

WILLAMETTE

SCENE

SUMMER 1996



The ABCs of Education

In Praise of Teachers, Who Affect Eternity



Each of us can recall a teacher from our youth who affected us profoundly — someone who gave us a glimpse of ourselves and whose memory is as vivid today as ever. Perhaps this person asked us to recite a poem, lead a song, solve a mathematical problem or create a work of art. Consistently, the teachers we remember best in our later years are those who helped us realize our capabilities. They challenged us to do more than we imagined possible. There is truth in the statement by Henry Adams that “a teacher affects eternity; he can never tell where his influence stops.”

This issue of the *Willamette Scene* celebrates the first anniversary of Willamette University's School of Education. In the pages that follow

our faculty and graduates touch upon the goals, methods and successes of our new school. Their stories illuminate the value of a liberal arts education in preparing teachers for grades K-12.

The development of learning skills, like the ability to read and write effectively, the capacity for moral reasoning and rational inquiry, and the ability to learn cooperatively are vital to the success of every educator and student. In the classrooms of Willamette's School of Education, these principles of the liberal arts are guiding our programs, our faculty and our graduate students. They provide the foundation for our mission to enhance the talents of professional educators.

Leadership in education is not an easy task. There are many voices struggling to be heard — faculty, students, parents and administrators. For many years Willamette has excelled at developing teachers with the capacity to lead from within their classrooms. Our new School of Education continues a legacy begun by our first graduate Emily York more than 100 years ago. While our methods have changed dramatically over the past century, our goals have remained constant. Today, as always, we are instructing our students on the values of cooperation, communication and critical thinking, and we are creating teachers who will succeed in reaching new standards for the education of young people.

On May 12, 1996, I had the pleasure of conferring Master of Arts in Teaching degrees on 85 graduates from our School of Education. These individuals mark a new chapter in Willamette's history of teacher preparation. Under the guidance of our education faculty, Willamette's graduates have received the best preparation possible for meeting the challenges in today's educational arena. Like teachers everywhere, their work will be eternal to the lives of those they teach. Like the teachers we remember best, their values and methods will inspire leadership among their pupils and peers.

—Jerry E. Hudson, President

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—Jerry E. Hudson, President

SCENE

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EDITOR

Betty M. O'Brien M'81

ASSISTANT EDITOR

Melaney Moisan

GRAPHIC DESIGNER

Christine Harris

WRITERS

Charyl K. Brown

Gabrielle Byrd '96

Dian Cox

Andrea G. Dailey

Rosalyn C. Edelson

John Erickson '67 MEd'72

Eric Friedenwald-Fishman '88

Paul Houser '36

Judith Havas

Jennifer Miller '97

Linda Tamura

John L. Tenny

Cliff Voliva

CONTRIBUTORS

Anna Alexander

Jim Booth '64

Barbara Mahoney

Sue Rende

Ryan Scott '94

PHOTOGRAPHERS

Shan Gordon '81

Dale Peterson

ILLUSTRATOR

Scott E. Anderson '96

WILLAMETTE UNIVERSITY

PRESIDENT

Jerry E. Hudson

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About the Cover:

Artwork for the cover photo was provided by first and second graders at Brush College Elementary School in Salem. Noel Hibbard MAT'96 was their student teacher and Jan Leeper their supervising teacher. The artists are (left to right from top): Leslie Cox, Cameron Sexton, Nicole Gustafson, Max Waddell, Lizzie O'Hara and Bryan Martin.

LETTERS TO THE EDITOR

Glee Has To Stay

I was shocked as my wife, Cynthia '87, read me the story about the declining number of students taking part in Glee. Though Cindy's class won the coveted banner three years in a row, it is I who feel most offended by this sad turn of events, for it was my class, the Class of 1986, that had the distinction of walking the Mill Stream not once, but FOUR TIMES!

The picture in the *Scene* of the Mill Stream walk says it all — Glee is dying and the University is complicit in its death — professors giving exams during Glee Week? Give me a break! Since Glee is too important to simply be allowed to fade away, I make this challenge to my classmates and all Willamette alumni who still love Glee:

Do not give a single red-cent to Willamette University until it takes serious efforts to revitalize Glee. At a minimum, these efforts should include a formal prohibition on exams during Glee Week (and Blue Monday) and the appointment of a full-time administrator to the task of reacquainting students with the spirit of Glee.

As undergraduates, we learned that it was the alumni who make things happen at Willamette. Now, as members of that group, it is we who must safeguard this vital treasure for Willamette's future generations.

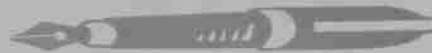
I encourage any and all alumni who remember Glee with affection to join me in saying to our alma mater:

"If you want money from me,
You better revitalize Glee."

WILLIAM P. MCGOWAN '86
Ventura, Calif.

Scott Greenwood '83, director of student activities and the University Center, is Glee advisor. His response:

As a self-proclaimed "glee junkie" I have been as disturbed as you about the decline of Glee. Glee has had a cyclical history with peaks and valleys ... The



Letter policy: Please limit length to about 125 words. We reserve the right to edit for length or clarity. Please sign your letter and include your name and address, plus your class year if you're an alumnus. Write to the Editor, *The Scene*, Willamette University, 900 State Street, Salem, OR 97301, or e-mail <scene@willamette.edu>.

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early '80s were a time of great participation in Glee. My own class always turned out in force although we only managed one win.

It is interesting to watch as traditions change over the years. Glee has not, however, changed with the times. Several times in the past 10 years different students have attempted to make changes to help revitalize it. Part of the problem is that the time is one of the busiest academic times. As academic rigors have continued to increase the mid-term period has become increasingly busy. This last year was a catalyst for potential change. Students realized that the tradition was in real danger of dying. Glee at its core must have strong student support to thrive ... a "Glee Revitalization Committee" has been exploring the root causes of the decline as well as searching for solutions. This group is asking the right questions: Why are people not participating? What would make more people want to participate? How do we work with faculty more closely? This group plans to meet in the fall to try and take a systematic approach to changing Glee. Significant change cannot occur overnight and this group wants to respect changing a long-standing tradition. Glee will occur in March 1997 but will likely move into a different time in the future. This committee is composed of students, alumni and administrators and will hopefully expand to include faculty in the fall.

Links Garner Input

I'm so glad you asked for reader input. I find the new format for class notes very hard to follow, which breaks a cardinal rule in journalism. I found the previous paragraph format far less scattered and much easier to read. Having it in chronological order was better too. Please return to the old format. Thanks for asking.

DESTON NOKES '81
Portland, Ore.

Class Links are always the first thing I turn to when I get my *Scene* in the mail!! It's always fun to see what the rest of my class is up to as well as the classes near me. Now that WU is on the web I find myself checking to see who has signed the guest book that I know.

NANCY MALM '78
Kirkland, Wash.

Thank you for the opportunity to respond to the new informal format in the Class Links section. I guess this old alum is a creature of habit, but I prefer the former format listing each alum separately. As always, the issue was most enjoyable.

GINNY (GRANT) SCHUYLER '60
Crescent City, Calif.

Howdy! Finally got around to reading the latest *Scene* and discovered a more modern, less stuffy, informal style to Class Notes. Congratulations! I have one suggestion: since most of us have no time to read, you might want to reconsider the order of the items in the categories. Like by ascending year? Then someone like myself could quickly access my classmates' news ...

KATHERINE (WHITE) SMITH '68
Portland, Ore.



WILLAMETTE UPCLOSE

Graduates Say Goodbye & Celebrate Years at Willamette

Alex Mandl '67 H'96, chief operating officer of the communications services group of AT&T, was the speaker at this year's Commencement ceremony. Mandl also received an honorary doctor of business administration degree. Also receiving an honorary doctor of arts degree was Hallie Brown Ford. Ford has been a trustee of the University since 1975 and her interest in education and in the arts has been reflected in her generous support of scholarship programs and of the art department. This support led to the naming of the Hallie Brown Ford Gallery in her honor. This fall the Hallie Brown Ford Endowed Chair in English will be inaugurated.

There were almost 700 graduates at this year's commencement: 391 from the College of Liberal Arts, 136 from the

College of Law, 78 from the Atkinson Graduate School of Management, and 85 receiving a Master of Arts in Teaching degree. In addition, four students received a joint degree in management and law.

A record number of international students graduated this year — 45 from 22 countries — with nine each from Japan and Thailand, four from China, three from India, three from Canada, and the rest from other countries all around the world. Many had family come to see them graduate, and these graduates, along with their friends and families, were honored at a special international brunch at the home of director of International Student & Faculty Services, Donna McElroy.

This year the Atkinson School had its 1,000th graduate and its first legacy — Brent Neilsen, son of former Salem mayor Tom Neilsen, who graduated from Atkinson in 1986.

The following excerpts are from Alex Mandl's speech to the Class of 1996:

"When I graduated from Willamette, I headed for graduate school. I also ended up in a bit of a war zone. It wasn't Vietnam; it was Berkeley, Calif. I had an apartment not far from a seedy patch of grass that became known as 'People's Park,' a rallying point for civil disobedience.

"One morning I was greeted by the National Guard posted across the street, helicopters overhead spraying tear gas and armored vehicles at checkpoints.



Tin Hee Tan '94 M'96 (2nd from left), with her parents and sister, attended a commencement weekend brunch honoring international students at the home of Donna McElroy, director of International Student & Faculty Services.

And there I stood — baffled and bewildered despite the seeming security of an M.B.A. in my future and a *Wall Street Journal* under one arm. It wasn't Salem anymore, but it was one of my earliest and most vivid lessons on ... the fallacy in thinking that yesterday would simply go on repeating itself ...

"... Now that I'm at AT&T, I see the effects of information technology in even sharper focus and appreciate even more the impact it has. But changes are coming at such a pace that no one can honestly quite foresee the future.

"Some initial outlines, though, are taking shape. We may yet see the 500 channels we keep hearing about, but we may end up watching the telephone and answering the TV.

"Cash, not to mention exact change, is expected to go the way of the rotary dial, as an age of electronic commerce takes shape. We'll be identified by a single smart card that includes our photo, signature, fingerprint and voice print."



Willamette 1996 graduates admire their new diplomas.

Olin Dedication Day Will Feature Dr. Leroy Hood



Leroy Hood

The new F. W. Olin Science Center will be dedicated on Thursday, Sept. 5, and that evening will feature an address by Dr. Leroy Hood, the William Gates III Professor of Biomedical Sciences, director of a National Science Foundation Science and Technology Center, and chairman of the Department of Molecular Biotechnology at the University of Washington School of Medicine. Hood is this year's first speaker in the Atkinson Lecture Series.

The topic of Hood's lecture will be *Deciphering Human Heredity: Revolutions in Biology, Medicine and Society of the 21st Century*. Hood has an M.D. from the Johns Hopkins Medical School and a Ph.D. in biochemistry from the California Institute of Technology. His research focuses on the study of molecular immunology and biotechnology. His laboratory has played a major role in developing automated microchemical instrumentation for the sequence analysis of proteins and DNA and the synthesis of peptides and gene fragments. He has applied his laboratory's expertise in large-scale DNA mapping and sequencing to the analysis of the human and mouse T-cell receptor loci — an important effort of the Human Genome Project. His laboratory is also interested in autoimmune diseases and new approaches to cancer biology.

Mark O. Hatfield to Return to Willamette

Mark O. Hatfield '43, Oregon's senior senator, has accepted an appointment at Willamette, expected to begin in the academic year 1996-97, after his retirement from the U.S. Senate. Hatfield will teach in the politics department, leaving time for research, writing and collaborative projects with colleagues.

Altogether the Mark O. Hatfield Chair in Politics is a \$4 million project, supporting both the Chair and the Hatfield Archives, a research space of 7,500 square feet located in the Mark O. Hatfield Library.

This appointment marks Hatfield's return to Willamette, where his academic career began as an instructor in political science at the University. He was soon promoted to assistant professor. During his tenure at Willamette, he served as dean of students before being elected to the Oregon legislature at the age of 28. At that time he was the first college professor to serve in the legislature since 1917, and he was also its youngest member. In 1956 he was elected Oregon's secretary of state and later its governor. He has been a trustee of the University since 1959.



Senator Mark O. Hatfield

Board of Trustees Adds Five New Members

Five new members have been added to the Willamette board of trustees. They are: Brian Bartholomew '84, alumni representative (the Atkinson School); Jonathan Carder '68; Melvin Henderson-Rubio '74; and Methodist conference appointees, Irene Fernandez and Frank Shields. Robert Bothman, James Curran, Donna M.L. Pritchard, S. Michael Rodgers '68 and Carol G. Thompson have completed their terms and are retiring from the board.

Brian Bartholomew is chief financial officer for Griggs-Anderson Research and lives in Lake Oswego. He is serving a two-year term as president of the Atkinson Management Society and has been an active member of the society for seven years.

Jonathan Carder is executive vice president of Melvin Mark Properties in Portland. He is a past president of the Willamette Alumni Board and is a director of the Association for Portland Progress.

Melvin Henderson-Rubio is manager for the small business opportunity pro-

gram with Microsoft in Redmond, Wash. He has been with Microsoft since 1983. A former admission counselor at Willamette, in recent years he has been assisting Willamette in efforts to recruit more minority students.

Irene L. Fernandez is principal at Whiteaker Middle School in Salem. She is a member of the Morningside United Methodist Church, the Salem Association of Bilingual Educators, Oregon Middle Level Association, National Middle School Association and the Whiteaker Middle School Site Council.

Frank Shields is the pastor at the Sunnyside Centenary United Methodist Church in Portland. He has helped begin inter-church work with the needy, co-founding Reachout, a coalition of diverse churches dedicated to helping those in need. Shields has been the Oregon State Representative for District 16 since 1993 and serves on the Hunger Relief Task Force and Commission on Black Affairs.

Ray Atkinson, Hallie Brown Ford and Mort Bishop have become life trustees.

National Fraternity Suspends WU Chapter

The National Chapter of Delta Tau Delta Fraternity has revoked the charter of the Willamette Delta Tau Delta Fraternity. This came after the national chapter had outlined a course of action necessary to bring the local chapter back into good standing. It became apparent that the current membership was unwilling to pursue this course of action, and at that time national felt they had no choice but to revoke the charter. Some of the concerns expressed by the national organization were: low membership numbers, continuing infractions of the Membership Responsibility Guidelines regarding alcohol use and hazing, and the low academic standing of the chapter. The National Delta Tau Delta Fraternity has stated that it hopes to continue its relationship with Willamette and recolonize a new chapter in three years. The housing for the fraternity, which is University-owned, has reverted to independent status.

Tokyo String Quartet Performs on Campus



Tokyo String Quartet performed at Willamette as part of the Distinguished Artists Series.

Atkinson Earns Chapter of Beta Gamma Sigma



The Atkinson Graduate School of Management's application for a Willamette chapter of Beta Gamma Sigma has been approved by the Board of Governors of Beta Gamma Sigma.

Beta Gamma Sigma is an international honor society that recognizes outstanding academic achievement

of students enrolled in business and management programs accredited by AACSB. Membership in Beta Gamma Sigma is the highest academic recognition students of management can achieve. The society's counterpart in liberal arts is Phi Beta Kappa.

Fourteen graduating Atkinson students were invited to accept membership in Beta Gamma Sigma and were inducted into the organization on May 9. The lifetime membership fee for each inductee was paid by an anonymous donor, in recognition of their outstanding academic achievement. To be eligible for membership, master's degree students must rank in the top 20 percent of their class.

Wallulah to Return Better Than Ever

Although no issue of the *Wallulah* was published this year, Tania Zyryanoff, who will edit the yearbook next year, said she is planning a *Wallulah* which may be one of the best ever. Anyone who would like to order a copy of next year's *Wallulah*, which will be delivered in the spring, can call the *Wallulah* office at (503) 370-6053.

Jerry Bader is Classified Employee of the Year



Jerry Bader

Willamette's first Classified Employee of the Year Award was presented to Jerry Bader, residence hall maintenance coordinator, at the annual year-end classified luncheon in May.

Other finalists were Janene Allman, cashier, Business Office; Marty Cripe, Admission Office coordinator; and Linda Unrein, faculty secretary of the Music Department.

A permanent plaque has been placed in Waller Hall to recognize the winners.

New Parking Policies to Encourage Bus Use

Beginning this fall, members of the Willamette community can ride to work free on Salem's Cherriot buses. An agreement between Willamette and the City of Salem will give all students and staff with valid Willamette identification cards unrestricted use of the bus service. This agreement was made in an effort to ease the overcrowding in Salem and Willamette parking lots and increase ridership of the city buses.

Effective fall 1996, the price of parking on campus will go up to \$35 a year. Freshmen and sophomores living on campus will continue to park their cars only at Kaneko and the Salem hospital lots. Effective fall 1997, plans are for all on-campus residents to park in these locations.

Faculty, Staff and Students Receive Honors & Awards

Faculty

- ❖ **Christina Brink and Todd Silverstein**, chemistry, attended a Project Kaleidoscope conference at Columbia University and reported on their new Introductory Chemistry course featuring the Spiral/Case Study Approach.
- ❖ **David Cox**, education, was this year's recipient of the Fred Fox Distinguished Service Award presented by the Oregon Science Teachers Association.
- ❖ **Peter Harmer**, exercise science, was selected to work as an athletic trainer for the field hockey competition at the Atlanta Olympic Games. This spring he also traveled to Belgium as part of the U.S.A. Team for the World Junior Fencing Championships.
- ❖ **Robert Hess**, art, has been commissioned to create 25 bronze sculptural reliefs for the new Salem Riverfront Park Project.
- ❖ **Wallace Long**, music, performed for a second time at Carnegie Hall in January.



Mitzi Naucler

❖ **Mitzi Naucler**, supervising attorney for the Clinical Law Program, was chosen as Pro Bono Attorney of the Year by the Marion County Bar Association and was also elected to a

three-year term to the Oregon State Bar House of Delegates.

❖ **Sharon Rose and Grant Thorsett**, biology, received a Natural Science Foundation Instrumentation and Laboratory Improvement Award for 1996. Their project title is: *The use of modern molecular techniques to foster collaborative learning and to enhance individual undergraduate research.*

❖ **Gary Tallman**, biology, holds the new Taul Watanabe Chair in the Sciences and is the recipient of a \$75,000 grant from the Rose Tucker Trust for laboratory equipment.

❖ **Linda Tamura**, education, received the 1995 Special Recognition Award from the Oregon Multicultural Education Association.

❖ **Michael Marks**, politics, has been named to the editorial board of the academic journal *International Studies Notes* for a five-year term.

❖ Faculty members granted tenure were: **Richard Biffle**, education; **Rod Ceballos**, theatre; **James Friedrich**, psychology; and **Donald Negri**, economics.

❖ Faculty promoted to professor were: **Christina Brink**, chemistry, and **Robert Dash**, politics.

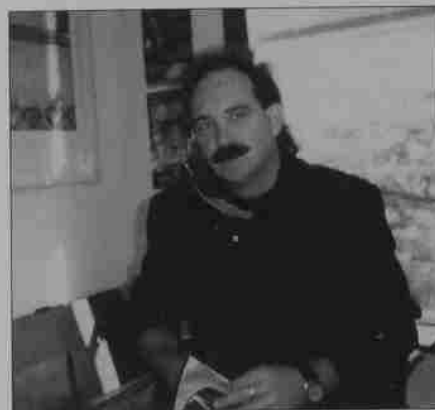
❖ Faculty promoted to associate professor were: **Richard Biffle**, education; **Rod Ceballos**, theatre; **David Douglass**, rhetoric and media studies; and **Karen Hamlin**, education.

Departmental Distinctions

❖ **Foreign Language:** The Mellon Foundation has invited Willamette to send three language professors to Middlebury College for a week-long meeting on the use of technology in language instruction. **Christine Gentzkow**, **Francoise Goeury-Richardson** and **Patricia Varas** will attend.

❖ **Off-Campus Programs:** A Fulbright-Hays Award has been given to the department to support a faculty member's travel to Jordan during the summer of 1997.

❖ **Science Department:** A Murdock Charitable Trust Grant; Science Collaborative Research Program for \$375,000 was awarded to support student and faculty summer research over a three-year period.



David Worrix, art director of News and Publications.

❖ **News and Publications:** The staff in the Office of News and Publications has received several awards for the writing and design of publications, from the Council for Advancement and Support of Education; Communication, Art and Media Professionals Organization; Oregon Press Women; and National Federation of Press Women.

Students

❖ **Malaika Eaton**, a 1992 graduate of Bellingham High School in Bellingham, Wash., who graduated in June from Willamette, has been elected as a 1996 Truman Scholar. Eaton is majoring in politics and international studies.

❖ For the second year in a row the Willamette debate team has brought home national honors. This spring they won first place in two national debate tournament categories. The team earned a national first-place award in the Tournament Sweepstakes and the Seasonal Sweepstakes competitions. The Seasonal Sweepstakes Award recognizes a team for its overall strength during the entire academic year, and this year 156 schools were under consideration. Individual awards went to **Brian Shipley** and **Paul Smith**. Shipley and Smith placed third out of 113 teams for their performance,

debating on subjects such as women in the media, the embargo of Cuba and the flat tax.

❖ **Scott Anderson, Dianne Criswell** and **Mary Kneeland** were selected to attend the Tenth National Conference on Undergraduate Research at the University of North Carolina.

❖ **Wardeh Bisharat** received the Outstanding Undergraduate Research Award given by The Northwest Communicator Association.

❖ **Gregory Pitter**, a music and mathematics major, was awarded a five-year Berkeley Fellowship to study music composition at the University of California, Berkeley, an award offered to only one student entering the program annually.

Administrative Appointments



Robert M. Ackerman

❖ President Jerry Hudson has announced the appointment of **Robert M. Ackerman** as dean of Willamette University's College of Law. Ackerman was associate dean at The Dickinson School of Law in Carlisle, Penn., where he had been a professor of law since 1980. He received his J.D. from Harvard Law School, cum laude, in 1976, and his B.A., magna cum laude, from Colgate University in 1973. At Colgate University Ackerman became a member of Phi Beta Kappa. His academic interests include mediation and alternative methods of dispute resolution, tort law, trial advocacy, professional responsibility and legal history. Ackerman is a member of the Pennsylvania and Colorado bars and was

formerly an associate at Holme, Roberts & Owen in Denver, Colo. Ackerman has been a visiting professor at the University of Vienna School of Law in Austria, the Leicester Polytechnic School of Law in Leicester, England, and a lecturer on law and medicine at the Pennsylvania State University College of Medicine.

He has also served as consultant to U.S. District Court, Middle District of Pennsylvania, regarding the establishment of a mediation program and was co-director of the Mediation Center of The Dickinson School of Law. Ackerman assumed his duties at Willamette on July 1.

❖ **David Kenagy**, who has served the University for the past two years as interim dean, will continue as associate dean of the College of Law.



George Gaines

❖ **George Gaines** has been named assistant director, Office of Admission. Gaines, a native of Southern California, comes to Willamette from Oregon State University, where he earned his bachelor's degree in sociology. After graduating from OSU in 1989, he served as assistant director of admissions there until his appointment at Willamette.



Mary Hale Tolar

❖ **Mary Hale Tolar** has been appointed assistant director of Academic Grants & Awards, University Relations. Tolar received her bachelor's degree from Kansas State

University with a double major in history and rhetoric. She is a winner of both the Harry S. Truman Scholarship and Rhodes Scholarship, and is completing her thesis on the rhetoric of the suffragette movement in England. Prior to her position at Willamette, she worked as assistant to the dean for student scholarships at the University of Tulsa and at the University of Michigan, Dearborn campus, where she was a development officer in charge of student scholarships and support.

Promotions



Leslie Limper

❖ **Leslie Limper**, coordinator of the Financial Aid Office and assistant director of Financial Aid, has been named director of Financial Aid.

❖ **Mary Liepins**, senior assistant in Human Resources, has been promoted to the position of assistant director of Human Resources.

❖ **Deb Loers**, director of Health and Counseling, is now assistant vice president for Student Affairs.

Faculty Appointments

❖ **Karen Arabas**, assistant professor, geography and environmental science. Ph.D. expected December 1996, Penn State University.

❖ **Joe Bowersox**, assistant professor, politics. Ph.D., University of Wisconsin; formerly a Willamette visiting professor.

❖ **Rebecca Dobkins**, assistant professor, anthropology. Ph.D., University of California; formerly research associate at the Smithsonian Institution and visiting instructor at the University of California, Washington, D.C., Center.

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❖ **Virginia Furtwangler** (who writes as Ann Copeland), professor of English and Hallie Brown Ford Writer-in-Residence. Ph.D., Cornell University; formerly a writer living in Sackville, New Brunswick.

❖ **Randall Havas**, assistant professor, philosophy. Ph.D., Harvard University; formerly associate professor of philosophy, Yale University.

❖ **Pamela Moro**, assistant professor of anthropology. Ph.D., University of California; formerly assistant professor of anthropology, Illinois Wesleyan University.

❖ **Ross McConnell**, assistant professor, computer science. Ph.D., University of California; formerly visiting assistant professor, Amherst College.

❖ **Rosemary Morrison**, assistant professor, Japanese. Ph.D. expected December 1996, University of Pennsylvania.

❖ **Jenny Orr**, assistant professor, computer science. Ph.D., Oregon Graduate Institute; formerly instructor of computer science at Willamette.

