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GBW REVISITED

A LOOK BACK, A LOOK AHEAD FOR CAMPUS

Nearly every U.S. newsmagazine has run its cover story and most major newspapers have published their "think pieces" on the depression in higher education.

The recent Carnegie report on the financial problems of colleges and universities identified Portland State as one "headed for trouble." (Please see accompanying story)

A little more than two years ago, Gregory Baker Wolfe wrote for the first edition of Perspective his thoughts about Portland State and his role as its new president.

A few weeks ago Journalists Mark Howard, now an assistant to the president, and Bob Stein, now the university's information officer, revisited the president for Perspective. The conversation, inevitably, turned to the monetary crisis, a crisis just as severe, but vastly different from those brutal days last spring. Here's what Dr. Wolfe had to say:

It didn't take a report by the Carnegie Corporation to tell us we are in a period of economic difficulty. Of course we are in economic difficulty and we probably perceived that long before the Carnegie Corporation did.

Portland State always has been in some kind of economic difficulty. Perhaps that is the common ailment of any institution begotten by people with high ideals but without the wherewithall to cope with the demands for its services.

Portland State's organization, administratively, grew like Topsy. It grew that way simply because it was necessary, in those early days, to improvise to solve the immediate crisis of the day, whether it meant using an old synagogue for physical education classes or finding space in cubbyholes where students might hit the books.

Portland State now is reaching maturity, and with it, new financial problems. The existence of the deepening economic difficulty was evident when I arrived in 1968.

I found essentially a vest-pocket, quill-pen budgeting system that had many hopes and plans but very little implementation of a program to modernize accounting and budgeting. The budget as I received it was framed in terms of operational adequacy, but it didn't reflect educational goals.

The Portland State University Foundation currently is conducting its first annual giving campaign on behalf of the University.

The Foundation Board recognized that it is impossible to pre-determine the success of the campaign, for the University has had no past experience upon which to make an evaluation. The individuals being contacted for support - alumni, parents and friends of the University - have no tradition of giving to Portland State. Indeed, only 1.2 per cent of the institution's budget during the past fiscal year came from private grants and gifts.

The Board also took note of the recent Carnegie Corporation report on the status of higher education institutions in America. The report identified Portland State as one financially "headed for trouble." The report said Portland State was typical of the schools which, during the past decade, expanded enrollment and graduate and professional programs very rapidly, but could not build the necessary underlying financial support for libraries, laboratories and related facilities.

The Carnegie Report went on to say that without new financial resources to build the necessary...
BUDGET DETERMINES GROWTH

(Continued from Page 1)

That's a perfect way to develop a multi-versity, but it's not the way to develop a school that is supposed to meet the guidelines it has, which the Board established and which I think the community expects of an urban school.

A year ago I addressed this problem to the faculty: how to use the budget to advance what it is we are to do here educationally. We are not, and do not want to become a multi-versity. Moreover, we cannot do everything every student and faculty member would like us to do. Therefore, we must make hard choices with present limitations and develop more realistic blueprints for the institution we expect to become. To avoid the hard choices and commitment to our special goals will only intensify already serious economic difficulties.

The budget guidelines give priorities to the strengthening of our three doctoral programs. Inasmuch as the Ph.D programs are still incipient, they need sustained support from the faculty and administration in order to deliver on the program content which the Board approved and which degree candidates expect.

Some schools and colleges of the University have said that they, too, want additional graduate degrees and additional programs. The point is they are not going to have them yet, if ever, until we refine what we are authorized by law and Board policy to do.

The budget guidelines also underscore a need to consolidate and refine our undergraduate programs. There is a trend toward proliferation of courses within the general curricula which are beyond genuine need, partly because some courses are interesting and reflect the personal professional interests of some of our faculty, and partly because there is a student demand, sometimes a vogueish one. What we must do is to consolidate and retain those courses we have discovered to be useful additions, and erase those that aren't so necessary, or those that have become past vogueish like the mini-skirt. Or is it now the midi-skirt?

We must bring the catalog up to date; but, more importantly, the University up to date, and to reduce the strong tendency we have toward isolation from other educational forms. The linkages and relationships we have with high schools and community colleges never have been more important. We must understand each other better and achieve better working relationships for the sake of our own development.

I think we ought to do a lot more than we have done in extending college standing, advanced standing work in the high schools, so that when a high school senior shows by his academic prowess what he is capable of doing, that he could either take on this campus or have provided at his high school some form of college level work.

We must make a greater effort to recognize the role and contributions of the community colleges to the university's future. Increasingly, they are providing us with transfer students who have completed lower division work. Learning to relate community college work to ours in ways that facilitate transferring credit, as well as making the transition to the university atmosphere, requires that we consider internal rearrangements of the composition, the quality and sometimes the content of our academic offerings.

I think all of us in post-high school education - at the community college and university level - ought to consider certifying young people in ways to help them get out into the economy and to find jobs. Such a credential would not only help them find a place in the economy but would show them where they were when they left the college or university if they decide to return.

I think every educational institution needs to upgrade its counseling services to the young, to advise them on the so-called "new careers," the opportunities provided by the new technologies, the advances in social work and the sub-professional areas, to name but a few.

We really need to take some vigorous initiatives in the area of counselor training, and that is quite different from the old-fashioned, "this is how you make it in the University." The really important question is, "How do you make it in life?"

We also need to do more than we are doing to counsel people out of universities, into community colleges or other educational experiences when they find out that university life is not serving them as it ought to. Universities and colleges are never going to be relevant for everyone. It is naive to believe they can or should be. As we proceed to let more and more in, we must be more careful about whom we let out- and when.

We must also make a stronger case for liberal education as a part of our national priorities. The rise in the level of political and public criticism of non-career oriented learning is well known. Many politicians and parents keep saying they wish universities would produce more skilled workers for professional and paraprofessional jobs. Some even suggest that resources allocated to the liberal arts be reduced. I do not subscribe to this suggestion. Just because more and better skills are needed does not mean the humanities and liberal arts are not needed just as much or more than ever. It is doubtful and perhaps even dangerous to assume, however, that vocational and technical skills unrelated to humanism will do more than hasten cultural catastrophe.

I always have believed that urban universities ought to be involved in their communities and contribute to the development of knowledge that...

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helps communities to cope with social, economic and political problems.

But, somehow, there has been a confusion abroad in the land, both in the general public and amongst the academic profession, that universities are problem solvers in the societal sense. They’re not. They are part of the problems. No university has established a record for solving any of the major problems of society. At most, and best, a university can participate in the problem-analysis and adoption-development process. In the end, a community expects a less elite body, a less isolated group than a community of scholars to be the decision makers and the action takers.

