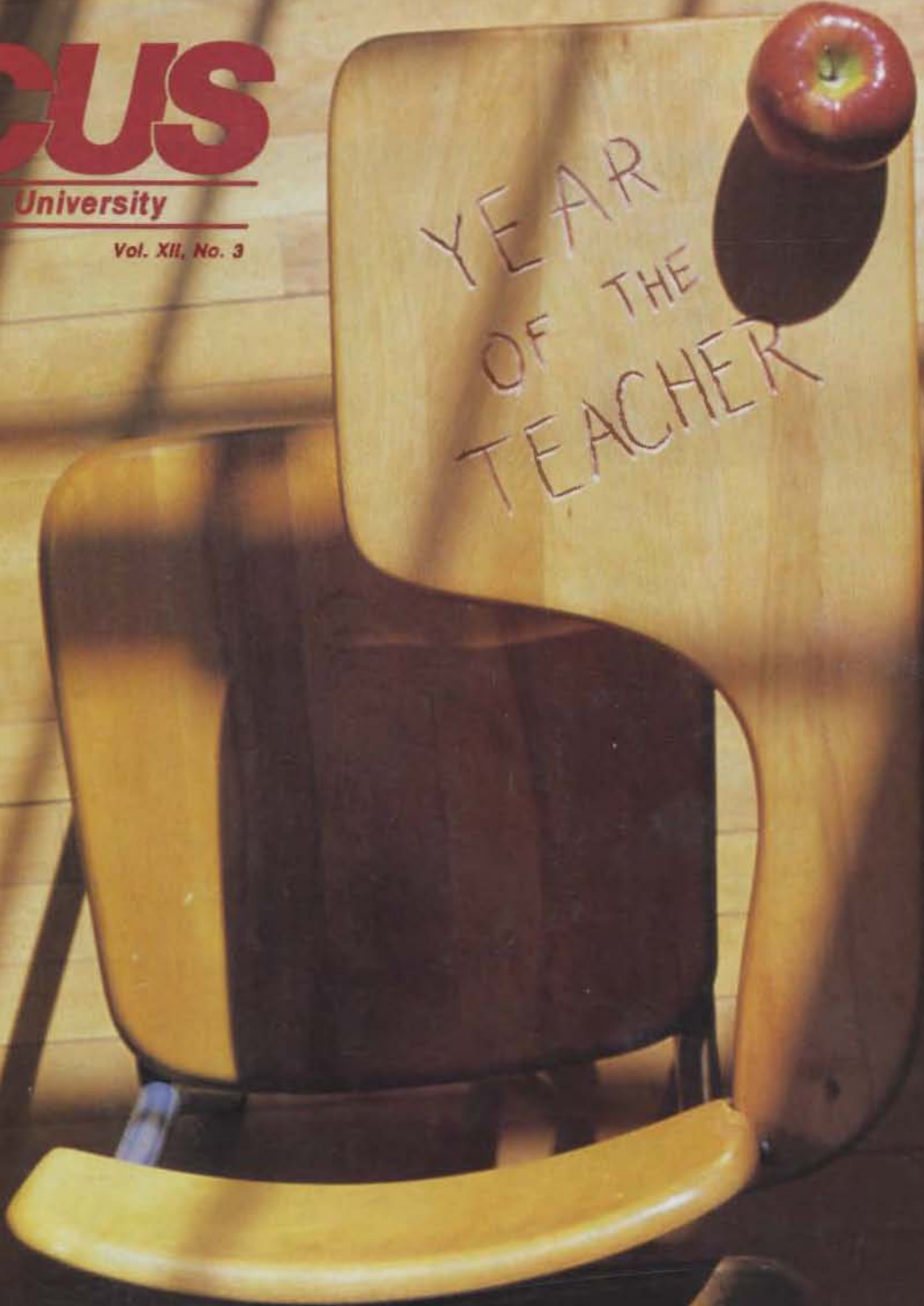


Focus

Boise State University

Spring, 1967

Vol. XII, No. 3



YEAR
OF THE
TEACHER



John
Nelson

1967
REVISED
1969

ASSY

of New

Why Intermountain Gas Industries looked to First Security to help conserve resources



First Security Commercial Banking Division worked with Richard Hokin and Skip Worthan of Intermountain Gas Industries to save thousands of dollars in interest expenses. Left to right: Lonnie Park, Richard Hokin, Skip Worthan, Mark Lliteras

It started when Intermountain Gas Industries felt there might be an opportunity to reduce its interest expenses by exploring the possibilities with another bank.

The company challenged First Security to find the solution.

Mark Lliteras of the Commercial Banking Division worked closely with Intermountain Gas Industries, studying the corporation, its

management, and its cash management needs.

After careful analysis, Mark put together a unique financing plan that resulted in substantially lower interest costs. It was a plan no other bank had been willing to offer.

Intermountain Gas Industries refinanced its loan with First Security and is currently saving thousands of dollars a year.

**First
Security
Bank**

Commercial Banking Division

We're right where you want us to be



A Commitment to Caring

Saint Alphonsus Regional Medical Center is dedicated to providing quality, comprehensive health care services to our community, in a caring and compassionate manner. Our concern for the total well-being of our patients and their families is reflected in the delivery of our many medical services.

- Emergency/Trauma Care
- Life Flight Air Transport
- Critical Care
- Neurology/Neurosurgery
- Surgery Services
- Orthopedics
- Rehabilitation
- Outpatient Surgery Center
- Cardiology/Cardiac Cath Lab
- Psychiatric Care
- Kidney Dialysis
- Magnetic Resonance Imaging
- Eye Institute
- Geriatric Services
- Home Health Services
- Women's Center for Health



**Saint
Alphonsus**

REGIONAL MEDICAL CENTER
MEMBER OF THE HOLY CROSS HEALTH SYSTEM

1055 N. CURTIS, BOISE, IDAHO 83706



Bronco Fashion '87

BOISE STATE UNIVERSITY BOOKSTORE

ITEM #001 CREWNECK FLEECE SHIRT
 ADULT S, M, L, XL \$13.95
 NAVY — IMPRINT B
 GRAY — IMPRINT A
 WHITE — IMPRINT A, B, C

CHILD S(6-8), M(10-12), L(14-16) \$11.95
 NAVY — IMPRINT B
 GRAY — IMPRINT B

TODDLER 2T, 4T, 6T \$9.95
 NAVY — IMPRINT B
 WHITE — IMPRINT B



ITEM #003 50/50 TEE SHIRT
 ADULT S, M, L, XL \$6.95
 CHILD S(6-8), M(10-12), L(14-16) \$4.95
 GRAY — IMPRINT A, B, C

ITEM #004 HOODED FLEECE SHIRT
 ADULT S, M, L, XL \$16.95
 NAVY — IMPRINT B
 WHITE — IMPRINT B
 GRAY — IMPRINT A



ITEM #002 BRONCO CAP
 BLUE/WHITE IMPRINT A, B, C
 \$4.95

ITEM #006 Pennant \$1.95



ITEM #005 FLEECE PANTS
 ADULT S, M, L, XL \$13.95
 CHILD S(6-8), M(10-12), L(14-16) \$11.95
 NAVY — IMPRINT B
 GRAY — IMPRINT A



BSU BRONCO ORDER FORM

Yes, Send Me The Following:

Item	Item No.	Im-print	Size	Color	Price	Qty.	Total Price
TOTAL PRICE OF ITEMS							
5% IDAHO TAX (IDAHO ONLY)							
POSTAGE & HANDLING							\$ 2.00
TOTAL PRICE							\$

Boise State University Bookstore
 1910 University Drive
 Boise, Idaho 83725
 1-206-385-1559

8 a.m.-5 p.m. Monday-Friday
 10 a.m.-5 p.m. Saturday

Mr./Ms. _____

Address _____

City _____

State _____ Zip _____

Phone () _____

Payment enclosed (please place form in envelope) enclose check for \$ _____

MC or VISA

Exp. Date _____

ITEM #008 SHORTS
 ADULT S, M, L, XL \$9.95
 NAVY/LT. BLUE
 IMPRINT B

Focus

Boise State University

Spring 1987

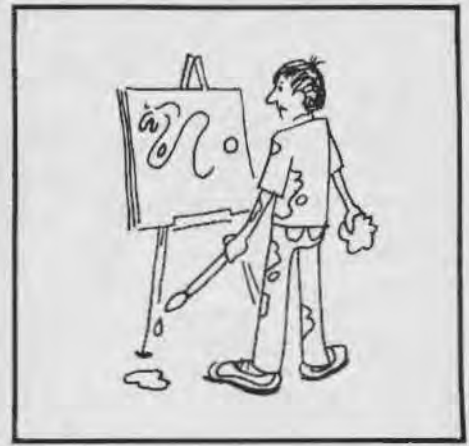
Vol. XII, No. 3



19



30



42

18 WHY I TEACH

Boise State professors describe their labor of love.

24 UNDER ATTACK

BSU takes steps to quiet education's critics.

COVER

As part of BSU's "Year of the Teacher," *FOCUS* pays tribute to those who teach. Photo by Glenn Oakley.

DEPARTMENTS

7 Campus News

45 Foundation News

46 People

49 Alumni News

54 President's Comments

30 A LOOK TO THE FUTURE

What will education be like in the 21st century?

36 TOUTED TEACHERS

Prominent alumni recall their favorites.

THE YEAR
OF THE
TEACHER



BOISE STATE
UNIVERSITY

Celebrate
IDAHO
1890-CENTENNIAL-1990

FOCUS is published quarterly by the Boise State University Office of News Services, 1910 University Drive, Boise, ID 83725. Offices are located in room 724 of the Education Building, phone (208) 385-1577. Please send address changes (with the address label if possible) to the BSU Alumni Office, 1910 University Drive, Boise, ID 83725. Duplicate copies may be received. If so, please notify the Alumni Office at the above address. Friends of the university who wish to receive *FOCUS* can do so by sending their names and addresses to the Alumni Office. Correspondence regarding editorial matter should be sent to the editor. Unless otherwise noted, all articles can be reprinted as long as appropriate credit is given to Boise State University and *FOCUS*.

The staff of *FOCUS* includes Larry Burke, editor; Jocelyn Fannin, Bob Evancho and Glenn Oakley, writers; Chuck Scheer and Glenn Oakley, photos and graphics; Harvey North, Ross Smith and Bill Sharp, student assistants; and Lana Waite, alumni news.

The *FOCUS* advertising representative is Boise Magazine, 411 South 5th, Boise, Idaho 83702, phone (208) 336-3310.

Legislature boosts university budgets

Citing the need to emphasize higher education's role in economic development, the Idaho Legislature approved a healthy 12.2 percent increase in funding over last year for the state's three universities and college.

The \$101.7 million appropriation left university presidents smiling at a time of year when they usually are drawing up plans to make ends meet.

"Certainly, we are pleased with the level of funding the Legislature approved for the system of higher education. It's a sign of support that we haven't seen since the 1 Percent Initiative . . . it means we can address a number of extreme problems," said BSU President John Keiser.

"The most important impact may be in morale . . . for a faculty and staff that have gone without raises, the appropriation is an indication that their work is appreciated," he added.

When the State Board of Education divided the appropriation in late April, Boise State received \$34.1 million from state sources, a 10.3 percent increase from last year.

The University of Idaho received \$50.1 million, a 9.3 percent increase; Idaho State received \$30.2 million, up 11.5 percent; and Lewis-Clark received \$6.3 million, up 10.5 percent.

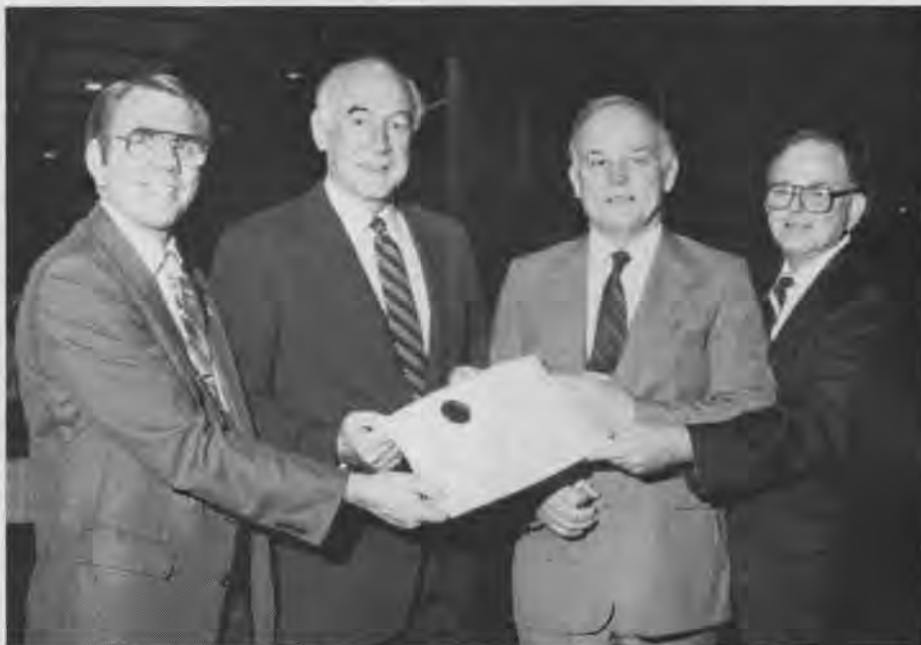
The budget, said Keiser, will allow BSU to address some special needs, such as reduce its dependency on part-time faculty and replace outdated equipment.

Keiser, who has said BSU is underfunded by at least \$2 million in relation to other universities in the system, said the board's allocation did address some equity issues.

The new appropriation contained a \$2 million research component that will be allocated by the state board in June. Another \$800,000 was put aside by the board to address special needs.

Keiser said Boise State hopes to receive a portion of those two funds to improve support of the Simplot/Micron Technology Center and research efforts, especially those that relate to economic development.

"Boise State can provide important research services to the state, especially in business and public affairs. With the market we serve, we feel like we can make an excellent case for improved research funding," he added. □



Posing with Idaho's "Year of the Teacher" proclamation are, from left to right: Jerry Evans, state superintendent of public instruction; Gov. Cecil Andrus; BSU President John Keiser; and Richard Hart, dean of BSU's College of Education.

Selland selected as interim VP

Dr. Larry Selland, dean of the School of Vocational Technical Education at Boise State University, has been named acting executive vice president while the school reopens a national search to fill the position.

The executive vice president is responsible for the administration of the academic and vocational technical programs at BSU.

Selland replaces Dr. Richard Bullington, who will fill the newly established position of vice president for information extension on July 1. The new vice presidency was established to direct BSU's growing programs in continuing education, telecommunications, computer-assisted instruction, and other technologies.

A national search for Bullington's successor as executive vice president was conducted during the winter, but the results were "inconclusive," according to BSU President John Keiser.

Four candidates were interviewed on campus, but "no consensus was reached as to the acceptability of any of the can-

didates," Keiser explained.

Selland came to BSU last summer after serving for nine years as state administrator for vocational technical educational programs. In 1983 he was appointed by Gov. John Evans to administer the Idaho Commission for the Blind.

"The university is fortunate to have a general administrator on campus with the experience and record of success which Dr. Selland possesses," Keiser said.

Selland will serve until June 30, 1988. □

About this issue

In keeping with the Year of the Teacher theme at Boise State, this issue is devoted to the art of teaching and those who practice it. By dedicating a full issue to teachers, we hope to achieve two things. First, we hope to create more public awareness and appreciation for teachers and the faith they have in the future. And second, we simply want to offer our thanks for a job well done. □

Three profs Britain bound

Boise State University's Studies Abroad Program will have a definite English accent in 1987-88, with three professors selected to teach in England through the Northwest Interinstitutional Council on Study Abroad.

Charles Odahl, history, and Max Pavesic, archaeology, have been appointed to direct and teach at the program's new site in Bath. Their appointments followed the selection of BSU English professor Carol Martin, who will direct and teach at the London site during the 1988 winter term.

Odahl will teach three courses during the winter semester (January-March, 1988) while Pavesic will provide instruction during the spring term (April-June, 1988) in Bath.

Professors in the program tailor their courses to take advantage of their unique setting. Odahl will teach courses on Roman and Christian influences on England; Pavesic on British and European pre-history; and Martin on Victorian serial novels and the history of London theater. □



Bundle of
JOY

Quality Crafted
Infant Clothing

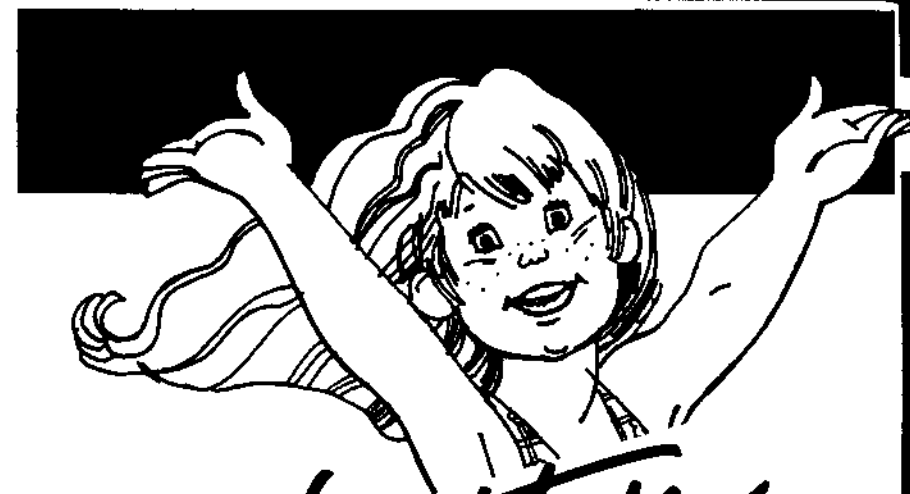
MADE IN IDAHO

Catalogues Now Available
\$2.00

(Per bundle of 1 or 2)

P.O. Box 4363
Boise, Idaho 83711

PHONE:
(208) 322-8918
or 336-0957



A better
place to playSM
*
Holiday
Inn[®]

A WEEKEND VACATION TO FIT YOUR BUDGET!

The kids can swim, play electronic games, shuffleboard, pingpong or play in the Playport while you relax and enjoy the sauna, whirlpool, free Showtime in-room movies or a leisurely dinner in
CASSIDY'S \$39.00
BAR & GRILLE.

AN INTIMATE, ROMANTIC WEEKEND

The lover's package includes:

- * A spacious King room
 - * Bottle of champagne
 - * Complimentary breakfast for Two
 - * Chocolates
 - * Fresh Flowers
 - * Bubble bath
- \$49.00**

CALL FOR RESERVATIONS
(208) 344-8365

* Holiday Inn[®]

Home Of

CASSIDY'S
Bar & Grille

3300 Vista • Boise, Idaho



Are you setting all time sales records?

Receiving greater net revenues?
Having to hire additional help?

Our clients are.

Our clients have shown substantial growth using Riddlemoser & Associates as their *full service* advertising agency. And they've been using us for years.