❖ **Marlene Piper**, associate professor of exercise science. D.Ed., Brigham Young University; formerly visiting associate professor, exercise science, Willamette.

❖ **Gary Tallman**, professor of biology and Taul Watanabe Professor of Science. Ph.D., West Virginia University; formerly professor of biology, Pepperdine University.

Retirements

❖ **Walter Gerson**, received the status of professor emeritus of sociology at Willamette's 1996 Commencement. He has taught at Willamette since 1973. He earned his B.A. and M.A. from the University of Montana, and his Ph.D. from the University of Washington.

Atkinson School Hosts Human Resource Management Conference

The Atkinson Graduate School of Management hosted the Northwest Regional Student Conference on Human Resource Management on April 13. Below are excerpts from a speech given at that conference by Katherine Keene, president and CEO, SAIF Corporation:

"As the United States economy evolves from one based on industrial activity to one based on services tied to information and knowledge, much of what was believed about good management practice is now open to question. Management theory and practice designed for an industrial era no longer fit in a world where access to information throughout an organization is instantaneous ...

"Traditionally human resource professionals have been viewed by executive management as administrators ... The human resource function is expected, in this traditional model, to assist in recruitment, maintain employment records, administer payroll and benefits and in some cases assist in discipline and discharge activity.

"Increasingly, however, corporate executives are viewing the human resource function as strategic. Executives are coming to understand that human resource professionals have the skills and insights to shape an organization's culture. And the relative productivity of the organization's culture has a striking correlation with the organization's overall success in achieving its desired outcomes ...

"An organization's values are expressed in many ways. They may include rites and rituals (the Friday pizza party); communications (do formal communications beat the grapevine?); shared history (the bonding that can occur among survivors of a staff reduction); heroes and heroines (the white knight that saved an organization from collapse, the founder with the strong personality



Katherine Keene was a key speaker at the student conference on April 13.

like Tom Watson of I.B.M.); myths and legends (pulling off a heroic financial turnaround under adverse circumstances that made failure a high probability) ... human resource professionals will ... seek to hire individuals who have personal characteristics which will contribute to their successful performance, taking into consideration the organization's culture.

"The human resource professional will recommend a compensation system and practices that will contribute to the organization's objectives and values ... performance appraisal systems aligned with an organization's culture and desire, or suggest alternative organizational structures, reward and recognition initiatives and training and development programs all designed to achieve a highly productive corporate culture.

"Corporate cultures can and should be managed. And human resource professionals have a unique opportunity to shape the cultures of their organizations, by challenging their organizations to align all the building blocks of a productive culture. These components include the mission and vision of the organization; goals, strategies and tactics; organizational structure and budgets; rewards and recognition; norms and groundrules; and finally, the actual behavior of the organization's leaders ..."

Study Abroad Program Takes Off

By Jennifer Miller

In just one semester this fall Willamette will send nearly twice as many students abroad as any full year in the past. Kelly Ainsworth, director of international studies, credits two factors for this increase: creation of a full-time office to administer off-campus and international study, and the heightened awareness of incoming students regarding the importance of global understanding and the value of international study as a part of acquiring that understanding.

Up until last year there was almost always a 100 percent acceptance rate for those applying to study abroad. For example, in 1995, 35 students applied to study abroad, and all 35 were accepted. This was a 169 percent increase from 1994, an increase which led to the hiring of Ainsworth and the establishment of a full-time office for off-campus study.

This year 94 students applied to study abroad and at other universities in the United States. Sixty-four were accepted to various programs in London, Ecuador, Japan, Germany, Seville and Paris, as well as domestic programs at Drew and American Universities. Twenty-two other Willamette students are studying in non-Willamette-affiliated programs in Greece, Kenya and various other locations in Africa, Australia and Spain. This is a 91 percent increase from last year, with a selective 70 percent acceptance rate for applicants.

This is the first year that some of those who applied were not accepted, Ainsworth said. "Before this, we have always had the space. Even if a student had a lower academic record they could and would go abroad."

Now, as more students apply for a limited number of slots, requirements are getting stricter. Cumulative g.p.a., academic background, and both academic and character references are considered for eligibility, Ainsworth said.

Increased demand for study abroad opportunities have led to the creation of several new programs, as well as new exchange opportunities. Next spring will be the first time Willamette will offer organized programs in Australia. Two new programs will be offered, one in Townsville, Australia, at James Cook University of North Queensland, which is aimed primarily at students specializing in natural sciences, and a second program in Brisbane, Australia, and Indonesia which will be held at



Professor Jeanne Clark, rhetoric and media studies, and two Willamette students with their home-stay sisters in Yalta.

Queensland University of Technology. The second program is primarily for humanity and social science students. Ainsworth hopes these programs will start to fill a gap for many students who have wanted to study in Australia but have been forced to use other universities as a liaison in the past.

Ainsworth is also hard at work creating exchange programs, where several Willamette students will study in another country and the same number of students from that

country will study at Willamette. He sees this as a way to expand Willamette students' world view, not only for those studying abroad, but also for those staying on campus.

"The curriculum needs to have meaning beyond the classroom," he explains. "We have a pretty homogenous student body, and these exchanges are a helpful way to expand what we have."

Experimental exchange programs are being planned with universities in Sweden and South Africa for the 1996-97 year, and Ainsworth hopes to create several more for the 1997-98 academic year.

"I'm a strong believer in exchange programs," he said. "They change the nature of the student body. It's also beneficial for the students that study abroad, they integrate themselves into other university environments. They sit in classes next to students from that country and are like any other student there."

Although slots available for off-campus study and funding are limited, Ainsworth said he would like to help every student who wants to study abroad be able to do so.

"For example, in the London program, we have six slots a semester," he said. "We basically bought additional slots to let the extra students who were accepted for this fall go." Willamette purchased slots from universities like University of Puget Sound, Pacific University, University of Portland and Gonzaga University, who are all in the Independent Liberal Arts Colleges Abroad (ILACA) consortium for the London program. For fall semester, of the 24 applicants for the London program, only 12 were accepted.

"There's a tremendous interest and it just takes a lot of time," Ainsworth said. "I want everyone who studies abroad to have a good experience."

Law Students to Benefit From New Externships

This fall Willamette College of Law students will have more than one way to dip their fingers into the actual law profession before graduating. The new Externship Program will place approximately 30 students per semester in various field settings to earn credit as well as experience. According to Gwen Griffith, law professor and program developer, the externships allow students to learn from professionals and each other, while applying their skills in actual offices. Edward Harri, an instructor at the College of Law, said the program is experiential learning that combines some class components with work in the field. Ten hours per week must be completed at the field placement in addition to attending a weekly class, which is either taught by Griffith or the field professors.

The partnership between the University and the businesses benefits the students, the school and the professionals. "It is a partnership that will only work if both sides benefit from it," Griffith said. "In offices with significant budget cuts, this is an important hand on deck." In addition, if the field placement agencies feel a commitment to legal education, this is their way to help. Some of the placements for the fall are: Marion Polk Legal Aid Service, Inc.; Oregon Public Defender; and Indigent Criminal Defense in Polk County. According to Griffith, no private law firms are taking part in the externship program. "We are trying to emphasize our two focuses at the law school; law and government and dispute resolution. The field placements mainly reflect these focuses," she said. During spring semester, Griffith said she hopes to place some students in the legislature, which will be in session. The program will be tried for a year then evaluated to determine how successful it was. The program is open to second- and third-year students and can only be taken once.

Clinical Law Program is Saved From Closure

With a \$1 million gift from an anonymous donor, Willamette's Clinical Law Program was saved from closure. The clinic, which was established in 1993 with a grant from the U.S. Department of Education, was scheduled to close at the end of August due to a loss of that funding because of federal budget cuts.

According to David Daniel, director of clinical programs, the donation will fund the clinic completely for the first year. The following year the University will pick up \$25,000 of the funding and each year thereafter will assume a larger part of the funding until the program is entirely funded by Willamette.

The purpose of the clinic is both education and service oriented. "We are teaching the 'art of lawyering' as well as providing legal service to the community," said Daniel. "We fulfill a certain need in the community that otherwise would not be met."

"We actually represent clients," said Mitzi Naucler, supervising attorney. "It is a very hands-on experience. Our students get to interview clients and go

to court. There aren't any other opportunities that would give this to them in law school."

Daniel's and Naucler's roles are to help the students and step in when needed, as well as to supervise all cases. Third-year students can go to court, but otherwise Daniel or Naucler represent the case which students have prepared.

—By Gabrielle Byrd

National Jurist Rates Law Student Satisfaction

For the second year the Willamette College of Law's students have been named some of "The Happiest Law Students on Earth" according to *The National Jurist*. Using student satisfaction to rank 170 law schools in the U.S., *The National Jurist* reported that Willamette ranks 29th. When it comes to satisfaction with facilities, Willamette rated third. The information is derived from *Princeton Review* surveys of more than 28,000 law students.



Dwight Lear '29 L'32 admires a sculpture recently installed on the south steps outside the Truman Wesley Collins Legal Center. He and his wife, Margaret, commissioned and donated the sculpture, *First Case*, created by J. Seward Johnson Jr., to honor Lear's 1932 law class.

Learning Skills are Key for 'Purple People'

By Judith Havas

John Tenny, associate professor of education and director of Willamette's School of Education, doesn't watch television, go on diets or create orderly stacks of paper. He gains inspiration and humility from his grandchildren, and plays the piano daily — a little honky-tonk, some supper club sounds, some blues. He reads a lot and goes to movies for mental relaxation. And he has seemingly unlimited energy and an admirable involvement in a multitude of activities.

The Tenny family's circuitous route from Illinois to Oregon to Illinois and back again led them first to Roberts, Ore., where they lived on a 14-acre homesite much in need of John Tenny's carpentry skills. When rain drove him inside, he visited his daughter's classroom. "I thought I'd just sit around, but I quickly got involved. By Christmas (1969) I decided I wanted to be a teacher."

Decision made, the Tennys returned to Illinois where John began studies at Illinois State University. In his earlier student life, Tenny graduated in the lower tenth of his high school class and flunked out of the school of mortuary science at the University of Minnesota. This time around, he joined a study skills class where he learned he was a "multivariate, non-linear thinker," an aspect of dyslexia.

Tenny thinks of the diagnosis as a description, not a disability. "Purple people," as he identifies himself, process many thoughts at the same time. This can be a significant roadblock to linear learning though it is possible to manage multiple thought processes in a non-linear structure. "I spent 15 hours a week practicing new techniques of learning. I carried 26 credits and held a part-time job. Still I earned a bachelor's degree with honors in three years, a master's in one more. The key was that somebody taught me how to learn."



John Tenny

Returning to Oregon, Tenny taught junior high reading and was district reading coordinator for Amity School District. In Falls City he taught reading in first through 12th grade, a unique though not financially successful experience. He then fell back on his construction trade and incorporated as a general building contractor.

At this point, Willamette University asked Tenny to teach an evening course in content area reading for prospective teachers. He added a college learning skills course to his load, starting with one section of a dozen students. The idea caught fire. Soon he was teaching eight sections per year, held a 5/6-time position and maintained two full-time businesses: the general contracting company with 19 employees and a manufacturing plant in Dallas with nine people who built toys — the popular "push critters."

The call of carpentry rang loud until Willamette University CLA Dean Jerry Berberet said he'd like to hire Tenny if he earned a Ph.D. Four weeks later Tenny was ready to enter the University of Oregon's curriculum and instruction

Ph.D. program. He sold the construction business, became a full-time temporary instructor at Willamette and immersed himself in his Ph.D. program. In typical fashion, he finished the seven-year Ph.D. program in two-and-a-half years. His thesis on computer-supported study skills was one of the first on the subject.

Ph.D. in hand, Tenny continued full-time at Willamette becoming head of the then-Department of Education. He devoted himself to several major goals: to build the reputation and recognition of Willamette's teacher preparation program throughout the Northwest and the nation; to create the vision that the department can produce leaders in the educational arena who will impact the future of education; and, most importantly, to illustrate that collaboration and shared power are the keys to success of the program.

The department officially became the School of Education last year, and Tenny is proud of his part in its growth and development. He believes the emphasis on collaboration is integral to the forward thinking approach of the faculty and the enthusiasm of the students. He is encouraged by the positive reception of his ideas on "purple people" and places great faith in the support of technology in helping multivariate, non-linear-thinking people to learn.

This fall Tenny will embark on a sabbatical to consider his goals for the next 50 years. He wants to contemplate, "Where do I want to go with all I have learned?" — perhaps work with child abuse issues, another direction in education or possibly something all together new. "I've always been a builder, a teacher or a learner. I'll just see where the future takes me."



WILLAMETTE SPORTS

Women's Tennis Team is 19th at National Tournament

With a few exceptions, the spring sports season at Willamette went as expected. The Bearcat women's tennis team won the Northwest Conference championship, going on to tie for 19th at the NAIA National Championship Tournament.

The following is a brief review of Willamette's 10 springs sports teams:

WILLAMETTE'S WOMEN'S tennis team couldn't crack the NAIA Top 20 during the regular season, but proved it belonged there by placing in a two-way tie for 19th at nationals. Although some players and doubles teams received difficult draws in the tournament, head coach Molly Sigado was happy that six of the seven players scored points.

Willamette tallied four of its seven points in doubles play. Carrie Bellandi (graduate student) and Brooke Gannon (junior), and Kim Yokoyama (senior) and Laura Ragee (sophomore) advanced to the third round.

Bellandi, ranked 50th in the NAIA in April, won the NCIC singles title en route to a 14-4 record. Gannon, who placed second in the NCIC singles tournament to Bellandi, finished 20-7 overall. The pair combined to go 15-1 in doubles before losing 6-4, 6-4 in the third round at nationals.

MAY SHOWERS didn't bring flowers for the Bearcat baseball team. Willamette was 22-10 and headed for a record-breaking season at the end of April when things went awry. The Bearcats lost their last seven games — including six conference counters — to finish the season at 22-17 and out of consideration for postseason play.

Willamette hit .291 and had a sturdy 3.89 earned-run average for the year, but the team committed an uncharacteristic 86 errors — just over two per game.

Juniors Abe Cohen and Ryan Flynn paced the Bearcats and were named to the NAIA All-America honorable mention list. Cohen broke five school pitching records, and Flynn hit .366 with a school-record 17 doubles.

THE TRACK & FIELD TEAMS endured a year of adjustment as freshmen dominated each roster, but both teams had significant highlights.

Senior Carrie Morales placed eighth in the 3,000-meter run at the NAIA championships with a time of 10:10.54. Sarah Patillo finished ninth at nationals in the long jump, an event in which she set a school record earlier in the season with a mark of 19-4 1/4, and won an NCIC title.

Sophomore Ocean Kuykendall ran the second-fastest 100 meters in school history winning the conference title in 12.94. Earlier, Kuykendall teamed with Patillo, Cindy Rosenberg and Brook Dille to post the second-best Willamette time ever in the 4x100 relay (49.18).

The men were led in 1996 by freshman Jimmy Watts, who placed third in the NCIC in the high jump (6-foot, 6-inches) and fourth in the decathlon with seven personal records in the 10 events.

The women placed fourth and the men took fifth in the conference meet.

THE MEN'S TENNIS team placed fourth in the conference tournament and were 9-7 overall. Forbes Jonasson, one of four freshmen competing in the top six in singles, finished the year 12-6.

WILLAMETTE'S SOFTBALL team struggled throughout the season, finishing at 2-23 overall. Sophomore outfielder Heather Adams and sophomore utility Christal Sanders were selected to the conference's all-star honorable mention list.

THE WOMEN'S GOLF TEAM won its second straight NCIC title as senior Amber Lowitz successfully defended her 1995 individual crown. She went on to nationals, where she tied for 38th among 83 competitors.

THE MEN'S GOLF TEAM placed third in the conference as senior Bill Valenti and sophomore Craig Gillespie tied for fifth earning all-conference.

THE ROWING PROGRAM had another successful season, capped by several strong showings at the Pacific Coast Rowing Championships. The men's varsity 4 placed sixth in the finals, while the women's varsity 4 took third in the consolation finals.

WILLAMETTE wound up the 1995-96 academic year with another strong showing in athletics. The Bearcats finished second to Pacific Lutheran (188-162) in the NCIC all-sports scoring. PLU also went on to place first nationally among NAIA schools in the first-ever Sears Directors' Cup all-sports tabulation that had Willamette eighth.

ALMOST NINE YEARS after being drafted by the Los Angeles Dodgers, Tony Barron '88 finally made it to the major leagues this summer. He was promoted from Class AAA Ottawa to the Montreal Expos in late May. Barron became the first modern-day Willamette alum to play major league baseball.

Six Alums Set to Enter Athletic Hall of Fame

The sixth annual Willamette University Athletic Hall of Fame Banquet will be on Saturday, Oct. 5, and six individuals will be inducted. The event is tentatively set at Cone Fieldhouse in Sparks Center.

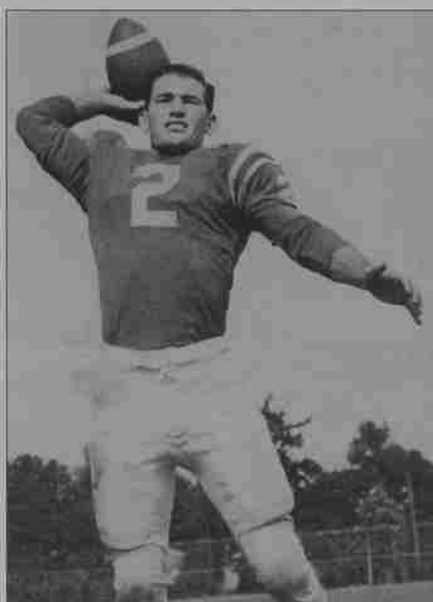
The reception area will be open at 5:30 p.m., dinner will be served at 6:30 p.m., and the program starts at 7:30 p.m.

This year's inductees include: athletes Bill Long '59; Doug Holden '72; Dan Hall '76; David Wong '81 and Kara Crisifulli Scott '85. Tom Warren '49 will be honored for meritorious service.

BILL LONG had a stellar three-year career in football at Willamette, capped by an invitation to play in the All-American Bowl in 1959. The Bearcats' record improved each season with Long playing center. He was named to the Little All-America first team as a senior, and was a second-team Little All-America pick as a junior. Long was a three-time Northwest Conference all-star from 1956 to 1958. Long has generously given back to his alma mater. Gifts from Long enabled Willamette to renovate 42-year-old McCulloch Stadium in 1993, including the dedication of the football field in the name of Long's coach, Willamette Hall-of-Famer Ted Ogdahl. Other Long gifts have endowed a scholarship, funded the expansion of the Lestle J. Sparks Center (1995), and endowed both the Carson Undergraduate Research Program and the Bill Long Writing Center (1994).

DOUG HOLDEN lettered four years in basketball and led Willamette to the NAIA national championship tournament in 1972. He led the Northwest Conference in scoring as a junior and senior, and topped Willamette in scoring three straight seasons. Holden was a three-time Northwest Conference all-star and was named to the first team in 1971 and 1972. His career scoring record stood for 19 years, and as of his induction, Holden ranks No. 2 in school history in career (1,897 points) and single-season (650 points, 1971-72) scoring.

DAN HALL lettered four years each in cross country and track & field at Willamette and is regarded as the most accomplished male distance runner in Bearcat history. He holds school records in the 8,000-meter and 4-mile cross country runs, and the 5,000-meter run on the track. His senior year was one to remember: he finished third in the NAIA cross country championships and was runner-up in the 1976 NAIA Track & Field Championships in the 5,000 meters. In both races, he was the first American finisher and was named to the respective NAIA All-America teams. In four seasons of cross country and track & field, Hall won six conference and four District II titles.



Bill Long played linebacker on defense.

DAVID WONG lettered four years in football and three in baseball at Willamette. He was drafted by the Kansas City Royals in 1980 and played five minor league seasons, twice being named to all-star teams. He returned to the Pacific Northwest and graduated from Willamette in 1986. Before being drafted, Wong had three stellar seasons in football and baseball. In football, he was a two-time, first-team all-conference and all-District II defensive end. He was the 1979 District Player of the Year and was a first-team NAIA All-America pick. In baseball, Wong was a first-team all-conference and all-district selection three times, winning 19 games and posting a 2.42 ERA during that span. Wong has been Willamette's head baseball coach since 1991, with four of his six teams qualifying for postseason play.

KARA CRISIFULLI SCOTT lettered four years each in cross country and track & field at Willamette and is regarded as the most accomplished female distance runner in Bearcat history. She holds school records in the 5,000- and 4,000-meter cross country runs, and the 1,500, 3,000, 5,000 and 10,000 runs on the track. In cross country, she was a two-time conference champion (1984, 1985), a two-time District II runner-up (1984, 1985) and ran all four years at the NAIA national meet, placing fifth as a junior and third as a senior. She was a three-time conference all-star, four-time district all-star and three-time NAIA All-America in the sport. In track & field, Crisifulli was a three-time NCIC champion in the 5,000 meters and the 1986 District II champion in the 5,000. Twice she placed in the national meet in the 5,000, garnering All-America honors by finishing fifth as a junior and sixth as a senior.

TOM WARREN has been a devoted supporter of Willamette athletics since 1966, when he became a timer for Bearcat football and basketball games, and officiated track & field meets. He worked for the Salem-Keizer School District for 28 years as a teacher and administrator, retiring in 1982. Warren has been a member of the Salem Sports & Breakfast Club and Cardinal Round Table — Willamette's athletic booster club — since 1983. He is active in many university pursuits, including serving on the Alumni Association board of directors, and homecoming committees. Warren has been the master of ceremonies for four of the five Athletic Hall of Fame banquets. Before coming to Willamette, he was a staff sergeant for the United States Air Force, flying 29 missions over enemy-held territory from 1943-45. He played basketball, baseball and tennis.



It's Not a 'Normal' School Anymore ...

By Andrea G. Dailey



Earlier this century, novelist and historian H. G. Wells warned that human history would become more and more "a race between education and catastrophe." It's a race we all must run, as responsible citizens, but few go longer or harder than those who choose to be teachers.

For them as for marathoners everywhere, good training underlies success. Willamette's approach to teacher preparation, in its School of Education and Master of Arts in Teaching (M.A.T.) program, follows some precepts familiar to runners: warm up properly, cross-train to build strength and flexibility, and run the whole race.

Warm-ups for M.A.T. students consist of having earned an undergraduate degree in an academic area, having worked successfully with youth, and having made a well-considered decision to go into the teaching profession.

Cross-training is a characteristic of the Willamette M.A.T. curriculum which includes intensive work in four broad "theme" areas — leadership, collaboration, education technology and multiculturalism — as well as in traditional courses such as teaching methods, education psychology, and classroom management.

A very unusual practice-teaching schedule ensures M.A.T. students run the whole race: they are in the classroom the entire public-school year, from the first teacher in-service day in August to the last bell on the last day in June, a month after their graduation from Willamette.

Willamette was the first in Oregon to offer an M.A.T., in 1988-89, and still is the only one of the 17 teacher-training programs in the state to operate exclusively at the graduate level, says School of Education Director John Tenny. "It was one of our better decisions," he says. "We thought it'd be good, but we didn't know it would be this good."

The quality of the program relates naturally to the quality of the students. Their maturity is one aspect, says Tenny. About 60 percent have been out of school at least a year before applying to the M.A.T. program. Average age in this year's class of 85 students was about 28.

"They know what they want to do in life. They've decided to do this. It's not a fall-back," Tenny says. "And then there's the fact that they're doing one thing with us — they're learning to be teachers. They're not getting a biology degree and learning to be a teacher and doing a lot of other things, too."

"Mr. Holland's Opus," the recent film about a high school music teacher's career, could have been subtitled "This Is Your Life" the day Gary Frame '62 sat in the theatre. The movie's timeline roughly parallels Frame's 32 years of teaching music in public schools, and it fairly portrays the kinds of heartwarming relationships teachers and students can have, Frame thought.

Trouble is, the film doesn't do a very good job with the music, Frame says, and in his professional life, that would never do.

High standards and unflagging enthusiasm brought numerous awards for Frame and his vocal music groups in Salem high schools over the years before his retirement in 1994. He continues to work part-time with two vocal groups at Oregon State University.

Frame credits his inspiring teachers for giving him the foundation for his career. His choir director in junior high school and his choir director at Willamette, Don Gleckler, were principal forces in shaping his ambition to teach.

"Certainly it's more difficult to be a teacher now than it was when I started, with the stresses of the classroom and then [Oregon] teacher reform, which involves so much work it competes for time with primary teaching duties. We have a lot more kids coming in with real problems, and in music where you have a large number of students in the room, those effects can be magnified. Discipline is key."

Newer music teachers generally seem well trained in teaching methods and sensitive to the diverse needs of their students, but Frame worries that they're not so interested in the larger sphere of professional life. "When I started my career, I felt it was important to be involved in professional organizations, but now I see more of 'I'll put in my day but don't ask me to go to conferences' on the part of the younger teachers. I think that goes back in part to education programs and advising they receive."

Teaching: The Frustrations

Barbara Berger '83 loved school so much that by the time she was in third grade she knew she wanted to be a teacher, and she held to that ambition even in years when her teachers weren't the greatest nor all her classes interesting. Now, after 13 years of experience at Lincoln High School in Portland teaching English, French and German, she knows that love of teaching and subject expertise are not enough.