Many students and quite a number of faculty confuse the hard techniques of involvement with what they perceive to be the easy techniques of action. It is tragic that so many students and a few faculty members somehow believe that motion is a synonym for action, or that motion is a synonym for involvement. The academic community ought to ponder very hard the need for, or utility of, the university in the major problems of society. At most, the university plays a part in dealing with many of the difficult social and political problems.

Contemplation, after all, is what the role of scholarship is all about. Objectivity is another.

There has been a strong tendency — perhaps more than a tendency — for academic institutions to manifest severe advance stages of future shock because of their taking, or seeking to take, positions on problems they ought to be objective about, and to become orthodox about problems they should be catholic about. This has created a credibility gap for institutions of higher learning which is a threat to the future of the most venerable communities for objectivity, for tolerance and forbearance.

Crises in confidence certainly are not confined to universities. One need only look at the front pages of the newspaper to note that they exist in many facets of our society: in our banks, in our military post exchanges, in our corporations, in the reports that daily come from the battlefields of that savage war in Southeast Asia. Gaps in confidence occur when performance for real or imagined reasons, fails to meet real or imagined expectations of those who work in or around institutions that represent the diverse interests of large groups.

In part, I think the confidence gap, or crisis, the university now is passing through, results from the increased size, the diversity and experience levels of its students and its teachers. They are at once more questioning, more vocal, more opinionated and less patient than they used to be "in the good old days."

Universities, themselves, have become less teacher-centered than they used to be and much more self-conscious about, and somewhat insecure with, their roles as research centers. And all this is disturbing to many in the outside world who want their schools to cope "more responsibly" with modern problems and at the same time organize and apply practices that are "like it was when I was in college."

Life just isn't "like it used to be," either on the campus or in the community at large.

Society has placed on the universities the burden of being the warehouse of the young, and expects, for example, that the school should have a student body president who behaves himself, is clean shaven and ivy-suit. But that characterization no longer holds. When the young now come to the university, they know a lot more than the young did some 20 years ago when they first went to a university. When a young person comes to a campus in 1971, is he supposed to act as if he can't vote, can't have been to war, can't have had mature experience with sex, with drugs and all the other things that are plaguing the society from which he emanated? It is unrealistic to expect them to take pledges of poverty, chastity and innocence.

Nevertheless, we get pressures from within — and without — that kind of test whether the university should be a microcosm of life, which it isn't. It's a place for study, and a place for concern. But the concern doesn't really extend to motion, or emotion, that divorces us from the conviction that objectivity is the central role of the academy.

For the most part, students at Portland State are study-oriented. The average age is 21 and one half years, and most are already in the labor force, working their way through college. Most take six years to complete their work for degrees, and most do not live on the campus. They're busy.

Thus, it is understandable why so few participate in student government, though many take part in university activities when they find the time to do so. I find our students very anxious to have at substantive issues that confront the university. They contribute very substantially to academic concerns. Among those are faculty evaluation, much constructive criticism of university programs and curricula, participating in

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FOUNDER5 SEEKS SUPPORT FOR PSU

(Continued from Page 1)

facilities, institutions headed for financial trouble eventually will be in qualitatively trouble.

The student population at Portland State has increased dramatically during the past several years, from 2,800 in 1955, to 4,454 in 1960, and to nearly 11,500 in 1970. Analyzing the status of Portland State, the Carnegie researchers said the University is seriously understaffed and lagging behind in library books and equipment and added that the administration has been starved for support.

In an effort to keep Portland State from falling into the "in trouble" category defined by the Carnegie Report, the PSU Foundation Board authorized the giving campaign to provide outside support to the University to:

- Finance scholarships and fellowships. In 1969-70, PSU had $227,000 in scholarships and fellowships, and $507,000 in research stipends. In the same academic year, OSU had $592,000 in scholarships and fellowships, and $1,800,000 in research stipends. The University of Oregon had $322,000 in scholarships and fellowships, and $3,201,000 in research stipends.
- Buy books for the library. Library holdings in the state's three universities December 31, 1970, reveal that Oregon State University had 634,210 volumes, or 42 volumes per student; the University of Oregon had 1,099,225 volumes, or 66 volumes per student; PSU had a total of 296,877 volumes, or 26 volumes per student.
- Purchase equipment for many departments. The 1971-72 Biennial budget requests are in excess of $3,000,000 for equipment. This is ten times PSU's current operating level.
- Increase opportunities to participate in athletics. Gate receipts and the incidental fee cannot provide sufficient funds for this purpose.
- Provide discretionary funds to permit faculty members and graduate students to participate in conferences and other activities which will increase their effectiveness as scholars and teachers.
- Invite distinguished professors from other campuses in this country and overseas to Portland State.
- Sponsor seminars, lecture programs and cultural events for both campus and city communities.

PSU's grant-in-aid program is one-tenth to one quarter that of her sister institutions.
- Conduct research in a number of general and specific programs.
- In an age of urban environment and technologically based industry in the greater Portland metropolitan area, there are endless opportunities for basic and applied research. The Portland City Club took up this very problem eight years ago when it called for a strong public university in Portland.
- Provide discretionary funds to permit faculty members and graduate students to participate in conferences and other activities which will increase their effectiveness as scholars and teachers.
- Invite distinguished professors from other campuses in this country and overseas to Portland State.
(Continued from Page 3) searches for senior personnel, and the planning of our physical environment. The hard fact remains, however, that student interest is fundamentally as episodic as their life is transitory at the institution.

The community, the student, the faculty—all are part of an institution devised by Society and called a University. The State Board of Higher Education has acted to insure the students a role in policy formulation, both academic and functional, in the field of the use of the students' incidental fees and the recent adoption by the Board of a favorable attitude toward the social action group called OSpIRG. We currently are investigating the desires of students as well as our legal obligations. But it is these kinds of things that indicate students are a part of the total community and should not be segregated to a kind of play-pen governmental activity of their own. The academy, to be really integrated, should combine, not divide, its faculty, its students and its administrators.

There seems to be widespread public interest in remaking universities into centers of study and research with this emphasis on teaching. I personally prefer the conclusion reached by the PSU Goals Commission (Perspective, December, 1970), which said the emphasis should be on learning. This idea encompasses and encourages more diverse intellectual initiatives and fewer intellectual enterprise than teaching and research have traditionally offered either students or teachers. Moreover, the question of whether contemporary scholarship can be confined to the contemplative methods of the past remains to be seen.