Because we get results.

Record breaking results. Consistent results. Award winning results. *Bottom line* results.

And we're ready to prove everything we claim.

Riddlemoser & Associates

Advertising • Marketing • Public Relations

921 S. Orchard, Suite N
Boise, Idaho 83705

208/344-5255

Geologists awarded NSF grant

Boise State University geologists Claude Spinosa and Walter S. Snyder have received a \$100,000 grant from the National Science Foundation for a two-year study of the geologic history of northeastern Nevada. Their research and related studies will not only include southern Idaho, but take them to Hawaii and to China.

The pair will explore Dry Mountain Trough in the mountainous area between Ely and Elko, Nev., and Twin Falls during the next two summers and conduct laboratory investigations of rock and fossil samples brought from there to BSU during the academic year.

"The study focuses on those rocks of Permian (270 million years ago) age that record an important episode of instability on the Earth's crust," Snyder said.

During that time an uplift in that crust formed a mountain range bordering on what was then the western edge of continental North America, he said.

The forces required to deform the Earth's crust and produce uplifts and water basins are immense, Snyder said, noting that the study will provide insights about the basic nature of those forces.

By focusing on Dry Mountain Trough, now in mountainous terrain because of later upheavals, the geologists may discover more about the geologic history and economic potential of similar areas throughout the western United States, including troughs in Utah, Death Valley, Calif., western Texas and New Mexico, Snyder said.

It is even possible that the area may be a source of petroleum, Spinosa said, noting that both source rocks and reservoir rocks necessary for petroleum deposits are present there.

Snyder and Spinosa will present the first paper related to the study in May to the Geological Society of America meeting in Hilo, Hawaii. That report results from



Walter Snyder and Claude Spinosa

preliminary research partially funded by the BSU Faculty Research Committee.

Both geologists have had papers related to the NSF grant study accepted for the program of the Eleventh International Congress on Carboniferous Stratigraphy and Geology in Beijing, China, in late August and early September.

Four other persons will participate in the NSF project, including a post-doctoral researcher and three master's degree candidates enrolled in the cooperative BSU/Idaho State University master of science program in geology. □

Student fees increase

Student fee increases at Boise State University for 1987-88 will total \$12 per semester, BSU President John H. Keiser has announced.

The increases for full-time students include an outdoor activity fee of \$1; \$9 for the health center; and an increase of \$2 for music and marching band purposes.

In addition, Keiser announced an increase of 5 percent for room, board and food services on campus.

The fee increases bring the total per semester for full-time resident students to \$549, and for non-residents to \$1,499. The increases will not apply to part-time student fees. □

Open Mon. - Thurs. 11-10;
Fri. & Sat. - 11-11
Sun. 10-10

La
Posada
| FINE MEXICAN CUISINE |



15% Off Your Next Purchase

5181 GLENWOOD • BOISE • 377-1411
GLENWOOD SHOPPING CENTER

COUPON

BSU on the beam with satellite uplink

Boise State has added satellite transmission to its growing box of technical tools that can deliver programs off campus.

After State Board of Education approval in March, BSU is now in the process of purchasing Idaho's first earth station, a \$578,000 collection of equipment that will connect the Simplot/Micron Technology Center with a C-band satellite. With that, BSU can beam its programs literally to the world.

The university already uses a closed circuit microwave system to send educational programs to several receive sites in the Treasure Valley.

With the addition of the uplink, any home, business, school, or other location with a satellite dish will be able to receive programs that originate on campus.

The uplink is scheduled to begin operation this fall. Although precise programs have not been determined, Ben Hambelton, Technology Center director, suggested some possibilities:

- Courses for secondary and elementary schools;
- Video teleconferencing for industry;
- Network feeds for local television stations and radio station KBSU;
- Data communication for area corporations, INEL, and government agencies;
- Broadcast of special events, such as an international teleconference on birds of prey, a multiple-state celebration of state centennials in 1990, the Ore-Ida Classic bicycle race, or athletic and entertainment events at BSU.

The uplink now gives BSU a facility where programs can be produced and delivered to regional, national, or international markets.

The initial use, said Hambelton, will be educational.

"More and more access to higher education will be electronic. We can either be recipients or participants," he said. "Higher education used to be a regional kind of business. With the advent of new technologies, that simply isn't true."

Some states are using satellites to reach rural public schools with courses. The uplink now makes that possible in Idaho.

"Idaho's per pupil spending for education is a dismal statistic. But, perhaps it can be partially counteracted with this new system . . . we can multiply the impact of the available dollars by spreading information around the state more effectively," Hambelton explained.

"Telecommunications will really improve the ability of institutions to collaborate," whether it be for the delivery of courses to the Magic Valley or cooperative graduate programs such as geology or raptor biology, he said.

The uplink's potential extends beyond education. Marketing research indicates wide acceptance from the state's business community, which could use the system for national teleconferences or to transmit data and information.

"It helps make Idaho a more attractive environment for businesses to locate, for people to come and live," Hambelton said.

The uplink could even be a factor in winning the Superconducting Supercollider for Idaho, he added. Idaho does not have the university physics programs or super computers to process data for the project. And the INEL's remote location could be a drawback.

But Hambelton said telecommunications can bridge all of these "so-called deficiencies."

BSU, he added, will make a modest start in telecommunications this fall.

"One thing we discovered when we looked at other universities' uplinks is that a lot of institutions got into financial trouble early.

"We're not going into the satellite system with well-developed, aggressive programming goals, but instead we'll let them develop from the university's needs, as well as the needs of the state's educational system and the private sector." □



TOM GRAANEY'S SPORTING PUB
 Open Monday thru Saturday 3 p.m. to 1 a.m. Happy Hour Monday thru Friday 5:00 p.m. to 8:30 p.m., with 75¢ drafts and \$1.50 well drinks. Live music Monday thru Saturday 9:00 p.m. to 1:00 a.m. Boise's only known carpeted dance floor.
 108 S. Sixth, Boise 345-2505



**BEST WESTERN
 VISTA INN
 AND
 AIRPORT
 MOTOR INN**

Let Us "PUT OUR BEST
 FOOT FORWARD
 FOR YOU"



Features:

- Olympic Center - Indoor swimming pool, Jacuzzi, Sauna and weight and exercise equipment.
- Executive Convention Center - State of the Art equipment
- 136 rooms designed for your comfort.

Phone: (208) 336-8100
 or 1-800-528-1234

Located off of I-84 by the Airport



4 OF THE BEST

- Prime R.b
- Pasta
- Seafood
- Cocktails

OPEN FOR BREAKFAST,
 LUNCH AND DINNER

620 Idaho St. — Old Boise
 (Above The Comedy Works)



**CHEESE FACTORY
GIFT SHOP & DELI**

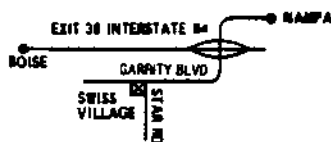
*Premium Quality —
the Old Fashioned Way.*

- Join us for lunch
in our Deli
- Try our . . .
Variety Cheese
Old Fashioned Cheddar
Premium Baby Swiss
- Party Trays
Cheese Brogies
Fresh Curds
- Gifts for
business and
special occasions.
- Year round gift
giving
- Phone orders
welcome
- Viewing Windows
. . . Tours

*Come out and visit us.
Bring your guests.*

*We Ship Anywhere
in the U.S.*

Take Exit 38 off I-84
We're on the corner of Garrity
and Star Road



The Factory with the Yellow "Cheese" Signs

345-0210

467-4424

Trail nominated for award

Trail, a videotape series teaching the principles of ecology produced by Idaho Public Television, BSU and the Idaho Department of Fish and Game, has been nominated for a blue ribbon award at the 29th annual American Film and Video Festival, which will be held in New York City this summer.

The event is the major showcase for dramatic documentary and information programs available for sale, rent or lease in the non-theatrical film community. Films are selected from a pool of approximately 1,400 with six to eight in each category. *Trail* was selected in the category of math and sciences in the elementary area. The American Film and Video Festival will announce the winners on June 22.

Trail is for elementary and junior high students and introduces the patterns and laws of ecosystems and examines the role of humans in preserving or changing those systems. The series consists of nine tapes that discuss wildlife awareness and appreciation.

Each school district in Idaho has received copies of the series and permission

to reproduce the tapes for distribution to its schools. The tapes are also distributed nationally through the Pacific Mountain Network.

Boise actor, playwright, and public relations consultant Erv Johnson hosts the



series. IPTV producer Peter Morrill produced and directed the series, and Royce Williams, who recently received the Outstanding Writer Award from the Outdoor Writers Association, was its producer-writer. Educational consultants included Thel Pearson and Phyllis Edmundson, BSU professors of teacher education; John Gahl, education coordinator for the Department of Fish and Game; and Karen Underwood, consultant in the Idaho Department of Education. □

BSU wins math/science grant

Boise State has been awarded an in-state competitive grant for the improvement of science and mathematics teaching under the federal Education for Economic Security Act. Helen Werner from the Idaho State Board of Education notified Kenneth Hill, chairman of the department of teacher education, that BSU will receive the grant for the second straight year.

There are two categories in the grant, and the one for which BSU will be funded is for the development and dissemination of projects designed to improve student understanding and performance in mathematics and science.

The project calls for four workshops at four different sites during the spring semester and one during the summer. At each workshop, participants will receive a "brown bag" containing a scientific or mathematical concept for students of middle school or senior high school age. Professors from BSU will also demonstrate with the same materials and lead discussions over their use.

Every idea presented at the workshops will be written up and presented in a bound book to all middle, junior highs, and high schools in the Boise State service region. □

Nendels
Motor Inns

With Hospitality & Personality
FEATURING

**DEE ANDERSON
& MARIAH
IN VICTORS**

344-7971

1025 So. Capitol Blvd.
(Across From B.S.U.)

**HIGGINS
& RUTLEDGE
INSURANCE**

*Insurance & Bonds
Of All Kinds*

Quinn Office Building
1661 Shoreline Drive
Boise, Idaho 83702
(208) 343-7741

Edmundson named dean

Eldon H. Edmundson Jr. has been named dean of the College of Health Science.

Acting dean of the college since July 1985, Edmundson has been chairman of the BSU Department of Community and Environmental Health since 1980.

His appointment is the culmination of a nationwide search for applicants to fill the position after the retirement of former dean Victor H. Duke.

Edmundson administers university departments of community and environmental health, medical records science, nursing, pre-professional studies, radiologic sciences and respiratory therapy, as well as programs in continuing nursing education, critical care nursing, homemaker/home health aide service and retired senior volunteers.

The new dean has served as a consultant for the city of Boise, the Idaho Board of Health, the Idaho Department of Health and Welfare, local health districts and various industries on public health management and planning, personnel management, air and water pollution, hazardous material storage and disposal, and food sanitation.

Edmundson received his Ph.D. in zoology with a public health emphasis from Washington State University and B.S. and M.S. degrees in fishery biology from the University of Idaho. □

Kenny visits China

Mathematics professor Otis Kenny will travel to the People's Republic of China in May with a delegation of educators in computer science to study that country's current state of computer science education. □



We can supply all contractors & Fire Departments Equipment, parts & service.

Located in the Boise Industrial Park at 900 Boeing St.
Sales Office 344-8655
Parts & Supplies 345-9561

THE  BOISE REGIONAL TELEPHONE DIRECTORY

30% TO 70% SAVINGS

AFFORDABLE YELLOW PAGES

BOISE NAMPA / CALDWELL ALL IN ONE DIRECTORY

THANK YOU FOR MAKING OUR FIRST YEAR A BIG SUCCESS.



CALL NOW 2116 N. COLE, BOISE

322-0555

Dust Problem??



We can't help with your cleaning ... but we do have dust covers for computers and printers

Your Solution for Forms, Accessories, Computer Supplies
FACS Corp. 518 S. 9th Street 344-7997

Move With McLeod



Boise's Top Residential Specialists



The Only Thing Not Casual At Angell's Is Our Food & Service
999 Main St. - 342-4900
One Capital Center

Stuck for some fresh summertime reading suggestions? Tired of those formula-written romances and mysteries? Since books are tools of the trade for faculty members, *FOCUS* asked a cross section of BSU teachers to list the three books they would most like their students to read. The following is what they suggest, along with some of their comments.

The Bible led the list, with seven selections out of the 90 books chosen. The only other books selected more than once were *The Brothers Karamazov* by Dostoevsky, *The Republic* by Plato, *History of the Peloponnesian War*, by Thucydides, and *Man's Search for Meaning* by Viktor Frankl.

The books ranged from contemporary to classical. Homer, Vergil, and Plato were recommended along with Daniel Boorstein, Dee Brown, and James Herriot.

Ernest Hemingway was a conspicuous no-show. So was any other author who lived or wrote in Idaho. And so were women . . . less than 10 out of 90 authors.

Students will welcome the refreshing news that few texts were recommended. And no faculty member suggested a book that he or she wrote.

So, this summer curl up with a few of these:

Dr. Daryl Jones, Dean, College of Arts and Sciences

- *The Heart of the Matter*, Graham Greene
- *Waterland*, Graham Swift
- *The River Why*, David James Duncan

"Three lesser known modern classics . . . Each employs memorable language. Each asks the big questions."

Novel ideas

Dr. Bong Shin, Professor of Management

- *The Holy Bible*
- *The Theory of Moral Sentiments*, Adam Smith
- *Organizations*, March and Simon

Dr. Alan Brinton, Professor of Philosophy

- *Letter to his Father*, Franz Kafka
- *Discourses of Epictetus*
- *The Elements of Style*, William Strunk & E.B. White

Phil Atkinson, Assistant Professor of Theatre Arts

- *The Brothers Karamazov*, Fyodor Dostoevsky
- *The Holy Bible*
- *The Investigation*, Peter Weiss

Dr. Harry Fritchman, Professor of Biology

- *Arrowsmith*, Sinclair Lewis
- *David Copperfield*, Charles Dickens
- *All Creatures Great and Small*, James Herriot

Dr. Carol Martin, Professor of English

- *Tess of the d'Urbervilles*, Thomas Hardy
- *Mary Barton*, Elizabeth Gaskell
- *The Mill on the Floss*, George Eliot

Dr. John Keiser, President

- *The Republic*, Plato
- *History of the Peloponnesian War*, Thucydides
- *The Lonesome Dove*, Larry McMurtry

"Each in its own way says important things about leadership, motivating people, and 'political' progress."

Dr. John Robertson, Associate Professor of Foreign Languages

- *The Art of Loving*, Eric Fromm
- *Man's Search for Meaning*, Viktor Frankl
- *The Trojan War Won't Happen*, Jean Giraudoux



Dr. William Smith, Professor of Physics

- *The Ascent of Man*, Jacob Bronowski
- *Fearful Symmetry: The Search for Beauty in Modern Physics*, Anthony Zee
- *The Cosmic Code*, Heinz Pagels

Dr. Richard Payne, Professor of Economics

- *The Holy Bible*
- *The Worldly Philosopher*, Robert L. Heilbroner
- *Les Miserables*, Victor Hugo

Dr. Robert C. Sims, Dean, School of Social Sciences & Public Affairs

- *Catcher in the Rye*, J.D. Salinger
- *I Know Why the Caged Bird Sings*, Maya Angelou
- *Habits of the Heart*, Robert Bellah, et. al.

Skip Hall, Head Football Coach

- *The Holy Bible*
- *Improving Your Serve*, Charles Swondoll
- *The Marriage Builder*, Larry Crabb

Dr. Jim Maguire, Professor of English

- *The Fate of the Earth*, Jonathan Schell
- *Report to Greco*, Nikos Kazantzakis
- *Adventures of Huckleberry Finn*, Mark Twain

Tim Brown, Associate Professor, University Librarian

- *The Four Loves*, C.S. Lewis
- *Gabriela, Clove and Cinnamon*, Gorge Amado
- *The Loom of History*, Herbert J. Muller



Dr. Monte Wilson,
Professor of Geology

- *The Structure of Scientific Revolutions*, Thomas Kuhn
- *Nature*, Ralph Waldo Emerson
- *The Wilderness World of John Muir*, John Muir

Fred Norman, Executive Director, Morrison Center

- *The Republic*, Plato
- *Don Quixote*, Miguel de Cervantes
- *Ulysses*, James Joyce

"These are different, yet they talk about universal themes."

Dr. Judith French, Associate Professor of Teacher Education

- *The Hurried Child*, David Elkind
- *What Did I Write? Beginning Writing Behavior*, Marie M. Clay
- *The First Three Years of Life*, Burton White



Arnold Panitch, Associate Professor of Social Work

- *My Discovery of America*, Farley Mowat
- *Animal Farm*, George Orwell
- *The Canadians*, Andrew W. Malcolm

"For me, it's fun to read about America from those who don't live here."

Dr. Yozo Takeda, Professor of Mathematics

- *Teacher in America*, Jacques Barzun
- *Remembering Poets*, Donald Hall
- *Discovering Modern Art*, John P. Sedgwick Jr.

Dr. Suzanne McCorkle, Associate Professor of Communication

- *Zen and the Art of Motorcycle Maintenance*, Robert Pirseig
- *Getting to Yes*, William Ury
- *The Moon is a Harsh Mistress*, Robert Heinlein

Dr. William Lathen, Associate Professor of Accounting

- *The Holy Bible*
- *The Republic*, Plato
- *Wealth of Nations*, Adam Smith

Dr. Norma Sadler, Professor of Teacher Education

- *Go Down Moses*, William Faulkner
- *Masks*, Fumiko Enchi
- *Mahabharata*, (epic tale from India)

"Three books that affirm the strength and spirit of men and women from a global perspective."

Dr. Helen Lojek, Assistant Professor of English

- *The Holy Bible*, (King James version)
- *The Odyssey*, Homer
- *Hamlet*, William Shakespeare

Dr. Richard Hart, Dean, College of Education

- *A Tale of Two Cities*, Charles Dickens
- *The Saber-Tooth Curriculum*, Harold Benjamin
- *The Greek Passion*, Nikos Kazantzakis



Dr. JoAnn T. Vahey, Associate Dean, College of Health Science

- *Man's Search for Meaning*, a revised and enlarged edition of *From Death-Camp to Existentialism*, Victor E. Frankl
- *Adventures of Ideas*, Alfred North Whitehead
- *Transitions, Making Sense of Life's Changes*, William Bridges

Dr. Charles Odahl, Professor of History

- *The Republic*, Plato
- *The Aeneid*, Vergil

- *New Testament of the Bible*, (Gospel of Matthew, Book of Acts, Romans, Book of Revelation)

Dr. Jeanne Belfy, Assistant Professor of Music

- *Silence*, John Cage
- *The Musical Ascent of Herman Being*, Robert Danziger
- *Einotion and Meaning in Music*, Leonard B. Meyer

"Silence is a book that can change forever how they listen."