"People say just go out and teach, but that's not what happens," says Berger. Currently her classes are mostly of freshmen headed into Lincoln's acclaimed international baccalaureate program, an intensive course of study Berger describes as giving students a year's worth of college while they're still in high school.

"The first year I taught freshmen I happened to have about 25 kids with real problems," says Berger. "You can't say to a kid like that, who's got drug or alcohol problems or has been sexually abused, 'here, read this book. It's great!' That just doesn't work."

Berger is frankly discouraged about the effect of recent, major budget cuts in Portland schools, which at Lincoln include reducing the drug and alcohol counseling position to half-time.

"When I see student teachers now, I wonder why they're doing it. Here in Portland, we're taking it in the shorts, financially. Plus the combination of hard work and lack of appreciation — though when I meet people and tell them I'm a teacher they say 'oh, I so admire what you do.' So I guess it's just the politicians who don't seem to agree."

— By Andrea G. Dailey



Rich Biffle (center) is acting director of the School of Education for the 1996-97 academic year.

Admission reviews also look for experience in working with school-age children. "I look for what I call a passion to work with kids," says Associate Professor Richard Biffle whose special area of expertise is elementary education. "Many of our students have had wonderful experiences before they come to us. They've worked in recreation programs, church programs, scouts, Y programs, alternative education sites. They've worked with street kids, homeless kids; they've been group home counselors. They know kids."

Well prepared as the incoming students are in many respects, in one they're not.

Most think they know the "right" way to teach, which is the way they themselves have been taught. But, forget it, they hear the first day of the M.A.T. program, because that model doesn't work very well. Welcome to the new world of collaborative learning and teaching.

"They have been used to 'I study, I learn, I take a test,' and it's all independent and competitive," says Rosalyn Edelson, associate professor. "Here we say forget all that. We want you to help one another ... You're not going to look worse because someone else looks good. The better your peers look, the better you look."


You won't find Collaboration 501 in the M.A.T. course list; instead, faculty teach it by example. The 10 full-time faculty design and implement the entire program as a team, says Edelson. Coursework interrelates, and students are encouraged to work collaboratively on projects. The payoff comes not in fuzzy feel-goods — though students say they do enjoy the process and the results — but in better learning and better preparation for the workforce.

"We think people learn more when they collaborate," says Edelson. "Two heads are better than one. The research supports that conclusion."

Collaborative teaching, via interdisciplinary teams, is increasingly the norm in K-12 (kindergarten through senior high) schools. "With the information explosion and the age of technology, borders between areas of knowledge are getting increasingly blurry, and need to be, and it's important for [M.A.T.] students to understand there's lots of crossover," Edelson says. "So when I'm teaching social studies, I'm referring to what you're doing in English or math. There isn't learning in isolation."

The emphasis on collaborative learning also ties in with the M.A.T. program's attention to multiculturalism and diversity. "In some ways collaborative learning ... can be a strategy for allowing for diversity," says Edelson, "because you can allow for the expertise of lots of different people, and that advances learning for everyone."

There is an M.A.T. course, for one-quarter credit, in multiculturalism. Biffle says some prospective students see it in the course list and wonder, "is this Bash 101?"



Teaching: The Sparkle

Are [we] going to beat up on certain groups of people? And some students have questions about their own lack of experience, awareness, preparation, and [ask] will this help them?"

A 1995 M.A.T. graduate, Judy Corona, thinks the answer to the latter question is definitely yes.

"My own world view, and I lived through a lot of the civil rights movement, is that racism is learned and can be unlearned, but it's a lot harder to change people's minds after they're adults," says Corona, now on the faculty at Whiteaker Middle School in Salem.

She recalls classmates' reactions to a shadowing project, required as part of the multiculturalism class, in which each M.A.T. student chooses a nonwhite student in the school where the M.A.T. practices teaching and follows that student for a day.

"We make a lot of assumptions about why things are as they are, and this really opened some eyes. Certainly it was a small window, but a wonderful tool," she said.

A course on multiculturalism belongs in the M.A.T. curriculum because, Biffle believes, "classrooms are on the front line. These issues cannot be swept under the rug.... If we don't start doing something about this, we're really going to tear ourselves apart" as a society.

Also, it's an educator's responsibility to disseminate accurate information about many aspects of education, says Biffle, some of which he grants are not popular. But "we don't get into teaching to be popular. If you're going to be a good teacher, you have to be able to tackle the difficult and challenging issues."

Tackling them successfully takes leadership as well as other skills, so the M.A.T. curriculum also includes a one-half credit leadership course and a major project.

"For so long it was assumed that leadership was either innate or developed through experience," says Assistant Professor Cheryl Brown, who co-taught the course this past year. "Then many schools recognized it's a skill that can be developed. We see it as critical for schools and the community."

That component of the program has become "a shining star for us," Brown says. Though the majority of M.A.T. programs in the Northwest treat leadership to some extent, "I don't know of any that are expanded to the level that ours is." It has attracted many to Willamette's program because "they're not looking at just being a classroom teacher. They want to be a leader in their building and their community."

That role starts when the new M.A.T. students walk through the door in August and select their leadership issues, says Tenny. "We ask them to identify something they care about in education, a passion, something that needs fixing. It can be as narrow as what should a teacher do with a blind child in her classroom or as broad as education financing in the United States. There's no limit."

At the December break "they can go anywhere in the United States to network with someone who's made a difference in their area of interest," says Tenny.

Not just in the United States, either. This past year Wynne Thomas, an M.A.T. student who grew up in Hong Kong, went back to study the International School's "invented spelling" program for kindergarten and first grade. "It's a method to get kids writing earlier," she explains, "because we now know they write first according to how words sound."

Doing the research and making the presentation gave Thomas the confidence she needed to pursue the issue in her practicum work. She persuaded her supervising teacher at Myers Elementary School in Salem to let her use invented spelling in her class, "and I've seen a lot of growth in the kids' abilities" as a result, says Thomas.

One experienced educator who applauds leadership training is Nancy Schneider, an elementary school principal in Salem who has worked extensively with Willamette M.A.T. students and graduates.

Teachers today absolutely must have leadership skills to work with peers, parents, and the community, Schneider says. Many fellow teachers "like to be team players, but that also means they don't want to put themselves out in front [and] say 'here's what we should do.'" With parents, "we can't be rolling over to parents' requests if we think what they want to do isn't in the best interests of the child. We have to be able to articulate our philosophy for our kids for the year and project the confidence that

Student test scores and other objective measures aren't the best indicators of how well a particular teacher is teaching, according to George Dyer '69, a longtime high school social studies teacher and now principal at South Salem High School.

"If you can look at body language, then you can tell when students are engaged. It's that sparkle. You see it in a young person who's excited about what he's doing in the classroom, or the student who somehow got turned around from some troubles and is finding success, or the teacher who's found a way to engage the student and is showing the excitement that brings."

Dyer considers his own undergraduate teacher training to have been rather hit-and-miss, he says. "Some parts were super. Dorothy Patch '30 taught social studies methods — now there was sparkle. And the department chair, Jim Lyles, was good. Otherwise the [education] courses were pretty average. What made the program good overall was fantastic subject-matter preparation. That was a real leg up for new Willamette teachers."

He has been an advisor to Willamette's M.A.T. program, speaking to seminar groups about professionalism, helping conduct mock job interviews for students, and each year selecting a number of students for practicum experience at South High.

An outstanding teacher-preparation program develops teachers who love kids, love to engage kids, and want to see kids be successful, says Dyer. "It's kind of like discovering a gold mine, and then you bring the gold out. Again, there's that sparkle. That's the payback for me. It's the best job in the world."

— By Andrea G. Dailey

Teaching Teachers: The Alumnus View

Karen (DeShon) Hamlin '75 returned to Willamette in 1991 to teach in the Master of Arts in Teaching Program at the School of Education. She majored in English at Willamette, then did her graduate work at Oregon State University. Here are some of her impressions about her return to Willamette.

Last year, while working on the Assessment Task Force, I discovered Willamette's Mission Statement, which states that the University is to encourage "close relationships among faculty, students and staff to enhance learning" It was this type of genuine interest on the part of faculty, facilitated by the student/faculty ratio, which contributed to my success as an undergraduate.

In the School of Education, class size remains around 30, but faculty/student interaction is considered essential. Each faculty member works with an advisory group of seven to 10 students throughout the program. This group meets bi-weekly to solve problems, share ideas and support each other.

The intensity of the program requires complete immersion and total commitment. It means that students must put their undergraduate extracurricular interests on hold for 11 months and discover what it means to be a teacher.

Formerly at Willamette, student teaching lasted for a short nine weeks. Nine weeks proved to be too brief a period of time for a student teacher to assume ownership of the classroom, to establish productive professional relationships with students, to assess student learning in meaningful ways, or to reflect on their teaching effectiveness and explore alternative strategies. The full semester of student teaching allows for these possibilities.

The School of Education is also assuming a professional development role within the education community. With recent budget cuts threatening the success of educational reform work, this is an opportune time for Willamette to provide that assistance.

we can deliver." And with the general community, "we have to deal with a very discerning public. Before, they'd test you once and then leave you alone. Now, you have to earn your way every single day ... as it relates to different issues that might come up" such as the pace of classroom instruction, playground rules and the content of books in the library.

Schneider also is an advocate of the full-year placement for student teaching. "It's the most effective way to train teachers and to help kids in the classroom," she says. Willamette student teachers get to see "the chaos of start-up — getting class lists ready, getting the books, dealing with parents. A placement that starts partway into the school year doesn't give a good feel for what it would take to change or create those things."

Pete Gutierrez, a 1994 M.A.T. graduate now teaching at Highland Elementary School in Salem, says, "It's exactly the full-year student teaching experience that makes the Willamette program so valuable." He'd had many years of professional experience with youth recreation programs in California and Oregon before he entered the M.A.T. program. That and being bilingual gave him an edge as a student teacher, he believes, and with the full-year practicum experience he was in an excellent position to job hunt after graduation.

Christopher Bick '86 MAT'90 agrees with Gutierrez about the value of full-year placements. "Within the first week you're eating lunch with everyone, being ribbed by everyone. It's really nice to see that, the confidence level from being accepted by the other teachers and being called teacher by the students. It's a real leg up." Bick did his student teaching at North High School in Salem and got his current job there, teaching English, right after graduating with his M.A.T. "That's the beauty of it — the teachers have every opportunity to size you up and see your strengths and weaknesses. One of my supervising teachers told me after a few weeks, 'here, take over,' and he basically left the room for three weeks. That was a great confidence builder."

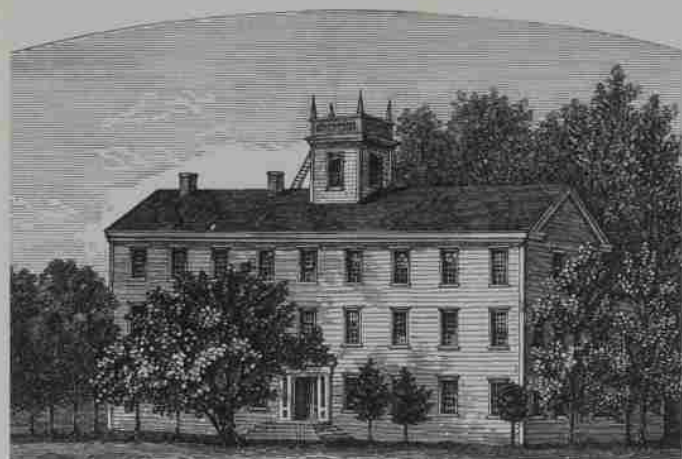
Bick considers his M.A.T. preparation "exemplary in every respect" and continues to work with the program as a member of the consortium of educators who advise the School of Education. Each of the "theme" areas in the program is important, he believes, not only for what it teaches students directly but because it fuels an eagerness to know more. "That's a hallmark of the total Willamette program," he says. "You don't go through the program and then be done with it. It really does create a community of learners. You discover interests you want to pursue long after the program's over."



Illustration by Daniel Benton, 1st Grade, Brush College Elementary School.

Normal, but Never Ordinary

By Andrea G. Dailey



During the era of the Oregon Institute, Willamette took pride in educating some of Oregon's first teachers.

Willamette's School of Education has just completed its first full year of operation as a school, yet the University's record of teacher education could be stretched back to its first graduate, Emily York, who used her 1859 degree in literature as entrée to a teaching position. It wasn't until the next decade, however, that Willamette made education itself a course of instruction.

The catalog of 1868-69 describes the modest beginning: "Special attention will be given to those who desire to make teaching their profession." The 1870-71 catalog elaborated on what was meant by special attention: "Pupils of the Normal class will be drilled thoroughly in the common English Branches, Algebra, History, Criticism, Calisthenics, Map Drawing, and the Theory and Practice of Teaching."

Normal Department faculty wore many hats, as did all faculty at Willamette then. The department principal also taught math and chemistry in the University and served for a time as Marion County Superintendent of Schools. Distinguished adjunct faculty, including the State Superintendent of Schools L. L. Rowland, helped out by lecturing on education philosophy and methods. Practice teaching then was also on campus, in the "Model School" WU President Thomas Gatch opened in 1872 to serve settlers' children.

By the mid-1880s teacher preparation had found a home in the University Academy component of what was collectively referred to as Willamette University. Strictly speaking the three-year course was not at the college level, and graduates received a "certificate diploma" rather than a degree.

That changed after passage of an 1891 Oregon law "to encourage more thorough preparation of Teachers for Public School work." The law provided licensing for college and university graduates who passed state exams. Willamette catalogs in the 1890s advertise normal instruction both as university-

level work within the College of Liberal Arts and as still part of the academy. Either way, graduates received both a diploma and the degree Bachelor of Scientific Didactics.

From the 1890s on, the Willamette Academy lost increasing numbers of students to the state's strengthening public high school system. When the academy finally closed, teacher preparation was fully incorporated into the College of Liberal Arts as a "major course" of undergraduate study.

It became a graduate course as well, in 1939-40, with the debut of the Master of Arts in Teaching program. "It differs from the usual Master's degree in education in that it combines professional courses in education and a program of study in the teaching subjects ... solely with reference to high school teaching," said the 1940-41 catalog, also noting a new Oregon law that, by 1943, would require a full fifth year of preparation for high-school certification. Willamette in 1945 added an M.Ed. degree, described as "a teaching [degree] ... a means to secure a more complete understanding of the nature of the child, the teaching process, the school, and subjects to be taught."

It took G. Herbert Smith-style gumption to embark on a graduate program during the war years, when enrollments overall were down so steeply; just one M.A.T. and one M.Ed. were awarded in June 1946.

The 1969-71 catalog was the last to list the graduate education degrees among those offered. The next biennial catalog described only an undergraduate education program and that as a non-major field, which is how matters stood until the advent of the current-day M.A.T. program in 1988-89.

As before, however, the graduate program in 1988 was still part of a department in the undergraduate college, a position that became increasingly awkward, says School of Education Director John Tenny.

For one thing, Tenny says, operations didn't mesh very well. For instance, the M.A.T. school year follows the public school's, not the University's; and the program as a whole counts public school teachers and administrators as full players in faculty recruitment, student assessment and program design.

The greater problem, though, was one of credibility with the larger education community. "We were one of the last [to be classed as an undergraduate department]," Tenny says. "Western Baptist's program was a school, and here we were still traipsing along as a department. So it wasn't reflecting what we were doing."

Tenny and the education faculty in 1991 formally began the process of turning their department into a School of Education. That year they worked with a consultant to design a plan for the new school; the next year they began seeking approval of the various WU faculty bodies and received approval from the board of trustees in spring 1995.

Teachers Everywhere Face Many of the Same Issues

By Melaney Moisan

Only four tiny communities dot the northern half of Oregon's Lake County, where the population averages about one person per square mile. Of those scattered residents, a mere 275 are children, and all of them — kindergarten through 12th grade — attend North Lake School. Some travel as far as 50 miles each way, from all corners of a district covering 2,000 square miles. Kelli Mapes MAT'93 has taught at North Lake, which sits alone on a small hill in the middle of the triangle formed by Fort Rock, Silver Lake and Christmas Valley, for about a year and a half.

There is one teacher per grade and this year Mapes had 15 students in her class of fifth graders. Mapes is also the head coach of the girls' basketball team and assistant track coach.

"I expected fewer discipline problems here," Mapes said of the mostly farm-centered community, "but it's the same as everywhere else. You can't get away from the problems that seem to plague kids."

Because of the isolation of the school, Mapes said she tries to take her students on one or two field trips each year and this year will take six of her students to Portland for the Oregon Writing Festival. Unlike some other schools in Oregon, students pay no fees for sports or other extracurricular activities, such as eight-man football, volleyball, basketball, wrestling, golf, tennis, track, and for the more musically inclined, band and choir.

Teaching in a small school like this is a great way to begin your career, Mapes believes. "I haven't had the pressure I might have had in a larger school and I've been able to experiment with a lot of different things," she said. "They give you a lot of freedom."

Like almost any public school, some parents are very involved and some are not. "There are some parents I have never even met," said Mapes, "and some don't even have telephones." She added that about the same percentage of students go on to college that you might expect from a high school in Bend, for



example. Commuting to college is hard, she added, since the closest community college is in Bend, about 65-80 miles from where most of the students live.

Sometimes the remoteness of the school bothers Mapes, who grew up in the Portland area. "I miss being able to collaborate with other fifth grade teachers," she said, and I have an hour's drive just to buy groceries." But even though it's almost as close as you can get these days to the one-room, frontier school, students at North Lake School have the same educational opportunities as their city cousins. "We qualify for a lot of grants," Mapes said, "and through some of those grants we have been able to get computers for the school — two per class — and they are all networked. We spend about \$5,500 a year on the education of each student."

That's about \$1,100 more than what is spent on each of the 2,000 students at California High School in Whittier, Calif., where Steve Ball '83 served as principal for three years, and worked in the district for 10 years. There the student/teacher ratio is 30 to one and teachers each teach five classes a day with one prep period.

Like North Lake School, there are no special fees for sports or music at Whittier, Ball said. Students are just asked, but not required, to buy a \$15 student body card and that goes toward the cost of extracurricular activities.

Problems at Whittier aren't very different from those at any other school, said Ball, and despite the stereotypes of gangs in Southern California, he has never seen a gang fight at any school where he has worked in the district. "Disrespect, defiance, those are the biggest problems," he said, "and there's been an increase in the number of fights between girls. We haven't had any real problem with weapons."

About 12 percent of Whittier's students go on to a four-year college, Ball said. If you figure in community college, that figure goes up to about 60 percent. "For a large number of students, school is a distraction; they aren't focused on studying or learning, but rather what's going to happen Friday night," he said. "School is a central place where they can meet their friends and plan social activities. Academics are a sidebar." Ball added that Whittier is in a medium to high socio-economic district but still he has seen a decline in parents' ability to

motivate and convince the students that it's important to get an education. "If the students can't see the light at the end of the tunnel, they get discouraged and befuddled. Schools, more and more, are becoming surrogate parents."

Like North Lake School, Whittier depends on grants to keep the school supplied with new technology. "It takes the cooperation of the business community," he said. "That's very important."

On the other side of the continent, on Manhattan's upper West Side, is The Day School. In order for their children to attend this school, located right across the street from New York's Central Park, parents pay approximately \$16,000.

Dietrich Nebert '89 has taught biology at The Day School in Manhattan for about a year and a half. With about 660 students in pre-nursery through 12th grade, the student/teacher ratio is approximately 6 to 1. The school, said Nebert, is known for the activism of its students, and its philosophy of collaborative education.

Many of the children attending The Day School come from a privileged background — not a few are the sons and daughters of actors, television personalities, doctors, lawyers and other wealthy New York City residents. But, Nebert said, the school makes a conscientious effort to maintain a racially and economically diverse student body. This policy is backed by a substantial financial aid budget.

Each day Nebert teaches four classes of biology and marine biology with an average of 14 students per class. Teachers in the school can also teach an alternative class on any subject they like during the fourth period block at the school, he said, some of these classes include tai chi (which Nebert helps facilitate), meditation, chess and philosophy.

Each teacher also serves as an advisor for eight students, Nebert said, and meets individually with those students every week. At that time the advisor will go over detailed evaluations written every other week by that student's teachers. All teachers must write these evaluations, which deal with learning issues and learning strategies, for every student they teach. Advisors are also available to counsel students throughout

the week on any educational or personal problems that might come up.

Nebert said that he can usually get any equipment he needs to enhance the education of his students, and right now he's building a Marine Education Center with his marine biology class. The project, likely to cost around \$2,000, is being built by the students under Nebert's supervision and involves three different aquariums — one to demonstrate the environment of a rocky shore, another which represents a sandy shore, and the third a model of an estuary.



In spite of its price tag, Nebert said the students aren't immune from the problems facing their peers in country or big-city schools anywhere. "They still worry about fitting in, about being accepted," he said. Before moving to New York, Nebert taught at a high school in Toledo, Ore. "The problems of the students in Toledo seemed more grounded in hardship and extremes than the students at The Day School," he said. "There was a higher pregnancy rate there, more kids working full time to help support their families. Everyone has their problems, it just seems to be a matter of degree." Although, he adds, there are a number of students at The Day School who also work very diligently, helping with the cost of their education. "We have about 20 to 25 percent of our students who attend on scholarships," he said.

"The main issues seem to remain the same, like how do we solve conflicts," he said. "And the faculty — in both schools the faculty care equally about educating the kids. They're all dedicated to what they do."

Whitney (Heimlich) Ingersoll '79 also teaches in a private school, one just

for those difficult middle years between the sixth and ninth grades. Most of the students who come to Santa Barbara Middle School come from public schools and return to public schools, she said, and when they return to public high school, become the leaders in their classes.

For 16 years she has taught guitar and photography at the school, as well as producing multi-media presentations and coordinating the bicycle trips which the students are required to take each year as part of the curriculum. These two-week bicycle trips are one of things that make the Santa Barbara Middle School unique.

"Our headmaster believes that all children, from all cultures, go through some kind of rite of passage," she said, "and our culture doesn't really have that. Young people need a way to prove themselves in a healthy way and also learn tolerance. These bicycle trips, called the "Rite of the Wheel" are the vehicle that we have come up with." About 100 people go on each of the trips, about 30-35 of whom are teachers and parents.

Tuition at the school is \$9,000 a year which includes four bicycle trips, although for several years it was much less. "It used to be around \$2000 a year," Ingersoll said, "and we were very concerned about shutting out the middle class when we raised the cost. Fortunately we now have a good scholarship program and about 25 to 30 percent of our students are on some kind of scholarship."

About 150 kids attend the school and 15 is the average class size. Because of the time away from class due to the bicycle trips, the academics are very intense. "Our philosophy is represented by a diamond within a circle," Ingersoll said. "The diamond is made up of four equal sides representing academics, the arts, the trip program and community service. The circle represents a drawing in of other people, inclusion."

"At our school," she said, "we teach the students you don't have to be tough, it's acceptable to be nice."

Public Schools Get A New Look

By John Erickson



John Erickson '67 M.Ed.'72 pauses in front of the award-winning Discovery Middle School opened in 1995 in Vancouver, Wash.

This is an exciting and challenging time for everyone involved in public education. Although surrounded by debate, funding crises, and conflicting demands, public schools, nonetheless, are still expected to play a pivotal role in our future.

Among the changes occurring in education is the increased focus upon student performance. Increasingly, students are expected to demonstrate what they know and can do. Consequently, school district personnel and community members throughout the country are developing essential learnings, core competencies, standards, and appropriate assessments. The intent is to help students to learn more, to learn better, to learn faster and to feel good about themselves in the process.

The resulting data are used not only to make decisions about student achievement, but also to guide school reform efforts. There is a renewed sense of urgency about the need for schools to present "real-world" work environments for students and for staffs. The examples provided by Nike, Hewlett-Packard and

other employers suggest ways to organize work and those who perform it.

In the Vancouver School District, for example, new and renovated schools are being designed to provide students and staff members better kinds of work environments. The first of these changes is the creation of flexible space. Teachers and students are encouraged to organize furniture, fabrication tools, technology and related support materials to accomplish the tasks at hand. This means many of the cabinets and storage units are on wheels, partitions are frequently used instead of walls, and instructional spaces extend far beyond the traditional classrooms.

Using space this way places new demands upon teachers, as well. Rather than continuing to function as the "sage on the stage," ladling out small portions of knowledge, a teacher must be able to provide the coaching and support found in the role of the "guide on the side." This altered view of the teacher role is necessitated in part because it is impossible for any one person to be the sole repository of knowledge and also be-

cause schools are enrolling more and more students who have specialized skills, often technological, that surpass those held by most of the adults. Contrary to some views, this combination of pressures makes the key role of the teacher even more important.

The teacher, at least in Vancouver, Wash., is expected to deliver instruction in a variety of ways, using different strategies and materials. Approximately one-third of a student's time is to be engaged in large group activities such as direct instruction, lectures, or attending presentations. Another one-third of a student's time is for individualized instruction that might involve reading a book, writing a document, working with a computer simulation, or practicing an instrument.