The pattern of post-high school education in the State and in the metropolitan area has changed dramatically during the past few years. The growth of the community college network and the financial plight of some institutions in the private sector are but two examples.

If we are not to lose energy and time double-talking one another, we must ask our public to face the issues we are told we must face and ask how the University will address these goals in terms of the resources that the public and private sectors will actually spend to achieve what they claim the metropolitan area must have.

I suggest we help by looking at the greater Portland area educational support network in terms of our costs and benefits. Can some of the functions we have performed in the past be transferred to community colleges? Can some of the work of the Oregon Graduate Center and the University be better coordinated, somehow consolidated and improved to yield the sorts of talent and research product we need? There are among the considerations that recently prompted me to initiate a meeting of the presidents of the four metropolitan-area community colleges and the superintendent of the Portland public school system. I found we all are anxious about exploring the interface of our three educational systems for mutual benefit and the improvement of service. I don't think this effort can be confined to greater Portland; I think it has to be extended to the whole state. However, our metropolitan effort represents so much of the state that it may establish a pattern for Oregon and produce some positive suggestions for the Legislature to consider.

The Carnegie report noted that periods of financial stress are not necessarily all bad, for out of them may come imaginative ways to reorder available resources. Other, immediate steps must be taken, too, and at Portland State we already are contemplating the possibility of a reduction in our faculty size, which is projected in the Governor's budget recommendations. One of the things I think we must consider in a period of economic difficulty is whether and how it is practical to do more with less. Is the curriculum compressible? Are course mergers possible? Can more individualized, tailored study be organized? In what ways can machines be substituted for manpower in the learning process? Some of the computer instruction and audio visual methods of Applied Science, Social Science and General Science already have provided interesting learning situations for students at PSU.

We have tended in recent years to assume that all these new technological advances somehow have a role to play in learning. Without saying that they don't, some may be more relevant or more appropriate to learning needs than others. It's time our faculty rendered some judgments on their experiments.

I spoke of mergers as a possibility for economizing in our teaching and other resources. In that connection I have worked with our computer center director on a proposal to establish a computer consortium with the Medical and Dental schools. It also could be available to the Graduate Center. Regrettably, the Governor's budget did not adopt the recommendation of the BPK office that we get a computer consortium established. If duplication and competition in these expensive fields are to end some such proposal will one day have to be supported and funded. The cost of bringing service from as far away as Corvallis, which we also have studied, not only appears to be more expensive, but subject to delays of our instructional programs simply cannot afford.

An increase in private support is one other way to ease the financial crisis at Portland State, and that is why I have established a development office at Portland State. It is establishing the university's first contacts with major sources of private capital and about to launch our first alumni giving campaign.

Even though we delayed longer than I think advisable to seek private support for Portland State, we are now under way and receiving considerable encouragement.

For example, in the process of appointing community people to the University Foundation Board, we are finding less interest in just "serving" on the Board randomly than on taking a special interest in particular needs such as athletics, international programs, scholarships or other special programs.

In December, the Foundation accepted a first donation toward the funding of a program to bring distinguished foreign professors to our campus, and also help to make them available to less fortunate deserving private colleges in the greater Portland area. These are among the kinds of things that Portland State needs. It also needs a great increase in discretionary funds to enable our faculty to participate professionally in international and national meetings of significance where, by virtue of their teaching and published research, they are achieving national prominence and establishing our reputation for excellence in their chosen fields.

Additional funding also is needed to ensure equality of educational opportunities. As well supported as it is, I think that public higher education still is mostly available to the middle class and the upper middle class. A great deal more must be done to encourage, finance and even subsidize the qualified less advantaged students to attend the University. I was particularly sorry to note the provision in the present budget— which I had argued for—to assist efforts Portland State and the University of Oregon have been making in this area, and which have been entirely financed from the tuition budgets for the last one and a half biennia.

In addition, we have to become interested in working on new forms of educational finance. Middle-class families, because of the tax clout, are finding it increasingly difficult to send their children on to colleges and universities.

Some of these forms are somewhat unpopular with college administrators and bankers. We are exploring them anyway, whether we help discover a way to help the middle income population pay its way, or the public to acquire a better means than it now has to satisfy the demands for educational opportunity regardless of economic status.

All of these goals—and needs—depend upon community involvement to a large degree. The University and I have been particularly fortunate in having the continuous good will and support of a special board of advisers to the President. Seven eminent civic leaders from greater Portland have been meeting with me regularly since shortly after my arrival in Portland. They provide a community input to a myriad of subjects, including those related to manpower, brain power and student affairs as well as to policy and management questions on which the life of any modern university depends.
By MICHELE WILEY

"Nothing to it," the man says. His wife smiles.

Outside the window of the South Park Hall classroom, a winter snowstorm that had forced the closure of most of the metropolitan schools was blanketing the city.

But it takes a little more than bad weather to daunt modern pioneers.

The Leonard Schmidts (shown in PSU language labs) are farmers who live in Trout Lake, Wash., 30 miles north of Hood River. Twice a week, they drive the 170-mile round trip to attend a two-hour evening class in beginning Portuguese.

Why?

"Next year we plan to move to Brazil," Schmidt explains. "And, Portland State is the closest college or university to us that offers Portuguese, which is the native language of Brazil."

Why Brazil?

"Friends of ours, the O.C. Murdocks, and two other families already are living down there and farming on a high plateau area 60 miles north of Brazilia, the capital," he continues.

The Schmidts have visited the Murdocks, who completed Portuguese language studies at PSU over a year ago, and they liked what they saw. Leonard Schmidt is excited about farming prospects.

"I think Brazil may be feeding the world someday. That country is 30 years behind the United States, but land potential down there is so great. Why, their growing season is 12 months long!"

A confident enthusiasm shows on this quiet man who doesn't seem at all concerned that he will probably be using manual labor instead of modern machinery for a while to cultivate his fields and harvest his crops.

"Primarily, we plan to breed beef cattle. Milk isn't a common food in that area, so we don't plan to try milking cows at first. And, labor is as inexpensive as land; daily wages are $1.15."

But what about housing and the other aspects of daily living a woman is more concerned with?

"True, there's no refrigeration down there, but the major food staples are rice and beans. I saw some open cisterns; that bothered me. But I'm sure I'll adjust to the changes," says Mrs. Schmidt, who appears just as eager as her husband to try a new life in a new country.

Will their children go along?

"Our son is a high school senior this year and our daughter will graduate from high school next year. The decision will be theirs. Certainly they can come along, if they want. But, they can stay here, too," she said, and her husband nodded in agreement.