Dr. Gregory Raymond, Professor of Political Science

- *Don Quixote*, Miguel de Cervantes
- *The Peloponnesian War*, Thucydides
- *The Brothers Karamazov*, Fyodor Dostoevsky

Faith Peterson, Assistant Professor of Nursing

- *Discoverers*, Daniel Boorstein
- *Bury My Heart at Wounded Knee*, Dee Brown
- *Pioneer Women*, Joanna L. Stratton

Dr. Lonnie Willis, Professor of English

- *Walden*, Henry David Thoreau
- *On the Duty of Civil Disobedience*, Thoreau
- *The Horse's Mouth*, Joyce Cary

"All three define the self in relation to the society one lives in." □



Behind the Great Wall

Does modern mean Western?

*By Peter M. Lichtenstein
Fulbright Professor of Economics
Nankai University*

Prior to 1978, Maoism ruled China. During this time China was also closed to the West. Western culture was banished because it was thought it would contaminate the development of socialism.

There was no Western pop music, no dancing, no Western literature or film. Only dark colored conservative styles of dress were tolerated. Consumer goods were scarce, and basic commodities were available only in state stores. Western philosophy was also banned, especially political and economic philosophy.

Things have changed dramatically since 1978. Today, Western disco music can be heard everywhere, and colorful Western styles of dress have replaced the drab styles of the Mao era. The door has even been opened to Shakespeare, Rambo and Spielberg. TV sets are now abundant, complete with Western-style commercials. Department stores are well stocked with refrigerators, washing machines, and other household appliances.

In every city there are heavily crowded "free market" areas where merchants freely sell everything from blue jeans to firecrackers. There are also free markets for food where one can buy fresh vegetables, fruits and meat, as well as grains, spices and fish of every imaginable variety.

There are many small privately owned restaurants, private tailors, cobblers, sidewalk bicycle repairmen, truckers and taxicab owners. All buy and sell in free markets outside the controls of the state.

Also since 1978 the agricultural commune system has been disassembled and individual farmers are now given decision making responsibility. New labor laws have been enacted, allowing managers of state enterprises to hire and fire workers. Western businesses are now engaged in joint ventures all across China, and

foreign capital and technology are actively sought.

Additional financial reforms are planned that would grant many enterprises considerable autonomy, giving them more responsibility for their own sales. A new bankruptcy law now makes it possible to shut down poorly managed firms. Stock markets have been established. And authorities have even been heard extolling the virtues of competition and the free market system.

Western economics is now in vogue. In fact, my own graduate micro and macro economics courses are part of the core in the college of economics master's curriculum.

Because of these reforms, China has experienced a doubling in its real wealth in less than a decade. The Chinese call it "socialist modernization." What do these changes really mean?

The first obstacle is the extreme volatility of the present political situation. The progress of reform in China occurs by fits and starts, and every push toward reform and liberalization triggers a conservative backlash.

When I arrived in China last August, I was convinced that the road to reform was straight and narrow. I was assured by speeches given by my hosts at innumerable banquets that China was committed 100 percent to reform and to the "open door" policy.

But while they spoke, China's leadership was already embroiled in a conflict between the liberal reformers and the conservatives who opposed reform. And just recently General Secretary of the Communist Party Hu Yaobang was ousted from office for being "soft on bourgeois liberalism" and for allegedly violating the four principles of socialism. Hu was replaced by Zhao Ziyang, who now occupies the dual role of general secretary and premier.

Hu was a strong proponent of reform, and his ouster marks another turning



point in China's development. The change in leadership does not augur well for continued liberalization. Last month's *Asiaweek* warned that "Maoist winds are howling with vengeance." Although this is an exaggeration, it does seem that the conservatives have succeeded in slowing down the rapid pace of reform for a while, and in making people more cautious. The student demonstrations this winter and the recent signs of economic malaise have thrown added weight behind the conservatives' position.

I think the real issue behind these struggles is whether or not modernization requires Westernization. The liberal reformers believe that the two can be kept separate, that China can open the door to the West, use Western methods and ideas, without becoming Westernized. The conservatives believe otherwise. There is no solution to this problem, and China's pendulum will continue to swing back and forth.

The second obstacle to achieving the goal of a rationally ordered, modernized socialist system is Chinese society itself. Chinese civilization is thousands of years old, and there seems to be a way of life here that has remained relatively stable for

most of this time.

China is a society in which the family and personal affairs come first. Anyone with the power to do so will assign jobs to family members instead of to more productive strangers. There is a complicated, subtle system of *guangxi*, or mutual obligation in which "favours" are systematically given and received; to get anything done you must have built up enough *guangxi* and enough "back door" connections.

There is also an undercurrent of suspicion of anything foreign, perhaps because foreign ways of doing things threaten to upset the elaborate network of informal connections which people have built up.

Chinese are also very formal and indirect, and it takes a considerable personal investment before a bond of friendship can be established. This makes business dealings with the Chinese more complex and time consuming, as many American business people have discovered.

Add to this the thousand-year-old tradition of bureaucracy and you have a society that seems unlikely to develop into a highly efficient, dynamic, dazzling, free-wheeling world of either capitalism or socialism.

I have heard many people say that they are evidence of the coming of capitalism to China. But this couldn't be further from the truth.

Capitalism requires more than just free markets. It also requires that all or most of the means of production be privately owned. This is hardly the case now, nor will it ever be the case. The free market sector accounts for only a small portion of the total economic activity, and the Communist Party still has a firm grip on everything that goes on here.

The reforms that have taken place are intended to establish what the Chinese call "socialist commodity production." This means that marketplace institutions would be used only to reduce the burden of central planning. There is absolutely no intention of giving up either planning or the "four principles of socialism" (adherence to the socialist road, people's democratic dictatorship, leadership of the Communist Party, and Marxism-Leninism-Maoism).

The kind of economy the reformers have in mind would be flexible and capable of nimbly responding to market signals. Planners would have precise and up-to-date information, and would make their calculations on the basis of the true costs of production rather than on political expediency.

Politically, an economy such as this requires a shift in power from the party cadres who now control the state enterprises to professional managers. It also requires a spirit of accumulation and an enthusiasm for personal gain. Without these there would be little motivation to work or save.

What the reformers in China want, therefore, is an efficient, rationally ordered *socialist* mixed economy. How possible is this? At least two obstacles stand in the way. □

Peter Lichtenstein is a Fulbright professor teaching economics at Nankai University in China. His impressions of the country and its people will be a regular feature in the next three issues of FOCUS.

BSU helps Idaho in bid to land collider

By Bob Evancho

In its bid to capture the most expensive federal science project ever proposed, Idaho has received a "super" assist from Boise State. The object of the state's rapt attention is the \$4-7 billion atom smasher, or nuclear particle accelerator, known as the Superconducting Supercollider (SSC). And like any good state institution, BSU is doing its part to help Idaho in its bid to land the project.

In addition to several members of the BSU faculty who are helping the state in various capacities, a group of students from the university's award-winning Construction Management Association chapter are assisting the Governor's Task Force on the SSC. The students, directed by M.C. "Marv" Gabert, associate professor of construction management and the chapter's adviser, are researching cost and scheduling estimates as part of the task force's proposal to the federal government.

The task force's goal is to have the Idaho National Engineering Laboratory (INEL) in southeast Idaho selected as the site of the SSC. Proposals must be submitted to the Department of Energy by Aug. 3.

"The proposal consists of a lot of questions the proposers must answer, and our job is to address two of those questions: construction cost and construction scheduling. In other words, we will write two of the chapters of the proposal," Gabert said. "Our job is to show we can build this collider in Idaho at a less expensive construction cost than anywhere else."

To do this, Gabert explained, his group will try to come up with a more cost-effective figure than the conceptual expense of \$4.2 billion that was submitted by the SSC Central Design Group, a science and engineering team out of Berkeley, Calif., that was hired by the federal government to determine the feasibility of the SSC.

There are several factors, Gabert pointed out, that are on Idaho's side. One is that the DOE already owns the 894-square-mile INEL site that could easily accommodate the SSC's racetrack-shaped tunnel, which is about 52 miles in circumference and 10 feet in cross-section diameter. Each state must be prepared to provide 16,000 acres of land for the supercollider at no cost to the federal government.

Another advantage Idaho plans to push

in its proposal is the relative flatness of the INEL site west of Idaho Falls. "We could dig a trench, put a precast concrete section down into the trench and cover it back up again when building the collider," Gabert said. "The reason we can do that is because we only need to go about 20 feet deep. The other sites we've seen, like Texas and Illinois, need to go about 200 to 300 feet deep with a tunnel boring machine to get into a solid strata of rock. We believe it will be substantially more expensive for them."

Speaking of saving money, that's certainly what Gabert's group has done for the state. "With our 15 students, we have seen a total of about 3,500 volunteer man hours put into this project," Gabert noted. "If you put a \$10-an-hour price tag on that, that's \$35,000. In addition, we have received contributions from the Idaho branch of the Associated General Contractors, which helped us purchase our computer. If you tally everything up, it comes up to about \$60,000 in contributions between the students and what we got from the industry to help us with our jobs."

Gabert said states that hire professional advisers for the same research being conducted by his group could be paying three to five times more than his \$60,000 estimate. According to an article in *The Chronicle of Higher Education*, at least a dozen states are gearing up to spend millions of dollars for various services necessary for a successful bid. All told, it's estimated that Idaho will spend somewhere between \$400,000 and \$750,000.

The chapter's contribution to the task force project has been a challenge, but considering the students' past successes, major accomplishments are nothing new.

Gabert's group consists of members of the CMA chapter that was judged the best in the country for the academic year 1985-86. The annual competition is sponsored by the Associated General Contractors of America and more than 100 colleges and universities enter the competition. An impressive fact is that BSU's AGC chapter has approximately 35 members while some competing chapters have as many as 400 engineering and construction management students. □

ADVERTISE IN FOCUS

*Focus is mailed directly to
over 35,000 Alumni,
B.S.U. Faculty, Staff
and Students.*

For more advertising information call:

336-3310

Class Acts



**A
special report
on teaching**

Why I Teach

*By Charles Guilford
Department of English*

As a child, I never dreamed of being a teacher. I never even speculated that I might become one. That's not to say I had any aversion to such a career, just that compared to playing professional baseball, writing best-selling novels, or even working at the corner gas station, teaching didn't look very attractive.

I mean, did you ever see kids collect bubble gum cards with pictures of teachers on them? Would Mrs. Briggs, my long suffering geometry teacher, ever see her lesson on the Pythagorean theorem made into a major motion picture starring Natalie Wood and Kirk Douglas? What teacher could install dual quads and a three-quarter cam in a '57 Chevy, then open the soft drink machine and pass out free root beers and orange sodas to a gawking crowd of 15-year-old boys?

Mike Anderson could do that, but he wasn't a teacher. He was a mechanic. Bruce Springsteen would have written a song about Mike if he'd seen him grab rubber in second as he squealed out of the Maverick Drive-In onto Woodward Avenue, vanishing into a cloud of thin blue smoke, leaving behind only the faint smell of burnt rubber.

Springsteen claims to have learned more from a three-minute record than he ever learned in school. I think I know what he means. Certainly, at 16, I would have said that I learned more from Woodward Avenue than I ever learned from a teacher.

Photo by Chuck Scheer





In the world of Woodward Avenue, teachers did not exist. They had their own world — the world of school, a kind of self-contained, separate reality. Though I understood even then that teachers left school at the end of the day and went home like other people, some to wives or husbands, others, even more remarkably, to children, I almost never saw my teachers “off the grounds.”

If I did bump into a teacher at Querton Market or the Dairy Queen, I would immediately revert to my school behavior — no more laughing or talking, watch the grammar, try to look interested but avoid all eye contact. Once the encounter was over, I felt like a cloud had passed. My mood grew warm and light. I might peel the paper from a fresh toothpick, slip that sharp wooden stick between my lips, and savor its minty taste as I shredded the pointy tip between my incisors.

Teachers liked toothpicks even less than they liked chewing gum or short pants. Chewing gum was linked to tooth decay and other unspecified evils. Shorts took students’ minds off their studies and focused them on the human anatomy. Toothpicks, I supposed, were considered dangerous. “That thing could put someone’s eye out! Suppose you fell down with it in your mouth. It could go right through your tongue. You’d better leave it with me. I’ll keep it here in my desk with my collection of combs, nail files and Juicy Fruit.” Relishing my freedom, I’d hum a few bars of my favorite Chuck Berry song.

Back in the classroom, open the books. Even the teacher don’t know how mean she looks.

What I loved more than anything else about those lines, even more than their riddling irony, was their bold and beautiful ungrammaticality. They were so un-school, so gloriously superior to the whole drab institution. Chuck Berry reminded me of Huck Finn. I liked their attitudes.

I learned about Chuck Berry from Robin Seymour, a disc jockey on WKMJ in Detroit. I learned about Huck Finn from Mrs. Kinnison. Mrs. Kinnison liked Huck, too. I could tell, and that sort of

puzzled me, what with Huck being like he was, somewhat less than a model student. Mrs. Kinnison was supposed to like Tom Sawyer’s well-behaved brother, Sid. In spite of that, Huck and Jim and I headed down the Mississippi along with Mrs. Kinnison and about 20 other kids.

Together, we slit the throat of a pig and spread its blood around Pap’s cabin. We entered the big frame house that floated down the river, the one with the mysterious body that spooked Jim so. We listened as Jim told about how he hit his daughter ‘Lizabeth one time for not shutting the door, and then realized she had just gone deaf.

“It’s because I see this same hunger in so many of my students that I want to offer them my help and support. Being a university professor permits me to do these things which I enjoy immensely.”

Mrs. Kinnison had a way of making it seem like we were right there in the novel, trying to figure out what made the characters act the way they did. Why did Huck treat Jim like a child when Jim was the adult? Was this a sign of prejudice? How could that be? Weren’t Huck and Jim friends?

This might lead to a discussion of conscious and unconscious racism and a debate on whether racial tension could be a good thing if it eventually led to increased awareness of social injustice. Such debates were spirited, sometimes intensely emotional, and feeling my adrenaline flow, I joined in eagerly, often taking a stand less on the basis of personal conviction than on the chance of teasing out new

thoughts and further discussion. “How,” I might wonder aloud, “can anyone in this room even claim to like Huck at all? He’s a liar, a hypocrite, a coward and a social misfit. He’s not even very smart. Yet everyone talks about him like he was the all-American boy. Heck, Mrs. Kinnison would have kicked him out of class the first week.” Of course I didn’t believe that last part. Mrs. Kinnison was no mean teacher.

“Well, Huck,” I imagine her saying, “if you think getting civilized means having your spirit broken and becoming a mindless conformist, you’re sadly mistaken. Quite the contrary, it was the Persians, whom the Greeks called ‘Barbarians,’ who were the prisoners of their own fear and ignorance. But in Athens, individuality flourished. Study Aristophanes, Huck. Read Plato.”

“This Socrates guy,” Huck might say a week later, “Tom says they killed him just fer speakin’ his mind. Now if that ain’t the civilized way!” Huck would think he had scored a point, but Mrs. K. would know she had him hooked.

Certainly I was hooked, and not just on *Huckleberry Finn* or Mrs. Kinnison. I still wanted to write books, but not just best-sellers. I wanted to write like Mark Twain or Charles Dickens or Albert Camus or J. D. Salinger. My books would change people’s lives, shape the future of the planet. People would get lost in them for weeks at a time and emerge wiser, stronger, more fulfilled. I also wanted to read . . . something. I wasn’t sure what. I needed guidance and direction — teachers, more than high school could offer. And I needed people to discuss and debate with — other students, college students and then graduate students.

I still need these things, which explains why I’m still in school after almost 40 years. Now, though, after years as a student, I walk to the front of the room, step behind the lectern and sort through my notes, watching a last few reluctant learners claim seats in the room’s remotest corners.

I’ve obviously become a teacher, but this becoming seems to have happened gradually and almost unconsciously as I



moved from student to teaching assistant to full-time faculty member. Even now, I find myself eagerly shifting roles as I ask my students to explain how their writing influences their thinking or to teach me what Wordsworth means in "Tintern Abbey" when he speaks of "something far more deeply interfused/Whose dwelling is the light of setting suns." More deeply interfused than what? — I want to know.

It's because I realize more and more how much I still have to learn, even in areas that are my specialties, that I want to continue asking and answering questions. And it's because I see this same hunger in so many of my students that I want to offer them my help and support. Being a university professor permits me to do these things which I enjoy immensely and which I believe to be worthwhile. I no longer have hopes of seeing my picture on a bubble gum card, and my achievements with automobile engines over the years have consisted mostly of routine maintenance.

Though I do still write — poetry, essays, fiction — my dreams of fame have been tempered by a sobering recognition of what I can reasonably hope to accomplish. Yet each year I find growing satisfaction in teaching, in the thought that I may be as helpful to my students as Mrs. Kinnison and so many others have been to me. □

It's a celebration of learning

*Phyllis Edmundson
Department of Teacher Education*

By the time the alarm goes off, I've been awake for over an hour, anticipating the beginning of this new school year. September is the time for newness — clothes, shoes, empty notebooks, clear pink erasers, and pointed, unbroken crayons. Some people celebrate New Year's Day in January, but those of us whose lives revolve around the school calendar know better.

Even though the natural world is closing up shop for the winter, the first day of school brings a new start and I approach it full of resolutions to make this year better than last. Like resolutions of the January variety, some of my September good intentions are short-lived and some have mixed results, but each year I make them, and in the making, change becomes possible.

The year of my mid-life crisis when I left teaching for a job in the "real world" (which turned out to be no more or less real than the world of education) was the first time since I was 6 years old that I didn't start back to school in September. No new clothes, no pink erasers, and no sense of a new beginning. In this new job, interesting and challenging though it was, there were few beginnings and endings, and much that just went on and on. I teach because the rhythms of the school year

stimulate growth and promote continuous renewal.

Every fall on the night before school starts, I have the same dream—I've lost my books, I can't find my classroom, people are looking all over for me, I can't get into the building, and then I look down and discover that I am still in my nightgown, or worse yet, I'm not wearing clothes at all! Anticipation mixes with anxiety and the brain sends back in dreams my sense of danger and risk, warning me that teaching and learning carry a price.

The first few days of class, students and teachers walk on eggs, trying to come to know these people with whom we will share the New Year. I grow discouraged and begin to despair at our isolation—I hate the holding back, the resistance, the feeling of impersonality and distance.

And then one day, early on if we are lucky, the magic of learning begins to work on us. As we share excitement and accomplishment, we move from suspicion and guardedness to trust and vulnerability. We risk together: grappling with ideas, seeking solutions to new problems, struggling to build bridges between our experiences and the subject, moving beyond our comfort zones. Acknowledging and going beyond my limits, I learn and in the learning know that this, too, is why I teach.

I didn't always understand the bond that must exist between teacher and stu-



dent. One day as I was writing an exam for a class of sixth graders, I found myself searching for things to ask that the students wouldn't likely know or remember. I pulled myself up short, shocked to see that I had become an adversary instead of an advocate for learning. My work as a teacher is not to look for what students don't know so I can penalize them, but to pose questions, present situations that invite them to explore, and call on them to use what they have learned. I'm in charge of celebrating learning, and this is why I teach.