To provide this kind of instructional variety and to use space flexibly requires teachers to work cooperatively. Teachers often work in crowded conditions, but typically do not have many chances to work together. Now, more than ever, teams of teachers are needed to organize, assign, supervise and appraise the work



The loft at Discovery Middle School is used for independent work, reading and thinking.

performed by their students. Drifting into our pasts will be the image of the traditional teacher, working in isolation in front of a classroom of students.

A vast array of technology can assist students and staffs. Presently in the marketplace are bar code readers to handle attendance, school lunch purchases, library usage and related tasks. The software used at Boeing to communicate, to assign work, to report progress, and to present final efforts is now available for network applications in schools. On-line assessments are being developed. The Internet offers unprecedented access to information for any student or teacher. Technological savvy has become a work-place basic for teachers and for their students.

Flexible instructional space, student and teacher teams, and the pervasive use of technology require different types of school design. Vancouver's Discovery Middle School, which opened in the fall of 1995, has received the two highest national awards for accomplishing this task. The school is noted for the "toolbox" which is a cooperative space, approximately the size of five classrooms. Students there create art, perform science experiments, use advanced technology, operate fabrication tools, and conduct research using print and electronic reference materials.

The school is built with learning wings which house teams of teachers

and students. There is a loft for quiet study, independent work, reading, or simply for thinking. The gallery offers students a chance to display their work. The entire building represents the one-third, one-third, one-third model of instruction and space use. Supporting all of the school's operations is a sophisticated electronic infrastructure.

Not surprisingly, this kind of school requires an extensive commitment to the development of staff. If adults are to flourish in such a place, specific prepara-

tions must be made. Students, too, must be taught to use this kind of school and to make appropriate use of the wonderful opportunities provided.

This effort to match the work environments found in business and industry does not eliminate the special role schools have always played. As we face the challenges of increased student poverty, mobility, and diversity, schools must continue to fulfill the historical expectation to enable us all to hold jobs, provide for our families, and contribute to the overall society.

That proud tradition, taught so ably at Willamette University, continues into the future. The 21st century, however, will require all of the basic skills we know and some we hardly can predict. Fortunately, there are places, such as Discovery Middle School, that are being developed now to demonstrate what education for that future will mean.

About the author: John Erickson '67, M.Ed. '72 holds a Ph.D. from Oregon State University. He has been an English teacher, coach, building and district-level administrator. He has served as superintendent in Stayton and Lincoln County, Ore., and Oregon interim state superintendent of public instruction. He is currently associate superintendent for instructional support service in Vancouver, Wash.



The "Toolbox" at Discovery Middle School is a large cooperative space for activities including using technology, creating art and performing science experiments.

Collaborative Teaching and Learning: Education for an Interdependent World

By Cheryl K. Brown, Rosalyn C. Edelson and John L. Tenney

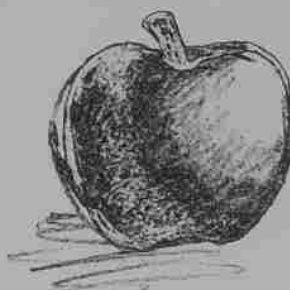
Editor's Note: The following is excerpted from a paper presented to the International Society of Scholars and Educators in San Juan, Puerto Rico, in March. The text of the entire article, including references, is available from the authors upon request. They are School of Education faculty members at Willamette University.

In an increasingly interdependent world, collaboration becomes an imperative in the work place, the market place and the community. The rewards for collaboration are numerous, for the individual and for the larger community or organization in which the individual is operating. There is, as noted by Michael Fullan, a ceiling effect to how much we can learn if we keep to ourselves. The concept of the ceiling can be extended to include how much we can produce, how creative we can be, how effectively we can function in any arena. Teaming of various kinds is increasingly prevalent in business, commerce, social service, public and private enterprise.

In schools, site-based decision making and interdisciplinary teams, as well as student involvement in learning teams, are among the many examples of collaborative efforts.

Cooperation and collaboration are very often used interchangeably, and certainly cooperation is a necessary stage in the progress toward collaboration. There is, however, an emerging distinction between the processes and outcomes of simple cooperation and the more complex processes and outcomes of the next stage — collaboration. A basic definition of cooperation describes a situation in which two or more individuals or organizations with autonomous programs or goals agree to work together to reach some mutually beneficial end.

Collaboration is a stage beyond cooperation in which the members of the group come to see themselves as more than contributing individuals but as part of a functioning whole.



Collaboration in Teacher Education

As teacher educators committed to collaboration, our task is to prepare new teachers to teach collaboration in their classrooms. In order to do this, we must teach them to be collaborators. To be collaborators, they must understand collaboration. To teach what collaboration is, we must model it. Our job as teacher educators in regards to collaboration is to *Be It, Teach It, Teach How To Be It, and Teach How To Teach It.*

Be it!

Collaboration is an opportunity to exercise the best of your talents within a supportive and accepting team. It is more a state of being than a product. Personal characteristics that lend themselves to collaboration include a philosophical commitment to the values inherent in collaboration: the ability to trust; acceptance of individuals and respect for divergent views; tolerance of ambiguity; willingness to share time, thoughts and expertise; and willingness to take the risk of challenging others and feeling comfortable being challenged.

A collaborator must develop skills that will enable a collaborative group to function. These include interpersonal communication, group building and process, critical thinking and conflict resolution. Collaborators must also know the dynamics of the collaboration

process and be prepared to cope with its challenges as well as reap its rewards.

We, the Willamette University Education faculty, view ourselves as a collaborative group. We share a vision of education that incorporates collaborative values. Our education program is a product of our collaboration. The faculty share responsibility in all phases of program development and administration, including structure, policy, curriculum, methodology, and all aspects of program implementation. The faculty function as an interdisciplinary team. Instructional modules are team planned allowing for coordination of concepts and activities across the curriculum of the Master of Arts in Teaching (M.A.T.) program.

We spend extensive and invigorating time listening to each other, trying out new ideas and sharing experiences. Through our trust and respect, we provide a safety net that allows us to take risks, and to offer and receive help from one another.

Teach it

As teacher educators we are committed to collaborative teaching and learning. We view collaboration as a mode of interaction, an attitude, a philosophy, a process and an outcome of education. Perhaps the greatest tool we have for teaching collaboration is ourselves. We are a collaborative team. We live it. We model it.

From their very first day in the M.A.T. program, students are exposed to collaboration. They are introduced to the program by the entire faculty team. They see the faculty working together and enjoying it. They move from activity to activity and group to group facilitated by all of us or by various pairs and triads. Throughout the program, M.A.T. students are exposed to the enthusiastic collaboration of their instructors.

The program begins with a two-week introductory module designed to establish an environment conducive to collaboration. In the course of these first two weeks, the students are engaged in the initial phase of collaboration. At the same time they are observing the cohesiveness of the faculty as a collaborative group. They are beginning to orient themselves to one another in an atmosphere in which it's OK to display a sense of humor and have fun. They develop a sense of camaraderie, a group identity, cohesiveness as M.A.T. students and as members of cohort groups within the program.

Teach How to Be it

For students entering the M.A.T. program, a barrier to developing interdependence is the competitive nature of their previous educational experiences. Prior to beginning the program, most students have learned to participate in a competitive game on the academic playing field. Grades must be the best and better than your classmates, and rewards are limited. As we teach collaboration in our program we stress that the game has changed. From the beginning we tell students that the competition is over. We present the expectation that they will help and support one another. Sharing ideas and information is encouraged. Feedback is no longer criticism; rather it is presented as positive reflection that promotes development and enriches the learning experience. It is now an adventure where there are only winners.

Students and faculty learn about one another so that we can build on each other's strengths. Students are encouraged to use different modes of expression to demonstrate their learning. We design activities that challenge students to be creative, do something unusual, and go beyond their comfort zone. Participation in collaborative activities is very demanding and often initially uncomfortable. The effort invested and outcomes generated in these activities are recognized by the students as well as the instructors.

In the spring of 1995, 60 M.A.T. students were surveyed and asked what elements are essential to make collaboration successful.

Student responses echoed our beliefs and our goals as well as the opinions reported in current literature on collaboration. This confirmed that our students understood collaboration. However, our goal goes beyond understanding. It is to teach students to be collaborators, to embrace collaborative values. To further this objective, we provide varied opportunities for students to experience the positive effects of the collaborative process.

Asked what was most satisfying about their collaborative experiences, students, once again, echoed many ideas expressed in the literature. What was most gratifying about student responses to this question was the number of responses, and the clear indication of enthusiasm for collaboration. Their responses fell into the categories of personal and group satisfaction.

Asked what was most challenging in collaborative groups students most often cited the difficulty of finding adequate time for group process and the challenge of working with group members who were at varying levels of knowledge, skills and attitudes concerning collaboration.

Reviewing student comments on their experiences with collaboration is convincing evidence that our students are becoming collaborators. We are teaching collaboration.

Teach How to Teach it

It is our ultimate goal for school-age children to attain the attitudes and skills of collaboration. It is not sufficient for us to be collaborative, teach the skills of collaboration, and guide our prospective teachers toward collaboration themselves. We must also give our prospective teachers the classroom management, organization techniques, and a specific curriculum about collaboration that they can incorporate in teaching their students.

Whatever the content area or student development level, there are several foundational concepts inherent in teaching children how to be collaborative. These need to be built into the structure of the classroom.

First, it is important to develop the notion of reflection on one's actions as a collaborator. That is, the outcome of an activity designed to build toward col-

laboration should be brought into the consciousness of the children through teacher-led debriefing sessions.

Second, collaboration will not develop without a supportive atmosphere, as created and managed by the teacher. It is critical that individuals in the class begin to build trust and bond with one another. Bonding activities should be carefully designed to move from a safe level of information sharing about one's self to physical interaction that include appropriate touching, and ultimately to the level of complete interdependence. It is important that the sequence of these activities does not force individuals to take personal risks beyond their level of trust. Samples of bonding activities include games which group participants by commonalities, such as hobbies, places visited, or number in the family; designing and creating bulletin boards or other "art work" in small groups; leading a blindfolded classmate through a maze; team scavenger hunts; or simulations that require interdependence to complete.

Inherent in a collaborative atmosphere is a shift in the roles of the teacher and students. While the teacher is responsible for the selection of competencies and goals, the students must take ownership of the process of achieving them. The more they are involved in the structuring of progress toward a goal, the more likely they are to view learning as an intrinsically rewarding activity.

A third important area of skill we provide to our prospective teachers focuses on the strategies needed to move students from a view of learning as individualistic to cooperative and, finally, to collaborative. These strategies are based on a solid understanding of how small groups interact, guidelines for building cooperation and reaching consensus; and understanding the benefits of disagreement and conflict resolution.

Conclusion

As teachers and teacher educators, we will not make the differences we hope to make through the presentation of content area knowledge and concepts alone. We must also assist students in learning the skills of productively and peacefully interacting with each other, and valuing interdependence.

No Longer Strangers

By Linda Tamura



Linda Tamura, professor, School of Education, uses episodes from her own background to stress the importance of multicultural education.

The district superintendent sat squarely across the table from me. The principal was at my right side. It was the final stage of my interview for a teaching position in a rural elementary school with a high transitory population. Approximately one-third of the students, the superintendent told me, would likely transfer in and out each year. A number of them lived in the migrant camp in a neighboring town. About a quarter were Hispanic.

The school had several bilingual teaching assistants, I learned, but no other ethnic minority teachers. Would I — a third-generation Japanese American — feel comfortable in this community? the superintendent asked. “I think,” I considered carefully, “they need me.”

A Cultural Harvest of Students

I was hired for the job, and I loved it! My 2nd graders represented a genuine range — in personalities, abilities, backgrounds and needs. They were aggressive and shy, giggly and reserved, eager and withdrawn. Several were prereaders learning their alphabet, while a few read Laura Ingalls Wilder favorites and other library books in place of basals. Some wore the latest clothing styles and brought trendy toys for sharing time. Others came to school wringing wet from

the rain or arrived late because they overslept (their mothers had already left for work.) A few were from well-to-do families and some were children of laborers. With the turn of the seasons and the harvests came a change in the children, as some moved away in the fall, to be replaced by others in the spring.

Immediately after I was hired, my grandfather had checked his directory of Japanese-Americans in Oregon and was surprised to find that I would be the only Asian-American in this town. Although one-fourth of my 2nd graders were Hispanic, and one did not speak English, the community was predominantly white. Once I arrived, I heard stories of an unwritten city statute that denied residence to anyone who was not white Anglo-Saxon Protestant. (A Chinese restaurant was located outside the city limits, and I was told that the owners had been refused the opportunity to buy a home.)

Curiosity and the Curriculum

And so it was that I was an anomaly to my students and a stranger to my neighbors. I became so caught up with the teaching aspects of my new job, however, that I unconsciously dismissed this fact. Fortunately, the innocent curiosity of two students opened my eyes.

During a parent conference, a Hispanic couple confided that their daughter and their son had fought about me. “Why?” I asked in horror. Well, they explained, Rudy was sure I was from Texas, while Karen maintained I was from India. Clearly these two had identified issues that went beyond the curriculum: Who was their teacher? Where was she from? How was she different? And, most important, how could their teacher translate those questions into valuable lessons for her students?

The next day I arrived ready and eager to tackle these issues. First, I asked my students where they had been born, and we located all their birthplaces on the U.S. map. Then I showed them my birthplace: Hood River, Ore. “Now where do you think my grandparents were born?” I asked. They seemed unsure, so I pointed to Japan on the globe. I told the children about my grandparents’ arduous voyage to America by cargo ship, and the challenges they faced in a country where the language and customs were so very different. As I spoke, the children eyed me intently and seemed to absorb each of my words.

Later that day, I began to reflect on my own childhood experiences. After the first day of 1st grade, my mom tells me, I came home discouraged: there was absolutely no one in my school to marry.

I was the only Japanese American, until my sister joined me two years later. While students and teachers seemed to treat me equitably, subtle messages hinted that I was different.

The Alice-and-Jerry readers, for example, did not include anyone who looked like me. (I dreamed of having blonde hair and blue eyes like the popular characters in my books.) The school cook insisted that I remain in the cafeteria until I ate all my rice pudding, a sickly sweet dish that was unfamiliar to my palate. A well-meaning teacher pointed out to my classmates "all the beautiful colors" in my black hair, which made me feel like a freak and an outsider. And, throughout my schooling, lessons on Western civilizations and even American history left me wondering where my ancestors and I fit in.

Key Questions To Ask

One of my favorite posters from my youth, now tattered around the edges, still hangs prominently on my bulletin board. The lime green display shows two footprints facing three footprints. The message is simple and clear: "I like you. You're different."

Thanks to the queries of Karen and Rudy, I've become more conscious of the importance of interpreting those differences for my students. In my efforts to focus on classroom skills, I had overlooked fundamental lessons about humankind. I had filed away the subtle messages that had disturbed me since childhood; the puzzled feeling I'd had when two preschoolers had giggled after seeing me, the gnawing insecurities that had plagued me when classmates poured sugar and milk on their rice and expected me to do so too.

These memories led me to realize that being a role model for my students meant more than how and what I taught. It meant taking a look at myself to see what I brought to the classroom. It meant reflecting on what I portrayed to my students. Whatever our ethnic or cultural backgrounds, we teachers bring our own views, values and dreams to the classroom. At the same time, we tote our own cultural baggage — assumptions, interpretations, misconceptions, stereotypes and prejudices.

As we assume the monumental tasks of nurturing our nation's most valuable commodity into the next century, here are some key questions to ask ourselves:

1. What do I represent? What symbols and values epitomize who I am? What personal experiences have shaped how I view myself and others around me? James Banks tells us that an Anglo-American teacher who is confused about his or her cultural identity ... will have a difficult time relating positively to outside ethnic groups.

Simply put, we need to understand our own attitudes, anxieties, biases and expectations before we can presume to understand, and attempt to meet, the needs of others.



... we must avoid getting so caught up with our diversity that we neglect our communality.

2. How do I view differences? Am I open to different ideas? Do I consciously examine both sides of an issue? Can I imagine what it might be like not to understand what others say and do — or not to feel welcome? A "Multicultural Person of the 21st Century," notes Carlos Cortés, must learn "to judge on the basis of evidence, not reject on the basis of prejudice." In our teaching and learning roles, this might mean accepting refried beans as part of a balanced breakfast or considering how westward expansion affected pioneers and American Indians.

3. Do I recognize both differences and similarities? How am I different from others? How am I the same? How do these differences and similarities affect my view of myself? My relationships with others? As citizens of a nation whose heritage depicts *e pluribus unum*, we need to understand both "*Pluribus*

experiences of individual groups and the *Unum* experiences of Americans as a whole."

At the same time, we must avoid getting so caught up with our diversity that we neglect our communality. In other words, we need to balance them with us. Norah Dooley gives us a fine example in her children's book about a diverse neighborhood where, no matter how it is prepared, *Everybody Cooks Rice*.

Strangers No More

Our schools are rapidly becoming more diverse. By the year 2020, 40 percent of our nation's school-age youth are expected to be persons of color. All students — those who are minorities and those who are not — need to appreciate the impact of living in a multicultural society. Therefore, we teachers have important work to do: through the roles we portray, the lessons we teach and the setting we create.

In *White Teacher*, Vivian Paley advises us that our goal is to find the idea that his or her special quality is understood, is valued, and can be talked about. It is not easy, because we are influenced by the fears and prejudices, apprehensions and expectations which have become a carefully hidden part of every one of us.

Yet, Paley also urges us to create schools and societies where faces with many shapes and colors can feel an equal sense of belonging. Our children must grow up knowing and liking those who look and speak in different ways, or they will live as strangers in a hostile land.

The challenge is simple but significant: Can we create places of learning where students are no longer strangers — to themselves or to one another? The answer is clear: We must.

About the author: Linda Tamura is a professor of education at Willamette. This article originally appeared in the February 1996 issue of Educational Leadership. It is with their permission that we are able to reprint this, copyright ASCD.

Education: The Big Picture

By Dian Cox

By her own estimation, Norma Paulus — halfway through her second term as Oregon's superintendent of public instruction — has changed clothes in every gas station in Oregon. Paulus travels thousands of miles a year to persuade Oregonians to buy into the vision of the Educational Act for the 21st Century.

On her way toward realizing a vision originally brought to the Statehouse by now-Portland Mayor Vera Katz, Paulus' drive has bruised the toes of many, including teacher unions, parent groups, conservative Republicans and Christian fundamentalists. Playing devil's advocates to Paulus' missionary, these groups question public school reform — from the basic tenet that the system needs reform, to reform goals and methods of accountability, to the practicalities of implementing change in a financially challenged system.

"In this last session," says Paulus with discernible satisfaction, "The most conservative Legislature in 40 years validated our reform plan."

Paulus remains unruffled at critics' charges; too long a politician to be either surprised or outraged. "There are people against what we're trying to do. They're against it because they think education reform is part of an international conspiracy to electronically survey their families or to create a society of compliant worker bees," says Paulus. "That simply is not so," she says.

"We have a lot of high schools in crisis today, with 24 percent of students dropping out. Course work is not relevant. Teaching methods are outmoded." Paulus champions job-shadowing in early grades, mentoring, school alliances with business, and school-to-work programs for all students at least by junior level. Critics charge that kids will be "tracked" into job slots at too young an age. Paulus counters:

"Some kids might end up working for a school-to-work employer, but we're not asking tenth graders to choose an occupation for life. They can get back on the train and go into natural resources or engineering. It might take them a little longer to master the subjects, but it should be very flexible."

Paulus believes that under reformed education students will come out of high school with practical knowledge in a chosen field, real-world job experience, and contacts. More, she says, than some colleges have been able to provide. "We know that



Norma Paulus L'62

school-to-work makes course work relevant for kids," she says, quoting recent studies. "We know it reduces the drop-out rates."

Unlike many, she contends that money is not public education's main problem. "I've angered many in the school community by saying you can't just ask for more money," says Paulus. "I say, 'You're not going to get more money unless you're willing to change. That means restructuring how you run the schools, how you deliver the services, how you manage a workforce.'"

"We want schools to stop doing some of the things they've been doing and do things differently. Some people think if they just stand back and fold their arms, all this will go away. It's my goal to have schools look at students and parents as consumers. That puts a different emphasis on the school's approach. That certainly changes the energy."

Paulus makes no bones about not seeing teacher unions as great friends:

of education, pointing up one group who did not endorse her failed run last year for the Republican candidacy to replace Bob Packwood as a U.S. Senator.

(She is not from the "What Has Once Been Given Can Never Be Taken Away" school of lawmaking. During her campaign days, she said she would not hesitate to chop entire departments of government to make changes she believed necessary. That kind of talk didn't endear her to the public employees' union, either.)

Right up there on Paulus' list of what's wrong with public education is lack of preparedness among five- and six-year-olds heading into public schools — an issue she has hammered away at since the early 1970s.

"About 15 years ago," she says, "The schools began getting some very dysfunctional children. The 'ugly secret' in Oregon classrooms is that if you have a child who is ready to learn; that child — more often than not — is the one getting short-changed because the teacher is so overwhelmed." Out of the overwhelmed system with its watered down curriculum, she says, came teens, graduates and dropouts alike, lacking basic skills and work abilities.

Her efforts to convince the last three sessions of the legislature to "push money down to local levels" for early childhood and parent education and teen pregnancy-, drug- and violence-prevention programs, contributed to critics branding her a tax-

inclined ultra-liberal, even though she is a Republican who considers herself a moderate. Paulus believes that society largely "threw its money down a rat hole" trying to help dysfunctional teens instead of aiming funds where they could do the most good.

Her efforts to usher in school reform, having coincided with Measure 5's effects, led her to support every attempt at stable school funding, including a sales tax and then Measure 15. Both were nixed by voters.

Her insistence that annual assessments of individual schools be made public also angered many. But Paulus wanted parents to have access to information that would allow them to take action. That might mean changing their neighborhood school, moving their children to other schools, or creating charter schools.

It's not as though Paulus lacks supporters. The Oregon School Boards Association, Confederation of Oregon School Administrators (COSA) and powerful individuals who have known her during her 26 years of public service support her efforts. But her lack of hesitation to say or do what she believes in has sometimes paid poor ballot box dividends. Heralded nationwide as an effective cutting-edge public education reformer, Paulus recently agreed to serve on the national school assessment board, adding to a long list of firsts and public service kudos.

Born into a poor farm family in Nebraska, she graduated from Willamette University College of Law with honors in 1962, never having attended college. She practiced as an appellate lawyer, then entered the public service arena as a state representative in 1970. After serving three terms, she was elected the first woman Secretary of State in Oregon in 1976, serving two terms. A decade later, Paulus missed becoming Oregon's first woman governor by a slim margin: Governor Neil Goldschmidt appointed her to the Northwest Power Planning Council, where she won accolades for her commitment to environmental concerns. She has been a trustee of Willamette University since 1978.

Paulus was elected to two terms as Oregon superintendent of public instruction, in 1990 and 1994. Women's rights and public education have been principal areas of interest. Whether or not critics agree with her reform vision, few would deny that Paulus is committed, knowledgeable and adept in state government, and a hard worker.

"It's not easy and it's not fun," says Paulus. "Changing the system is not impossible ... but almost. And attitudinal changes are the hardest of all." One of the attitudes she works to change is what parents (consumers) expect from their public schools, and from their children.

"People across this country have to wake up and accept that all kids have to meet higher standards," she says. "We are going to be setting the highest standards in the nation in all academic courses this spring and we're going to adopt them before school is out for our certificate of initial mastery," says Paulus. "We hope to have a draft for the certificate of advanced mastery by the end of the school year."

Paulus concedes that being applauded as a leader in education reform and having Oregon considered on the cutting edge



Illustration by Graem Sawyer, 1st Grade, Brush College Elementary School.

is gratifying — but not nearly enough. "If you took Oregon's school system and compared us nationwide, I think most people agree we'd be about tenth. But we have to keep reminding people of a very hard fact, and that is if you compare the American school system to the other industrialized countries, we are not doing well in math and science, particularly."

Oregon's public school system has much to fear besides fear itself; although fear certainly exists, ready to help tumble a system experiencing turmoil. But fear isn't something Paulus seems to possess. She remains doggedly optimistic.

"We have a plan that's heralded by others as being the best. We have a lot of wonderful people — school board members, parents, teachers, and business people — working on the plan," she declares.

"If we just stay the course ... I do believe that our Educational Act for the 21st Century will produce the best-educated students in the nation by 2000. It's going to take a lot of effort and a lot of partnership. It's going to take everybody in the state making children and their education the number one priority."



ALUMNI CONNECTIONS

Four Board Members Begin Second Term

Members of the Alumni Association board of directors for the 1996-97 year include four alumni who will be serving second terms: Winsor Acton '47, Deston Nokes '81, Jon Radmacher '88 and Jim Vidal '67. New members are Barbara Barrie '59, Lonnie Jackson '79, Heidi Maxfield '72, Mary Ann Burk Robinson '77, Tom Warren '49 and Wendy Willis '88.

Leaving the board are Chuck Best '75, Jon Carder '68, Polly Fedje '50, Courtney Lewis '90, Jane Mink '67 and Debbie Mervyn '75. "These retiring board members leave with the sincere gratitude of both the board and the University," Jim Booth, alumni director, said.

The Alumni Association representative to the board of trustees will be Brian Bartholomew M'84. He begins a three-year term. Officers, who are continuing for the 1996-97 year, are Eric Friedenwald-Fishman '88, president and Martha Peterson '59, president-elect.