Actually, this is the second year the Schmidts are taking beginning Portuguese.

"Last year we still had 400 cows, and so it was hard to always get to class. We sold the cows, and this year we just have heifers, which don't require the same attention and care," Mr. Schmidt said.

The Schmidts aren't the only ones who see Brazil as a "new frontier." A missionary family in the class is preparing to leave for Brazil, too. Douglas Arnold, a senior, is planning to go there to teach English.

Perhaps the person who is most enthusiastic of all about the "new frontier" is a small, dynamic lady, who wears homemade shoes of calf hair and whose office is filled with various paraphernalia from Brazil.

Dr. Blanca Lobo Filho, associate professor of Portuguese, who lived in Brazil for more than 30 years and still maintains a home in Rio de Janeiro which she visits annually, started PSU's Portuguese program six years ago with ten students.

This year there are 66 students enrolled. They include present and future technicans, sociologists and "modern pioneers." Many of them have specific plans for living in Brazil, some as representatives of various Oregon industries and others to teach English.

With dark eyes sparkling, Dr. Lobo Filho points out the steadily increasing importance of the Portuguese language and Brazil's potential.

"In the Western hemisphere, Portuguese is the third most commonly used language next to English and Spanish. In Brazil alone, which occupies nearly half of South America, 92 million people speak Portuguese. Another 20 million people living in Portugal and Portuguese possessions also speak the language."

"Though known the world over for its coffee, Brazil also is rich in mineral resources and exports such products as bailer twine, carnauba wax, cod liver oil and tapioca."

"Increasingly, Oregon industries are trading more with Brazil. Omark Industries, for example, has tripled its saw and chain sales in South America in the past three years. Omark expects timber resource development programs and massive civil engineering projects will continue to expand their market. Omark cutting chain is being used now on saws clearing jungle for Brazil's trans-Amazonic highway," she points out.

PSU students have the opportunity to study in both Brazil and Portugal. Two years ago two students studied at Brazil's Federal University of Belo Horizonte and two students from that school attended PSU.

The Calouste-Gulbenkian Foundation, a Portuguese-based private organization whose purpose is to promote foreign interest in the language and culture of Portugal, has awarded PSU funds since 1967 for students to study at the University of Lisbon and the University of Coimbra.

Of the three students in Portugal this year, Mary Beyl and James Cummins are recipients of Calouste-Gulbenkian grants. David Beyl, Mary's husband, received a Fulbright Scholarship to study at the same time.

The Most Popular Coffee on Earth Grows in Brazil.
An Apollo ‘First’

The success of the Portland State University team in visually tracking and video-taping the flight of Apollo 14 has brought numerous inquiries from science-oriented companies and organizations and an invitation to participate in an international space experiment in late April.

“I’ve been on the phone about 10 hours a week with people all over the country,” says Dick Sears, a graduate assistant in general science who is completing work toward his MST this spring.

Sears was project director of the PSU team which made the world’s first tape of an Apollo flight. The Smithsonian Institution Astrophysical Laboratory of Cambridge, Mass., has invited the PSU team to participate in the late-April project, which is a cooperative program with the National Aeronautical and Space Agency and West Germany’s Max Planck Institute for Extraterrestrial Physics.

The project will see a barium ion cloud placed at 5 earth radii over Central America for the purpose of studying electrical fields as defined by the geometric shape of the cloud and the behavior of an ion cloud in a collision-free plasma. Sears reports that the PSU team has been asked to video tape the experiment. Sears and his colleagues – Tracy B. Brown, chief engineer for the PSU Instructional Television Services Department; Michael R. Gilmore, a graduate assistant in physics; Jerald R. Mishler, a student in the University Scholars Program; and Andrew Foresburg, a physics student – did their pioneer work at the Pine Mountain Observatory, which is operated by the University of Oregon under a National Science Foundation Grant.

Burton D. Johnson, research assistant in physics and staff member at the Observatory, represented the University of Oregon.

They hope to repeat their successes on July 26 when Apollo 15 takes off for the moon.

Series of photos from the video tape show what happened when the Apollo 14 crew performed various missions while rocketing toward the moon. The top photo, made while the vehicle was 35,000 miles from earth, shows the release of liquid hydrogen from the S4-B booster, a braking maneuver so it will impact on the moon. The command service module is directly above, at left tip. The center photo shows the release of liquid oxygen from the S4-B when the vehicle also was 35,000 miles from earth. The liquid oxygen pushed away the residue of the liquid hydrogen at the lower left. Lower photo, showing flight action some 36,000 miles from earth, also is of a release of liquid oxygen. Bright spots in center and lower photos, above and below the hydrogen and oxygen “dumps,” are the SLA panels which encased the lunar excursion module atop the S4-B. The Pine Mountain trackers recorded the event on some six and a half hours of video tape, allowing earthlings to see a continuous flight of the spacecraft. Still photos are less satisfactory, for they record only certain instances during the mission.
Vikings: 114; Wildcats: 106

Alumni and university officials had a merry old time in late February when they boarded a musician-equipped bus for a jaunt to McMinnville to watch the Portland State basketball team take on the Linfield College group. After the ball game was over, the bus took the basketball fans to the home of Bruce (1964) and Betty (1961) Mitchell to celebrate the PSU victory over champagne and hors d'oeuvres.

PHOTOS BY GARY ROBINSON (1961)
FROM PORTLAND TO SOUTH KOREA

ROUSINGS FROM THE ALUMNI

John Jenkins, director of alumni relations and placement, announces that the number of University services available to alumni has been increased since the last list was published in the December Perspective.

"We want the alumni to remain members of the University family," says Jenkins, who has his office on the fourth floor of the new Services Building at 617 S.W. Montgomery Street. Alumni may park their cars on the roof of the building, enter at the fourth floor level, 'visit with Jenkins' concerning alumni affairs or check on employment opportunities. Jenkins has these services (and special rates) available to alumni who hold ID cards which are available for a dollar (it's easy to obtain one by using coupon on Page 10).