After a year away, I chose to return to teaching, grateful for the experience with a new certainty that teaching is an integral part of who I am. I rejoined a personal chain of teachers that stretches from a first grade teacher who helped me unlock the mystery of print (and spanked me for talking too much, which probably explains why I have forgotten her name) to Irene Tolmie who shared her love of literature and showed her respect for adolescents by listening to us, to Ace Chatburn, who modeled scholarship and consummate professionalism, to my beloved colleague, Pat Bieter, who teaches with passion and humor, and who proudly lives out a commitment to teaching and learning as his true vocation.

My chain expands at this point to form a web of former students who have become fellow teachers, interwoven with valued colleagues and mentors, all of them leaving me richer for having known and learned from them. And finally, I teach to help pass along the wonder of learning and to continue to share in the continuous renewal that education brings to learner and teacher. □



The answer is simple—BSU

By Charles L. Skoro
Department of Economics

The fact is I almost quit teaching a few years ago. I had been working at a research university where little else mattered except for one's publication record and offices held in national professional organizations. Such a focus and the particular management style at that university led to a pressure-cooker environment where concern about quality teaching and student development were seen as serious liabilities for a faculty member.

Of course this led to some abominable teaching, but, ironically, it led to abominable research also. It led to superficial articles on trendy but trivial topics. It also led to faculty members working alone (since co-authored articles were thought to show an inability to stand on one's own) and a view of fellow faculty members as competitors rather than colleagues.

In such an atmosphere, the ideals that give teaching and scholarly activity purpose get trampled in the race for institu-

tional and personal recognition.

So when my wife's parents' illness and age forced us to return to Boise and a quick job search turned up only an offer to *teach* at a university, I was quite disappointed. But I found, to my surprise and delight, that teaching at BSU was nothing like slaving at the other institution. I found that here I could be a teacher and a scholar in a sense far more meaningful to me than at other places I had taught.

So the answer to the question "Why Do I Teach?" is BSU. For some reason, in spite of a spartan budget and frequent holdbacks of even the minimal funds the university does receive, there exists a clear consensus about why we are here — to serve the students and the wider Idaho public — and how we should go about achieving that goal — by working together.

Around here I not only find that colleagues are really collegial but that virtually every university employee is anxious to play a part in helping this institution serve the public. When I call the registrar's office for help with a student trapped in

what appears to be an endless quagmire of red tape, someone answers who is cheerful about spending the time it takes to help me straighten everything out. When I need help getting a computer job to run, or finding a document in the library, I get a similar response.

I have always enjoyed the challenge of working with students, helping them appreciate the insights one can derive by taking a systematic and scholarly approach to solving problems. I have also enjoyed the intellectual challenge of keeping abreast of my field. At BSU I find an atmosphere that encourages me and rewards me for doing just that. □



Each of my students is unique

*Marcia Wicklow-Howard
Professor of Biology*

I don't teach a particular subject — I teach people. For me, teaching involves two important factors: working with people and sharing my excitement about biology with others. The satisfaction comes not from simply transmitting facts, but from trying to show students how all the facts hook together and how they relate to other things.

One can know how to "make shoes," but the satisfaction comes from teaching the "shoe-tying process" — teaching students how to use the information. In biology, making students more aware of themselves, the natural world around them, and their place in that world is exciting. It is a great personal reward to see the lights go on in someone's eyes when they discover, for example, why their bodies require oxygen and the dependence we have on plants for that oxygen, or what chromosomes are and the remarkable way they exert control to make us what we are.

And then, the extra reward comes in seeing that students want to learn how to "make shoes."

My career began because of my interest in mycology and my fascination with microscopic molds. I didn't start out to be a teacher. The research laboratory and my work with fungi remain a critical part of my professional life, and, in turn, I have found it also provides one of the most stimulating teaching environments.

For example, designing a research project on molds and their role in decomposition, with all the complexities involved in preparation, methodology, data collection, and analyses, provides an experience for students very different from that which they will get in a more structured classroom setting. Research allows you to get involved with students in such a way that you can closely witness their individual growth.

One of the great things about teaching biology is being able to use field trips and excursions as a part of the course. You take students up to the mountains, or out to the desert, or just on a walk along the river — places they may have been a hundred times before, but they will see things and become aware of things they have never noticed.

Even a two-hour walk around campus can open up students' eyes to a whole new world of trees, shrubs, birds, insects, mammals — and to an awareness of the interactions between them. Later, as they walk between classes, they will often be unable to pass the cottonwood trees without checking for the ants and aphids, or to look at flowers without wondering about the insect pollinator.

Even if I teach the same courses year after year, they never seem the same, in part because the subject matter changes and needs updating, but mostly because the students are always new. Each student is a unique individual, and each class group has a personality all its own. □

"You take students places they may have been a hundred times before, but they will see things and become aware of things they have never noticed."

Today's Teachers: Losers or Leaders?

By Bob Evancho

"He who can, docs. He who cannot, teaches."

—George Bernard Shaw

*"Dear Mary:
Goodbye!"*

—Idaho House Speaker Tom Stivers' reply last year to Boise teacher Mary Wippel, who said she was leaving Idaho because of low pay and inadequate education funding.

Although Shaw's hackneyed maxim and Stivers' controversial retort were written more than 80 years apart, both comments plainly demonstrate the derisive attitude some of society has toward teachers.

Whether this way of thinking is justified or not, the teacher, in the eyes of some, is a second-class citizen among American professionals. The reasons are numerous, complicated and interrelated, but the basic discontent with teachers is this: Critics claim many are doing an inadequate job.

Factors such as curricula changes, insufficient funding, classroom unruliness and competition for students' interest from television and other outside influences are blamed for causing inept performances or the departure of competent instructors.

For the same reasons, reports say, many of America's brightest college students have shunned teaching careers. That, in turn, critics claim, has allowed an influx of lower achievers among prospective teachers.

These developments have led to an increase in the hostile criticism leveled at the teaching profession's supplier—America's colleges of education. Detractors blame what they call an abundance of unqualified and incompetent teachers,

Do America's teachers deserve the verbal beating they have received? Are they doing an inadequate job as some critics claim? Or has the unfavorable publicity been unfair? And what is being done to quiet the critics? Two of Boise State's College of Education leaders give their answers.

in part, on lax requirements by the nation's teacher preparation programs. According to critics, many ineffectual teachers received their diplomas in the early '60s when a rise in public school enrollment put pressure on the colleges of education to train thousands of instructors quickly. The boom also prompted some states to certify new teachers who were not adequately prepared.

Articles in the popular press have castigated the teaching profession and colleges of education, asserting a surfeit of deficiencies and failures, while

several commissions have been appointed to probe the issues surrounding this growing concern.

One such task force, The National Commission on Excellence in Education, which in 1983 wrote *A Nation at Risk: The Imperative for Educational Reform*, was particularly harsh in its assessment of American education. Some excerpts:

"We have, in effect, been committing an act of unthinking, unilateral educational disarmament. . . . The educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a nation and a people. . . . Our society and its educational institutions seem to have lost sight of the basic purpose of schooling, and of the high expectations and disciplined effort needed to attain them. . . . In some colleges maintaining enrollments is of greater day-to-day concern than maintaining rigorous academic standards. And the ideal of academic excellence as the primary goal of schooling seems to be fading across the board in American education."



America's teachers are perceived differently by various segments of society. Some regard educators as saints, others as sinners.

Photos by Chuck Scheer

Add this bad press to budget tightening by unresponsive legislatures in many states (including Idaho in recent years), and throw in low pay, poor benefits, inadequate material, and overcrowded classrooms and it's no wonder the education business must sometimes feel like the nation's favorite whipping boy. Such is the teaching game these days.

How do teachers feel about all the abuse that has been heaped on them? Perhaps Elizabeth Hunter, a professor of education at Hunter College of the City University of New York, described it best. "The critics have been at it for a long time now," she wrote in an article for *Phi Delta Kappan* magazine. "Whether they speak from an intellectual, a humanistic, or a back-to-basics stance, since the 1940s, when I entered the field, they have been saying that education is just no damn good. . . . I have spent my entire professional life under attack. How many professionals in other fields have to don their emotional armor before reading the latest news in the morning paper?"

Do teachers deserve this verbal beating? And what is being done to halt the abuse? According to Boise State University College of Education leaders, the answers are a qualified "no" and a resounding "plenty."

Richard Hart, dean of BSU's College of Education, acknowledges the need

for continued development in the nation's teacher preparation programs. "But that doesn't mean that I'm willing to say we've done a bad job," he stated. "In fact, I think we've done a heck of a job educating teachers and upgrading the requirements."

Although he considers *A Nation at Risk* "grossly overstated," Hart believes the study's tone has actually helped the teaching profession. "It focused the attention of the nation on education to an extent that I've never witnessed in my lifetime, and for that I'm grateful," he said. "As a result of that report, we've seen a plethora of reports, some of which have resulted in positive action."

"I agree with the [commission's] observation that certain things need to be done. And I certainly agree that anything we can do to strengthen our profession through strengthening the teacher education programs is a plus, but that doesn't mean we weren't doing a quality job before."

Ken Hill, chairman of BSU's teacher education department, concedes there's some validity to the aspersions cast on the teaching profession, but like Hart, he believes the culpability shouldn't be shouldered entirely by the nation's colleges of education. "I'm not saying we aren't partially to blame, but there are so many factors that we don't control," Hill responded. "I do, however, believe that whenever we receive un-

favorable press like we have, we owe it to the public to look at ourselves and the job we're doing. And because of this [self-examination], I think we're doing a better job."

In the BSU College of Education's case, the "better job" Hill refers to has not been a knee-jerk reaction to adverse publicity, but a progressive effort to upgrade its quality. Specifically, the College of Education has expanded its staff and continued to impose tougher standards and stiffer requirements for its students since it was established in 1968.

"When I came to Boise State in 1968 I was the fifth member of this department," Hill recalled. "Now we're 24 strong. Also at that time our required GPA was 2.0. Then it went to 2.25, and now it's a 2.5. Furthermore, one of the things we did in the early '70s was institute a writing test that every student, before they could be admitted into our program and eventually student teach, had to pass."

More recently, the College of Education has established a "basic skills" English and mathematics test that elementary education students must pass before they are allowed to student teach; next fall those who plan to teach at the secondary level will also be required to pass a basic skills exam. Currently, prospective secondary student-teachers are required to pass an English competency test only.

"Every time we have made the requirements more stringent, it has helped our program. These standards have helped weed out the weak students," Hill said. "I think we've moved a long way to see that the quality of our student-teachers is higher."

BSU's College of Education has also placed additional emphasis on fieldwork in the local schools to enhance its teacher training program. "Many people believe that the most important part of the teacher education process is student teaching," Hill pointed out. Elementary education students at BSU are required to student teach for one full semester—half at

the primary level (grades one through three) and half at the intermediate level (four through six). Secondary level student-teachers have two schedule options: one 16-week semester that splits the training sessions between junior and senior high classes, or a full-time, 10-week stint at just one level.

There is no standard prescription for reforming the teacher education process; Boise State's efforts are just a few of the many under way on campuses nationwide. Other steps include extended undergraduate programs, internships, more time devoted to basic academic subjects, and more clinical experience for prospective teachers. Additionally, testing for those who aspire to enter teaching programs or become certified is now required in 38 states.

Hart believes there is merit in some of the other schools' endeavors and may eventually incorporate some of them into BSU's program. "I think we need to strengthen the undergraduate education of all teachers even more than we've done," he said. Hart adds, however, that he favors an extended undergrad program over a policy that would make prospective instructors earn a bachelor's degree before they could begin teacher education training. "And perhaps that extended training could be a five-year program," he added.

Because completion of all requirements for graduation with a secondary education option may require more than 128 credit hours, Hart says Boise State has already moved in the direction of a five-year teaching program for prospective secondary teachers. He adds it may be time to consider similar requirements for elementary education students.

With talk of a five-year undergraduate curriculum, an increase in its minimum GPA, basic skills testing, and added emphasis in student teaching, it's apparent BSU's College of Education has exacted



**Some students
are bright and
good people,
but not
everyone is
cut out to be a
teacher.**

more rigorous and standardized evaluations of its students at all points in its program.

"Those steps help screen out those who aren't academically making the grade, but there's another screening that we have to concern ourselves with," Hill added. "We have some students who are good and bright people, but not everybody is cut out to be a teacher."

Building a base of knowledge is an essential part of teacher training, but the ability to convey that knowledge to students is equally important. And according to Hill and Hart, the BSU College of Education faculty is equally assiduous in the process it uses to weed out students who may be rigid, narrow in their thinking, or lacking in social skills.

Hill says it isn't that difficult to recognize a student who might be a poor teacher for reasons other than academics. "Our faculty has been around teachers for a long time," he said, "and you kind of get a sense for the kind of personality that will and won't work. I know it's subjective, but let's face it, that's the way we select our spouses; I'm not willing to throw those things out just because you can't put them on paper like test scores, GPAs or failed classes. Before we send somebody out to student teach, we want somebody we know in our heart is going to make it."

If these students lacking in "people" skills are making the grade academically, how are they removed from the teacher training program? "Sometimes they self-screen, they realize that teaching is not for them," Hill said. "If that doesn't work we try to counsel them out of the program."

If necessary, a screening committee can prohibit unacceptable teaching prospects from advancing in the program. "If the committee feels that a certain person does not belong in student teaching, then we

won't permit it," Hart stated. "Frankly, we're skating on some untested ice if it comes to that because then we're faced with the possibility of lawsuits. But I think we must be willing to face that and make the best professional judgment we can. Fortunately, the courts generally have upheld professional judgment in those kinds of cases."

Regardless of the standards established by Boise State's College of Education and similar schools, efforts to deny the legitimacy of teacher education persist; that attitude underlies the low status of teachers and teaching.

"All you need to do is look at some of the bills introduced by our own Legislature in the 1986 session to see that people don't view what teachers do as very important," Hart remarked. "In some ways our society respects professionals in direct proportion to the economic benefits of that profession. Teaching, because it's a social service, has never been a high-paying profession. It's better, and I'm glad for that, but I think a profession's pay scale and respect are tied inextricably together. That's unfortunate.

"And I think that's precisely why Dr. [John] Keiser [BSU president], has declared this as the Year of the Teacher. He's saying, 'Darn it, these things aren't true, teachers *are* doing a good job and need to be recognized.' Not just financially, but in the whole ethos of our society."

Barney Parker, superintendent of Boise schools, certainly appreciates and recognizes teachers—especially Boise State graduates. He should. Between 50 and 60 percent of the new instructors hired annually by Boise schools are from BSU.

"The teachers we have from BSU have done an outstanding job for us," Parker enthused. "We have great respect for the College of Education and the job Dr. Hart and his people have done. Boise State has



**There is no
standard
prescription
for reforming
the teacher
education pro-
cess.**

shown great confidence in the quality of teachers it has turned out and that confidence is reflected in the recommendations [from student teaching supervisors] we receive.

"We hire a great number of BSU graduates for those reasons and also because Boise State not only has a professional responsibility, but a vested interest in the quality of its teachers. Boise State is not going to send out an inferior product because BSU people live here, too, and have to work with us.

"We hire new teachers from all over the country from various universities, some with great reputations," Parker continued, "and in our mind we feel that Boise State teachers measure up with all of them."

Parker, whose district employs 1,300 certified instructors teaching 22,000 students, scoffs at those who criticize education. "They're painting with too broad a brush," he said. "I think they're talking about a small portion of the teaching field." He maintains the vast majority of the nation's teachers are enthusiastic, dedicated and talented professionals. Fortunately, he adds, many of them are in his own backyard.

Despite the unfavorable publicity that has beset our educators in recent years, it's apparent they have just as many admirers.

Robert Cole Jr., editor of *Phi Delta Kappan*, is one. In an editorial, Cole wrote, "Teachers, good teachers—choosing them, training them properly, initiating them, evaluating their worth and paying them commensurately, and creating various innovative and challenging career paths for them—are the issues of the day. Good teachers are assets we must work to cultivate and keep. . . . The best teachers, architects of the human soul, stay with us always. Their influence never lessens. They never stop, never go away. And we shouldn't let them." □

T Tomorrow's teachers

With infectious enthusiasm, they're learning to teach. Four of Boise State's current 170 student-teachers, pictured on these pages, are living proof that tomorrow's educators are a special breed, dedicated to learning and approaching their new profession with zeal and confidence.

The members of this foursome are entering the education field at different levels, for different reasons, and at different junctures in their lives. But a common thread exists: their desire to teach.

For **Jerry Daniels** (bottom left), a student-teacher at Garfield Elementary, the ambition to become a teacher was slow to develop. Daniels, who has a degree in philosophy, has spent the last 15 years as a carpenter and cabinetmaker. "But in those 15 years I've developed a real enthusiasm for learning; I would like to pass that down to my students," he said. "I guess I always knew that I would come back to school and learn to be a teacher."

For **Cindy Williams** (bottom center), a physical education student-teacher at West Junior High in Boise, the picture was much clearer much earlier. "My desire to be a teacher goes clear back to high school," she said. "I knew when I was a junior or senior that I wanted to be a physical education teacher. I've been active in sports all my life and I wanted to stay involved."

Pat Payne (top) says she is learning to teach kindergarten at Lake Hazel Primary in the Meridian School District because, "The people I admired most when I was growing up were teachers; I'm also married to one. And of course, I enjoy working with children."

Although she relishes her training, Payne knows there's plenty of learning still ahead. "My student teaching is going very well, but it's a lot of hard work," she said. "This has made it obvious that teaching is not an easy profession and it takes a lot of time to learn the right skills. But I'm learning a great deal."

What's ahead and what's behind are the reasons history major **Elaine Hellwig** (bottom right) has chosen the teaching profession. "I'm learning to teach because the future of America is the kids of today, and it's important that they learn about history and the past in order to know what the future is going to be about," said Hellwig, who is student teaching at Nampa High School.

Hellwig, a former track athlete at Buhl, is also assisting the Nampa track team. Coaching, she says, has helped to deal with her students in an informal setting, an opportunity she has enjoyed. "Away from the school they can recognize you not only as a teacher, someone who is in charge, but also as a friend, which is very important."

Her overall feeling about student teaching? "It's great," she said. "They're just wonderful kids, every one of them . . . well, almost every one of them." □

Photos by Chuck Scheer



THE YEAR
OF THE
TEACHER

BOISE STATE
UNIVERSITY



LETTER TO A FUTURE



FRESHMAN

Story and photos
by Glenn Oakley



Dear Nephew:

By the year 2000 you will be a lowly high school freshman, despised by upper classmen, awkward in social situations, the brunt of jokes. On the other hand, there may be no such thing as freshmen when you are 14 years old—you can only hope.

Change is in the wind for education. Some people are talking about abolishing the class and grade structure. Others advocate abolishing the entire school system. In fact, you wouldn't believe the time and energy people spend worrying about your education. We've got presidential panels issuing decrees, private interest think tanks creating scenarios, high-powered commissions releasing reports and recommendations.