A by-law change, pending this publication in the Scene and final approval at the fall board meeting, will permit faculty, staff and trustees to be eligible for recognition as Distinguished Alumni Citation recipients. **All alumni are encouraged to submit nominations for the Alumni Association board of directors, the Distinguished Alumni Citation, and the Athletic Hall of Fame.** Nomination forms are available through the Office of Alumni Relations. Call 1-800-551-6794, or e-mail <jbooth@willamette.edu>.

From the Tombs of China



This bronze divine winged animal with designs cast in gold and silver (Zhou dynasty, Warring States Period) was among the artifacts admired by 264 Portland and Salem alumni and friends on June 18. The two Willamette Alumni Clubs sponsored a visit to the Imperial Tombs of China exhibit at the Portland Art Museum.

Early Homecoming Scheduled this Year

Willamette's 1996 Homecoming is scheduled for the weekend of September 20-22. A full weekend of activities is being planned, highlighted by 13 class reunions. If your class graduated in a year ending in "1" or "6," you will have a chance in September to reunite with your classmates for fun, fellowship and reminiscing. The Half Century Club (all classes over 50 years) will again gather for lunch in Goudy Commons.

This year's reunion committees have been working on a great schedule of events for that weekend. See the Class Links section for the name(s) of your reunion chair(s). One novel idea from the class of '66 is to invite the recipient of their class scholarship to their functions and make her an honorary member of their class.

In addition, Willamette will present five Distinguished Alumni Citations at the Alumni Banquet on Saturday evening. Of course, we will be celebrating the football win that afternoon over Central Washington, which went all the way to the NAIA championship this past year. Our soccer teams will be on display that weekend as well. Throw in some great fall weather, and you have the makings for another enjoyable visit to campus. By the way, if you haven't been back in the last five years, you won't believe the changes to the campus! Your alma mater is looking better than ever.

— Jim Booth, Director of Alumni and Parent Relations

Alumni Association Annual Report

By Eric Friedenwald-Fishman, President

The 1995-96 academic year has been an exciting one for the Willamette University Alumni Association. We have focused this year on continuing to implement each committee's annual plans highlighted below, and also have engaged in a long-range planning process. Our goal has been to strategize how the Alumni Association can help fulfill the long-range vision of Willamette University and better connect the Willamette community.

The Alumni Association board of directors conducted a survey of a selection of the nation's best liberal arts colleges. The purpose was to explore the programs and services of their alumni offices, and alumni assistance and involvement in admissions, fundraising, continuing education, career development and other areas.

Individuals from the board interviewed alumni staff and other key individuals at colleges throughout the United States. We received a very enthusiastic response to our survey and uncovered many good ideas for alumni programs, as well as identifying ways that alumni associations help support the efforts of America's finest liberal arts colleges. We found that Willamette ranks well when compared to these schools in terms of the level and quality of alumni programs and involvement by alumni. Committees of the Alumni Association then developed draft long-range goals to make a difference in connecting alumni to the University and to each constituency within the university community, as well as connecting the world at large to Willamette.

This summer, committees are honing the goals and working to create measurable outcomes. A few examples follow.

❖ The Financial Support Committee is developing a class committee system,



Eric Friedenwald-Fishman '88

trying to assure that, as each class comes up for a reunion, a committee structure is already in place to develop stronger connections and better outreach to their class, with the benchmark of every class having an active committee by the year 2001.

❖ The Continuing Education Committee has set a goal of helping alumni develop fluency with changing information technology through connection with students.

❖ Career Development has set a goal of increasing the Alumni Career Network to 3,000 active members, and raising awareness and using the network among students and alumni.

These ideas and more will be discussed and adopted as a long-range plan in September. We welcome your ideas and participation as we develop a plan by which we can strengthen the positive impact of the Alumni Association. Please feel free to contact me via e-mail at efishman@metgroup.com or through the alumni office.

While our focus was placed on the future, the association produced a year full of exciting and impactful programs and activities.

❖ The Admissions Committee has worked hard to involve alumni in admissions assistance, and to help focus on diversity of new students. Two receptions, in Seattle and Bend, were held by alumni for local students admitted to Willamette University and their parents. In addition, a College Planning Workshop specifically for children of alumni was held on May 11.

❖ The Community Relations Committee assisted with publicity and outreach to the Salem community for university events, including the Distinguished Artists Series Tokyo String Quartet concert. They also began the planning process to conduct a science teachers forum in conjunction with the inaugural year of the new Olin Science Center.

❖ The Career Development Committee hosted a successful Career Mentor Day with alumni and parent mentors, speakers and a luncheon on Nov. 7, 1995. They also began exploration and development of a new alumni series focusing on how alumni achieve success in the particular vocational field, regardless of their major at Willamette.

❖ The Continuing Education Committee hosted the first and very successful Alumni College, which was a cooperative effort with the Freshman World Views seminar on the Middle East. Approximately 40 alumni and friends returned to the campus for two stimulating days of discussion, reading and in-depth study of the Middle East. The Continuing Education Committee is currently planning the next Alumni College,

Annual Report continued

scheduled for October 10 and 11. This program will even provide an opportunity for continuing education credits for teachers, since it will coincide with the statewide in-service training day.

❖ The Financial Support Committee continued the development of the Class Committee System, recruiting class committees for several of the reunion years, and was able to successfully report 100 percent participation in the Alumni Annual Fund from all members of the alumni board at the May meeting.

❖ The Nominations Committee selected recipients for the Alumni Citations to be awarded at the Alumni Banquet on Sept. 21. In addition, this committee recommended new board members for 1996-97. **The Nominations Committee encourages all Alumni to nominate deserving candidates for service on the Alumni Board or for Alumni Citations based on distinguished activity in their career and service to their communities.**

It has been an exciting and educational year for the association and we look forward to putting the ideas garnered from our survey of other colleges and the long-range planning process into action in the year to come. I hope all interested alumni will participate in our programs and will contact us with ideas, questions, or concerns. Thank you for your support and involvement.

Reunion Information is Now On Line

See old class photos, reunion schedule or register for the Class of '86 Reunion through WU Reunion Homepage on the World Wide Web: <http://www.ncn.com/~fwvn/wutenth.html>

Alumni Clubs Review an Active Year

A review of 1995-96 activities by Willamette University's 24 alumni clubs reveals that activities were sponsored in 17 of the areas.

Perhaps the single most gala event was the celebration in Japan of the 30th anniversary of the Willamette University-Tokyo International University sister relationship. The Japan club had a dinner with the visiting Willamette delegation.

Receptions, desserts or picnics for new students were held by these clubs: Bay Area, Central Oregon, Eugene, Intermountain/Boise, State of Jefferson/Medford, Portland, Puget Sound/Seattle, Salem and Spokane/Inland Washington/Montana.

A Northern California scholarship golf tournament took place in the Bay Area, with "Briefings by the Bay" events in three other locations.

After Hours events were held for young alumni (from the past decade) by these clubs: Central Oregon, New York, Portland (3), Puget Sound/Seattle (2), and Salem. (See page 43 in Class Links for an update on the experiences of some of those young alums in New York.)

"A Taste of Oregon" receptions featuring Oregon foods and beverages were held by these clubs: L.A. area, San Diego and Southwest region/Phoenix. Clubs holding other receptions were: Capitol/D.C. (at Senator Mark O. Hatfield's office in the U.S. Capitol), and Hawaii (with the men's basketball team).

In Salem, Bearcat Barbecues were sponsored before three home football games. A tailgate party preceded the Lewis and Clark football game in Portland.

Holiday parties were hosted by the clubs in both Portland and Puget Sound/Seattle.

Both the Portland and Puget Sound/Seattle Clubs continued their ongoing series of Willamette Forums featuring speakers of interest to people in business and the professions.

Middle East to be Alumni College Focus

This fall's Alumni College will feature Willamette's current Freshman World Views class focus on the Middle East for the second time. This year, however, the scheduled dates are October 10 and 11, instead of being just prior to Homecoming. Friday, October 11 is Oregon's statewide teacher in-service day, and in-service credit will be available.

Professors David McCreery, Jeanne Clark and Ron Loftus, coordinators of the Freshman World Views courses, will be involved in four of the six scheduled sessions. Augmenting Willamette's faculty will be facilitators John Mistkawi '64, and Henry Tucker. Geography, history, culture and religious aspects of the Middle East will be covered. A tour of the Hallie Brown Ford Gallery display of calligraphy and poetry of the Middle East will be included in the seminar. Friday evening's dinner at Alessandro's Park Plaza restaurant will feature music and dance indigenous to the area, in addition to authentic food and drink.

Interested adults are invited to join in the discussion of the various issues pertinent to the Middle East. Tuition will be \$60 per person, which includes four meals.

Alumni knowledgeable of the Middle East are invited to offer to augment the experience. Please call Susan Tanabe '79 MAT '90, of the Continuing Education Committee of the Alumni board of directors, (503) 364-0749.

In-service credit is available for public school teachers for an additional fee, and a project will be required following the class sessions, according to John Tenny, associate professor of education and chair of the School of Education.

Annual Fund Meets Million Dollar Goal

Willamette's friends and supporters should congratulate themselves on an incredible effort of support this year. The cost of higher education continues to increase, making unrestricted dollars more and more valuable to the University's operating budget. For the first time in the history of the University, Willamette celebrated a significant milestone by reaching the \$1 million mark for unrestricted annual fund giving. In doing so, we were able to offer more adequate financial aid packages, increase faculty and student research opportunities and expand library collections. With the generous support of alumni and friends we were able to meet this very important goal, allowing us to uphold our high standards of quality.

A major part of this year's success can be attributed to the generous support of the university trustees. Inspired by a \$25,000 anonymous challenge for 100 percent participation, the trustees managed to double previous giving totals, contributing more than \$130,000. Their leadership has benefited students and faculty alike by providing unrestricted funds to meet some of the University's most important needs.

Annual fund support continues to be a crucial aspect of the University as it supplements the operating budget and allows us to fund programs such as academic advising, off-campus study and community outreach. Willamette is grateful for your support and we look forward to another record-breaking year.

— Ryan Scott
Director of Annual Giving

Mary Stuart Rogers Scholarship Endowed to Encourage Education



John Rogers '63 has endowed the Mary Stuart Rogers Scholarship to honor his mother and benefit students. Pictured with Rogers is 1994-95 scholarship recipient Kerri Butler '95.

For two years, a select group of Willamette students have benefited from the generosity of a member of the Class of 1963, Colonel John S. Rogers. The Mary Stuart Rogers Scholarship Program, named in honor of his late mother, was established to provide financial assistance to upper division undergraduate students and students in the Master of Arts in Teaching Program. Recently Colonel Rogers made the decision to endow the scholarship program with a gift of \$1.5 million and thus guarantee its benefits to Willamette students for generations to come.

Retired from the Air Force, Rogers currently owns and operates Sky Trek Aviation in Hughson, Calif., where he and his wife, June, live. He is a director of the Mary Stuart Rogers Foundation established by his mother, who was a member of the family that founded the Carnation Company. "My mother was reclusive, but she was very interested in helping people who help themselves," Rogers says. "That's why she began a foundation to benefit education and the needy."

Like many donors who create endowed scholarship funds, John Rogers has a clear idea of the kinds of students he wants his scholarship to assist: they must have demonstrated "a sincere commitment to high academic standards" and exemplify "the qualities inherent in fine teachers: dedication, compassion, patience, sensitivity, self-discipline and leadership." The Mary Stuart Rogers Scholarship is a welcome addition to the other endowed scholarship funds that enable worthy students to attend Willamette.

— Barbara Mahoney
Vice President for University Relations



CLASS LINKS

1920s

- **Paul Graham Trueblood '28 H'84**, who authored three published books on Lord Byron, is the only American to address the International Byron Society in the House of Lords at the annual commemoration of Byron's maiden speech in Parliament. An emeritus professor of Willamette, he received an Honorary Doctor of Letters from WU in 1984. He was head of WU's English department from 1955 to 1971. He is the only Trueblood in Marquis' *Who's Who in the World*.

1930s

- **Ramond C. Waddel '31** is enjoying good health and a quiet retirement in Bowie, Md.
- **Doris Clarke Hamilton '32** spent two weeks in February in New Zealand. April took her to Ireland. May promises Eastern Turkey and she hopes to see Mt. Arafat, the place the Ark is thought to have come to rest.
- **Marjorie R. (Moser) Durham '32** writes that her step-grandson, who is a student at Willamette, is the fourth generation in the family to attend WU. Others who attended were her mother, the late **Lila (Swafford) Moser '05** and her daughter, **Gail Durham '63**.
- **Louisa (Sidwell) Crow '33** moved to Boise, Idaho, in March, to be closer to her daughter.
- **Kenneth and Madaline (Schmidt) Oliver '34** live in Salem. Kenneth's *The Way English Works: How to Understand It and Use It* was published in 1995 by The Colonial Press, Birmingham, Ala.

1936 REUNION

The 60th reunion for the class of 1936 will be held on Homecoming Weekend, Sept. 20-21, 1996. Reunion chair is **John Ross**, (503) 364-7301.

- **George E. Erickson '37** writes "Surprised and pleased to see pictures of five football players from 1936 in the winter issue of the *Scene*. Great memories. I'm wearing No. 64." George and wife **Robert** live in Beaverton, Ore. Son **John William Erickson** graduated in '67.
- **Leonard S. Laws '39** is retired. He is now a sculptor and storyteller. His wife, **Janet**, and he have enjoyed some 30 elderhostels and celebrated their 52nd wedding anniversary. They live in Winfield, Kan.

1940s

1941 REUNION

The 55th reunion for the class of 1941 will be held on Homecoming Weekend, Sept. 20-21, 1996. Reunion chair is **Vern Casterline**, (503) 393-6444.

- **George P. Gutekunst '41** is working on three short stories and warming up to work on a novel about Salem he started 50 years ago. He is also keeping up with friends. George lives in Sonoma, Calif.
- **Paul E. Libby '44** and **Mary (Acheson) Libby '45** celebrated their 50th wedding anniversary on June 28, 1995. Paul is retired and Mary is a portrait sketch artist. They live in Glendale, Ore.
- **Marian (Fisher) Tillet '45** is living in Lovell, Wyo., and enjoying her grandchildren. She has seven children.



Ronald K. Adams '40

Ronald K. Adams '40 has been honored as Volunteer of the Year by the National Association of Fund Raising Executives. Adams is chairman of

American Baptist Homes of the West (ABHOW) Foundation's board of directors. Each year major charities in the U.S. honor one of their outstanding volunteers at the National Philanthropy Luncheon and Awards Ceremony. Adams' brother, **Dr. Kennard Adams '53** was in attendance for the presentation of the medallion.

Adams has served the Foundation since 1978. His leadership has helped the Foundation grow to about \$37 million in assets. Formed in 1968, the Foundation serves about 3,600 retired persons, providing subsidies to residents of ABHOW retirement communities.

Adams has also been awarded the Trustee-of-the-Year Award by the California Association of Homes and Services For The Aging.

Prior to his retirement, Adams had a 28-year career with National Securities and Research Corporation, where he was senior vice president. Previously, he served pastorates in Pennsylvania, Massachusetts and California. Adams also chairs the Investment Committee of the board of trustees of Eastern Baptist Theological Seminary in Pennsylvania.

He has three children and six grandchildren, all of whom live in Portland. He and his wife, **Phyllis**, live in Belmont, Calif.

Louise Barton Looks Forward to Her Third Century

By Paul Hauser '36



Louise (Benson) Robertson Barton '18 attained her 100th birthday April 10. Friends and 13 of her 22 descendants greeted and toasted her at a reception at the Beaverton home of her son, Alan G. Robertson '49, April 13. Louise told an inquiring grandchild that she is now setting her sights on 105 so that she will have lived in three centuries.

Born in Grants Pass, Barton lived in Salem from her enrollment at Willamette until late 1994. She now lives in Tigard, Ore. Following is a recent interview with Barton on her recollections of Willamette.

Question: How did you happen to choose Willamette, Louise?

LB: My father, Henry L. Benson, had been elected a Justice of the Oregon Supreme Court in 1914. So naturally we had to move to Salem, and Willamette was known to have a good school of music, which was my main interest. Mother and I stayed in Klamath Falls until I graduated from K. Falls High School. By that time our home on N. Summer Street was finished, so I started at Willamette in the fall of 1915.

Question: Tell us about impressions of the campus when you first burst on the Willamette scene.

LB: It was a most attractive campus. Green lawn, big old trees and I especially remember the roses. In those days practically every curbing in Salem was adorned with rose bushes. My memories of Waller Hall, which seemed very old even then, are of going to chapel every morning. It was like a Methodist Church service, but all the students, even the Catholic students, went. There were some Catholic students — a couple of girls with French names from near Gervais, what was called French Prairie, they didn't mind going to the Methodist Chapel, but I don't think they took it very seriously.

Question: Did you take it seriously?

LB: Oh, yes, of course. No, really, I don't think I took chapel very seriously, either, although my grandfather had been a Methodist minister. Many of the students did, though.

Question: How about your studies?

LB: Principally, I was taking music lessons. I didn't care whether I took any other classes or not. Music was my interest. Professor Frank Chase was head of the music department and I took piano lessons from him. He told me I was a "lazy" piano student. And I admitted that readily. Singing is what I enjoyed, but I wasn't a worker at piano and had many faults in that area.

Question: Did the music department put on operettas or other musical productions of that type?

LB: No, I don't recall taking part in any such thing. It seems to me that the voice students and those taking instruction in various instruments were all taking private lessons. My piano

and vocal lessons were all private, but I did belong to a chorus. It was the Willamette Chorus of Young Women and we sometimes had a combined chorus with the young men.

Question: Do you have any memories of Freshman Glee?

LB: Yes. That was a big event and some very cute stunts were done. I remember it being a very happy time. One was held at the old Salem Armory that was located at High and Ferry Streets. That was where the big things, like Sousa's band, came.

Question: Did your class ever win Freshman Glee?

LB: Our class always thought we were winners, whether we were or not. I don't remember any details, but I know I never was dunked in the Mill Race.

Question: Who was president of the University at that time?

LB: Dr. Doney. He was almost as new at Willamette as I was. I thought he was bright, but very elderly. But that was in the eyes of a teenager. Probably, he wasn't older than my father was at the time. (Dr. Carl Gregg Doney, Willamette's President, 1915-1934, was 48 in 1915. He died in 1955 at age 88.)

Question: How did your music training affect your life?

LB: Happily, I have sung and enjoyed it in choirs and choruses and as a soloist for friends at weddings and funerals, but never professionally. My son is an accomplished musician, as was his father. One of his sons is a high school band teacher and director. From when I was a little girl in Klamath Falls to now, music hath surely had its charms for me.

Question: Did you ever live on campus?

LB: No, I never lived at the old Lausanne Hall. The "New" Lausanne Hall, the brick building on Winter Street, was being built while I was a student, but not yet finished. As a special student in music I finished the requirements in three years.

About the Author: Paul Hauser '36, a former newspaper person who lives in Portland, is Louise Barton's son-in-law.

1946 REUNION

The 50th reunion for the class of 1946 will be held on Homecoming Weekend, Sept. 20-21, 1996. Reunion chairs are Charles and Miriam Wicks, (503) 753-3821.

- Jack I. Watson '47 has completed 30 years of scuba diving all over the Northwest. He found many marine specimens and had an article published in *Diving* magazine. He and wife June live in Orting, Wash.
- Karl Thelen '49 is 86 and still actively involved in his church choir, a male quartet and he directs a men's and ladies' chorus at Capital Manor. He resides in Salem.
- Edith (Fairham) Gunnar '49 is recovering well from complete paralysis due to an accident in October 1995. She and husband Peter M. Gunnar L'50 live in Lake Oswego, Ore.
- Marjory (Stockman) Gossler '49 of Springfield, Ore., co-owns with her sons Gossler Farms, a nursery mail-order business for ornamental trees and shrubs.

1950s

- Sophie (Guyton) Smith '50 and her husband, Ross, are retired and traveling full time in their trailer. She writes "the whole out of doors is our living room. Best wishes to all."
- Marjorie (Cooper) Fleck '50 and her husband, Ben, are planning a family reunion in Hawaii in April with their sons' families. They live in West Linn, Ore.
- Albert W. Wardin Jr. '50 of Nashville, Tenn., had two books published in 1995. One work was *Baptists Around the World: A Comprehensive Handbook*. The second was *Evangelical Sectarianism in the Russian Empire and the USSR*.

1951 REUNION

The 45th reunion for the class of 1951 will be held on Homecoming Weekend, Sept. 20-21, 1996. Reunion chairs are Jackie and Stan Aschenbrenner, (503) 697-9847.

- Barbara (Garrett) Burger '51 issues a challenge to the class of 1951, "Let's get our class online!" Barbara has "A Gallery of Paintings" now showing on the internet. Check it out at: <<http://www.aloha.net/~donbarb/bbfront.html>>
- J. Randolph Slocum '51 retired in 1989 and moved to Jonesboro, Ga.
- Walter L. Jones '52 and wife Glenda received The Salvation Army's highest award, The Others Award, for service to The Army and the community of Salem. Glenda is also chairperson of the Town and Gown campaign at Willamette.
- Gilbert W. Davies '52 retired from a long career in the U.S. Forest Service in 1992. Since, he has authored or edited 14 unusual history books published by his own company, HiStory Ink Books. His latest book is *Memorable Forest Fires*, a compilation of more than 200 true stories. He lives in Hat Creek, Calif.
- Jan (Munson) Frederick '54 and Karl R. Frederick '56 are pursuing their love of travel. Since Karl retired in 1995, they are traveling full time with extensive trips to Central and South America. Sometimes their companion is artist-son, Rodger A. Frederick '78. They have four grandchildren ranging in ages from 4 to 11.
- Kent Holmes '55 is living in Compton, Md., and is chair of the American Red Cross Campaign Management Committee (fund raising) for Maryland and Delaware. He also is flotilla commander for the U.S. Coast Guard Auxiliary 15-7 (S. Chesapeake Bay).

1956 REUNION

The 40th reunion for the class of 1956 will be held on Homecoming Weekend, Sept. 20-21, 1996. Reunion chair is Chuck Peter, (503) 364-1683.

- Donald G. Hobson '56 returned in January from a seven-month sabbatical in China. He did research on the growth of Buddhism in modern China. He is a professor of religion at Mount Union College in Ohio.

- Tom A. Larson '56 is producing the World Celebration for the Foundation for Arts, Culture and the Environment, "Millennium 2000," to be held on the International Date Line in Fiji on Dec. 31, 1999, through Jan. 7, 2000.
- Thomas H. Carr '56 married Becky Butler on Nov. 12, 1994. His first wife, Laura "Nan" (Kinsell) Carr '57 died on Feb. 27, 1993. They live in Aptos, Calif., where they work together. He is a pastor and she is an assistant pastor. His son is Thomas Kinsell Carr '86.
- William Freeman '56 and wife Evelyn live in Falls Church, Va. In January, he retired for a second time from the Defense Department. He was working in a civilian capacity.
- Anne (Laudig) Moorefield '56 accompanied her husband, Robert, and 155 students to Europe last year. Her husband is director of the Foothill High School Marching Band in Pleasanton, Calif. The band officially opened the "Chunnel" Euro-Star Express from Paris to London. They played on the train on New Year's Day 1995. After arriving in London, they led the London New Year's Day Parade and set the Guinness record for playing continuously for five hours and 21 minutes, for 308 miles.
- David S. Wood '56 is in his 31st year of teaching. David and wife Sue live in Boulder, Colo. He is still hiking, lifting weights, canoeing and backpacking. Last year he presented a methodology session at a regional conference that won "Best of the Conference." He is in his third year of teaching at Arvada High School.
- Carol L. (Kaufman) Rife '56 and husband Edward, along with their daughter and son-in-law, Barbara (Rife) Furstenberg '82 and Jeff Furstenberg '81, opened an espresso coffee business in June 1995. The shop is located in Beaverton, Ore.
- John '56 and Carol (Litchfield) Rehfuss '57 are retired and living in Newport, Ore., where they are involved in many community affairs: church, Chamber of Commerce, Kiwanis and Habitat for Humanity among others.
- Tricia Diane (Gordon) Ells '57 has taken up scuba diving and is making her

first open water dive in Belize. She lives in Minneapolis, Minn., where she is a psychotherapist.

- **Charles Marsters '58** and wife Naomi have been living in Jeddah, Saudi Arabia, since 1994, where he is in business development. He would be interested to hear from his classmates or other WU alumni.

- **Rosemary (Gilbert) Bell '59** retired from nursing in May 1995. She is illustrating a children's book about wetlands. Rosemary lives on a farm raising cattle and hay in Turner, Ore.

- **Charlotte (Jones) Means '59** is an assistant professor teaching in Hamada, Japan, at a college of about 200 students. She writes that "after one year, my language ability is up to survival level (as I talk English all day at the college) but have many Japanese friends, who only speak Japanese." Downhill and cross-country skiing are keeping her busy in the winter with biking and kayaking the sports of choice when it's warmer.

- **Anne (Lasswell) Nagel '59** was appointed to a national commission on Beginning Teacher Support as a part of the Association of Teacher Educators. For the past five years she has been directing a collaborative project focused on Beginning Teacher Support and Assessment between San Diego State University and the San Diego school district. She is a professor in the Teacher Education Department at San Diego State.