- Use, at student prices, of the bowling alleys and other game room facilities when space is available. Jenkins suggests checking with the Game Room (229-4400) to determine the best times.
- Use of PSU parking facilities after 2 p.m. and on weekends. Parking permits, good through June 30, may be purchased for $1 at the Parking Window in the South Park Hall lobby, Monday through Friday, from 8 a.m. to 5 p.m. and at the Cashier's Window from 6 to 9:30 p.m.
- Participation in the physical education evening programs. Tuesday nights - from 7:30 to 9:30 - are family night, with the rate to ID-card holders of $1 per family through June 11. Wednesday nights - from 6:30 to 9:30 - are reserved for single alumni and couples who may use the pool at the same rates as any unaccompanied guests at the rate of $1 per person to ID card holders through June 11.
- Attendance at student rates ($1.50) to any performance of "Boy's in the Band," currently in rehearsal. It will be the PSU Players first production following the American Theatre Company season in Old Main Auditorium. Jack Feathertong, and John Mart Crowley play dealing with the problems of the homosexual in U.S. Society. Feathertong, who worked for 15 years in production in New York before coming to PSU last fall, was living in New York when the play opened on Broadway in January. The New York production closed a few months ago, and a film starring Warren Beatty was released last December. The PSU Players production will be on stage in Old Main from 8 p.m. on April 22, 23, 24, 25, and 30 and May 1. Tickets are available at the PSU Box Office.

And, speaking of New York, Cecil Porter, who completed his studies in art last month, is soon to have a one-man show at the Brooklyn Museum's Little Gallery. One of the art department's outstanding students, Porter is at the Brooklyn Museum School on a scholarship this year. He painted a new competition of about 30 applicants, with five being selected. The Little Gallery is a new gallery in the museum to show works by promising young artists.

And from Vietnam comes word that Dr. Jan M. Wick (1968) has received the army Commendation Medal for meritorious service. He received the award while assigned as a civil engineer in the RHA Engineer battalion's headquarters company. His parents, Mr. and Mrs. Lon H. Wick, and wife, Christine, live at 1034 S.W. 80th Ave., Portland.
CALLING ALL GRADS

A group of 20 alumni met in Smith Memorial Center March 17 to explore techniques for involving alumni in programs of the institution. Representing one of the earliest classes was Ray Loking, the first student body president at old Vanport. And replacing William Hillard, who was Lt. Ron Melott of the Portland Fire Bureau (also see story, Page 6).

The alumni reported an eagerness for news about the University and expressed the desire of many alumni to keep in continued contact with former teachers in the various schools and colleges.

Indicating an interest more in curricular involvement than in social affairs, the alumni said they would like to serve as emissaries between the University community and the broader communities in the metropolitan area and throughout the state.

The group decided to hold a second, and expanded, meeting, probably in May. Meanwhile, they hope to contact other Portland State alumni in an effort to boost the participation possible.

Alumni who wish to take part in future meetings, or to offer ideas on services and programs desired by alumni, are asked to write or phone John Jenkins, director of alumni relations and placement.

* * *

Ed Grosswiler (1965), editor of the Vanguard while Portland State has been named news editor for the Associated Press in Oregon. Grosswiler, 28, replaces Gordon G. Macnair, who retired after 30 years with the AP. The 1965 PSU graduate has been with the AP eight years, starting as a part-time employee when he was at PSU.

* * *

Dick Johnston (1965), who was managing editor of the Vanguard while Portland State, has been named assistant city editor of the Portland Oregonian, replacing William Hillard, who was named city editor. Johnston, 30, is from Longview, Wash.

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Peter Morgan (1967), who was editor of the Review literary magazine while at Portland State, has joined the staff of the Associate Press in Salem for the legislative session. He will move to the Portland bureau when the session ends. Morgan has been in the Peace Corps and worked at the Bend Bulletin since his graduation from PSU.

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Larry Large (1964), former student body president at Portland State, has been named acting director of financial aids at the University of Oregon. The 30-year-old PSU graduate has been associate dean of students at Oregon where he is working on his doctorate in education.

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The University of Iowa reports that Michael E. Randell (1968) was awarded a MFA in English at the end of Iowa's January term. And at Purdue, David L. Danley (1968) is continuing his graduate work in parasitology following some special army reserve training at Indian Head, Md. His wife, Marianne, also is a beginning graduate work in 16th century literature next fall.
PETE SEEGER

Young and old they came. And hundreds were turned away. But a thousand enthusiastic Pete Seeger fans crowded into the Smith Center Ballroom for a folk concert Wednesday night, March 3. The slim, fifty-one-year-old man who helped popularize the folksinging movement of the 1950's and early '60's entertained a captive audience for two hours with his famous longnecked 5-string banjo and guitar.

Because “songs just don’t sound right unless a crowd joins in,” Pete Seeger and his audience joined voices and clapping hands for such favorites as “Little Boxes,” “Climbing Jacob’s Ladder,” “I’ve Got Beans in My Ears,” “Guantanamera,” and “Wim-o-neh.”

Long a crusader for peace and preserving man’s environment, Seeger sang a new song, “Last Train to Nuremberg,” whose lyrics were directed to the perpetrators of the My Lai massacre and two songs that spoke of nature and the ecological balance, “Coyote” and “Rabbits Have Nothing to Eat.”

The appreciative audience stood for two ovations while the folk singer sang several more all-time favorites including “If I Had a Hammer,” “Fixing to Die Rag,” and “One Blue Sky.”

The disappointed many who couldn’t sing-a-long in person were able to hear the concert live over KOAP-FM radio or through an audio system set up in Smith Center.

PHOTOS BY RON WILSON
Berlin Opera Is Also Coming For...

SUMMER TERM

The first German Arts Festival on the Pacific to be held August 7-15 will provide a grand finale for another PSU Summer Term filled with distinguished visiting faculty, speakers, special programs and cultural events.

Thirty members of the Berlin Opera Company will make their United States debut at the Festival with two performances of Carl Orff's one-act opera "Die Kluge" at the Civic Auditorium August 13 and 14 under the direction of Stefan Minde, general director and conductor of the Portland Opera Association.

The Melos Quartet, guitarist Heinz Justen, a puppeteer and several well-known German authors also are scheduled to appear during the week. Art exhibits are planned at both the Portland Art Museum and the PSU White Gallery. The summer film series of the Deutsche Sommerschule am Pazifik will be open to the public.

The Festival is the result of two years' planning by Dr. H. Frederick Peters, professor of German at PSU, and director of the Deutsche Sommerschule am Pazifik, one of two German summer schools in the nation. To be located on the campus of Lewis and Clark College this year, the 14th annual session of the Deutsche Sommerschule will end just in time for the festival.

Two of the visiting professors this summer at the Deutsche Sommerschule, which begins June 18, will be K-11 Heinz Kraus, director of the Goethe Institute, and Bernd Witte, professor at the University of Paris, Sorbonne.

Co-sponsoring the German Arts Festival are the Goethe Institute in Munich, the Oregon Arts Commission, the City of Portland and Portland State University.