And all you'll want to do is escape from sixth period study hall without being noticed.

Certainly some aspects of education will be different from when I graduated from high school a mere 14 years ago. Just how different your education will be will depend on more variables than you or I can imagine. This letter is to let you know what *might* be in store for you. But be forewarned: People tend to predict the future based on what's happening to them right now, rather than stepping back and taking a long-term look at things.

Currently we're big on high technology, computers and training. "Excellence" is the buzz word of the '80s. But in the 1960s and '70s attitudes were more cosmic than corporate. In a 1975 book Gloria Steinem wrote, "By the year 2000 we will, I hope, raise our children to believe in human potential, not God."

In the same book Abbie Hoffman — ever heard of him? — predicted, "By the year 2000 technology will have taken over so much of the stuff we now call work that the Protestant ethic — demanding postponement of pleasure and kowtowing to sin, guilt, and repression in order to keep the wheels turning — will be obsolete along with the internal combustion engine, two-dimensional television and daily birth control pills."

Well, both God and the Protestant work ethic have made big comebacks in the public schools recently. Courts are debating whether Creationism must be taught alongside evolution. The belief in human potential and self-determination has been banned from some schools as a religion called "secular humanism," and like it or not the latest trend is to lengthen your school days and years so that you will be an even more competitive worker.

But things could change. People tend to get ahead of themselves a bit. While commissions and panels discuss keeping you in school longer and using a battery of high-tech gizmos to beam knowledge into your noggin, the common school teachers are still fighting for decent salaries, a little respect and basic supplies. In inner-city schools hardware refers to a concealable handgun.

There are a lot of relatively dull prerequisites to be met before enacting the flashy changes envisioned by many. Few people talk about the "school air-conditioning of the future." But it is highly unlikely that any teacher is going to ride herd over a roomful of junior high school students in the hot summer days of late June without central air conditioning in the school building.

As you might discern from all this, there are several groups vying for the right to direct your education. There are overlaps in their goals, but I like to think of them as the New Agers, the Hard-Liners and the High-Tech Futurists.

NEW AGERS

The New Agers are certainly not against high technology. In fact many of them see great things coming from your work with computers. But their goals are more concerned with personal freedom and tapping human potential. Many of the New Agers, for example, would like to eliminate the hierarchy of class grades and allow you to work through school at your own pace, gathering your education as if it were ripe fruit hanging from trees.

HARD-LINERS

The Hard-Liners like technology too, but they have a pragmatic bent. We're being overrun with computers, most of which are made in Japan. This worries us, and the Hard-Liners are determined that you and your classmates will not only be computer whizzes, but you will be smarter and harder working than the Japanese who have a yen for American dollars.

They would like to toughen the standards for graduation, increase the amount of sciences taught and see you spend more time in school.

HIGH-TECH FUTURISTS

The High-Tech Futurists have you doing everything with computers short of taking them to the prom. There's even a magazine for people who refer to themselves as educational technologists.

For these people technology is not just a way to change education, it is a *reason* to change education. Technology is changing society, and thus the educational system must change to accommodate this new world.



one of these groups is mutually exclusive. They share many of the same goals and predictions, notably the increased use of telecommunications and computers and a need for lifelong learning. They also share a bit of an inferiority complex about American education. Nobody is satisfied with the current system.

One thing that *is* changing the education system is technology — computers and telecommunications. On the surface that may not seem like a lot. The science nerds will carry multi-function calculators and mini-computers instead of slide rules. You will type your term papers on word processors instead of the old Smith-Coronas. So what? you ask. Are these really significant changes?

Well, it may be that the use of these new gadgets will fundamentally change the way you think.

Electronic communication, according to Richard Slatta, who runs a telecommunications system called PoliNet at North Carolina State University, "engenders greater equality among the participants." He explains that when people communicate by typing on a screen instead of having a discussion in person, the opportunities for any individual to overwhelm the discussion by physical presence and subtle intimidation are all but eliminated. Unless there is a video monitor, electronic communication participants do not necessarily know the race, sex, height or appearance of each other. Alex Pattakos, a professor of political science at Boise State, says that with telecommunications, participants must "focus on the communication instead of the person." This, he argues, "Breaks down barriers due to sex, barriers due to age."

Communication via computer also promises to make the world an even smaller place. Already, we are able to hold discussions with people from all over the planet — Chinese, Spaniards, Russians, Icelanders — with programs that automatically translate the text from one language to the other. How might cultural biases and international relations change if you are able to easily converse with citizens of the Soviet Union?

Computers and telecommunications similarly promise to provide a kid in Elk City with much the same access to information as a kid in New York City. We can envision rural and other isolated schools receiving lectures from specialists in virtually any discipline. So if a particularly smart Grangeville high school student wants to learn more about quantum physics — and there are no physicists teaching at Grangeville High — he might be able to tap into a quantum physics course being given in Los Angeles. Thus the new technologies are expected to decentralize education.

What else might this mean for your education? If you have virtually unlimited access to specialists and information at the touch of your personal computer, then you just might become more independent. No longer limited to the information printed in chapter five of your 8-year-old textbook, it will certainly be easier for you to get different opinions, to read the latest information on a particular subject.



O f course this assumes that you and your classmates are more motivated than the average 20th century student. Thus the 21st century teacher is expected to be a motivator of learning more than a provider of knowledge.

Pattakos says students will have more responsibility for their own education, becoming a "co-producer of the learning process," not just a recipient of information.

A writer in the magazine *The Futurist* is predicting "high-tech teacher stations" replacing the traditional desk. From this station your teacher will presumably be zapping educational programs to your individual learning stations.

Not everyone is thrilled with this prospect. Psychologist Robert Sardello from the Dallas Institute of Humanities and Culture warns that "The computer, if it is allowed to infiltrate the very heart of education . . . will destroy education." He argues that "The technological threat to education is to be found in the claim that teaching the child to program the computer can be done in such a manner that programming teaches the process of thinking itself and thus removes the necessity of formal classroom instruction."

Are we going to turn into robots? People like Pattakos think not. High technology, he says, will not replace the human teaching process, but will augment it.

Even the most ardent High-Tech Futurists see the limits of technology in education. The magazine *Educational Technology* editorialized against a new copy machine that eliminates the need for note taking by students. Whatever the teacher writes down on the "whiteboard" can be churned out in individual copies for each student in the class. But the magazine asked, "Do we really want to end note taking among students and trainees? Do we want to end the learning experience that comes from active participation in the process of taking notes and in attempting to place those notes into personal frames of reference?"

Well, what will things really be like for you? I'll share with you the predictions of representatives from the different schools of thought on education.



THE NEW AGE FUTURE

Back in the late 1960s journalist George Leonard wrote a book called *Education and Ecstasy* in which he appealed for a radical change in the very nature of schools and learning.

His utopian school of the year 2001 features "gleaming geodesic domes and translucent tentlike structures scattered randomly among graceful trees; a large grassy playfield encircled with flowers." This school is open "from 8 in the morning until 6 in the afternoon. Children can come when and if they please; there's no problem at all if parents wish to take their children on extended trips or simply keep them home for something that's going on there.

"While the children are on the school grounds, they are *absolutely* free to go and do *anything* they wish that does not hurt someone else. They are *free learners*."

Learning proceeds at near-lightning speed in Leonard's school. Students hook themselves up to computers with which they not only receive information, but can communicate — simply by thinking. The computers, in essence, read their minds. Great colorful holograms instruct students, too. This is very effective. All commonly agreed-upon knowledge is learned in four years — from age 3 through 6. Almost all children create an entire new language before leaving school.



But the primary emphasis of education in Leonard's futuristic vision is of teaching compassion and empathy. Children are unable to even read about wars without crying. Traditional games such as baseball and football have given way to non-aggressive, free-form games that have no limiting structure or referees.

Writing from the perspective of a young man in 2001, Leonard predicts a significant change in college education as well. "The sealed-off four years that once were college began breaking up; no longer was it possible to keep the academy separate from the community. Increasingly, the university became a study-work-recreation center for everyone. It offered various types of membership, ranging from full-time participation to subscription to a university news service received in the home on electronic consoles."

Decentralization of education via computer-mediated networks, he predicts, will allow laymen to set up their own institutes and research centers and make college degrees "rather meaningless."

Education becomes virtually indistinguishable from life in general. The pursuit of knowledge becomes the main purpose of life.

THE HARD-LINE FUTURE

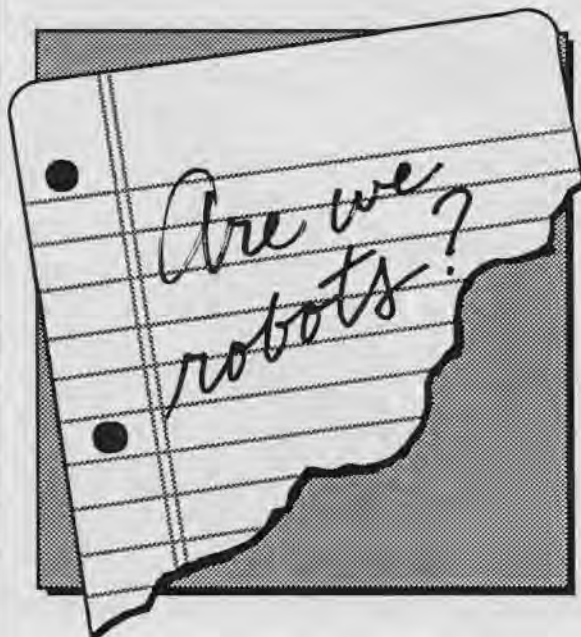
The motivation of the Hard-Liners is best expressed in this statement from *A Nation at Risk*, a 1983 report by the National Commission on Excellence in Education to the Secretary of Education:

"History is not kind to idlers. . . . We live among determined, well-educated, and strongly motivated competitors. . . . If only to keep and improve on the slim competitive edge we still retain in world markets, we must dedicate ourselves to the reform of our educational system for the benefit of all."

To rectify an educational system the study group found weak and mushy, this is the school of the future it has in mind for you.

School will last seven hours a day and the school year will be 200-220 days, an increase of one hour per day and 20-40 days per year. Your high school teachers will assign "far more homework than is now the case."

The obnoxious kid in the back row who has a penchant for shooting spit wads and making loud noises will be sent to a special room or



class for obnoxious kids.

The kids you start school with in first grade may not be the ones you graduate with as a senior. Placement, grouping and graduation of students will "be guided by the academic progress of students and their instructional needs, rather than by rigid adherence to age."

D

uring your four years of high school you will be required to take four years of English, three years of mathematics, three years of science, three years of social studies and one-half year of computer science. These are dubbed the New Basics.

In addition to the New Basics you will be encouraged to begin studying foreign language in elementary school. If you wish to go to college, two years of foreign

language will be required. Colleges will increase their standards for prospective students.

THE HIGH-TECH FUTURIST FUTURE

Arthur C. Clarke has written a book about the future, *July 20, 2019*, which describes an educational system that is decentralized, diversified and continuous.

School begins at age 4 and never ends. High schools specialize in the various disciplines, with some emphasizing the humanities, other physics, music and so forth.

But there is no generic "school." The public schools, says Clarke, "will still exist, but they will be only one facet of a stunning diversity of systems for delivering education, much of which will be privately operated."

Private and religious schools will prosper. Corporations will run entire school districts under contract, and much learning will be done at home via telecommunications. Life-sized holograms of the teacher, who may be lecturing from several thousand miles away, will appear before individual students in their homes. The teacher may be from a foreign country since education will become international in delivery and exchange.

The very nature of school's purpose will be changed. Clarke notes, "Our current educational system evolved to produce workers for the Industrial Revolution's factory-based economy, for work that requires patience, docility and the ability to endure boredom. Students learned to sit in orderly rows, to absorb facts by rote and to move as a group through the material regardless of individual differences in learning speed. But no factory jobs will be left in 2019."

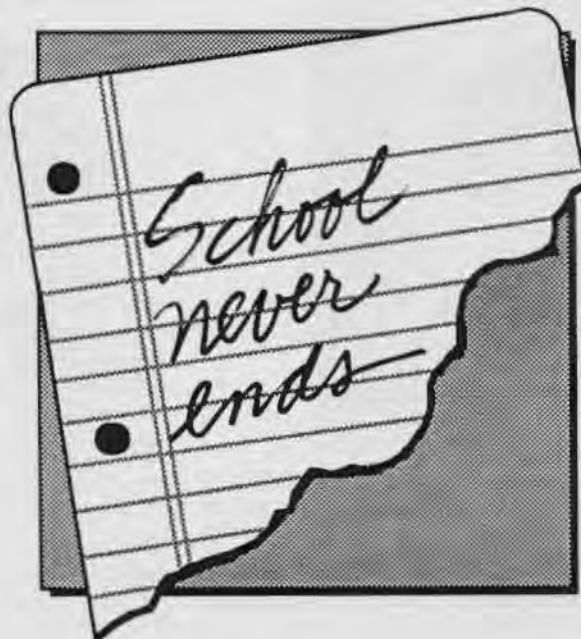
Instead, he asserts, the 21st century society will call for "sharp thinking skills" and people who "know how to learn."

And you will not look forward to graduation in Clarke's future world, since education will not end at any particular age. If your employer is a corporation, the company will run its own universities. Similarly, there will be franchised profit-making "McSchools" catering to the public. You know, like elementary Chinese to go.

Well, take your pick or mix and match. I can't say whether education or life in general will be better or worse for you than it was for me. It will be different. I guess that's as much of a prediction as I can make. Stand by your computer for developments. To paraphrase an old singer, Doris Day: Que sera, sera, the future's not ours to see. Whatever will be beamed, will be beamed.

Best of luck for a bright future,
Your Uncle

Alvise



Alumni remember

Terrific teachers

Artful mistakes

By Sally J. Thomas
BSU, 1981
Albion, Michigan

established practice with this one encounter, nor did the opportunity for doing so always require team teaching. BSU Professors Jim Maguire, Tom Trusky and Marcia Wicklow-Howard and administrators David Taylor and John Keiser, among others, took care to present several sides of some issue under discussion, often without giving the “right” answer. On the contrary, I found myself being asked to come up with my own answer. The level of anxiety created by such situations correlated with the level of my learning.

By the age of 6, and with the help of Grandmother’s wooden ruler whacking across my knuckles, I was convinced that good coloring was next to cleanliness — next to God. I was equally certain that good coloring meant that the artist stayed within the lines — even the faintest trace of green from the grass trailing up into the blue sky constituted a fatal mistake. Thirty years later, I sat in Drawing 101, struggling to transform a flat sheet of paper into a three-dimensional representation of the collection of objects on the table before me. The instructor sat down to watch, then reached over and pushed my arm. A thick, dark line broke out of my carefully drawn design and streaked across the page. I waited for Grandmother’s ruler. Professor George Roberts said, “Sometimes you have to make mistakes.”

Living in New York City while pursuing my doctorate at Teachers College, Columbia University, I learned to more fully appreciate the varied frameworks for viewing a diverse, complex world given me by these teachers. As an administrator and faculty member at a liberal arts college, I want to give my students the same advantages I received in my own undergraduate education. I try to present the several views of management and organizations without pointing to any one right answer for theory and practice in these important fields of study. To students’ complaints about the anxiety such an ambiguous approach incurs, I say, “Sometimes you have to stay in the lines; other times you need to make mistakes.” □

Grandmother and Professor Roberts do not fit the standard definition of team teachers, but they came together in my mind in the best tradition of education. Transmitting their passionately held, disparate views, they forced me to evaluate and critique ideas and to think for myself.

This notion did not become an



Sally Thomas graduated in 1981 with a degree in English. A former student body president and student newspaper editor at BSU, she earned an Ed.D. degree from Teachers College, Columbia University, in 1986. She currently is director of the liberal arts program in professional management at Albion College, Albion, Mich.

Truth and confidence

By John A. Elorriaga
BJC, 1949
Portland, Oregon

Two of the most important people in my academic life, and in my business life, are Dr. William Gottenberg and Dean Ada Burke. They were teachers during my two years at Boise Junior College in 1948 and 1949.

Dr. Gottenberg was my English teacher — and I can never remember a time when he was not available for consultation or help. He had such a high regard for me as a human being and this was very important to me. It kept me striving to achieve more.

He wrote a letter stating that I could accomplish anything I put my mind to. He also recommended that I send one of my articles to the *Saturday Evening Post*.

Perhaps I needed additional confidence; but I felt there wasn't any way I could ever let Dr. Gottenberg down. If he thought so much of me, I wanted to make sure I never disappointed him . . . and many times I gave the extra effort needed to do a better job. His confidence in me will never be forgotten. And, at times, I still have a tremendous feeling that perhaps I might someday be a little bit worthy of Dr. Gottenberg's special confidence.

Dr. Burke holds a unique place in my memories as well. I turned in a paper in the modern literature class that she taught and received an "A" — with high praise that I had the ability of real insight and

understanding.

About two weeks later, I received another paper back with the grade of "C-" stating that I should have flunked and that she wanted me to come in and see her! I did . . . and the events that transpired in that meeting are still indelibly imprinted in my mind today. She discussed both papers with me; then said that I was "mentally lazy" and had sluffed off on the second paper — passing it off as a non-event. This, she told me, was the worst thing I could possibly do because those kind of habits stay with a person for a lifetime. She also told me if I didn't break them right away I would always be sorry.

Two things impressed me: (1) She cared enough to really tell me off — in a manner of speaking, and (2) she was one hundred percent right. Many times over the ensuing years — when I felt lazy or thought about sluffing off on some situation — I thought of her and then forced myself to give a little more. I am always happy and pleased that I expended the extra effort. Dean Burke is responsible for that.

I truly feel that these two individuals — whom I greatly admire — had a significant effect on my life. Any good fortune that may have come my way since then is largely due to these two great Boise Junior College teachers. They were there at a time when I was very impressionable and in need of confidence and advice from someone who really cared. □



After graduating from BJC in 1949, John Elorriaga went on to earn a BBA from the University of Oregon in 1951 and an MBA from the University of Pittsburgh in 1952. He has served as chairman of the board of U.S. Bancorp, a Portland-based bank that has grown into one of the nation's largest.

Nurture and nature

By Benjamin A. Jayne
BJC, 1949
Cary, North Carolina

As a broad generality, experience suggests that the classroom setting provides only a part of the total learning experience of the student at the university. It seems likely that a great deal is gained from the many informal associations that occur between students and a wide variety of university personnel. Staff, graduate students, coaches, fellow students, administrators and a host of others in addition to faculty help shape the motivation, goals, interests and aspirations of students.

If my thesis is only partially correct it suggests that all of us involved in education should give much more attention to

understanding the subtleties of these informal exchanges between students and those with whom they come in contact during college years.

Notwithstanding, it is clear to me that there are certain characteristics of classroom teaching that outstanding lecturers have mastered. As a student I came to value more than anything else a high level of enthusiasm and commitment for the subject. Although many students are loath to admit it, most will confess admiration for the teacher who expects or requires a high level of performance on the part of the student. Additionally, the teacher who can relate abstract concepts to real-world circumstances nearly always stimulates students to a higher level of effort.