1960s

- **Floyd W. Mackler '60** had his book, *Canaan Calling: A Challenge for the End of Time* published by Carlton Press, 1990. Floyd and wife Ardith live in Eugene, Ore. He is a "retired thinker, writer, traveler, etc."

- **Ross G. Stephen '60** writes from New Jersey that he has retired from higher education and is pursuing other interests.

- **Albert C. Fuller '60 MED'63** and wife Deanna live in Salem. All four of their children live in the Salem-Keizer area. So grandma and grandpa get to enjoy the 10 grandchildren all the time.

1961 REUNION

The 35th reunion for the class of 1961 will be held on Homecoming Weekend, Sept. 20-21, 1996. Reunion chair is Lee Thurber, (503) 245-4674.

- **Jan Gilmore '61** writes, "I'm in chemotherapy but it won't stop me from taking a river boat trip from Moscow to St. Petersburg in May. Ever since Dr. Paulin's Art Appreciation course I've wanted to see the Hermitage." Jan lives in Oakland, Calif. She is volunteer coordinator at the Compassionate Care Hospice in Concord, Calif.

- **Karen (Henninger) Cheeld '61** of Redondo Beach, Calif., is on her way to being a marriage, family and child therapist since passing the California written exam for licensing. She is awaiting the results for the oral exam.

- **Greg '61 L'64 and Loretta (Ray) Milnes '61** live in Hillsboro, Ore., where he is senior circuit court judge for Washington County. He was elected vice director of the Northwest division of the American Radio Relay League. Loretta is a social service worker and trainer for CSD.

- **Maynard R. "Skip" Spence '61** is director of flight operations for Express One International Airlines, Dallas, Texas. He and his wife, Kaye, live in Denton, Texas.

- **Gerald M. May '61** retired in 1991 after 30 years in the Air Force. He is now the manager of business development for space systems with Allied Signal Aerospace Corporation. He and wife Freya live in Arlington, Va.

- **Kevin W. Midlam '61 L'63** has been engaged in mediation/arbitration on a variety of matters, including construction defect cases since retiring as a judge in May 1995. He lives in San Diego.

- **Hall H. Sisson '61** is beginning his 25th year as a lobbyist/PAC director for the Communications Workers of America (CWA) in Washington, D.C. He is married to Wendi A. Levine, a prosthodontist. They live in Bethesda, Md., with their two children.

- **William Richter '61** and **Linda (Clark) Richter '64** are involved in international travel and working with international students. He is assistant provost for International Programs at Kansas State University and she is a professor in the department of political science at KSU. They reside in Manhattan, Kan., and would love to hear from the classes of '61 and '64.

- **Maurice "Mike" and Janet (Stewart) Potter '63** live in Canby, Ore. He is a member of OSU's master gardener program and is state coordinator of the Navy Marine Corps Military Affiliated Radio System (MARS). They help provide day care for two of their grandchildren.

- **Carol Jo (Knudsen) Inman '64** moved to Honolulu in 1992 and married Brad Inman in May 1993. She works as a dental hygienist. They enjoy swimming, snorkeling, golf and traveling.

- **Mary Gayle (Shaffer) Stewart '64** is an assistant to the pastors at Camelback Bible Church in Paradise Valley, Ariz. She writes "It's a great life! My work is a labor of love . . . It is a place and a purpose that allows for the use of skills and God-given gifts as well as all that my Willamette education brought to my life. I am very grateful."

- **Roshani Cari (O'Donnell) Shay '64** is chair of the social science department at Western Oregon State College and was named Oregon's Nonprofit Board Member of the Year in 1995, by the Oregon Rehabilitation Association for working with The Garten Foundation in Salem, which employs 200 people with disabilities. She lives in Falls City, Ore.

- **Dennis Drew '64** retired in 1992 from the Air Force, after 28 years. He is a professor and associate dean at the School of Advanced Airpower Studies at Air University, Maxwell Air Force Base, Ala. "He is writing and lecturing in both Europe and Asia and enjoying life in The Heart of Dixie."

- **Shirley A. (Koch) de Best '64** has been an attorney for 10 years, practicing civil litigation and labor law in Southern California. She is also a medical technician for St. Jude Heritage Health Foundation in Fullerton, Calif., manag-

ing all their laboratories. Her son, **Mark A. Steiner '91**, is pursuing a doctorate at Indiana University.

• **Lorraine "Corky" (Demler)**

Sheffield '64 is finishing a doctorate at USC and teaching history as an adjunct at College of the Desert. She is also education director of Chapman University. She lives in Palm Desert, Calif.

1966 REUNION

The 30th reunion for the class of 1966 will be held on Homecoming Weekend, Sept. 20-21, 1996. Reunion chair is **Richard Buck**, (206) 455-9434.

• **Palmer W. Muench '66** is instructing and coaching little leaguers through major league players at the Adidas Baseball Academy, a division of the Bollitieri Sports Academy in Bradenton, Fla., the only full-time year-round baseball academy in the U.S. He and wife Gloria live in Bradenton.

• **William E. Comer '66** retired from the U.S. Army Reserves in April 1995 after 27 years. He was on active duty five years during Vietnam and Desert Storm and 22 years as a reserve pharmacy officer. He and wife Vicki live in Beaverton, Ore.

• **M. Victoria (Baker) Kramer '67** is living in Stillwater, Minn., with her husband, Michael, and sons. She writes, "Greetings to all from beautiful Minnesota!! Encourage visits!!"

• **Dell Lindstrom '67** celebrated his 27th wedding anniversary early this year. He is still living in Livermore, Calif., and works in train operations. He is a percussionist with the Diablo Symphony and Pleasanton Playhouse Pit Orchestra.

• **Owen White '67** and **Peggy (Shaffer) White '68** write "we're getting ready for our sons to hit college. If anyone has figured out how to do this painlessly, please let us know." Owen is a professor at the University of Washington and Peggy is a systems analyst at Boeing. They live in Redmond, Wash.

• **Gerald "Jerry" Brown Jr. '68** of Klamath Falls, Ore., writes "It may be truly said 'youth is wasted on the young.'

Shall God grant the members of the class of '68 the passion to carry out our dreams born during our tumultuous beginnings."

• **Julie (Alexander) Klarr '68** is still connected to Willamette through her son, Nathan, who is a sophomore at WU. She is teaching and says "some of my students are planning to come to Willamette!" She lives in Eugene, Ore.

• **Kathleen (Childress) Ackermann '69** is living in Yakima, Wash., and teaching 6th grade block: social studies, language arts and reading. She says she loves the program and teaching. She is involved with music at church and is in a symphonic chorus.

• **Randi (Cole) Weber '69**, husband George and children Chuck, 17, and Christy, 14, are living in Den Haag (the Hague), Netherlands, for three and a half years. George is director of marketing and sales for Kaiser Aluminum, Europe.

1970s

1971 REUNION

The 25th reunion for the class of 1971 will be held on Homecoming Weekend, Sept. 20-21, 1996. The reunion chair is **Peggy Bergland**, (503) 625-7996.

• **Donald T. Moore '71** designs, manufactures and distributes Will Vinton Claymation Clay and other unique toy and craft items and loves doing it. He and wife Wendy live in Lake Oswego, Ore.

• **Douglas R. Coats '71** has been named president of The Specialty Steel Service Company's manufacturing division. The company is in Sacramento, Calif., where he lives.

• **Gayle (Jones) Aman '71** works for Portland General Electric as EEO Specialist and project manager. She operates Through a Looking Glass photography, specializing in weddings and special events. She lives in Beaverton, Ore., with her husband, Bob, and 3-year-old daughter, Kathleen.

• **Bruce Pahl '71** writes that he is looking forward to the next class reunion, is still in the insurance business, has been married for 24 years and has a freshman and a junior in college.

• **Wendy (McLean) Weikum '72** lives in Roseburg, Ore., with her husband, Keith. Her daughter Rhiannon Kruse just finished her freshman year at Willamette.

• **Debra Larson '72** is enjoying working with the city and borough government of Juneau, Alaska. She is a senior personnel analyst, living in Juneau with son Brian, who is a junior in high school. Her daughter, Karey, is attending college.

• **Bret Rios '72 M'87**, after 16 years in the cable television business, is retiring to pursue a writing career. He lives in Redding, Calif.

• **Victor Dodier Jr. '72 M'77** is a partner in Lancaster Mall Travel, Salem. **Marcia Kelly '70** is the managing partner.



Robert Warne Nunn '72

• **Robert Warne Nunn '72** and **Anthony J. Motschenbacher L'90** have established a new firm, Nunn & Mostchenbacher, to serve the

legal and business needs of small companies and their owners. Nunn will be managing partner, bringing 20 years experience to the firm. He is a Willamette University trustee and a senior fellow of the American Leadership Forum and president of the World Affairs Council.

• **Sue Winters '72** is office manager of Jaguar Yerba Co., which imports tea from Argentina. She lives in Aspen, Colo., where she is very involved with the classical music scene. Sue also gives "Photographic Vision Quest" workshops in Sedona, Ariz.

• **Richard J. Wilson '73** and wife Laura Lamson own R. J. Dance Studio in Salem and have enjoyed teaching Willamette seniors how to swing dance — "great bunch of kids."

• **Rolf A. Junge '73** of Salem is a rates and forms analyst for the Oregon Department of Consumer and Business Services.

• **William A. Stiles III '73** is in real estate development and has just opened a real estate brokerage called Pacific Rim Properties. He is "also still racing cars with the kids." He, wife Kimberlee and family live in Sedro Wooley, Wash.

• **Scott McCormick '73** and **Tricia (Simpson) McCormick '74** live in Salem where Scott coaches softball at South Salem High School. He was named 1995 Regional Softball Coach of the Year. Tricia works in telecommunications at Salem-Hospital. They have three sons.

• **Janet Voss '74** is directing product management activities, nationwide, for Bank One. She lives in Dallas, Texas.

• **Andrew Wist '74** and **Michelle (Thornburg) Wist '75** live in Murphysboro, Ill., where Michelle is a homeschool teacher at Apple Valley School. Andrew has been accepted in the Visiting Scientist Program at the FBI Academy in Quantico, Va. Their four children, Maren, Micah, Jared and Holly will join them for the summer program.

• **Patrick Pine '74 M'76**, who is finance manager at Unified Sewerage Agency in Hillsboro, Ore., was elected president-elect of the Oregon Municipal Finance Officers Association. He will serve as president of the 400+ member group next year.

1976 REUNION

The 20th reunion for the class of 1976 will be held on Homecoming Weekend, Sept. 20-21, 1996. The reunion chairs are **Ellen McPherson**, (503) 684-5011 and **Dan Hall**, (503) 378-7840.

• **Marsha (Hawkins) Strode '76** is working with implementing and counseling in job training programs for low income people. She lives and works in Sacramento, Calif., where she is a community services specialist.

• **Peggy E. McNees '77**, **June Anderson '77** and **Jean Ujiki-Walker '77** were rumored to be cruising around Arizona on a five-day road trip in March to celebrate 40 years and also fun, food and friendship.

• **Robin G. Olsen '77 M'88** is operating a Pacific Northwest internet news service. "He sends greetings to all his old friends at Willamette." He can be reached at: rgo@cascadia.com

• **David L. Runner '77 L'84** of Keizer, Ore., has started a new musical hobby, learning to play the guitar. His wife, Sharon, is learning the piano and daughter Kathryn, age 7, is also taking piano lessons.

• **Melissa (Clayman) Fountain '77** and family moved to South Orange County, Calif., in January, where her husband, Timothy, is vicar at St. John's Episcopal Church and School. They have three children and are happy and busy.

• **John G. Shank '77** has joined the House Appropriations Committee staff after 12 years on the Senate Appropriations Committee staff in Washington, D.C. He is working on foreign assistance appropriations.

• **Ann E. C. (Croswaite) Borquist '78** and **Bruce R. Borquist '77** have been transferred to the American Baptist Mission Center headquarters in Pennsylvania after serving eight years in the Philippines teaching at the University and working with the Baptist Convention. They have two children, Elena, 10, and Asa, 3.

• **Sara (Zwinger) Roberts '78** is marketing/communications director for the Association for Portland Progress. Her job is marketing downtown Portland, including the advertising campaign for the City's Smart Park garage system that has won industry awards and national recognition for both the advertising and marketing strategies.

• **Whitney H. (Heimlich) Ingersoll '79** writes "I had a great visit to WU in April 1995, as a part of the alumni recruitment program. Met some new friends and saw old ones. Seems all the alums still love WU!" She lives in Santa Barbara, Calif.

• **Debbie (Fergus) Leahy '79** of Bellevue, Wash., was named head of quality assurance for Dexter & Chaney Inc., developer of FOREFRONT software for construction companies.

• **Don Seufert M'79** has been working in Riga, Latvia, managing a local government-strengthening project under the auspices of USAD.

1980s

• **Roger Lowe '80** and wife Jodi live on a farm outside of Salem. He has been coaching football, basketball and baseball at French Prairie Middle School in Woodburn, Ore., and has refereed high school football for the last 16 years.

• **Robert Skinner '80** was appointed chief of the Department of Urology at Bess Kaiser Medical Center, Portland, in 1995. Older brother **Chris Skinner L'79** is practicing in Oak Harbor, Wash., and younger brother **Jon Skinner '84** is head administrator for a leasing company in Sacramento, Calif.

• **Andrew R. Gala '80** was named chairperson for Schwabe, Williamson & Wyatt's Seattle law practice group. He joined the firm in 1987 and focuses his practice on business, corporate law and employment law.

• **Leslie Wickman '80** has a new job as director of technology development at Wet Design, a privately held design firm in Universal City, Calif. She will also continue as a part-time faculty member at the International Space University, where she helps recruit engineers, architects and designers.

• **Laura (Benjamin) Kopperud '80** and **Scott Kopperud '80** recently moved to Poway, Calif. They have two children, Meghan, 11, and Gail, 8.

• **Jeffrey "Pete" '80** and **Kathryn (Mork) Strobel '82** live in McMinnville, Ore., with their three children, Brent, 9, Rebekah, 10 and Kristen, who was born on Aug. 10, 1995. Pete is enjoying his fourth year of teaching and Kathryn loves being a mother and providing music, on a part-time basis, to nursing home residents.

CLASS LINKS

• **Walt Blackford M'80** is in residence at Schumacher College, Dartington, Devon, United Kingdom. He is providing assistance with marketing (especially to the U.S.) with program development and with overall administration of the college.

1981 REUNION

The 15th reunion for the class of 1981 will be held on Homecoming Weekend, Sept. 20-21, 1996. The reunion chair is Shelley Sump, (503) 452-9545.

• **David V. Smith '81** and wife Yvonne, returned from 2 1/2 years in Europe, where David started up Genentech Europe. He is director of accounting for Genentech which is based in San Francisco. The couple lives in San Ramon, Calif.



Deston Nokes '81

• **Deston Nokes '81** received the U.S. Department of Energy's highest award for the Energy Smarts partnership, which helped seven Oregon school

districts save about \$1.3 million in utility bills over the past two years. As director of consumer information for Northwest Natural Gas, he worked with other energy providers to develop a pilot program to help school districts teach themselves how to better manage their energy, water and waste disposal costs.

• **Dan Fineberg M'81** played a key role in launching Intel's Pentium Pro processor, being responsible for Intel's Enterprise Server Group marketing programs which build demand for Intel-based servers.

• **Lisa Rasler '82** is a licensed midwife with a private home birth practice in the San Francisco Bay Area. She lives in Oakland.



Ann Skoe '82

Dance Club in Juneau, Alaska. She is a full-time research analyst for the Alaska Department of Transportation in the division of planning.

• **Thomas M. Hitchman '82** joined the staff of Indian Summer Golf & Country Club in Olympia, Wash., as PGA teaching professional. He is excited by the opportunities presented by the magnificent course. He and wife **Catherine A. (Young) Hitchman '82** live in Olympia with their two sons, Jimmy and Tucker.

• **Mark Simmer '82** moved to Boston to take a position as editor in chief for Lycos, Inc., an internet search company. He will be working with classmates **Ryan Holznagel '83** and **Paul Hehn '82**.

• **Dan Hoyt M'82** is project control manager working for Tri-Mer in the Light Rail Office, Portland.

• **Kyoko (Iijima) Mukai '82** published two books in Japan in 1995. They are titled, *Everyday English Conversation* and *English Conversation for Travelers*. She is now working on a third book. Kyoko lives in Tokyo with her husband, Toshiyuki, and child, Haruka.

• **Elizabeth A. Strance '82** is living in Kailua-Kona, Hawaii, where she practices law. Last year she received the Spirit of Hawaii Lawyers Care-Neighbor Islands Award for her pro bono service.

• **Theresa L. (Church) Owens '83** and husband John taught for three years in the "bush" of Alaska. They moved to Anchorage this year. Their summers are consumed by Fishers of Men Ministries. Theresa would love to hear from fellow classmates.

• **Mark Lambert '83**, after a two-year assignment at the U.S. Embassy in Tokyo, Japan, has been assigned to Wash-

ington. He will be in the State Department working on intelligence issues surrounding the counterproliferation of weapons of mass destruction in the former Soviet Union.

• **Ann Skoe '82** has become a member of Callerlab, the International Association of Square Dance Callers. She is the caller/teacher for the Diamond Dancers Teen Square

Dance Club in Juneau, Alaska. She is a full-time research analyst for the Alaska Department of Transportation in the division of planning.

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ington. He will be in the State Department working on intelligence issues surrounding the counterproliferation of weapons of mass destruction in the former Soviet Union.

• **Donemore "Don" Makande '83** has been teaching math in Portland for the last six years. He graduated from OSU with a Ph.D. in 1990. He would love to hear from old friends. Call him at (503) 253-5166.

• **Reis (Wilbanks) Hoyt M/L'83** is operations manager for the Portland (Ore.) Waldorf School, a private school with an 80-year history and facilities worldwide.

• **Barbara Moore M'83** moved to Detroit, Mich., because Union Pacific Railroad reorganized. Her account is General Motors.

• **Steven F. Ambrose '84** and wife Mary have two children, Hadley Corleen, 4, and Samuel Paul, 2. Steve serves on the Troutdale city planning commission. They live in Troutdale, Ore.

• **Bradley G. Christianson '84** started an anesthesiology practice in Sherman, Texas, in July 1995. He and wife Christi had a daughter, Paige, on May 19, 1995.

• **Judith Heltzel M'84** is president-elect of the Oregon Society of the Institute of Certified Financial Planners.

• **Karen (Viste) Sparkman '85** spent January through April as a research assistant for the National Biological Service on Maui. The subject was the breeding biology of two endangered endemic species.

1986 REUNION

The 10th reunion for the class of 1986 will be held on Homecoming Weekend, Sept. 20-21, 1996. The reunion chair is Lisa Freiley, (503) 399-7632.

• **Anthony W. "Tony" Hatano-Worrell '86** is living and working in Kanayama-cho, Gifu, Japan, for the Kanayama Department of Education, teaching English to grade-school students. He writes, I married a wonderful woman last summer, Toshimi Hatano. ... It's a blast and I love it here! It's beautiful and great fun!"

- **Colleen L. Carter '86** is taking the "30-year plunge" and buying a home in Napa, Calif., where she is vice president of sales for Negotiants U.S.A. - Wine Importing & Producing Company.
- **Edward N. Spicknall '86** returned to Camp Pendleton, Calif., in February, after completing a six-month overseas deployment with the 11th Marine Expeditionary Unit (MEU) embarked aboard the ships of the U.S.S. New Orleans Amphibious Ready Group (ARG). He is a captain in the Corps.
- **Susan (Boulder) Pfohman M'86** traveled to China in June to bring home and welcome a toddler to her family.
- **James D. Brooks '87** was promoted from district manager to regional trainer and planner for the personal care division of the Gillette Company. He sends congratulations to his cousin, Jeff Brooks, a '96 graduate.
- **Mark McCorkle '87** started working at Timberline Software in September 1995. He and wife Caroline bought a home in Portland.
- **Garret Keith '87** was in an art showing, Useful Things in Los Angeles, in the spring.
- **Kristine L. Peterson '87** writes that she and her husband, Patrick, met at the University of Idaho, and they were married in December 1995. They enjoy working and living in Boise with their two fabulous dogs, Cody and Elvis.
- **Brooks Houser M'87** and wife Susan announce the birth of Brooks Benjamin Houser Jr. born Dec. 4, 1995. Brooks is a special agent with Northwestern Mutual Life in Portland specializing in group and individual life and disability insurance.
- **Lee Peterson M/L'87** was chosen to umpire the plate as crew chief for the 1995 State of Oregon OSAA 3A high school girls' softball championship.
- **Ruth J. Grohman '88** has recently moved to Auckland, New Zealand. She is an art therapist and worked at Marylhurst in Portland for three years.
- **E. Anne Ballinger '88** is living in San Francisco and working for General Surgical Innovations, a medical device start-up company.

Law & Disorder in the Bronx



Renee Fortain '87

"Blood Bath in the Bronx: reported killings with a suspect still on the loose, armed with a semi-automatic weapon." This was New York City's top news story the final week in March. With headlines like that, one might be justified in wondering if Renee Fortain '87 — who works in the district attorney's office in the South Bronx — needs to drive to work in an armored car, wearing a bullet-proof vest. But no, she seems comfortable traveling to and from the office without any special protection, even when quitting time is around 2 a.m. (The Bronx district attorney's office is open from 6 a.m. until 2 a.m., and may soon be open 24 hours a day to handle the heavy case load.) In fact the only time the office has been under fire recently, it

was the police and the mayor's office doing the shooting — and only figuratively — when her boss stuck to his convictions and refused to ask for the death penalty in a case which involved the murder of a policeman.

Still, the D.A.'s office, which takes in about 250 cases a day, and employs 700 people, 350 of whom are attorneys, is an interesting place to work, she says. It is not, however, a place she wants to stay forever. "People who have been doing this more than 10 years begin to burn out," she said, adding that trying day after day to do what the community wants — lower crime — then watching jury after jury come back with an acquittal is hard. "The Bronx has one of the lowest conviction rates for felonies in the country — around 59 percent," she said. "It's so demoralizing when some counties have a conviction rate of 75 to 80 percent."

At first Fortain worked on cases of domestic violence. It was a difficult assignment and she often carried piles of work home with her. "Each victim needs a lot of attention," she said. "It's never just one issue. There are often years of prior abuse and juries see only a tiny piece." One particular case she remembers involved a 13-year-old victim who had been abused by her father and when she tried to tell her mother, she hadn't been believed. By the time her case went to trial the girl was 15 years old, and through that entire time all she had wanted was for her father to admit what he had done. He said he would admit it to her, but he didn't want his wife and sons to ever know. He ended up doing six months in jail.

"I had a lot of kid cases," Fortain said. "I began to realize that children are vulnerable all the time. I didn't realize before that these things happen all the time. How are we ever going to stop this?" Now she works in the video unit, drawing up complaints by the arresting officers. It's a new process which allows the officers to remain in their own precinct and make the complaint using video. "It's supposed to make things go faster," she said, "and I spend much of my time in front of a large computer screen."

As for New York City, she loves it, in part because it's a walking city, and in part because it has great food. Her intent, she says, is to stay until there are no new restaurants to try. And she plans to stay on the job as long as she's having a good time. "Last Thursday night a defendant didn't like something the judge did, so he turned around and slugged the court officer in the face, and they brought the case to me at 1 a.m. Four officers had been injured and we had to talk to them before they left. It was exciting and rushed — this is why I do this," she said.

If you can make it there, you'll make it anywhere

NEW YORK, NEW YORK



On the very day Adam Stennett '94 moved into his new apartment, he found himself being held up at gunpoint for \$9. It's a story people expect to hear about life in the big city. Stennett smiles when he tells about the experience, saying it didn't sour him on New York or make him want to move back to Oregon. When Stennett, an artist, went to New York, it was because he felt he had to be there. One little holdup wasn't going to change his mind.

"One month after graduating, I was on a plane to New York armed only with the phone number of someone in Queens who could provide a floor to sleep on," he said. He had never been to New York before and all of his posses-

sions were slung over his back. "By midnight on my first day, I was standing on a fire escape enthralled by the glow of the city, imagining every unknown artist and writer that had ever made the pilgrimage to New York." Within three days he had a job in the back room of an art gallery, and two weeks later he had a studio apartment in a converted storefront.

Since that time Stennett's work has been featured in three exhibits in the New York area and he is one of six artists featured in a documentary called *What the hell do you know about the avant-garde: A journey into the lives of six young artists*.

Seventeen alumni now living in the New York area met this spring at the

Heartland Brewery in lower Manhattan to talk about their experiences. When asked what they thought of the big city, many responded as you might expect. "Exhausting, exciting, exhilarating, huge, stimulating, fast-paced." These were just a few of the words they used to describe the city. But some of their reasons for liking the city sounded more like reasons for liking a small town. "It's a walking city," many said. "I can walk everywhere. My grocer knows me. The guy at the deli on the corner knows my favorite sandwich. I let my driver's license expire."

"In New York you have your own little community," said Johanna Graveline '92, now employed at Mt. Sinai Hospital as a genetic counselor. "I

CLASS LINKS

have my own dry cleaner, my own grocer near my apartment on the Upper East Side. There are little intact neighborhoods with the benefits of museums and great restaurants."