As in the past two years when Portland State has had the state's largest summer term enrollment, students enrolled for the 1971 summer sessions will have a chance to meet some of the outstanding educators from the U.S. and abroad.

Coming for special workshops in June will be nationally famous dance-choreographer Phyllis Lambert of New York, who will emphasize improvisation in her dance production course. Dr. G. Lawrence Rarick, one of the nation's foremost authorities on motor development and physical education, will concentrate a portion of his one-week seminar on his current research dealing with the physical abilities of the retarded.

People who decide to vacation in June or July can attend August workshops offered by such national figures as Dr. Helen Edmonds, Dean of the Graduate School of North Carolina Central University, who served as a member of the United States Delegation to the 25th Commemorative Session of the General Assembly of the United Nations last fall. Dr. Edmonds, historian, lecturer, and long-time Presidential advisor, will offer a two-week seminar on "The Negro in American History" for the fourth straight summer.

Nik Kropitisky, a leading national art educator and director of project CREATES in Tucson, Arizona will be on campus the first week of August to teach adults fresh insights into the process of learning by observing children absorbed in the creative arts.

Some of this country's top jazz musicians will be here the end of August when the National Stage Band Clinic, which is holding one of its four clinics this year at PSU, gets under way. Marian McPartland, Joe Field and Dominic Spera are among those who will be on hand to teach directing, arranging, composition and improvisation. A seminar in stage band techniques will be taught the same week by Fred Sautter, director of PSU's Jazz Lab Band.

Musicians more interested in chamber music can study for six weeks under Sergiu Luca, Israeli violinist and protege of Isaac Stern. Robert Guralnik, pianist, Richard Luby, violinist, and Michael Haran, cellist, all of New York, will join Luca to offer a two-course package in orchestra and the performance of chamber music. A series of weekly chamber music concerts will be given by participants throughout the summer. Both Guralnik and Luca gave guest performances at Brown Bag Concerts this year.

Just a few of the visiting scholars who will be on campus for the eight-week session include: Luigi Majocchi, a political science professor at the University of Pavia popular with PSU students studying there, who will teach three courses in political theory; Douglas Quaddling, mathematician from the University of Cambridge who will teach introductory geometry for high school teachers; Dr. William Speck, historian from the University of New York upon Tyne, who will offer courses in British Constitutional History and Modern England.

Cartographer Theodore Oberlander from the University of California in Berkeley will teach courses in map design and the elements of geomorphology for the geography department. As a specialist on the Zagros Mountains of Iran, he also will teach Geography of the Middle East for PSU's Middle East Studies Center. Luther James, television director and writer and former teacher at the Negro Ensemble Company of New York, will offer a nine-credit workshop in Black Drama - Street Theater.

Faculty in nearly every department are planning courses focusing on very timely social, economic and political issues. Jerry Levy, assistant professor of anthropology, will present a course on "Contemporary North American Indians"; Inno Ukaeje, assistant professor of Black Studies and political science and an Ibo, will offer a course on "Nigeria"; Mrs. Jean Edwards, instructor in special education, will teach classes on employment and vocational implications for the handicapped.

Preservation of man's environment is a major concern. A reflection of this concern is the wide selection of environmental classes being planned for the summer.

(Continued on Next Page)
Glen Murphy, associate professor of general science, is coordinating "Science, Man and Society," a special eight-week course with internationally eminent scientists as guest lecturers. Dr. George Schaller, animal ecologist with the Animal Behavior Institute at the Bronx Zoo, and Dr. Joe Piele, director of Engineering Concepts Curriculum Project with the Brooklyn Institute, are two authorities already scheduled.

In "Man and Water in the Pacific Northwest," Dr. James Ashbaugh, head of the geography department, will take participants in a one-week August workshop to the Clackamas River Basin and Hood River Valley irrigation system, among other sites, to study the region's water resources, their use, changes in quality and conservation.

Specialists from the U.S. Forest Service, U.S. Soil Conservation Service, Oregon Game Commission and representatives from private industry will participate in a one-week July workshop, "Conservation and Outdoor Education," designed to study the contrasts in environment and resources.

“Conservation of the Oregon Environment,” a one-week August seminar, is planned for teachers and lay citizens with an academic interest in conserving and preserving a healthy environment. Robert L. Mings, an assistant professor of geography at the University of Miami, Coral Gables, Fl., will offer several conservation classes for the geography department.

Robert O. Tinnin, assistant professor in biology, will present "General Ecology," a course which will investigate how animals and plants interact. Highlight of this course will be a 10-day back-packing field trip.

Working in close correlation with assistant professor of philosophy, Dr. John Hammond and his course, "Conservation, Man and Nature," will be members of the Environmental Action Council, an activity sponsored by Educational Activities. Council coordinators Ray Werden, Rusty Blake and Bruce Kegg will organize work projects and field trips for participants.

The place for man and nature to get together is Cannon Beach. In its third successful year, Haystack ‘71 will offer an expanded program of courses in music, visual arts, creative writing, theater arts and filmmaking, most for university credit. Sponsored by the Division of Continuing Education, Haystack ‘71 offers courses and leisure activities for the entire family.

And, if Cannon Beach isn’t far enough away, there are Japan, Russia, France, Yugoslavia and Spain.

PSU’s summer program at the University of Hokkaido in Sapporo won an award last year from the Readers Digest Foundation for its achievement in furthering international understanding and friendship. A joint program of Portland and its sister-city, the Sapporo Summer Session is coordinated by Dr. Robert Dodge, professor of business administration and marketing, who is also chairman of the Portland-Sapporo Sister City Affiliation Committee. Classes include the study of Japanese business, cultural and social patterns.

The new Russian Cultural Program will provide students the opportunity to spend five weeks of the seven-week program visiting six Soviet republics. Participants will meet in London June 29 and depart aboard a Soviet ship bound for Leningrad with calls in Copenhagen and Helsinki. After 10 days in Leningrad, other study locales will be visited, including Moscow, Kiev, Odessa, Yalta, Sochi, Tbilisi and Yerevan.

The Paris Theatre Seminar offers advanced French students a concentrated program of professional French theatre in its home setting. Penny Allen, instructor in French and a member of PSU’s Department of Pacific, the only French theatre on the West Coast, will direct the seminar and take students to approximately 20 productions at such theaters as the Comédie Française, Théatre National Populaire and Théatre du Vieux Colombier.

A federal government grant pays round-trip transportation and a small daily stipend to advanced Serbo-Croatian students taking an intensive Serbo-Croatian course in Dalmatia August 2-September 24. Students completing this course are eligible for participation in PSU’s Zagreb Institute, a year-long program now in its fifth year. George Vasic, assistant professor of Slavic and Romance languages, who was born in Yugoslavia and attended the University of Belgrade, will direct the program.