Many of these features of good teaching



An All-American in football at BJC, Benjamin Jayne went on to earn a Ph.D. in forestry engineering from Duke University in 1955. He is a professor of natural resources at Duke, and served for several years as the dean of the School of Forestry.

are readily apparent to the teacher also. However, other aspects of good teaching sometimes become apparent only when one must face a class as teacher on a regular basis. The good teacher must be capable of explaining abstract ideas in a number of ways in order to meet the wide range of learning abilities characteristic of almost all classes. The teacher who is interested in the class as individuals and will give each the time needed (not always easy) is highly valued. An interest in the student as a person and a willingness to nurture personal growth and development are also essential attributes of good college teaching. Clearly these characteristics of the teacher require an enormous investment of time.

I was extremely fortunate to come under the influence of a number of excellent teachers, all of whom possessed many of the characteristics cited above, during my student days at Boise State University.

With great patience Dr. Elsie Buck taught me mathematics through the calculus. It was a demanding experience for me at the time and I will be forever grateful for the mental discipline that it brought. Dr. Donald Obee nurtured my interest in the living world. Field trips, and Saturday employment with him, budding and grafting in the orchards near Boise, served to emphasize the practical value of formal learning.

Dr. Joseph Spulnik demanded profi-

ciency in chemistry at a level that I did not experience again until graduate school. Lyle Smith was not only my coach but was also my academic adviser. Not only was performance expected on the football field but also when the quarter grades were issued. I knew to expect a long session in his office if performance was inadequate. Most importantly, all these people and others at Boise State were kind, thoughtful human beings whose lives were fully committed to shaping the goals and aspirations of young people.

After leaving Boise and completing my B.S. at the University of Idaho I went on to graduate study at Yale University in forestry and engineering science. Within a few years my research interests led to post-doctoral work in mathematics and physics. Still later I directed an applied mathematics program in fisheries and forestry at the University of Washington. Now I am preparing to give a series of lectures at universities in the People's Republic of China on mathematical modeling with differential equations of problems in natural resources and environmental science. I am confident that my early experiences at Boise State were responsible in large part for the direction my life has taken.

I am grateful for the experience. In the broadest sense it was some of the best teaching that I have come to know. □

Lasting impressions

By William Anderson
BJC
Isleton, California

God, how I loved her! Red of hair, ample of bosom, sweet of breath, and huge, lucid eyes you could drown in. Her name was Helen Moore, and she was an English teacher at Boise High School roughly a thousand years ago. I was an 18-year-old stack of acne, and I was head over heels in love with my teacher.

If memory serves, we did not have creative writing classes, per se, in the old days. We did have to write essays in our English class, however, and it was one that I wrote for Helen Moore that launched a writing career.

They were tearing down the old Ada County Courthouse on Jefferson Street at the time, and I had written an essay on the ancient building's history, from the point of view of a battered cuspidor I found lying near the wrecking ball. Miss Moore must have liked the piece, because she en-

couraged me to submit it to a writing contest being sponsored by *The National Scholastic*, a school paper.

To our amazement, the essay won first prize in the humor division of the national contest, and I was the enviable recipient of 10 free passes to the Ada Theater. Unquestionably it was one of the highlights of my life.

Several other budding writers among my classmates also had their shoots shaped by our Boise teachers. Mary Perkins (now Mary Perkins Jenkins) went on to become the backbone of the *Idaho Daily Statesman* editorial staff. Dick Mathison became an editor for *Newsweek*, published several books, and sired a young lady named Melissa who wrote the original screenplay for a movie called *ET*.

When I graduated from Boise High, the acorn for Boise State University had just been planted in a forbidding, stone-faced building called St. Margaret's Hall. Only the fancy footwork of a gung ho educator named Eugene B. Chaffee kept this financially teetering institution from falling into



William Anderson attended BJC when it was located at St. Margaret's Hall. While an Air Force pilot and public affairs officer, he wrote the best-seller *Penelope*. He became a full-time writer in 1964, and has written eight novels and seven non-fiction books. Many have been made into motion pictures or television movies. His book *BAT-21* is in its third printing.

bankruptcy. Although the financial underpinnings were shaky, its teaching staff was not; memorable among the faculty were such stalwarts as Norman Adkison, Ada Hatch, and the classy Camille Power.

On August 2, 1964, the new library on the BJC campus was dedicated. I was asked by President Chaffee to cut the ribbon with him. But of all the fine college teachers and professors who have fertilized my growth, it was perky Helen Moore whom I wanted at my side. She graciously accepted.

Helen Moore is gone now. But my memories of her will go with me to my grave.

Can a teacher really influence your life? I don't know. But I was later to marry a pretty miss named Dortha, who was selected representative woman in her graduating year at the old BJC. This lady who shares my surname, trundle bed and royalties (not necessarily in that order), is red of hair, ample of bosom, sweet of breath, and has eyes you can drown in.

It could be chalked up to sheer coincidence. □



Rinda Ray Just graduated in 1977 with a degree in general business. She earned her law degree from the University of Washington in 1982, and has worked for the Office of the Attorney General in Idaho since 1983. She presently is a deputy attorney general assigned to the Department of Parks and Recreation.

No greater gift

As a teacher, I reach the following conclusions: Professionally, my definition of teaching means consciously seeking to master the revolutionary new tools available to us — in every discipline.

Politically, it means being education partisans, outspokenly so, and supporting those in either party who understand the message while effectively responding to those who wish to limit educational opportunity. It means pushing hard for needed resources and a reasonable division of those which are available, one that rewards effectiveness, initiative, quality and service.

Personally, it means living with the uncertainty inherent in changing times, of living with less than adequate funding, but doing more with what we have than anyone has a right to expect. There is a set of values associated with great teaching, which guides daily behavior and serves as a credo worth living and dying for.

Spiritually, it means interpreting the line from scripture that says, "From those to whom much has been given, much is expected," as if it were spoken directly to teachers. For what has been given is an opportunity to revitalize this state and this nation, and the obligation to guide learners of all ages through a remarkable transformation.

There could be no greater gift than this challenge, and if it is picked up, there could be no greater reward. □

—Excerpted from President John Keiser's fall, 1986, speech to the Boise State faculty and staff.

The best detours

*By Rinda Ray Just
BSU, 1977
Boise, Idaho*

Unlike many college freshmen who vacillate between majors for semester after semester, my decision had been made several years before I stood in line on that first registration day at BSU. My road map would eventually lead me to law school and there would be no time for detours.

One of the advantages of a higher education is that occasionally you learn something. I learned that the things I studied in my chosen major weren't nearly as exciting as what was going on over in the Liberal Arts Building.

I majored in business administration, but my heart belonged to the department of English. For the most part I have had little use for the nuances of economic theory and the finer points of statistical analysis that were expertly taught in my major field. For some inexplicable reason I was never able to weave the concept of the beta coefficient into the fabric of my life.

The people and ideas that inhabited the English department did become part of my life's warp and weft. The poets, essayists, novelists, playwrights, and other assorted storytellers to whom I was introduced by professors Burmaster and Selander, I still

number among my friends. Thank you, Orv, for Stegner, and you, Glenn, for John Nichols, Larry McMurtry, Jessamyn West, and John McPhee. Those writers, in turn, have introduced me to others of their acquaintance and each introduction is an adventure, each meeting with an old friend, a joy.

I learned more from the denizens of the English department than just how to while away a rainy Saturday afternoon — though one should never underestimate the value of a rainy day and a good book. As a practicing attorney, I spend a great deal of my time wrestling with notions and concepts which are seldom straightforward or simple. Usually I'm trying to understand these ideas myself, or make them understandable to others. Orv and Glenn gave me plenty of practice in such exercises. Anyone who can hold their own in a class discussion or essay about *House Made of Dawn* should have no trouble communicating arcane legal concepts.

I was richly rewarded by the detour the professors in the English department guided me through. My life has been enhanced by the lessons I learned along that road and the friends I discovered there. Those people influenced me because they offered more than information. They offered a part of themselves — the unforgettable mementos of my travels. □

Teaching Teachers

Most of us have had a few inspirational teachers . . . ones who ignite that spark of learning that is deep within us. And, most of us have had a few teachers who did the opposite.

What are those mysterious ingredients that make up good teachers? Can those be identified and then taught by our colleges of education? Or are good teachers born, not made?

FOCUS asked those who should know . . . teachers who teach teachers. Here are the questions and their replies:

Can you teach someone to be a good teacher, or does that come naturally?



By Lamont Lyons
*Associate Dean of
College of Education*

Was Mozart born or made? Was Jane Addams born or made? Jackie Robinson? Thomas Jefferson? Martin Luther King Jr.? Eleanor Roosevelt? None was average or typical; all were exceptionally good at what they did, and their contributions have profoundly influenced or touched us. I believe all of them were born with certain talents and abilities — gifts, actually, from God; but all of them were educated, trained, tried, tempered. They were made better by their own efforts under the influence and tutelage of others.

Average teachers are born or made. Outstanding teachers are both. They are not taken off the streets and put into the classroom to succeed on their natural abilities. They are not witless persons who have been thoroughly trained and have become technically competent. Outstanding teachers have intellectual abilities, character traits and dispositions that enable them to be both learners and teachers. They quietly revel in their callings. They are crafted and, in turn, practice their craft. □



By E. Coston Frederick
*Director, Reading
Education Center*

Time! Time! Time! Time is nature's way of making sure everything doesn't happen all at once. But, in the case of teacher education, we need either much more time, or some way of having these things happen all at once.

Students come to us after 12 to 14 years of schooling — some of it good, some of it not so good. Many times they meet teaching techniques in college that cause Rousseau and Dewey to moan in their graves.

The students bring a distrust to education classes, because they have learned to distrust education. Many of them have not lived long enough to have had divergent experiences to provide a broad perspective on life itself. Out of all that comes the question: Can I teach someone to be a good teacher? My answer is basically no — not under the present circumstances.

In order to teach someone to be a good teacher I, and my student, need much more time to try out, practice, take risks, and develop strategies based on proven pedagogical and humanistic principles and help the student teacher develop a solid faith in what he/she is doing. Right now we concentrate on what the *teacher* does, to the exclusion of what the *learner* does. □



By Linda Herrig
*Assistant Professor of
Teacher Education*

Teaching is a complex activity that engages the mind, the body, and the heart. I don't think there is any doubt that some individuals have a greater talent for the activity than others — because some individuals have sharper minds, more enduring bodies, and kinder hearts.

However, I do believe that any intelligent person who truly wants to be a good teacher can become one. The person who is determined to tap human potential can be taught effective strategies that will allow him or her to make both skills and knowledge accessible to students.

It is not enough to know a subject; the teacher must be able to organize instruction, to motivate and involve students, and to evaluate student performance. And these we can teach.

Without these, one with little talent for teaching will be dismal. Without these, one with a gift for teaching may be adequate.

But with these, even one with little talent for teaching can be competent. And one with a gift for teaching can be extraordinary. □

What is the most important quality for a good teacher to possess?



By Jeanne Bauwens
Assistant Professor of Teacher Education

I would like to preface my comments by stating up front that it is somewhat difficult to isolate the most important quality of a good teacher. However, if a quality is a distinguishing characteristic of a person, then I believe above all a good teacher must possess understanding.

Webster defines understanding as the ability to interpret, comprehend, perceive, and/or acquire knowledge about something. Therefore, a teacher must possess an understanding of:

- 1) the students' strengths, weaknesses and needs;
 - 2) the curriculum which he/she is responsible to teach;
 - 3) the strategies with which to deliver the content most effectively;
- and
- 4) the communication process to facilitate learning.

The diagram below demonstrates how the four elements above are interrelated.



If a teacher can effectively integrate and overlap these elements, then *all* students are more likely to succeed. After all, isn't that what good teaching is all about? □



By Margie Jensen
Associate Professor of Teacher Education

Creativity, sensitivity, critical thinking ability, intelligence, dedication, organizational skills, or other characteristics can be said to be the *most* important quality in a good teacher. However, I feel that these and other "attributes" all need to work together in harmony in order for a teacher to excel and be effective. Therefore, I believe an all-encompassing quality of adaptability is the regulating mechanism that allows these qualities to "take over" as a situation arises.

In the past, a teacher could go into the classroom with a somewhat limited assortment of skills and a certain set of expectations for the students. Today these sets are constantly changing and developing.

A teacher's ability to adapt will help him/her to focus on the educational needs of the children as they face the future. These needs will be modified as the nation, the community, and the classroom all challenge the teacher to prepare the children with the necessary knowledge and skills to further that learning. A simple look at today's curriculum, classroom technology, and the ethnic and social compositions of schools can give us an indication of how important adaptability can be.



By Pat Bieter
Professor of Teacher Education

What is the most important quality for a good teacher to possess?

Good teachers are like good quarterbacks. They are born with talent and they work hard to develop it. The great teachers I have known (and I've known several) have an absolute commitment to teaching their students subjects or skills. For example, a former history teacher of mine and the teacher who has influenced me the most would move heaven and earth to get me and her students to learn and love history. Great teachers have always had this in common. They care about people and they care about what they teach. For Miss Williams, life was teaching, or so it appeared to us. She even looked historical to us. She got to school early and she stayed there late and we could go in to see her and talk history almost anytime. She is the reason I decided to become a teacher. I have never regretted the decision. □





McCall-Donnelly teacher Sue Anderson (BA, 1973) is Idaho's Teacher of the Year. These are her remarks to the Idaho Education Association delegate assembly held April 4.

Never in all my dreams of being a teacher did I realize how very difficult this job would be. Even now, I don't know how teachers do it. On the one hand we are faulted for not being able to solve society's problems, while on the other hand the public gives us more of these problems to solve.

We're expected to teach 30 people at a time in an enclosed space, ensure that they learn a thousand pieces of information, all without the help of file clerks, secretaries or phones, all the while enduring the wrath of many. All students who come to us for this information come with different levels of experience. Their abilities to concentrate differ. Interest levels vary. We must identify and nurture their differing emotional, social, physical, educational and intellectual needs.

In my classroom, for example, I have one 8-year-old who can describe the results and prevention of erosion, can explain the needs and desires of the handicapped, and can tell her peers, convincingly, the benefits of reading a selection twice before answering the questions. She relishes a hearty verse of "America, the Beautiful," and can write stories that bring tears to your eyes.

I have another whose confusion of the world in general and his education in particular, leaves him handicapped. He knows how to count by 5's to 30 if he really concentrates, does not understand the meaning of "sit," cannot remember how to read from one day to the next and may forever say, "I don't got no pencil."

Another is a child who can change mid-thought, from "Good morning, Ms. Anderson" to "My brother ran away last night, but they found him in Payette." I have one who has been advanced to second grade after two months in first. She writes

brilliant plays, rarely misspells any word, is our computer expert and worried herself to sickness because she had somehow decided that she was not smart if she did not get 100% on every assignment.

One day there was a knock on my door. I was surprised; people usually walk right in. As I opened the door I found standing before me two children and a woman who had obviously been through some trauma. They were crying and nervous. "I've just shot my husband," the mother said as she pushed her son to me. "Be nice to him today."

While sorting through all these differences and difficulties, we teach. We are kind, loving people who serve our students. We nurture and we give and give and give until we drop. The demands made on teachers would lay by the wayside any less strong. Everyone needs us, yet we are cheerful and optimistic. We applaud success. We encourage kids to believe they can do anything. We take the downtrodden, grumpy and abandoned and transform them with our love. We feed the hungry and counsel the abused. We challenge the bright. We motivate the lazy. We draw out the shy. We soothe the angry. We offer hope. We are a values center. We listen respectfully and demand excellence. And we teach.

When the school day ends, off we go to correct papers, record grades, invite guest speakers, collect equipment, coach, do report cards, meet with parents, prepare tests, make copies, preview slides, attend faculty meetings, lead after-school clubs, check out audio-visual equipment and prepare new lessons.

If you were employed by an ad agency, would that agency tell you to ready six hours of presentations after you worked a regular working day? Would they tell you that only presentations would happen between 8 and 5 and that any preparation for these presentations must happen before or after those hours?

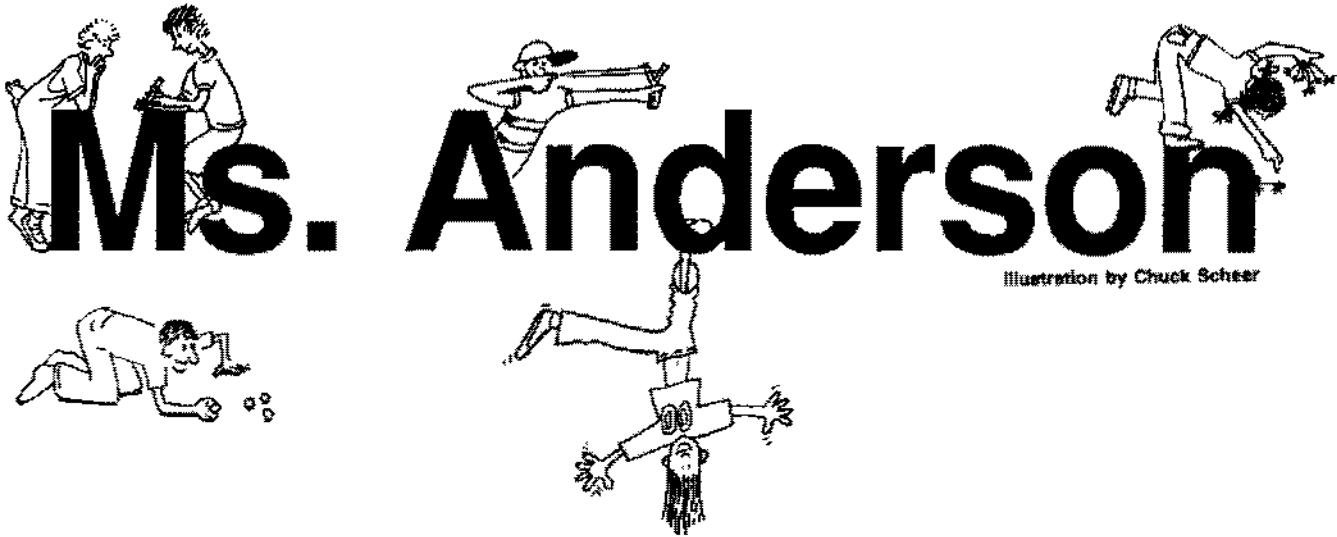


Illustration by Chuck Scheer

No. Yet every day teachers are expected to make six hours of presentations to people who, by the way, are not always eager to buy the product.

Then summer layoff comes for all of us — bus drivers, cooks, custodians and secretaries. This is the time to scramble for work because, unlike other seasonal employees, we are not eligible for unemployment. Last summer I tutored kids which, by the way, is a job too close to the profession. I don't think I was truly rested and revived when I returned to work this past September. I also cleaned houses and made more money at that than I do teaching.

It is the lack of paid preparation time, the outside demands, and the knowledge that great teaching takes more than eight hours that leads to teacher burnout.