"You get to know the people in the neighborhood," said Jay Booth '91 who, along with his brother Brian '93, works as a real estate appraiser for Cushman and Wakefield. "It takes less time to do my errands than it did in Oregon," he said. "It's 10 yards to my grocery store. I don't spend all my time driving miles to get somewhere."

Jennifer Misner '92, originally from the San Francisco-Oakland area, arrived in New York with no job and no place to live. "San Francisco felt small and I wanted something different," she said. "I'd done some modeling in Oakland, so I thought I'd come to New York and try my luck." But, she adds, "that died a quick death." Misner moved into a women's hotel and went to work right away for a temporary agency. "I had good computer skills and I wasn't picky about the job I got," she said. It wasn't long before the temporary job became permanent, and she now works for Diefenback Elkins, a corporate identity and logo firm. She found her first apartment through Roommate Finders, but

that was decidedly not a success. So, like many others looking for an apartment in New York, she paid \$1,500 to a broker and now has her own apartment. She pays around \$700 a month, the going rate for a decent studio apartment.

Finding a place to live is one problem everyone shares in New York City. "You would have to spend all your time on the street looking," said Booth, "and reading the papers, trying to be the first to call about an available apartment. And you have to know the very first place that the *Village Voice* is delivered." Although going through a broker is expensive, Booth, like Misner, went that route and is happy with the studio apartment he and his brother share.

Maura Fogerty '93 is in New York attending Columbia University and working on her master's in international affairs. "It took about two months to not feel like a tourist," she said. "I came in August and it was hot and smelly. I was pretty homesick."

"It does take some adjustment," said Graveline. "At first I felt people were rude, but I have become more assertive myself and it doesn't bother me so much."

Although almost everyone appreciated the fact that New York is a walking

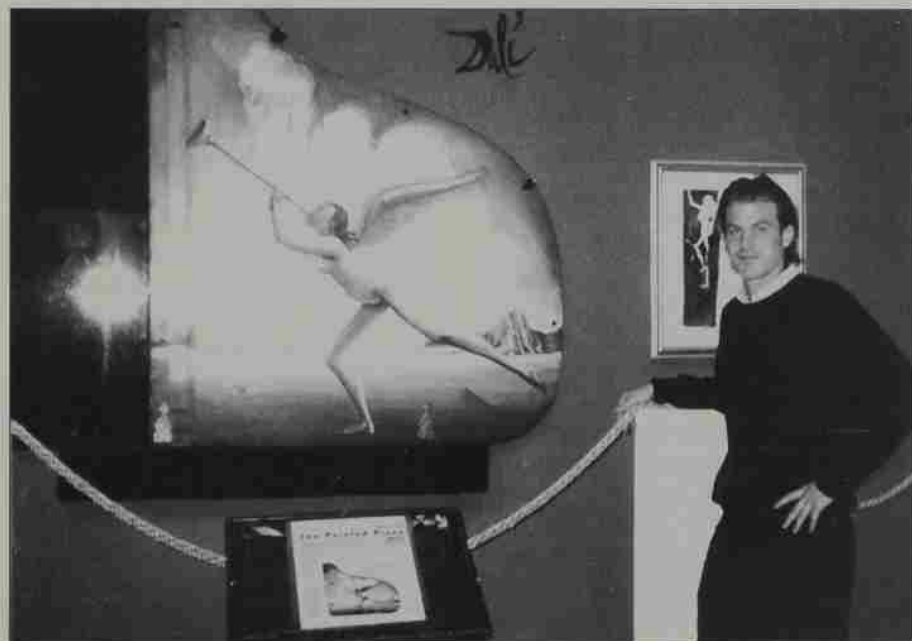
city, Graveline said you can feel trapped inside the city by the lack of a car and the quick escape it offers. "You network with people who have cars," she said, "or who have a house on a lake where you can swim."

Only a few were in a big hurry to return to the West Coast. Most were willing to hang in there awhile and enjoy what the city had to offer. Booth said he enjoyed the energy of New York City, but missed the fly fishing in Oregon. Daryl Palsulich, who is finishing his engineering degree at Columbia, said that, although there was a lot to like, it was also a stressful environment. "I'm ready to go home to Boise," he said.

— By Melaney Moisan



Jennifer Misner talks about her experiences since moving to New York City.



Adam Stiemmett stands next to a work by Dalí in the gallery where he works in New York City.



Dietrich Nebert at the get-together at the Heartland Brewery in lower Manhattan.

- **Scott Swindell '88 L'91** was hired by the firm of Blair, Schaefer, Hutchison and Wolfe in Vancouver, Wash., as an associate attorney. He will be working with clients on estate and business succession planning. His wife, **Lisa (Dudley) Swindell '88 MAT'91** teaches at Hockinson Primary.

- **Doug Hormann '88** and **Susan (Torris) Hormann '88** have been married six years and have a son, Ethan, 2 1/2. They live in Hillsboro, Ore. Doug is a deputy sheriff in Washington County. Susan is a DNA specialist for the Oregon State Police in Portland.

- **Lisa Robin (Morehead) Neuner '88** is living in Germany and is a full-time mother and "handy-man" housewife.

- **Erick Landeen '88** is a principal in the real estate appraisal and consulting firm, Curtis, Slocum, Singer & Hickok, Inc. He is a volunteer with troubled teens in the Community Project for At-Risk-Youth program in Portland.

- **Kraig James Powell '89** graduated from the University of Virginia Law School in 1995. He is currently a briefing attorney with the Texas Court of Appeals.

- **Ryan E. Wiebe '89** completed the MBA program at Seattle University. He and wife Dana live in Everett, Wash.

- **Bao Cao Nguyen '89** graduated with honors from the Creighton University School of Medicine in 1994. He is in his second year of a four-year residency in diagnostic radiology at the University of Iowa.

- **Anne (Whipple) Campbell '89** has lived in Reno, Nev., for five years. She married Michael Campbell in 1994 and they have a daughter, Sierra. She worked on her master's degree at the University of Nevada, Reno, and is employed by the Desert Research Institute Library.

- **Charles Jones '89** is teaching English courses at Tuxtepec Institute of Technology in Oaxaca, Mexico, and teaching a Bible class in a mission while developing a leadership training seminar for students. He is also setting up exchange programs between the school and a community college in Colorado.

- **Richard Spoonemoore '89**, who is an attorney, recently won a large class-action law suit in Seattle. Richard is the son of **Jerry Spoonemore '61** and husband of **Laura Periman '90**.

- **Craig Harmer M'89** owns 50 percent of Tri-Par Circuits, Inc., which was recently recognized by the San Jose *Business Journal* as the second fastest growing privately held company in the Silicon Valley.

1990s

- **Kjersten M. Berg '90** works as a placement specialist for the computer programmer industry in the Northern California Bay Area and is living in Sun Valley, Idaho.

- **Michelle Kinsch '90**, after several years in Boston, Washington, D.C., and Santa Barbara, Calif., has returned to the Northwest. She is development director of Washington Conservation Voters, a statewide non-partisan non-profit organization dedicated to electing environmentally responsible candidates.

- **Michael J. Woolfolk M'90** is pursuing an opportunity on Wall Street. He is an emerging markets research analyst for Credit Suisse in New York City. He received his Ph.D from Penn State in 1995.

1991 REUNION

The 5th reunion for the class of 1991 will be held on Homecoming Weekend, Sept. 20-21, 1996. The reunion chairs are **Paul Mobley**, (206) 548-9419 and **Laura Zinniker**, (503) 768-8252.

- **Michael Chase '91** was appointed the chief executive officer for Chase Natural Inc., a company specializing in natural foods and nutritional information services. The company is in Boise, Idaho.

- **Julie (Sigloh) Hambuchen '91** and her husband, Joe, will spend the next three years in Bahia, Brazil, as volunteers with the Franciscan Mission Service.

- **Grant and Jennifer (Kirkpatrick) Robbenolt '91** live in Lincoln, Neb., where she is pursuing a Ph.D in psychology and graduating from the University

of Nebraska College of Law with highest distinction. She will be a judicial clerk for the Nebraska Supreme Court.

- **Jeffrey Youde '91** and **Kristin Becker '91** have temporarily relocated to Syracuse, N.Y., for graduate school. Kris has a creative writing fellowship at Syracuse University and Jeff is working as a counselor for at-risk high school students.

- **John F. King '91** and **Kirstin L. (Hegg) King '92** moved to Atlanta, Ga., in 1994 where Kirstin is pursuing a master's degree in theological studies.

John is a geologist, hydrogeologist and geophysicist for an environmental consulting company. Their daughter, Casey, was born in July 1995.

- **Farhad Jaber M'91** transferred to the Bellevue, Wash., office of State Farm Insurance as a claims representative.

- **Mollie E. (Case) Lupinacci M'91** works at Intel as manager of Channel Marketing programs. One of her accounts is Sprint.

- **Cassandra Kamens '92 MAT'94** is studying for a master's degree in French literature at the University of Oregon. She is a graduate teaching fellow in the department of romance languages.

- **Steve Peck '92** is graduating from Oregon Health Sciences University School of Dentistry and going into the United States Navy. He and wife Gina have three children, Alexis, Shelbee and Chace.

- **Kelly Duncan '92** is pursuing a master's degree in Natural Resource Planning at Humboldt State University in Arcata, Calif.

- **Nathan S. Freeman '92** celebrated his first wedding anniversary in the summer of 1995. He and wife Kelly built a new home in a subdivision in Palmetto, Fla., that has alligators in its ponds. He writes that he loves his job as a computer systems analyst.

- **Victoria (Bollen) Campbell '92** received a master's degree in chemistry from the University of California, Irvine and is pursuing her Ph.D. at UC, Irvine.

- **Chris Angell '92** accepted a position as an advertising account executive in October 1995, with the *Journal American* newspaper in Bellevue, Wash.

CLASS LINKS

- **Paul Brummett M/L'92** is an attorney, working in insurance defense in Tacoma, Wash.
- **Jeff Lupinacci M'92** works at Intel as a manager of Shared Services. He has been speaking at industry forums on the quality arena for the accounts payable world.
- **Katherine Babcock '93** is back home in Denver waiting for the first Nordström's in Colorado to be built. She is working in their credit division full time. She misses Oregon and says, "Please write!"
- **Jennifer D. Vied '93** will be studying for a master of arts in music therapy at the University of the Pacific in Stockton, Calif.
- **Diana Dry '93** is pursuing a master's degree in conservation ecology and sustainable development at the University of Georgia in Athens.
- **Erika L. Johnson '93** of Missoula, Mont., is in her second year of law school at the University of Montana. She writes "I love Montana but I miss my WU friends."
- **Lisa Tomlinson '93** is pursuing a master's degree in International Economic Policy at the American University in Washington, D.C.
- **Kirsten Murray '93** is assistant gallery manager for the Smithsonian. She travels the U.S. with America's Smithsonian exhibits and still finds time to volunteer for the "Up With People" program.
- **Eric C. Perryman '93** is living in Brighton, Mass., and working as a sales manager for Sage Hotels in Boston. He passed his comprehensive finals for a master's degree in literature at Boston College.
- **Eric S. Newbury '93** is the owner/operator and system operator of INFO-Matrix, an online information system located in Wilsonville, Ore. His wife, **Donica Wang '92**, works for SAIF Corporation as an insurance adjuster. They live in Wilsonville, Ore.
- **Erin A. Glenn '93** is working on a master's degree in education TESOL (Teaching English to Speakers of Other Languages) at Seattle University and is assistant manager of Ft. Columbia hostel in southwestern Washington.
- **Ethan Taylor '93** completed his Peace Corps service in Africa and spent Christmas 1995 at home in Cambridge, Mass. He is serving an additional one and one half years in the Peace Corps in Odessa, Ukraine.
- **Brian Gable M'93** and Jill Gable announce the birth of a son, Britton James, on Jan. 17.
- **Umesh Kothari M'93** was married to Rinu Tongia of Indore, India, on April 28.
- **Tracy Warwick '93** is a medical student at OHSU in Portland.
- **Todor Petev '93**, a graduate student at Princeton, writes that he is still trying to get into the right pace but loves the program.
- **Blythe Gardner '93** is an admissions counselor at Lewis & Clark College in Portland.
- **John Hoekman M'93** is employed by Oppenheimer & Co, Inc., New York City, as a money manager.
- **Michael McAlvage M'93** has been named as city administrator for Oakridge, Ore.
- **Danny Tye M/L'93** works as an attorney at Dunn, Carney, Allen, Higgins & Tongue in Portland.
- **Tasha Yorozu M'93 L'96** is an associate with the law firm of Hershner, Hunter, Moulton, Andrews & Neill in Eugene, Ore.
- **Erika Berkenhoff '94** is moving to Minneapolis where she will research bank stocks for Dain Bosworth.
- **Sierra K. Hayden '94** is living in the Bay Area, enjoying the sun, applying to graduate school, volunteering at a wildlife rehabilitation center and working at Tri-Star Medical, Inc., as an administrative assistant.
- **Reuben Deumling '94** worked as a research fellow at the Wuppertal Institute for Climate, Environment, Energy in Germany from September 1994 until March of 1995. He is currently a translator and writer for the Wuppertal Institute. He is living in Athens, Ga., with **Diana L. Dry '93**.
- **Rhonda Mayhew '94** recently took a position as an English teacher in Saitama, Japan. She will be there at least one year. She was formerly assistant director of Student Activities at TIUA.
- **Kerry A. Shimomura '94** worked for the city of Kawagoe, Japan, after graduating. She returned in the fall of 1995. She is married to **Nobumitsu Shimomura (TIUA 1992)**. They live in Bothell, Wash.
- **Laurel A. Taylor '94** is studying for a doctorate in comparative literature at St. Andrews University in Scotland.
- **Theresa A. Van Winkle '94** is membership and marketing director for the Girl Scouts of Santiam Council. She volunteers in various political campaigns and civil rights organizations. She lives in Salem.
- **Karen (Hill) Auchterlonie '94** is attending Oregon Health Sciences University School of Nursing. She is studying to be a certified nurse midwife.
- **Tom Vogt M'94** works at Tektronix, Beaverton, Ore., as a forecast analyst.
- **Daphne Currey Green MAT'95** is enjoying substitute teaching in the Salem-Keizer and surrounding districts. Her roommate is **Nicholas J. Anderson '95**.
- **Scott Colson M'94** married **Erika Murnieks M'95** on April 20.
- **Travis M'94** and **April Main M'94** announce the birth of a daughter, Bailey Leigh-Alyce Main born on Dec. 8, 1995.
- **J. Scott Soutter M'94** has been ordained as minister of The Holy Word.
- **Jennifer L. (Currie) Omdal MAT'95** is living in Eagle River, Alaska, with husband Chris, who is an officer in the Air Force. They just bought and moved into their first house and plan on adopting a cat and a dog.
- **Amy Stewart '95** is completing her master's degree in civil engineering in environmental fluid mechanics and hydrology at Stanford. She has been accepted into the Ph.D. program there.
- **Kelly Golden '95** taught English for three months, after graduating, to German adults at a small college institute in Leipzig, Germany. The institute is run by **Frank Schrader '84** and his wife,

Heather Buchanan '84. She also traveled around Europe for two months. She is now working for RapidFire, a high tech computer software/hardware company in Beaverton, Ore., as an account representative. **Duessa (Easton)**

Holscher '91 M'92 is director of marketing at the company.

- **Stephanie K. Watkins '95** of Hollywood, Calif., will be pursuing a master's degree in International Business at Pepperdine University. The second year of the program will be conducted in Paris.

- **Jory Hockett '95** is teaching English language and literature/reading skills and science to 58 4th graders in San Jose, Costa Rica. She is challenged, excited, nervous and learning a lot. Her Spanish is becoming excellent.

Marie Watt '90 has been awarded a College Art Association of America (CAA) Professional Development Fellowship for Artists and Art Historians. She is a Master of Fine Arts candidate at the School of Art, Yale University. Her work draws on her appreciation for the histories of Native American and Western art. She is exploring her Native American heritage through the use of traditional materials and techniques. Among her goals is learning Seneca, the language of her grandparents. Her grandparents chose not to pass the Seneca tradition to their seven children in an attempt to protect them from the racism the grandparents had encountered. Watt received her B.A. in speech communications and fine arts/art history at Willamette. Seeking to reinforce the Seneca values taught by her parents, she sought an associates of fine arts degree in museum studies and painting at the Institute of American Indian Arts in Santa Fe, where she also served as curator of education at the institute's museum.

- **Sandy Baruah M'95** is employed at Performance Consulting Group in Portland as a consultant.

- **Nancy Koch M'95** works for CRSS Constructors in Irvine, Calif., as business development coordinator.

- **Grant Burton M'96** is working for Boise Cascade Paper Division in Salem as an accountant.

- **Thomas Coulter M'96** is acting director at TCI Cablevision of Oregon in Newberg, Ore.

- **Darwin Dittmar M'96** works at Hewlett Packard Company, Corvallis, Ore., as a financial analyst.

- **Dan Feeney M/L'96** works at Hewlett Packard Company, Corvallis, Ore., as a logistics analyst.

- **Shelley Hanson M'96** is business development specialist at Confederated Tribes of Grand Ronde, in Grand Ronde, Ore.

- **Cathleen Hills M'96** is employed at Tektronix, Beaverton, Ore., as a financial analyst.

- **Miguel Mango M'96** is financial director for Port of Bissau, Guinea, Bissau.

- **Lance Miller M'96** works at PacifiCorp, Portland, as a compensation consultant.

- **Corey Parks M/L'96** works at Schwabe, Williamson & Wyatt, Portland as an attorney.

- **Khachit Pornpibul M'96** is assistant manager at Soy Construction in Thailand.

- **Michael Rindfleisch M'96** is employed at Oregon Youth Authority, Salem, as a program evaluator.

- **Darrell "Curt" Sample M'96** is marketing manager at Mardock Promotional Productions in McMinnville, Ore.

- **Michael Willard M'96** works at Ashton Photo Co., Salem, as assistant controller.

- **David Zehnbauer M/L'96** is an attorney with James D. Hughes, Portland.

Errata

Dr. Raynor Smith '39 H'52 was listed in the spring *Willamette Scene* as chaplain of Clatsop Post No. 12 of The American Legion Department of Oregon in Astoria. He is actually state chaplain of The American Legion.

Marriages



- **Kathryn (Dolezal) Cozzens-Tyler '73** and **Randall Tyler** were married on April 14. He is the music director at Bernal Junior

High School, where she teaches art and assists him with the music program. She has taken up the trumpet, is working on an art degree at San Jose State and illustrating two books. They have two children, Kimberly, 14, and Kimberlin, 22. They live in San Jose, Calif.

- **Jill R. Ezzell '84** and **Ed Bennett** were married on Nov. 25, 1995. Jill is a special education teacher for the Multnomah Education Service District and is teaching at Whitaker Middle School in Portland. Ed is a professional jazz musician. They live in Portland.



- **Carol Finger '85** married **Ken Zell** on April 22, 1995, in Oakland, Calif. Willamette alumni attending were, the bride's

brother, **John H. Finger, Jr. '82**; **Diane Rolph '85** and **Suzanne Lundy '87**. Also in attendance were the groom's siblings. The couple lives in Hayward, Calif.

- **Marian Miller '85** and **Charles Swift** were married on April 1, 1995, on a secluded beach in Molokai, Hawaii.

Press Clippings

Kenneth Stern L'79 has been interviewed recently on Dateline, Face the Nation, CNN's Burden of Proof, Nightline, Good Morning America ... well, he's been busy. Stern, who works for the American Jewish Committee in New York City, has recently had a book published entitled *A Force Upon the Plain: The American Militia Movement and the Politics of Hate*, (Simon & Schuster, 1996), and has established himself as an authority on the militia movement in the U.S.

The **Martha Springer Garden** was featured in the "Pacific Northwest Garden Guide" in the May issue of *Sunset Magazine*. The article talks about Professor Springer's dream of an arboretum-like area and outdoor classroom and describes the garden's special value as a learning center for landscape design and plant husbandry.

Richard Ellis, professor in the Department of Politics, was quoted in the May/June issue of *Lingua Franca* in an article entitled "Who Owns the Sixties? The Opening of a Scholarly Generation Gap." Ellis has completed several chapters of a study called *The Illiberalism of Egalitarianism* which deals with events of the Sixties.

Attending was Heidi Taylor '86. The couple lives in Kailua.

- **Patricia A. Nauta '88** and Gerald Magnani were married on May 27, 1995, in Seattle. **Carol Davies '77** officiated at the ceremony and **Ramona (Mills) Murtha '89** and **Marilyn (Fishback) Blair '88** were gift attendants. Other guests included **Richard Turner '77**, **Doug Fakkema '84**, **Scott Wilson '89** and **Charlene (Newton) Wilson '89**. Patricia is a clinical social worker in Everett, Wash. The couple lives in Issaquah, Wash.

- **Caitlin (Wright) Lund '88** married Erik Lund on April 22, 1995. The couple lives in Manassas, Va. Caitlin is a foreign service officer for the U.S. Department of State.

- **Martha Bennett '89** and Jeff Allen married on July 15, 1995. Officiating at the ceremony were **The Honorable Susan Leeson '68 L'81** and **George McCowen Jr.**, history professor at Willamette. Also attending were **Chris Carden '90**, **Tad Tomlin '89**, **Jay Borcharding '89**, **Mark Overbeck '88**, **Deborah Bellemore '89 MAT'90**, **Robert Hulshof '88**, **Dave Chiappetta '89**, **John Blatt '89**, **Janine (Pringle) Blatt '88 L'92**, **Martin Dieck '89**, **Tamara (Leite) Dieck '89**, **Dan Keppler '89**, **Meagan Flynn '89**, **Tamara Stephas '89** and **Michael Jochimsen '89**.

- **Suzanne Child '90** married Rex K. C. Kim on Mar. 24 in Honolulu. Attending were **Julie (Kauffman) Gress '90**, **Jim Gress '88 L'91**, **Donna Yee '91**, **Carol Green**, former alumni director at the College of Law, and **Deleen Wills** current assistant to the alumni director.

- **Alison Calsy '90** and **Kemp Strickland L'91** were married on Mar. 23. They honeymooned in Maui. They are moving from Las Vegas to Portland where she will continue as a clinical social worker and he will practice law.

- **Elizabeth (Goeckner) Woods '91** and Edward R. Woods were married Sept. 2, 1995, in Roseburg, Ore. **Paula Macke '91** was maid of honor and **Joy Peterson '90** was an honor attendant. The bride and groom live Raleigh, N.C., where they both work as project managers for PennCorp Financial.

- **Shawn Orpinela '91** and **Amy C. Kelchner '95** were married in August 1995. The couple lives in Portland. He is a musician and she is a chiropractic assistant.

- **Shannon J. Greenwood '91 MAT'92** married Michael D. Remily on May 13, 1995, in Salem. Attendants included **Teresa (Sypher) Arnold '90 MAT'91** and **Joy L. Peterson '90**. Music was provided by **Brenda (Kisor) DeVyldere '87**. Officiating was **Charles Wallace**, WU chaplain. In attendance were **Bob**

J. DeVyldere '87, **Bruce A. Arnold '88**, **Dan Bowlin '91**, **Margaret Cunnane '91 MAT'92**, **Ann Marie (Barnes) Johnson '84** and **Anne McCormack '88 MAT'94**. The couple lives in Salem where she is the alternative education teacher/consultant for Cascade School District and he is an engineer with the Oregon Department of Transportation.

- **Tracie D. Muir '92** and **Jeff Napoli '93** were married on July 1, 1995.

Dianna (Ohlde) Reinemer '92 was maid of honor and **Darren Beumeler '93** was a groomsman. Also in attendance were **Mike Johnson '93**, **Rudy Hoellrich '93**, **Tim Myers '93**, **Matt Endler '93** and **Jeff Ware '94**.



- **Jennifer Campbell '92** and **Randy Riemersma** were married at Mt. Vernon, Va., on Nov. 11, 1995. The bride is a graduate

student at Harvard, pursuing a master's degree in public policy. The groom is vice president of a computer network company based in Washington, D.C.

- **Dawn Alana Gillette '92** and **Charles C. Longbeam Jr.** were married on Dec. 30, 1995, at Auberge des Fleurs in Sandy, Ore. **Melanie L. Kirkpatrick '92**, **Barbara J. Menter '92**, **Krista A. Korhonen '92** and **Samantha Six '92** were bridesmaids. The couple lives in Portland where she is the volunteer program coordinator for the National Multiple Sclerosis Society and he is the owner of Walkabout Music.

- **Alicia M. Rotola '93** and **Roger Smith** were married Dec. 29, 1995, then honeymooned in Hawaii. She started a new job in March as the manager for a tour attraction in Juneau, Alaska, where they live.

- **Elizabeth D. Yutzie '93** and **Jason Sell** were married on Dec. 23 at the Salem Mennonite Church. The recep-

tion was at Mission Mill. Elizabeth is a second-year law student at Willamette.

- **Jeff Rost '93** and **Tiffanie (Andrews) Rost '93** were married July 1, 1995. Jeff is a forensic scientist for the Oregon State Police and Tiffanie works for the State of Oregon. They reside in Salem.
- **Jeff Mead '94 MAT'95** and **Erin O'Brien '94 MAT'95** were married in Seattle on July 22, 1995. The wedding party included **John Horner '94 MAT'95**, who was best man; **Jason Till '93** and **Jamey Chown '95**. The couple lives in Poulsbo, Wash.