The Hispanic Studies Program, directed by David Roney, assistant professor of Spanish, begins at the University of Madrid on July 1, and ends August 20. Graduate and undergraduate participants may live with Spanish families and will have the opportunity to study and travel to historic centers throughout Spain and attend performances of the Festivales de Espana.

In addition to its own German Arts Festival, PSU will provide a wide variety of cultural and recreational activities this summer.

The John Biggs Consort, with Sally Terry, four singers and instrumentalists in Renaissance and Baroque music, all alumni of the Roger Wagner Chorale, will be on campus the first two weeks of August to present concerts as well as two non-credit workshops.

Subtitled French feature films will be screened during an evening non-credit film colloquy offered by Andreis Deiun, professor of films and director of PSU’s Center for the Moving Image. Some of these films also will be used in a course on "Contemporary French Civilization and Cinema" taught by Richard Willsfort, assistant professor of French, and "The French Novel and Cinema" taught by Dr. Frank Giese, professor of French.

Among the special speakers who will be on campus this summer is Dr. Mary Calderone, director of SIRCUS (Sex Information and Educa

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Football Greats
In Big Leagues

For the first time in Portland State history, two players were selected in one season by professional football leagues. They are Tim Von Dulm, the much-publicized quarterback (Perspective, December, 1970) and Hank Barton, the 6-foot-eight, 230-pound defensive end.

Von Dulm has signed a professional contract to play for the St. Louis Cardinals of the National Football League. He was drafted in the twelfth round by the Cardinals when the professional teams late in January made their annual selections of college football stars across the country.

Barton was signed as a free agent by the Bay State Patriots of Boston. A graduate of Lincoln High School, he earned three varsity letters for the Vikings.

Both Barton and Von Dulm were named to the “All-Northwest” team this past season.

Two PSU players previously had signed as free agents in pro-football:

Tom Oberg of Milwaukee, Ore., made the grade as a starting safety with the Denver Broncos and played three seasons before returning to Portland State as an assistant coach last season.

Three-sport star Ed Gorman also joined the Broncos, but later was assigned to Seattle of the Continental Football League. He played there for one year, and, like Oberg, returned to PSU. He assisted head coach Don Read last fall while working toward an advanced degree.

Tourney Beckons
Baseball Stars

The Portland State baseball team opened its 38-game schedule March 22 in Santa Barbara, and will compete in an eight-team, three day tournament at the Portland Civic Stadium Thursday through Saturday, April 1-3.

The event is the annual Don Kirsch Memorial Tournament. Teams to be represented include, in addition to Coach Roy Love’s Vikings, Oregon, Oregon State, Washington, Seattle University, Puget Sound, Portland University and St. Mary’s.

Nine-inning games, with a two-and-a-half hour time limit, will start at 11 a.m. and 2, 5 and 8 p.m. on the three days.

All proceeds of the tournament will go to the Kirsch Family Memorial Scholarship Fund. A family tournament ticket is available for $10 at the PSU Athletic Department.

Condon Lectures
Set April 14 15

Dr. Robert A. Hinde, one of the world’s foremost authorities in the field of animal behavior, has been named this year’s Condon lecturer.

A Fellow at St. John’s College, Cambridge, where he also is a Royal Society Research Professor, Dr. Hinde is the author of numerous articles and books, among which are Animal Behaviour and Synthesis of Ethology and Comparative Psychology.

Dr. Hinde, known as an exciting and gifted speaker appealing to both the scientist and the layman, will give two free, public lectures at Portland State – at 8 p.m. on Wednesday April 14 and Thursday April 15 in Old Main Auditorium. His topic will be “The Development of Social Behaviour in Primates.”
Community College Leaders Meet on Campus

The first of a series of metropolitan area conferences was held during February on the Portland State University campus to explore ways of locating and improving high school and post-high school education.

Attending the meeting were Dr. Earl Klapstein, president of Mt. Hood Community College; Dr. John Hakanson, president, Clackamas Community College; Dr. Amo DeBernardis, president, Portland Community College; Robert Moser, representing Dr. Irving Hakanson, president, Clark College; Dr. Edward Schneider, assistant to Portland Public Schools Superintendent Robert Blanchard, and Carroll DeBroekert, assistant superintendent of public instruction for the State of Oregon.

Also in attendance were a number of Community College deans and board members as well as Portland State deans.

Portland State President Gregory Wolfe, host for the initial meeting, cited the need to be "educationally productive and responsible to the community." He called for pioneer work in a contemporary educational atmosphere and suggested faculty and facilities sharing as a possibility.

President DeBernardis reported the "building of empires" was one of "our problems in education" and suggested the various institutions should avoid overlapping roles.

President Hakanson pointed out the need for more transfer courses. He said he was concerned with occupational education and called for more co-operative projects such as the Clackamas Community College-Portland State co-operative plan in the training of environmental technicians.

Mr. Moser, representing Clark's President Irving Hakanson, said Clark College "feels like an outlier in two states." He said there is a need for upper division credit without the students having to pay out-of-state fees to Portland State. He believes the Clark County involvement in the metropolitan UGN campaign was a positive example in the right direction.

Dr. Schneider of the Portland Public Schools suggested to the college and university representatives that they look at post-high school education more from the point of view of the student.

President Klapstein noted that most of the schools "are just now entering maturity" and urged the group to have additional, informal meetings.

The educators immediately agreed to hold additional meetings to discuss specific problems.

President Wolfe appointed Dr. Ronald Cesse, dean of undergraduate studies, to represent Portland State in the organization of future sessions, and President Klapstein appointed Dr. Clifford O. Denney, vice president for development at Mt. Hood Community College, to fill a similar role.

The other institutions are expected to name representatives to the committee soon.

Dr. Cesse said the committee will serve as a staff to pull agendas together and work out future meetings which will be held on the various campuses.