I'm constantly amazed at my fellow teachers' abilities to protect themselves from this curse. These folks work at making time for themselves, because they know that if they're feeling down and out, foul moods and resentment are just around the corner. Then they're no good for their students.

Physical exercise, every day, and a huge dose of laughter, something that permeates McCall Elementary School, are two of the reasons our staff is so successful. I must closely monitor my mental health and I encourage you to monitor yours. I hope that when you ask yourself the question, "Am I giving more of myself than I can emotionally or physically afford?" your answer is "No."

One particularly wonderful thing about teaching in McCall is how interesting the teachers are. They seem to make a conscious effort to do and learn and experience life. One of us lived for a year in a "kibbutz," two have taught in Ecuador, one has returned from a two-year stint in Germany with the Department of Defense Schools, one has adopted a baby, one took part in an Australian teacher exchange, one is the Teacher in

Space designee, two just returned from earning their master's degrees, and one has been commissioned to write music to be performed and danced to in New York City. Several are triathlon champions, one has biked through Ireland, and one has spent the last three summers studying the Hungarian musicologist Kodaly's philosophy.

It's a sturdy breed that lives in 5 feet of snow at 30 below and must constantly entertain itself. Yet there is a low turnover because of the support of principals, superintendent and a school board who are people-oriented. Our superintendent encourages us to take a year off because he knows we will come back stronger, more open-minded, more knowledgeable and more alive. I encourage all of us to take care of ourselves first, for therein lies the quality we can offer our students.

To keep personally refreshed is hard work, but how do we prevent ourselves from becoming professionally depressed? To live in a state whose legislature introduces a bill to prevent teachers from participating in the political process, leaves the education funding issue until the last day and threatens to reconsider its support of a \$343 million budget can make even the most optimistic of us turn into a pile of ashes. It takes all the courage one can muster to stay within the bonds of an unkind system and not go elsewhere.

The achievements of this year's legislature have given us hope. They have taken a step in the right direction and have given us reason to stay here and fight for what we believe. I applaud you for your efforts.

One McCall student said, "My mom is going back to school!" Her teacher shared her apparent delight. "That's wonderful! What will she be studying?" "Well, she's not really sure. She wants to get a good job, or be a teacher."

So what is it that keeps us here? I swear it's not when I hear a parent say, "We're going to Portland for two days. Will he

miss anything?" If a lawsuit were ever filed against me, it would be after that question.

It's *not* when we were coloring our gorgeous, handmade certificates for McCall's American Education Week banquet. Three of us, 11:15 on a school night, Magic Markers clutched, tongues between lips. We had just collapsed from a wild, uncontrollable laughing spree, brought on *partly* from acknowledging the picture we presented — we could just see ourselves sitting on the floor, coloring the very certificates we would give ourselves the next day, and partly from the fumes of the spray glue supplied us by Gayle Moore, IEA Communications Director. Now we know why our IEA leaders are smiling all the time.

Can you imagine IBM or Standard Oil employees coloring their own letters of acknowledgment? We had to beg, borrow and steal everything for this banquet — half-dead army green candles, mismatched dishes, stained tablecloths, bent silverware.

It's *not* when during my first year of teaching — sixth grade — and I was belted in the lower jaw, full force with a baseball bat by one of the largest kids in the class. Today she drives semis and I curse her each time I open my mouth in the dentist's chair or yawn too widely and my jaw locks open.

It's *not* when I look at my arm and recall the sulfur burns incurred when a stray rocket, set to go hundreds of feet in the air, instead caught on a young boy's thumb and hurtled itself hundreds of feet horizontally and lodged itself in my collarbone.

It's *not* when a direct hit was scored — doorknob to tailbone. Bullseye! An orange-sized hematoma, four months on a foam

donut, and my tailbone could give you a more accurate weather forecast than Channel 7.

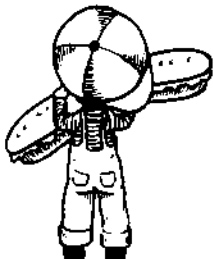
What does keep us in this profession is when we remember the good times, the times we made the difference. Like the time when I thought, "My resources are shot. I cannot explain this any differently or any better than my last eight ways. And just then the light bulb goes on and the student says, "Oh, yeah. I get it!"

Or the time a student refused to learn the correct way of dividing. He had thrown books and scissors and fits for a week, his anger overpowering his good judgment. His way would work! Then miraculously on a Monday morning, he quietly said to me, "I'm ready to learn how to divide now," and within 15 minutes he had it and himself under control.

Or the time a 7-year-old tossed a book in front of me and asked, "What does crepuscular mean?" I, in my all-knowing way, said, "Why don't we look this up together?" She fairly grabbed the dictionary from me in her eagerness to know and with some hints about guide words, found the word and its meaning. We guessed which predators would be crepuscular and generally congratulated ourselves on a job well done. When she put her chin in both hands, stared at me with her clear, trusting eyes and said, "I love you!" I knew I was here forever.

So, on those days when no thank-you is heard and no bands celebrate your dedication, remember the times when your students have been excited about learning and full of confidence and pride in their abilities — for there is no profession more honorable, no challenge more noble.

Idaho teachers, I salute you! □



COBBY'S
SANDWICH
SHOPS
BOISE, IDAHO

1030 Broadway Ave.
345-0990

4348 Chinden Blvd.
322-7401

6899 Overland Rd.
323-0606

Call about our free
lunch delivery.

For Nails of Distinction



Specializing in:

- Hot Oil Manicures • Pedicures • Airbrushing • Gels • Silks
- Acrylic Nails • Fine Cosmetics • Accessories • Gifts

2134 Broadway Ave. Boise

Ph. 345-6900

Foundation Notes

1986 Record Year for BSU Foundation

For the third consecutive year, contributions to the Boise State University Foundation exceeded the \$1 million mark. The record \$1,582,028 in gifts was a 49% increase over 1985 figures and led the way in the most successful year in the history of the Foundation.

Other records set in 1986 were number of donors (1,739) and total assets (\$6.2 million).

Five-Year Comparison of Contributions



Six trustees elected

At its annual meeting on March 31, the Foundation elected six new trustees to serve three-year terms. They are: Bethine C. Church, a BSU alumna and widow of Senator Frank Church; Julie M. Kilgrow, director of the Idaho Department of Employment; J. Frederick Mack, a Boise attorney; Robert F. Rice, CLU, Boise office of Northwestern Mutual Life; Catherine F. Stein of Stein Distributing Company; and Charles L. Winder, president of the Winder Company in Boise.

Elected by the board to serve as officers during 1987-88 are: Tom L. MacGregor, president; Peter L. Hirschburg, vice president; J. Charles Blanton, secretary; and Asa M. Ruyle, treasurer.

There are presently 52 trustees and 11 directors of the BSU Foundation.

Philipps joins development staff

Kimberly Philipps has joined the development office staff as assistant director of development, effective April 1. Prior to coming to BSU she served as public affairs officer for the Idaho State Board of Education.

Philipps' primary responsibilities will be in the area of annual giving and special projects for the BSU Foundation.



1987-88 Alumni president and Boise teacher Connie Bunch and campaign chair Adelia Simplot provide leadership to the \$350,000 Year of the Teacher Campaign.

Teacher campaign launched

In conjunction with "The Year of the Teacher" celebration, the BSU Foundation is sponsoring a campaign to generate \$350,000 in private support for important needs in the areas of scholarships, faculty development, programs and equipment.

Heading the campaign will be Adelia Garro Simplot, a director of the Foundation and chair of the resource committee. A \$50,000 anonymous gift for scholarships was announced when the campaign was launched in early spring.

Contributors to The Year of the Teacher Campaign may choose to make gifts in honor or memory of teachers who played a significant role in their lives. Individuals recognized as well as their families will be notified of the gifts. Honored teachers will appear in the Foundation's 1987-88 annual report.

Those interested in "thanking a teacher" may use the envelope enclosed in this issue of *FOCUS* to return their gift to the BSU Foundation.

Dean's Scholars	\$ 50,000
Departmental Scholarships	50,000
Excellence in Teaching Awards	75,000
Symposium on Excellence in Teaching	50,000
Master Scholars Program	25,000
International Education	75,000
Equipment Needs	25,000
Goal	\$350,000

HISTORY

Charles Odahl's article on "Constantinian Coin Motifs in Ancient Literary Sources" was published in the November 1986 edition of the *Journal of the Rocky Mountain Medieval & Renaissance Association*. Odahl is president of the association, and presided over the organization's annual conference April 10-11 at Colorado College, Colorado Springs, where he also chaired a session on "Modern Echoes of the Medieval Heritage."

Phoebe Lundy represented Boise State at the annual National Conference on Higher Education in Chicago in March. The theme of the 1987 conference was "Enhancing Performance by Taking Teaching Seriously." Lundy also spoke to the new St. Luke's Women's Life Center on "Reweaving the Tapestry of Women's Lives."

Pat Ourada was the guest of the Newberry Library of Chicago at the symposium "Teaching the Indian in American History" at UCLA.

Department chairman Warren Vinz conducted a workshop on "American Religious Pluralism and Implications for the Public Schools" for the Boise Public School District.

Errol Jones addressed the Boise Committee on Foreign Relations on Nicaragua. His presentation was entitled "Nicaragua: Perspectives on a Crisis." Jones also wrote a critique of the book "In Mexican Prisons, The Journal of Eduard Harkort, 1832-1834," which was translated and edited by Louis E. Brister. Jones' article will appear in *The Western Historical Quarterly*.

Michael Zirnicky attended the Midwest Sociology Association meeting in Chicago and was a panelist on the subject of "Fundamentalism in the Muslim World."

Several BSU students and faculty advisor Peter Buhler participated in the annual Phi Alpha Theta Western Regional Conference in Spokane, Wash., in April. Buhler also contributed the chapters "India from the Origins of Civilization to 155 A.D.," "Southeast Asia and Japan to 1500 A.D.," and "China from 1500 to 1914," to the textbook

Origins and Evolution of Non-European Civilization. He also wrote a critique of the book *Political Economy of Regionalism in Africa*, which was written by S.K.B. Asante. Buhler's article appeared in the spring 1987 edition of *Journal of Third World Studies*.

A study on the settlement and land use in the Birds of Prey Area was published by the BSU School of Social Sciences and Public Affairs in March. Edited by Todd ShaHat and two others, *Settlement at the Cove* was the culmination of a cultural resource survey commissioned by the Boise District of the U.S. Bureau of Land Management.

COMMUNICATION

Harvey Pitman represented Boise State at the annual National Conference on Higher Education in Chicago in March. Pitman also attended the 58th annual conference of the Western Speech Communication Association in Salt Lake City where he was elected delegate-at-large of the legislative assembly for 1987 and 1988.

Department chairman Robert Boren and Suzanne McCorkle, Marvin Cox, Dawn Craner and David Rayborn also attended the Western Speech Communication Association meetings. Boren presented a paper on credentialing secondary speech teachers in the Northwest, Rayborn was elected secretary of the communication education interest group, and McCorkle and Pitman were elected delegates to the legislative assembly.

McCorkle was also a critic for the Western Forensics Association Programs oral interpretation finals and national discussion contest finals in February.

Boren has also been involved in several workshops on effective and interpersonal communications. Groups he has spoken to include the Boise Police Department, timber sales administrators in Redmond, Ore., and the National Advanced Resource Technology Center in Marana, Ariz.

Laurel Traynowicz and Ben Parker recently conducted a supervisory skills conference

in Boise for electric utilities managers.

EDUCATION

Dean Richard Hart was reappointed to the five-person Committee on Accreditation of the American Association of Colleges for Teacher Education. Hart has been a member of the committee since 1985.

The children's book *Mirabelle's Country Club for Cats & Other Poems*, written by Norma Sadler, was published by Riverstone Press of Meridian.

Coston Frederick gave a keynote speech and conducted a two-day workshop on teaching study skills for teachers in Coos Bay, Ore.

William Kirtland was named a 1986 outstanding alumnus of Bemidji State University. Kirtland was honored at a special alumni luncheon at the Minnesota school.

COUNSELING CENTER

Jim Nicholson has had his article "Risk Recreation: A Contest for Developing Client Potential" published in the *Journal of Counseling and Development*. The article describes an outdoor adventure program that uses high-risk activities to promote an awareness of the role of risk in healthy adjustment among college students.

ACCOUNTING

David Nix attended the Robert M. Trueblood Seminar sponsored by the American Accounting Association and Touche Ploss Foundation in Chicago Feb. 26-28. He presented the paper "Mandatory Continuing Professional Education: A Survey of the State Boards of Accountancy Experience with the Requirement" at the 1987 Midwest regional meeting of the American Accounting Association.

Gordon Pirrong, Paula Boyll, and Nix participated in the Invitational Workshop on Accounting Education: A Program of Professional Development for Teachers of Accounting Feb. 20-21 in Salt Lake City. The workshop was hosted by the educators' journal *Accounting Instructors' Report* and sponsored by Houghton Mifflin and Co. publishers.

John Medlin took first place in a Lotus 1-2-3 template design contest, which was sponsored by Silver Creek Computers of Boise. Medlin's tax templates were designed for use in his senior-level Principles of Income Tax class. His 15-minute presentation in the competition was used to prepare a tax return from beginning to end. Medlin won a new Okidata printer for his first-place finish.

Dave Koeppen has written *Analyzing and Solving Intermediate Accounting Problems Using Lotus 1-2-3* and *Analyzing and Solving Intermediate Accounting Problems Using Super Calc*. Both books are computer supplements to the widely used Kieso intermediate text. The text sells 100,000 copies annually and is used by more than 50 percent of all college accounting departments.

PHYSICS

Dewey Dykstra presented a paper on Sir Isaac Newton at the meeting of the American Association of Physics Teachers, Idaho-Utah Section, at Weber State College in March. Department chairman Robert Luke and William Smith also attended the conference.

PSYCHOLOGY

Wylla Baraness was awarded the second annual John Camberari Award for her outstanding contributions to the profession of psychology in Idaho at the meeting of the Idaho Psychological Association in McCall in March.

Garvin Chastain made two presentations at the annual meeting of the Western Psychological Association in Long Beach, Calif., in April: "Direct Measures of Character Mislocalizations with Masked/Unmasked Exposures" and "Target Inclusion in Word Substrings Determines Identification Accuracy." Chastain also recently served as a special reviewer of manuscripts submitted to *Perception & Psychophysics* and *Canadian Journal of Psychology*.

POLITICAL SCIENCE

Richard Kinney directed Idaho Budget Balancers, an

event conducted in February to increase interest in and understanding of the funding of Idaho's programs and services. Participants served on five teams to develop a budget proposal for fiscal year 1988 dealing with criminal justice, education, human services, natural resources and taxes.

Gregory A. Raymond has had three articles accepted for publication: "Canada Between the Superpowers: Conformity and Reciprocity in Foreign Policy" will appear in *The American Review of Canadian Studies*; "Alliance Norms and War" will be included as a chapter in *The Theory and Practice of International Relations* (Prentice-Hall); and "Insular Cities in an Interdependent World" will be a chapter in *The Foreign Relations of Metropolitan Communities* (Greenwood Press).

Raymond also presented a research paper on Canadian foreign policy at the annual meeting of the Western Association of Sociology and Anthropology; and he has been selected as an academic associate of The Atlantic Council of the United States in Washington, D.C.

ENGLISH

James H. Maguire is a contributing editor to *A Literary History of the American West*, published by Texas Christian University Press and compiled by the Western Literature Association.

Helen Lolek has been appointed by the National Endowment for Humanities to an advisory group studying the role of the humanities in public schools.

Carol A. Martin has been elected second vice president of the Women's Caucus of the Modern Language Association of America. She will become first vice president in 1988 and president in 1989.

She also presented her paper "The Sensation Heroine and Society: George Eliot's 'Absolutely New Creation'" at the annual convention of the Interdisciplinary 19th-century Studies Association in San Jose, Calif., April 9-11.

Tom Trusky presented a workshop on "Selling the Magazine to Your Readers" at the annual Columbia Scholastic Press Association in New York City, March 11-14.

FINANCIAL AFFAIRS

Asa Ruyfe has been re-elected to a six-year term on the Greater Boise Auditorium District board, a position he has held for the past 10 years.

RADIOLOGIC TECHNOLOGY

Tom Kraker will assume the presidency of the American Society of Radiologic Technologists in June. This year's president-elect, Kraker attended the mid-year meeting of the society's board of directors in January in Albuquerque, N.M.

ECONOMICS

Chuck Skoro addressed the Lewis-Clark State College's World Perspectives Lecture Series at Lewiston in February on "Foreign Investments in Idaho: Who, What, Why?"

ARTS AND SCIENCES

Eight members of the BSU faculty have agreed to assist the Toothman-Orton Engineering Company in its bid to secure a contract with the Environmental Protection Agency for data base management services on the Acid Rain Effects Research Program. Mathematics professors **Robert Juols**, **John Griffin**, **Masao Sugiyama**, and **Sidney Porter**; biologist **James Long**; biochemistry instructor **Robert Ellis**; chemistry professor **Loren Carter**; and Paul Hatab, data center associate, have contracted with the Boise firm, which is one of several engineering companies to submit a proposal to the EPA.

MATHEMATICS

Mary K. Jerratt has accepted a position with the department beginning in the fall semester. She has completed her doctorate in numerical analysis at Montana State.

In May **Otis Kenny** will travel to the People's Republic of China with a delegation of educators in computer science to study that country's current state of computer science education. The group's trip, which will last three weeks, will be under the auspices of the Citizens Ambassador Program of People to People International.

Giles Malcof recently participated in a course on numerical analysis at UCLA.

CONSTRUCTION MANAGEMENT

Marvin Gabert and approximately 20 students attended the regional conference of the Associated General Contractors student chapter at Washington State University in early April.

SOCIOLOGY, ANTHROPOLOGY AND CRIMINAL JUSTICE

Dick Baker and **Mike Blain** both presented papers at the Pacific Sociological Association conference in Eugene, Ore. Baker spoke on sports and capitalism while Blain's presentation was on the contemporary peace movement. Sociology students **Sandy Matt** and **Byron Keeley** also presented a paper, which they co-authored, on substance abuse.

Anthony Walsh and **Jim Christensen** are collaborating on a textbook on using computer programs for statistics research. The book will be titled *Research Statistics for the Social Sciences Using SAS and SPSSX*.

Martin Scheffer is near completion on his book about Boise's School Resource Officer Program. The book will be published by Charles Thomas Publishing. The tentative title is *Policing from the Schoolhouse*.

Jane Foraker-Thompson was a participant in the Idaho Budget Balancers forum in February.

T. Virginia Cox attended the conference on the Association of Social Anthropology in Oceania in Monterey, Calif.

Chairperson **Pat Dorman** has conducted a series of workshops on human relations. The groups she has spoken to include the U.S. Soil Conservation Service and the Civilian Club.

HEALTH SCIENCE

JoAnn T. Vahey attended the annual meeting of the Association for Gerontology in Higher Education in Boston March 5-8. Vahey is a member of the academic standards committee of the association.