Births

- **Sue (Bradford) Malo '81** and husband **Ed** became parents of a daughter, **Devon Michaela**, born October 15. The family lives in Chicago where Sue is vice president of Ryan Financial Services.
- **Annette Bader '81** and **James Jarvis** are parents of **Jhamil**, born Sept. 25, 1994. He joins brother **Ahren**, who is 7.
- **John Finger '82** and wife **Susanna** are parents of a boy, **Benjamin Lucas**, born Feb. 21, 1995. He joined sister **Maria**, who was born in 1992. John has started his own financial planning practice in Colorado Springs, Colo.
- **Chris Wright '83** has a son, **Benjamin Michael**, born in Sept., 1995.
- **Kimberly (King) Wallan '83 L'86** and **Jim Wallan L'85** became parents of **Eric Joseph** on Jan. 1. He joins brother **Brett**, 3 1/2, and sister **Sarah**, 7. The family resides in Medford.
- **Andrea Jackson '84** and husband **Terry Sevy** announce the birth of son, **Connor James Bentley Jackson-Sevy** on Feb. 27. He has a sister, **Piper**, age 4. They live in Eagle, Idaho.
- **Jon Kawamura '84** and **Maija (Straw) Kawamura '85** announce the birth of daughter **Kiana** born Oct. 22, 1995. She joins sister **Malia**, age 3.
- **Matthew Scott Reimann '85** and wife **Ruth** are parents of a boy, **Christopher Warren**, born on Jan. 11, 1995. The family lives in San Diego.
- **Deborah (Lee) Lipke '85** and **Mark Lipke '84** are parents of twin boys, **Wade** and **Chad**. They moved to Austin, Texas, in 1994.
- **Jennifer S. (Jacobi) Andres '86** and husband **Don** became parents of **Kendall Paige** born Feb. 5. Jennifer works at the San Ramon Regional Medical Center where she is an invitro fertilization technologist. The family lives in Danville, Calif.
- **Kirsten (Urbigkeit) Collins '86** and husband **Rick** became parents of **Matthew Wyatt**, born on Sept. 17, 1995. He joins brother **Clayton**, 3. They live in Salem.
- **Brad Lawrence '86** and **Cathy (Rose) Lawrence '85** became parents of **Emily** and **Amanda**, born on Mar. 27, 1995. They joined brother **Christopher**, age 4. The family lives in Hickory, N.C.
- **Nancy (McDowell) Kliever '87** and **Robert Kliever '87** announce the birth of their son, **Matthew Robert**, born on Sept. 25, 1995. They live in Fairfax, Va.
- **Pamela G. (Massey) Wissmar '87** and husband **Chris** became parents of a baby girl, **Angela Noelani**, on Oct. 30, 1995. The family lives in Seattle.
- **Krista (Dierks) Spencer '88** and **Michael Spencer** became parents of **Christian Alexander**, born on Oct. 24, 1995. This is their first child. They live in Yuma, Ariz.
- **Dana Lommen '88** and **Stephanie (Merrick) Lommen '86 L'89** celebrated the birth of their first child, **Peter Carlton**, on May 26, 1995.
- **Joseph W. Centanni '88** and wife **Robyn** became parents of a baby boy, **Treyton Joseph (T. J.)** born April 21, 1995. The family lives in Meridian, Idaho.
- **Douglas A. Shumaker '90** and **Melissa Shumaker** became parents of daughter **Halle Makena**, born Feb. 18. The family resides in Portland.
- **Karen (Erskine) Zerran '90 MAT'91** and **Kevin Zerran '89 MAT'90** became parents of a son, **Nicholas Lake**, born Feb. 19. He joins brother **Kevin Allen**, who is 3. Karen and Kevin are teaching 21 high school students in the Inupiat village of Nuiqsut, Alaska.
- **Bret Freitag '90** and **Heather (Holly) Freitag '93** became parents of their first child, **Brynnna Elise**, born Mar. 28. They live in Portland, where Bret is finishing his fourth year of medical school. Heather is pursuing a master's degree in social work at PSU.
- **Harry and Bethany (Conklin) Bennett '90** had a son, **Nicholas George**, on Nov. 17. Two months later they moved to Antioch, Calif.
- **Michael Myers '91** and **Heather Ferrin-Myers '92** became parents of a baby boy, **Joshua**, on Oct. 3, 1995. The family lives in Salem where Mike is network/services administrator at Willamette.
- **Carolyn (Moore) Harris MAT'93** and **Darren Harris** announce the birth of son **Andrew** on Jan. 12. Carolyn is Title I coordinator at Gaston Elementary School. They reside in Sherwood, Ore.

In Memoriam

*To everything there is a season
and a time to every purpose
under heaven;
A time to be born
and a time to die;
A time to plant and
a time to uproot;
A time to becalm down
and a time to build up;
A time to weep
and a time to laugh;
A time for mourning
and a time for dancing;
A time for love ...
A time for peace.*



Ecclesiastes



1985 Honorary Degree Recipient Grace (Collins) Goudy '22.

- **Grace (Collins) Goudy '22** died on March 18.

Born in Ostrander, Wash., in 1901, she grew up in Pennsylvania and in Portland. In 1926, she married Elmer Goudy, who died in 1979. Mrs. Goudy shared the interest of her late brother, Truman Collins, in Willamette, where she was appointed to the board of trustees in 1946 and became a life trustee in 1971. She served on the board of the Collins Foundation and on the boards of her family's forest products businesses. She was a long-time member of the First United Methodist Church in Portland.

Her long involvement with Willamette University is reflected in the Elmer and Grace Goudy Scholarship Fund, the Elmer and Grace Goudy Endowed Chair in Public Administration in the Atkinson School, and in Goudy Commons. In 1985 she was awarded an honorary doctorate of humane letters.

Mrs. Goudy is survived by son **Alan '51**, four grandchildren including **Joyce (Goudy) Powell M'90**, and four great-grandchildren.

- **Faye (McKinnis) Fisher '23** of Claremont, Calif., died on Dec. 8, 1995, four days after her 98th birthday. She was preceded in death by her husband, **Robin E. Fisher '21**. Survivors include son **Gordon E. Fisher '51** and daughter-in-law **Jean (Shipley) Fisher '53**.

- **Waldo E. Kelso Sr. '23** of Tacoma, Wash., died on Mar. 20. He was 96. His death resulted from accidentally being struck by a car while crossing the street near his home. He was born in Yakima and lived in Seattle for 67 years. He was a World War I veteran. A creative artist and business owner, he worked for Frederick and Nelson and then Boeing during World War II. His wife, Phyllis, preceded him in death. Survivors include his four children, **Waldo E. Jr.**, **Karen Fox**, **Lowell Hukill** and **Paula Lyons**; sister **Delferna Berg**, seven grandchildren and nine great-grandchildren.

- Willamette was notified in February of the death of **Esther (Liening) Allen '26**.

- **Eugene W. Crothers '28**, age 91, of Salem, died Jan. 28. He was born in Bellevue, Neb., and lived in Salem more than 83 years. He worked for the Statesman Journal Circulation Department for 26 years before retiring in 1976. He was a past master of the Salem Masonic Lodge and a member of the Salem Rose Society. He enjoyed golfing and traveling. Survivors include his wife, **Hazel (Snyder) Crothers '33**.

- **Albert Herrman '28** of Eugene, Ore., died on Feb. 5, at age 89. Herrman was a native Oregonian, born in Baker City. In 1934 he married **Frances E. Kelly** in La Grande. He lived in Eugene for 57 years, where he was a life insurance agent and estate planner and trained and managed agents for two insurance companies. He was a member of Central Presbyterian Church for more than 50 years. His hobbies included fishing, traveling and camping. Survivors include wife **Frances**, three daughters, one son, nine grandchildren and one great-grandchild.

- **Evelyn (High) Grant '31** died after a long battle with Parkinson's disease on May 15 in San Mateo, Calif., at age 87. She was preceded in death by her husband, **Donald K. Grant '29**, former trustee. They met at the WU Maypole Dance and married on her graduation

day in 1931. A resident of San Mateo for over 50 years, she was active in the community. She was a founder of the Mission Hospice in San Mateo County. Both she and Donald received Willamette University's Alumni Citations for Community Services in 1979. Survivors include children **Judith (Grant) Allen '56**, **Ginny (Grant) Schuyler '60**, and **Donald M. Grant**; four grandchildren, one of whom is **Kathleen (Cook) Wraith '85 M'86**; and six great-grandchildren.

- **Frank Lockhart '32**, 88, died on March 13 in Tillamook, Ore. He was born in Spokane, Wash. The grandson of Oregon pioneers **John Wesley** and **Millie Meredith**, he was educated in Portland and moved to the Oregon coast, where he was a logger. Survivors include daughter **Janice Freeman**; two sisters, **Pauline (Lockhart) McMahon '34** and **Beatrice (Lockhart) Bliss-White '29**; two grandchildren, three great-grandchildren and several nieces and nephews.

- **L. Warner Crow '36** died Dec. 12, 1995, in Enterprise, Ore. He was born in Lostine, Ore., on Aug. 26, 1914. During World War II, he met his wife, **Ethel**, while he was on assignment at the headquarters of the Air Force's Military Personnel Division in Washington, D.C. They were married in 1944 and returned to Oregon after the war. He is survived by wife **Ethel** and children **Janice**, **Claudia** and **Douglas**; and sister-in-law **Louisa Sidwell Crow '33**. Brother **Melvin Crow '33** preceded him in death.

- **Ruth (Mort) Goode '36** died Dec. 20, 1995, at age 81. She had lived in Portland since 1948. She taught second grade in the David Douglas School District and retired in the late 1970s. Her husband, **Gordon**, died on Jan. 20, 1996. Survivors include daughters **Donna Exley** and **Karen Fitzsimmons**, both of Portland, five grandchildren and nine great-grandchildren.

CLASS LINKS

• **Steve Anderson** '37 U'42, 81, died on April 9. He moved to Salem in 1933 to attend Willamette. He was a veteran of World War II. He began a private law practice in 1942 after graduating from WU. A member of the American Civil Liberties Union, Anderson was a political activist who ran for a variety of state and federal offices over a 30-year period. He was Salem's first citizen in 1948. He was a past president of Willamette University's Alumni Association. His interests included reading and gardening. Survivors include his wife, Anne-Lise, son Steve W. Jr., daughter Carol L. and six grandchildren.

• **Jay Putnam** '38 of Oakridge, Ore., died Feb. 9 of a heart attack at age 78. He was a World War II veteran. He owned and operated Putnam's Market, then worked for Oakridge Chevrolet. In 1979 he and his wife began operating a tax accounting service from their home. A member of the United Methodist Church, the American Legion and the Chamber of Commerce, he served many years on the Oakridge School Board. He is survived by his wife, Alice; three daughters, Carol Sloatweg, Janet Robbin and Catherine Fitch; two stepdaughters, Gayle Salisbury Peikert and Donna Salisbury Stoneburg; a brother, Ky, and eight grandchildren.

• **Leroy H. Schultz** '41 died on Jan. 25 at age 75. He was born in Woodburn, Ore., in 1937. He served in World War II. He became an accountant for a dairy firm and later an auditor for the federal government in the dairy support and marketing system. In 1951, he married Dorothea Koenig, who died in 1988. He is survived by son Walter, brothers Charles and Carl, sister Verla Krebs and one grandchild.

• **Bruce Van Wyngarden** '42, age 76, of Salem died on April 7. He moved to Salem in 1935. He served in the Naval Reserve. He was a member of the Masonic Lodge and Salem Lions. He was deacon, elder and trustee at the First Presbyterian Church and an adult leader

for the Boy Scouts. Survivors include his wife, **Maxine (Holt)** '42; sons Larry, Richard and Stuart; and six grandchildren.

• **Donald Douris** '48 died on June 6, 1994, from pneumonia. He was 83. He is survived by daughter Marian Douris.

• **Dorothy Ann (Hobson) Graham** '50 of Stayton died on Feb. 29; at age 67. Born in Salem, she grew up in Valsey, Ore. She settled in Stayton in 1953. She sold real estate and owned and operated Santiam Hardware for a short time. She was active in politics and the Santiam Historical Society. In 1991 a cement

square containing a quote of hers was placed on Salem's Capitol Mall sidewalk. Her husband, Fred H., died in 1980. Survivors include daughters Stacey and Kelley Graham, both of Stayton, and son Fritz of Salem.

• **Joseph L. Dwight** U'55 died Mar. 9 in Green Valley, Ariz. He was 74. He served in the Navy during World War II. After graduating from Willamette, he was an assistant prosecutor in Honolulu before being named a deputy attorney general in 1958. After Hawaii became a state, he was elected to the state House, where he served one term and then



Constance Fowler; E. N. Cooke ... The Mansion; wood engraving, 1938, reprinted from original block in 1969.

Constance Fowler, emeritus professor, died in Oregon City, Ore., on May 11, at age 88. She taught art at Willamette from 1935 to 1947. She was born in International Falls, Minn. Her family moved to Salem in 1932. She became the advisor to an art club at Willamette, then was hired to teach art, establishing the University's first modern art department. While teaching at Willamette she earned her master of fine arts degree from the University of Oregon. During this time she made 20 wood engravings of historic sites and structures around Salem, adding historical commentaries on the sites, which resulted in the book, *The Old Days: In and Near Salem, Oregon*. She exhibited her work regularly at the Portland and Seattle art museums and in San Francisco. Her work was included in the art exhibition at New York's World Fair in 1939. After a stroke in 1993, she donated letters, catalogs, prints, printing blocks and paintings to Willamette, establishing the basis of an archive on her career and its relationship to American art in the Pacific Northwest and Midwest. She is survived by sister Margaret Hopkins and niece Connie Battaile.

returned to the practice of law. He was appointed to the District Court bench in 1985 and served until his retirement in 1992. He is survived by wife Joan; sons, Michael and Joseph; daughter Rosalie; and four grandsons, Kelley, Joseph, Allen and Todd.

• **Nancy (Taylor) Smith '55** of Portland died of cancer on March 6 at age 63. Born in Salem, she lived in the Parkrose area since 1962. She was a commercial marketing assistant for W.R. Reed & Co. Survivors include her daughter, Karen Bolin, and two grandchildren.

• **Gerald "Jerry" E. Plunkett '58**, age 64, died on Mar. 14 in Richland, Wash. Born in Corvallis, Ore., he attended high school in Oregon and after a tour of duty in the Armed Forces, he attended Willamette. He moved to the Yakima area in 1981. He loved the outdoors, wildlife, books and telling stories to his grandchildren. Survivors include wife **Dixie (Kinmark) '57**, one daughter, three sons, one brother and nine grandchildren.

• **Jonathan Liddle McGladrey '67 L'76** of Mount Dora, Fla., died on Feb. 13. He played football and participated in track and field at Willamette. After four years in the Air Force he returned to Willamette College of Law for his JD. He also taught at the College of Law. He was founder of Retirement Wealth Center in Orlando, Fla. He enjoyed music and theatre. Survivors include wife, Donna; his father, former Willamette chaplain **Merlin McGladrey**; and mother **Mary Lou**, a daughter, a son and a stepson.

• **Grace Ellen McNeal**, 84, of Salem died on Mar. 6. She was born in Mt. Solo, Wash. In the mid-1940s she moved to Salem from Deep River, Wash., to accept a job at Willamette. She retired from Willamette after 20 years, as a housekeeper. She enjoyed gardening. She is survived by one sister, two nieces and numerous cousins.

• **Theodore L. Shay**, emeritus professor, died on May 9. He was 69. Born in Portland, he spent two years in the Air Force before getting his degrees from Northwestern University. He joined Willamette's faculty in 1956, teaching political science until retirement in 1993. During his career he published a number of articles and two books, *The Legacy of the Lokamanya: The Political Philosophy of Bal Gangadhar Tilak* and *Rajneeshpuram and The Abuse of Power*. He is survived by son Jed Shay; daughters **Kimberly A. Shay '81**, **Cammy A. (Shay) Artiz '80** and Meredith Greenleaf; son-in-law **Ernest M. Artiz L'80**; and two grandchildren. His son, **Theodore E. D. Shay**, '79 predeceased him. Contributions may be sent to the Theodore D. Shay Prize in Economics at Willamette University.

• **Carl Hall, Professor Emeritus of Art**, died on June 6 as this publication was preparing to go to press. The 1997 winter *Scene* will include a tribute to him.

Errata

A portion of the information in the obituary in the last *Scene* about Rachel Atkinson, who died Oct. 13, 1995, was incorrect. She was born in Oakland, Neb. The *Scene* regrets the error.

The following alumni were incorrectly listed in the spring *Willamette Scene* as survivors of Paul Stroud Cammack '37 who died April 23, 1995. Phyllis (Macy) Cammack '38 died on Jan. 29, 1994; John Trachsel '30 died on March 9, 1994; and Laura (Cammack) Trachsel '32 died on April 5, 1994.

GUIDELINES

- Class Links are included in the winter, spring and summer issues of the *Willamette Scene*.
- If you have information you would like to submit for Class Links, please send it to:
Sue Renne, *University Relations*
900 State St.
Salem, OR 97301
or e-mail <scene@willamette.edu>
- Please print or type all submissions, in the interest of accuracy.
- If something has been written about you in a newspaper or other publication and you would like it included in the *Scene* Class Links as well, please submit a copy with a note giving your permission.
- It is the practice of Class Links not to print pregnancy or engagement announcements, nor candidacies for political offices, due to the lag time between receiving such information and the publication dates.
- The *Scene* reserves the right to edit or omit any information submitted.
- The deadlines for submissions are:
Winter issue: Oct. 10
Spring issue: Jan. 25
Summer issue: April 20
- We welcome photos to be submitted for possible use, depending on space available and photo quality. Black and white photos are preferred. Please send a self-addressed, stamped envelope if you would like your photo returned.
- It is the practice of the *Scene* to list a surviving spouse in all obituaries when the name is available to us. Other survivors who are alumni or otherwise connected with Willamette will also be listed by name when we receive that information.

KEY:

- L = Doctor of Jurisprudence or LLB
- M = Master of Management or Master of Administration
- M/L = Joint degree, Law and Management
- MAT = Master of Arts in Teaching
- MEd = Master of Education
- H = Honorary Degree

CALENDAR

ATKINSON LECTURE SERIES

❖ Thursday, Sept. 5

Deciphering Human Heredity: Revolutions in Biology, Medicine and Society of the 21st Century. Leroy Hood, M.D., Ph.D., William Gates III Professor of Biomedical Sciences, University of Washington School of Medicine.

❖ Monday, Oct. 28

Edward Said, author of such books as *After the Last Sky: Palestinian Lives*, *Blaming the Victims: Spurious Scholarship and the Palestinian Question*, and *The Politics of Dispossession: The Struggle for Palestinian Self-possession*.

❖ Wednesday, April 16

Stephen Ambrose, Boyd Professor of History and director of the Eisenhower Center, University of New Orleans, and author of *Undaunted Courage: Meriwether Lewis, Thomas Jefferson and the Opening of the American West*; *D-Day June 6, 1944: The Climactic Battle of World War II*; *Band of Brothers: E Company, 506th Regiment, 101st Airborne from Normandy to Hitler's Eagle's Nest*; *Nixon: The Ruin and Recovery of a Politician, 1973-1990*; *Eisenhower: Soldier and President* and other books on American history.

All Atkinson Lectures will be held in Smith Auditorium, 8 p.m. Tickets available to the public two weeks before lecture at the Information Desk of the Putnam University Center, \$5. 370-6267.

ART

The first exhibit in the Art Department will focus on contemporary Arab artists.

❖ Sept. 8-Oct. 18

Rhythm & Form: Reflections on Arabic Poetry by Contemporary Artists, Hallie Brown Ford Gallery. Artists include: Etel Adnan, Lebanon; Liliane Karnouk, Egypt; Dia al-Azzawi, Iraq; Rachid Koraichi, Algeria; Shafiq Abboud, Lebanon; and Omar M. Khalil, Sudan. Each work incorporates a piece of Arabic poetry in the visual art, and translations and partial translations will be available. Opening reception: **Sept. 10**, 1:30 to 4 p.m. Gallery hours: Monday through Friday, noon to 4 p.m. 370-6136.

A formal opening will be held on **Sept. 10** with a lecture by Etel Adnan, Smith Auditorium, 12:30 to 1:20 p.m. 370-6136.

THEATRE

Theatre events planned for this fall include:

The Sisterhood, from Molière's *The Learned Ladies*, adapted by Ranjit Bolt. Previews **Oct. 3**; Opens **Oct. 4**; Run: **Oct. 5, 10, 11, 12** 8 p.m.; **Oct. 6, 13** 2 p.m. Molière's satires, which always seem ripe for updating, unsparingly target hypocrisy and pretense. British playwright Ranjit Bolt has given *The Learned Ladies* (*Les Femmes Savant*) a modern twist. "It is fairly evident that the play lends itself to updating," Bolt has said, "feminism and intellectual posing being more or less perennial phenomena."

Fefu and Her Friends, by Maria Irene Fornes. Previews: **Nov. 7**; Opens: **Nov. 8**; Run: **Nov. 9, 14, 15, 16** 8 p.m.; **Nov. 10, 17** 2 p.m. One of America's foremost contemporary playwrights, Fornes' evocative play occurs in the 1930s as a group of very different women gather to prepare a performance for a charity benefit. During the second of three acts, the audience divides up into four groups and gathers in four different performance areas as the action of the play unfolds. (RECOMMENDED FOR MATURE AUDIENCES.)

All plays are held in Kresge Theatre. Tickets: \$8 general admission, Friday and Saturday; \$5 general admission, Thursday and Sunday; \$5 student and senior citizens all days. 370-6221.

EVENTS

The following events have been planned for alumni, as well as current students and their families.

❖ Sept. 20-22

Homecoming

❖ Oct. 4-6

Parents and Family Weekend

❖ Oct. 5

Pre-Game BBQ at McCulloch Stadium, noon.

❖ Oct. 10-11

World Views Mini-session

❖ Oct. 26

Pre-game BBQ at McCulloch Stadium, noon.

❖ Nov. 16

Pre-game BBQ at McCulloch Stadium, noon.

FORUMS



Willamette Forums planned for this fall are:



Greg Chaillé

❖ **Wednesday, Sept. 18**
Corporate Leadership and Philanthropy: A Pacific Northwest Perspective, Greg Chaillé, president, Oregon Community Foundation.

❖ **Wednesday, Oct. 9**
Entrepreneurship: Oregon Style/The Widmer Brothers Brewing Story, Kurt Widmer, founder and president, Widmer Brothers Brewing Co.



Kurt Widmer

❖ **Wednesday, Nov. 20**
SWOOSH! The NIKE Story: The Evolution of a Culture, a special multimedia presentation by Nelson Farris, director of corporate education and internal relations, NIKE.



Nelson Farris

All Willamette Forums are held on the 41st floor, U. S. Bancorp Tower, 111 S. W. Fifth Ave., Portland. Coffee is served at 7 a.m.; breakfast at 7:30 a.m.; and speaker will talk from 7:45 to 8:30 a.m. Cost is \$15 and reservations are required at least two days before event. Co-sponsored by *The Business Journal*, Oregon Public Broadcasting and Willamette University. For reservations or more information, call (503) 375-5304.

MUSIC

Music events planned for the fall are:

- ❖ **Oct. 4**
 Jazz Night in Smith, Smith Auditorium, 7 p.m.
- ❖ **Oct. 5**
 Bands/Choirs Concert, Smith Auditorium, 7 p.m.
- ❖ **Oct. 16**
 David Finkel, Cellist, and Wu Han, Pianist
 Distinguished Artists Series, Smith Auditorium, 8 p.m.
- ❖ **Nov. 8**
 Jazz Night in Smith, Smith Auditorium, 7 p.m.
- ❖ **Nov. 9**
 Bands/Choirs Concert, Smith Auditorium, 7 p.m.
- ❖ **Wednesday, Nov. 13**
 Junior Piano Recital, Stephanie Thompson, Smith Auditorium, 8 p.m.
- ❖ **Nov. 15**
 Julianne Baird, Soprano
 Distinguished Artists Series, Smith Auditorium, 8 p.m.
- ❖ **Nov. 22, 23**
 Musical Theatre Workshop.
- ❖ **Dec. 2**
 Jean-David Coen Faculty Piano Concert, Smith Auditorium, 8 p.m.
- ❖ **Dec. 8**
 Chamber Winds Prism Concert, Smith Auditorium, 7 p.m.
- ❖ **Dec. 11**
 Lessons and Carols, Conc Chapel, 11:30 a.m.
- ❖ **Dec. 12, 13**
 Lessons and Carols, Conc Chapel, 8 p.m.
- ❖ **Dec. 17**
 Open Rehearsal for Messiah Sing-Together, Smith Auditorium, 7 p.m.
- ❖ **Dec. 18**
 Messiah Sing-Together, Smith Auditorium, 7 p.m.
 Admission will be charged.

There is a charge for some of the concerts listed, and schedule changes may occur. Please call the Music Department at 370-6255 for details and any changes.



How did this Willamette professor broaden the horizons of her students while she was teaching elementary school? See story on page 26.

WILLAMETTE

SCENE