance May 6)

**Visual Arts**

Dept. of Art Gallery 205 Neuberger Hall, free.

Apr. 12-17 Recent Works by Visual Arts, free.
May 17-20 Annual Student Art Exhibition

**Littman Gallery**

7-29 Neuberger Hall, free.

Apr. 12-29 David Fish, sculpture; Karen Waaler, paintings (reception April 1)
May 7-28 Fay Cummings - Sculpture - Chris Gander (reception May 7)
May 3-11 Native American Art Show (reception May 6)
June 21-27 Ian Sutherland, Zack Kircher, Anne Parks Wallace (reception May 1)
June 17-23 Chris Gander (reception June 17)

**White Gallery**

7:30-9 pm, 294 Smith Center, free.

Apr. 12-29 Thomas Nolan "Creative Imagiery" using super-imposed images, (reception April 1)
May 7-28 George Osterag, Color Nature Photographs (reception May 7)
June 21-27 Paullette Rees-Davis, Mixed Media Photos (reception July 1)

**Lectures**

Foreign Languages and Literatures
3 pm, 290 Smith Center, free.

Apr. 12 "Fanaticism and the Enlightenment: The Boundaries of Tolerable and Intolerable Faith"
Apr. 19 "Theoretical Problems of Modernity and the Avant-Garde"
Apr. 26 "Marguerite Duras's The Lover: Transgressing Boundaries"
May 10 "Terrorities: The 'Other' of Borders"
May 24 "Serving Two Masters: Danes and Danish in Sleveig"

International Studies

Noon, 190 School of Business, free.

Apr. 14 "Structural Violence"
Apr. 21 "Africa and the New World Order"
Apr. 28 "Japan's Future International Role"
May 5 "The Conversion of Peasemaking and Conflict Resolution," Portland Hilton Hotel
May 24 "Women in the New World Order"
June 2 "Refugees in Europe"

**Friends of Biology**

7-8 pm, 294 Smith Center, free.

April 28 "Global Warming and PacificCorp"

**UISHE**


Apr. 21 American Indian Youth Conference, Smith Center
May 3-8 Native American Cultural Awareness Week, Multicultural Center, Smith Center
May 3-11 Native American Art Show, Littman Gallery (reception May 6)
May 6 Salmon Bake
May 7-8 Native American Cultural Awareness Week Pow Wow, PSU Main Gym

PSU 29