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Full Program Set For Summer Term

(Continued from Page 19)

March 31 - Long Beach State College Band, 8 p.m., Ballroom, Smith Memorial Center
April 11 - PSU Sinfonietta soloist concert, 3:30 p.m., 75 Old Main
April 23 - Mary Keller, flutist, 8 p.m., Room 453, Cramer Hall
April 25 - PSU and Reed College musicians present Stravinsky's Mass for Mixed Chorus and Double-Wind Quintet, 4 p.m., 75 Old Main

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SPRING CALENDAR

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ART
April 1-3 - Dimensional acrylic paintings by Charles Emerson, White Gallery, Smith Memorial Center
April 26-May 8 - Prints by George Johnson, White Gallery, Smith Memorial Center

BASEBALL
All home games played at Civic Stadium or Skac-vone Field
April 10 - University of Puget Sound 1 p.m.
April 16 - Lewis & Clark College 3 p.m.
April 19 - University of Oregon 3 p.m.
April 20 - Oregon State University 3 p.m.
April 24 - Seattle University 1 p.m.
April 25 - Pacific University 1 p.m.
April 28 - Eastern Oregon 1 p.m.
April 29 - University of Portland 3 p.m.
May 3 - University of Oregon 3 p.m.
May 4 - Oregon State University 3 p.m.
May 5 - Oregon College of Education 3 p.m.
May 15 - Alumni 12 noon

GOLF
All home meets played at Rose City Golf Links
April 2 - Oregon State 1 p.m.
April 5 - Willamette University 1 p.m.
April 19, 26 - Portland University 1 p.m.
April 27 - Linfield College 1:30 p.m.
May 14 - Seattle University 1 p.m.

MUSIC
Brown Bag concerts, every Tuesday, Noon, Room 453, Cramer Hall
April 6 - Emily Bloch, mezzo soprano, accompanied on the piano by David Bloch
April 13 - Jazz Ensemble, early music calliope
Student performances, every Thursday Noon, Room 453, Cramer Hall

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SPEAKERS
Wednesday Forum, every Wednesday at 7:30 p.m., North Lounge, Smith Memorial Center Speakers on current topics of interest
April 14 - William Appleman Williams on "The Cold War in Perspective" Noon, Ballroom, Smith Memorial Center
April 14, 15 - Robert A. Hinde, Condon lecturer, 8 p.m., Old Main Auditorium

THEATER
April 1, 2, 3, 8, 9 and 10 American Theater Company presents "Three-penny Opera," lyrics by Bertolt Brecht and music by Kurt Weill, Thursday and Friday at 8:30 p.m.; Saturday at 5 and 9 p.m.
April 22, 23, 24, 29, 30 and May 1 - PSU Players present "Boys in the Band" directed by Jack Featherington, 8 p.m., Old Main Auditorium

TRACK
All home meets at Duniway Park, 1:15 p.m.
April 17 - Lewis & Clark College
April 24 - Portland Track Club
May 1 - Southern Oregon College
May 15 - University of Puget Sound
May 29 - State Track Meet, AAU District
USSFDF Field
Jim Hansen, assistant professor of art, is currently engaged in a large sculpture commission for the new $8 million Highways Building on the East State Capital campus in Olympia, Wash. His piece, "The Shaman," will be displayed in a reflecting pool in the building's courtyard. An eight-foot by 15-foot bronze weighing several tons, "The Shaman" may very well be one of the largest pieces ever cast on the West Coast and certainly the largest in his own studio-foundry in Vancouver, the sculptor says. Because the piece is so large, the sculptor is casting it in sections, which he will later join together by the heliarc welding method. To be completed by August, "The Shaman" will have taken the sculptor a year to create.

The Council for Exceptional Children, an on-campus organization of students in the field for special education, is conducting a swimming class every Tuesday afternoon in the PSU swimming pool for 25 mentally retarded children from Boise Elementary and Parkrose Elementary Schools.

The School of Business Administration is involved in evaluating teaching effectiveness this year. As an experiment fall term, Dr. Richard Robinson, head of the management department, asked Dr. Lawrence Al Siebert, who received his PhD in psychology from the University of Michigan, to teach business and student communications of teaching. Dr. Al Siebert leads discussions among faculty, graduate assistants and students to investigate ways to increase student motivation and improve teaching.

Dr. Wayne Suttles, chairman of the anthropology department, has been named by the Center for the Study of Man at the Smithsonian Institution in Washington, D.C., to edit one of the volumes of an encyclopedic "Handbook of North American Indians." With a projected publication date of 1976, the "Handbook" will be the first such reference compiled since a two-volume edition was published in 1907 and 1910. Dr. Suttle's edition on the "Northwest Coast Culture Area" will include between 30 and 49 different "tribes" speaking about 30 different languages.

Dr. Ronald C. Cease, professor of political science, recently was named dean of undergraduate studies, a position formerly held by Dr. Joseph Blumen, who is now vice president for academic affairs.

Two memorial funds recently were established at Portland State — one in the field of public health, the other in law enforcement.

Dr. Julia C. Dickinson, director of the school health program for the Oregon State Board of Health, established a memorial in the public health program in memory of her husband, Wilbur Phillips.

Mrs. Frank J. Kenney, the former Dorothy Lois Smith who long has been prominent in journalism in the Portland area, established a memorial scholarship fund in law enforcement in memory of her husband, who served for several years as the chief of the Secret Service office in Portland. The funds will be used for scholarships for students in law enforcement.

Dr. Harold A. Linstone, director of the PhD program in Systems Science, will serve as chairman of a session on forecasting at the First General Assembly sponsored by the World Future Society in Washington, D.C., May 12-15. The general theme is "Dimensions of the Future."

Portland State's academic organization recently was changed to clarify the role of each of the academic areas within the University, and to give them new designations to conform to the general practice in institutions of higher learning. The new designations and their top officers: College of Arts and Letters, Dean William Hamilton; College of Science, Dean Karl Dittmer; College of Social Science, Dean George Hoffman; School of Business Administration, Dean Donald Parker; School of Education, Dean William Jenkins; School of Social Work, Dean Gordon Hearn; Department of Health and Physical Education, Lee Ragsdale, head of the department.

Knud Hovaldth, solo-trumpet with the Royal Danish Symphony Orchestra, made a guest appearance February 11 with the PSU Sinfonietta and the PSU Wind Ensemble in a free concert in the "Little Lincoln Center," 75 Old Main. The Royal Trumpeter also held a one-day workshop with trumpet students.

A birthday party is the occasion for eight homosexuals and a friend to get together in "Boys in the Band," next P.S.U. Players' production to appear on stage in Old Main at 8 p.m., April 22, 23, 24, 25, 30 and May 1. After the comedy's successful Off-Broadway opening in April of 1968, critic Clive Barnes wrote in The New York Times: "Boys in the Band" makes Edward Albee's "Who's Afraid of Virginia Woolf?" seem like a vicarage tea party . . . The similarity between (the two plays) is striking. Both are concerned with the breaking down of pretenses, with the acceptance of reality. Both plays achieve that purpose by using the fumes throwers of a cruel, exoriating wit . . ."