CHEMISTRY

Gary Mercer presented his talk on "The Amazing World of the Very Cold" to the 15th annual Nyssa High School Science Symposium on Feb. 12. He has presented the talk on temperature, energy, and the effects of very cold temperatures on common substances for the past eight years as part of the Visiting Scientist Program to area senior high, junior high and elementary schools.

BIOLOGY

Fenton C. Kelley participated in an *Idaho Today* TV interview on "Aquaculture Potential in Idaho" in January.

Richard McCloskey presented "Beginning Early: Wildlife Education for the Formative Years" to the Idaho Wildlife Federation meeting in Boise. He wrote the proclamation signed by Gov. Cecil Andrus for Idaho Wildlife Week March 15-21. The theme of the week was "We Care About Clean Air," and the project included distributing about 2,000 teacher's kits throughout the state. McCloskey and graduate student **Alison Beck** presented a workshop for junior and senior high school teachers on ecology and environmental issues in Boise in February.

Russell J. Centanni and **Dotty Douglas** and students **Fritz Brown** and **Mike Mortimer** presented papers at the Idaho Academy of Sciences meeting held in Moscow, April 2-4. Centanni presented "AIDS: An Educational Challenge." Douglas presented "Clonal Growth and Demography of *Salix setchelliana* in Relation to its Glacial River Gravel Bar Habitat." Brown presented "An Ultrasonic Study of the Crayfish Antennal Gland Using Microdissection and the S.E.M.," a paper he co-authored with fellow student **Eugene Fuller**. Mortimer presented "Toxicity Testing Using Bacteria," a paper co-authored with professor **Robert Rychert**.

Marcia Wicklow-Howard presented "Mycorrhizae: The fungus-root connection" at the 15th annual Nyssa High School Science Symposium in February.

GEOLOGY

Jack Pelton is one of three Idaho professors who recently published *The Geohydrologic Story of the Eastern Snake River Plain and the Idaho National Engineering Laboratory*. Funding for the project was provided by EG&G Idaho, Inc. through a contract with the U.S. Department of Energy. Pelton contributed the section about regional geologic history and earthquake hazards.

MUSIC

The newly renovated Cunningham Memorial Pipe Organ at BSU was inaugurated March 6 with a recital by **Donald R. Oakes**.

Lynn Berg performed in a Boise Philharmonic and Boise Master Chorale combined concert of works by Verdi and Brahms in late March. He presented a vocal recital at Ricks College in February, where he was accompanied by **Del Parkinson**.

Wilber Elliott recently served as festival conductor for the Idaho Choral Festival and

Central Oregon Honor Choir, as well as adjudicator for the District IV High School Music Festival.

Gerald Schroeder recently attended the Northwest Music Educators and National Choral Directors conventions.

Catherine Elliott has recently judged for Portland Opera and the District IV High School Music Festival.

Mel Shelton presented a conducting clinic for band directors at the Northwest Music Educators Conference in Portland. In March he conducted the North Central Oregon Honor Band Clinic, and in April, attended the Western Montana High School Music Festival in Missoula and was a judge for the University of Nevada-Reno Band Contest. In May, he will judge the Utah State Band Contest in Salt Lake City.

Madeleine Hau was the guest pianist with the Boise Philharmonic in late April, performing "Symphony No. 35 in D major by Mozart" and "Symphonic Variations for Piano and Orchestra" by Cesar Franck. In January, Hsu

performed in a concert at the Renaissance Academy of the Arts in Twin Falls.

In late December, Hsu met with her alumni and students for a performance get-together at BSU. In February, she judged at the Boise Junior Festival at the Morrison Center. Feb. 28, she performed in a recital for the Washington Music Teachers Association at Whitworth College, Spokane, and judged at the association's festival.

On April 10, Hsu and Parkinson performed works by Aaron Copland and C.G. Bratt for two pianos at the Idaho convention of the National Federation of Music Clubs.

HONORS

William P. Mech and **Wallace Key** served as judges for recent Academic Decathlon competition at regional and state levels.

Mech was the keynote speaker for the annual meeting of the medical staff for the Idaho Elks Rehabilitation Hospital on "What is the

SSC?: What it Means to Idaho and Medicine." Mech has also addressed the Meridian Chamber of Commerce and given Visiting Scientist talks on the SSC. He has been chairman of the infra-structure and budget subcommittee of the ISSC Team, which has provided technical support to the Department of Commerce in its efforts to bring this project to Idaho, and has represented the Inter-University SSC team.

ART

John Takehara conducted a two-day workshop/demonstration in Eugene April 23-24 at the invitation of the University of Oregon art department.

His ceramic art piece is featured in a recent publication, *3934 Corbett*, commemorating the 50th year anniversary of Contemporary Crafts Association, headquartered in Portland. The Contemporary Crafts Gallery is the oldest crafts gallery in the nation. Three solo exhibitions of Takehara's works have been featured in the gallery. □



Desktop Publishing — by the Hour

Rent time on our Macintosh and LaserWriter system.

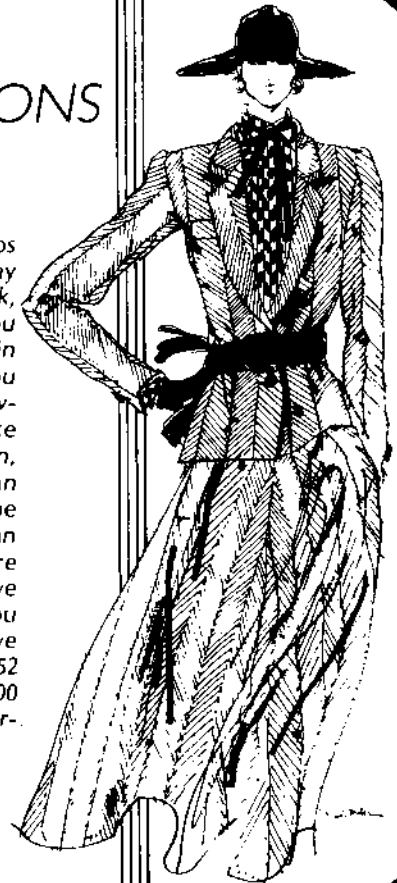
kinko's
Great copies. Great people.

342-7995
615 Capitol Blvd.
OPEN TIL MIDNIGHT

Kay's FASHIONS

We've brought New York and Los Angeles to you in Boise. You may ask how do you bring New York, Los Angeles or Dallas to Idaho? You bring it in lines of clothing and in the personalized service that you can **only** get in high fashion show-places of the world with lines like Ernest, Strauss, Adele Simpson, Helga, and our newest line, St. John Knits. We have the lines and the services that only Kay's Fashions can give you. We have brought more than great fashions to Boise...we've brought you Kay's. Let us serve you by special appointment because we think you **are** special. Call 385-9552 or come in anytime between 10:00 and 5:30 Monday through Saturday.

Northgate Center
7044 West State
Boise, ID 83703



BSU wins 'PIE' awards

The Partners in Education (PIE) partnership between Boise's Maple Grove Elementary, Hillcrest Care Center and the BSU College of Education was selected the grand prize winner in the Kids Care contest sponsored by *Scholastic News*.

Several hundred programs from across the country were submitted to *Scholastic News* in the Kids Care competition. The judges were Secretary of Education William Bennett; Edna Merson, president of Elementary School Principals; Paul Shires, president of the National Council of Social Studies; and Ann Kahn, president of the National PTA.

Maple Grove fourth-grade teacher Bill Fritz began the foster grandparent program with Hillcrest Care Center three years ago. Students visit the center's residents every Friday. They present programs, send cards and make special decorations.

Maple Grove Elementary received an Apple II computer and Hillcrest Care Center received \$1,000 for winning the grand prize.

Additionally, BSU's College of Education was awarded the National School Public Relations Association's Golden Achievement Award for its involvement in the PIE program. BSU has partnerships with 28 area schools and businesses.

PIE was started in 1985 as a pilot program funded by the H.J. Heinz Corporation Foundation. Each partnership united a Boise public school with a Boise business and a department of Boise State. The program is designed to establish working relationships between school children and adults to enrich the students' education. □

Faculty receive awards

Six faculty members received Year of the Teacher recognition awards at the first ASBSU Teacher Recognition dinner Feb. 17.

Those chosen from student nominations were: Laurel Traynowicz, communication; Harry Fritchman, biology; Richard Payne, economics; Carroll Lambert, early childhood education; Faith Peterson, nursing; and Margaret Gourley, child care. □

Club formed for athletes

The Bronco Athletic Association has started a support group comprised of former Bronco letter winners. The new Varsity "B" Club will keep former athletes informed about Bronco programs as well as provide activities and projects that unite former teammates.

Benefits include a membership plaque, special locker room reports, membership in football's 5th Quarter Club and basketball's Pavilion Club.

The BAA is now trying to locate former Bronco athletes to inform them about the new club. Letter winners from any sport interested in receiving more information about the "B" Club should contact the BAA office at 385-3556. □



1960s

Dr. Gary L. Bennett ('60, AA), deputy director of the Division of Special Applications for the U.S. Dept. of Energy, has been awarded recognition for his management of the production of power supplies and heater units for the Galileo and Ulysses space missions and his contributions to the nation's space power program. He was also recognized for his work as a member and adviser to the U.S. delegations to the United Nations Committee on the Peaceful Uses of Outer Space.

1970s

Maj. Frank H. Olander, Jr. ('79, Public Admin., MPA) has completed the command and general staff officer course for reserve components at the U.S. Army Command and General Staff College, Fort Leavenworth, Kan.

Jim Correia ('78, Accounting, BBA) will serve as the controller with the Meridian School District, eventually assuming the position of clerk with the school board.

Marine Capt. Michael Banning ('79, BS) recently completed a six-month deployment to the Orient.

Patrick J. Sullivan ('79, Marketing, BA) has been named executive assistant for Idaho with Sen. James McClure. Sullivan has worked for McClure as a professional staff member for the past six years.

Mark Winkle ('75, Chemistry, BS) received the 1985 Otto Haas Award from Rohm and Haas, where he is a senior scientist and coordinator of the company's electrochemical photodeposition

project. The award recognized Winkle's work in the development of a novel liquid emulsion photoresist for the rapid fabrication of circuit boards.

1980s

Antonia M. Shalz ('86, Psychology, BS) is a recipient of the Vivian Crozier Memorial Nursing Scholarship at Idaho State University.

David Thornton ('86, Psychology, BS) is currently attending Armor Officer Basic Course in Ft. Knox, Ky. He will report for duty at Ft. Hood, Tex., this coming June.

Azhar Bin Abdul Latif ('86, Accounting, BBA) is enrolled in graduate school at BSU working toward an MBA in accounting.

2nd Lt. Greg Metzgar ('86, Pol. Sci., BA) is attending the Infantry Officers Basic Course at Fort Benning, Ga. He will report to the 101st Airborne Division at Fort Campbell, Ky. in August.

Kelly Merritt ('85, P.E., BS) is working toward a master's degree in exercise physiology at the University of Nebraska-Lincoln.

Brian Bready ('86, Construction Mgmt., BS) has been accepted into Texas A&M graduate school this coming fall.

Shannon Gronz ('86, Communication, BA) is attending Arizona State University on a full academic scholarship, working toward an MA degree in communication.

Hapsah Bt Mohd. Yusoff ('86, Finance, BBA) is attending graduate school at National University in San Diego, working toward an MBA in Financial Management.

Treva Hunt ('81, P.E., BS) has graduated from the U.S. Air Force jet engine mechanic

3 graduates advance

Dr. David L. Crowder (BJC '63) has been appointed director of the Idaho State Historical Society.

An American Falls native, he has taught history at Ricks College, Rexburg, for the past 22 years. He received his master's degree at Idaho State and his doctorate in history in the American West from the University of Utah. He has written five books about Idaho and its historical figures.

Crowder will assume the directorship on May 31.

Julie Erb (Advertising Design '79) was recently promoted to publications manager of the Phoenix & Valley of the Sun Convention and Visitors Bureau. She was a graphics designer at BSU and Hewlett-Packard prior to her 1985 move to Phoenix.

She is currently responsible for the coordination, assistant editing and art direction of publications that support the bureau's programs.

Mike Dolton (Criminal Justice '80) was named executive director of the Twin Cities Development Foundation in Scottsbluff, Neb. He previously served as director of the Twin Falls Chamber of Commerce. Dolton also was the BSU Alumni Association's regional coordinator in the Magic Valley prior to his move to Nebraska. □

Past bands reunite

Former BJC and Boise State band members will be honored at a reunion Sept. 4-5, highlighted by the debut of the new BSU Keith Stein Blue Thunder Marching Band.

A band alumni section will be reserved at the Broncos vs. Delaware State game Sept. 5, and former band members will mingle with those in the new band at a reception.

Highlighting the band get-together will be a special alumni band playing at a barbeque and also at the game, according to Dyke Nally, Alumni Association director.

The new marching band was launched in 1986 with a \$250,000 donation from Keith and Catherine Stein, Boise. It will feature between 100-120 members.

Fund-raising for the band has also been conducted by the Alumni Association and the BSU Foundation.

Those interested in attending the band alumni reunion should contact the BSU Alumni Office, (208) 385-1959. □

Calling all teachers

A reunion of BJC/Boise State education graduates and other alumni who have been involved with teaching is planned Oct. 23-24 in conjunction with Homecoming to celebrate the Boise State "Year of the Teacher."

Activities planned by the Alumni Association for the reunion will include the Broncos vs. Idaho State University football game, a concert/dance, and the annual "World's Largest Tailgate Party."

A symposium on "Teaching: The Essential Profession" will be conducted Oct. 22 and 23 at the university to analyze the teaching profession's current status and ways to improve it.

"The Year of the Teacher" at BSU is dedicated to encourage the brightest to enter the teaching profession and to recognize the best who have," according to coordinator J. Patrick Bieter.

Those interested in more information about the reunion should contact the BSU Alumni Office, (208) 385-1959. □

Teacher of Year makes the grade

By Larry Burke

McCall-Donnelly second grade teacher Sue Anderson has the approval of some very important people in her life.

"She gets an S+" chimed students Leah Rosselli, Katie Pittenger, Nicolle Jones and Emily Ryberg when asked how they would grade their teacher.

Their glowing evaluation wasn't without its caveat. "When she gets kinda mad, I'd give her an S-," added Nicolle with the typical blunt honesty of a second-grader.

But those students aren't the only ones with high marks for their teacher. Last fall Anderson, a 1973 BSU graduate, received another approval rating . . . more like a super S+ + +.

She was named Idaho's Teacher of the Year, the most outstanding among some 10,000 in the state, in an annual program sponsored by the Council of Chief State School Officers, *Encyclopaedia Britannica*, and *Good Housekeeping* magazine.

Why her?

Perhaps it's because, as her principal John Wall explains, she is as enthusiastic today as she was when she landed her first teaching job at McCall-Donnelly Elementary 13 years ago.

The challenge and variety of teaching keeps her motivated.

"I like the challenge of finding a way to attack a piece of information and make it available to 8-year-olds. Can I make the light bulb go on — will some say 'I got that?' When they do, it makes all the struggle worthwhile," she says.

One story she likes to tell to illustrate the thrill of teaching is about a student's reaction when she sudden-

course at Chanute Air Force Base, Ill.

John Liebenthal ('86, Music/Business) is employed as the Communications Coordinator for Northern Engineering and Testing in Boise.

Christopher McCurdy ('85, AA) has arrived for duty with the 299th Support Battalion in West Germany.

Dale J. Hasenoehrl ('86, Social Work, BSW) has been hired as a counselor for Vocational Rehabilitation in Orofino.

Cristina Poole ('86, Theatre Arts, BA) is working for the legislature and doing voice production work for a local production company.

Mary Curran ('86, LPN) is working at the EIK's Rehabilitation Hospital.

Brenda Jo Chiles ('86, Accounting/CIS, BBA) is working

for Touche Ross and Company in Boise.

Nancy McIntosh ('86, English, BA) is working part-time as a consultant/writer for Morrison-Knudsen in Project Development.

Kristy Whitaker ('86, Math, BS) is a computer programmer at Micron Technology in Boise.

Angela K. Child ('86, Comm., BA) is working in a sales management position with Lawry's and Lipton Corp. Her husband **Curt Child** ('86, Accounting) is an auditor with Peat, Marwick and Mitchell. They reside in Los Angeles.

Harry Holbert ('86, Real Estate, BBA) is an appraiser with the Ada County Assessors office.

Kim Kolander ('86, Marketing, BBA) is a research associate with the Economic

ly discovered the intricacies of long division.

"She leaped out of her chair, grabbed her best friend and jump-danced around the room. She had worked at it for so long, and it finally came. I'll always remember that image in my mind," she said.

The key to successful teaching, she says, is to know the students, and let them know you.

"The first thing I do is really get to know them . . . and I expect them to know me. Then I feel confident in their mutual respect. Then I can get on their cases if they aren't learning. I can coerce them, I can coax them, I can demand from them all that learning you just know is in there . . . I can just draw it out.

"But first of all, it comes from a mutual respect," she explains.

Anderson is motivated to do the best she can because she knows she makes a difference in the lives she touches.

"I see them come in without confidence or the spark to learn," she said. "I tell them they can be anything they want to be. I tell them, 'You are smart, you are beautiful, you are witty, you can solve problems.' Pretty soon they start to believe it."

Good teachers are also good learners, she says. That is why she has continued her education, including one summer spent at the Sorbonne in Paris.

She is also deeply involved in her community, raising funds for a space exploration section in the McCall library, serving as coach in the Special Olympics, playing in the McCall orchestra, organizing Women in Crisis programs, teaching winter survival skills, or heading a citywide cleanup campaign.

Anderson, who graduated from Wood River High School in Hailey, knew she wanted to be a teacher after working with emotionally disturbed children as a 13-year-old.

But were it not for the intervention of BSU education professor John Jensen, she may have abandoned those plans at the last minute. Her first exposure to student teaching was less than satisfactory, and she was ready to give it up when Jensen stepped in and convinced her to keep trying.



Sue Anderson in her classroom.

"I thought, all this training and I blew it — this isn't for me. If John Jensen hadn't come to my rescue, I wouldn't be here," Anderson recalled.

Thirteen years after that incident, some 300 students have been touched by Idaho's current Teacher of the Year. Some are now in their mid-20s and still keep in touch.

In one recent letter, a former student wrote: "You may be the Teacher of the Year for Idaho, but you are the teacher of a lifetime for me."

That, in a single eloquent sentence, sums up why Sue Anderson loves being a teacher. □

Research Department at Albertson's in Boise.

Vicki Rogers ('86, Marketing, BA) is a sales representative for Proctor & Gamble in Denver. She works in the package soap and detergent division.

Stephen Banick ('86, MBA) is entering the "Master's of Health Systems" program at Georgia Tech in Atlanta. He is on a one-year internship program.

Mary Cox ('85, Marketing/Mid-Mgmt.) is working for KCIX and KSGR as an account executive.

Weddings

Karen Odell ('84, BBA) and **Christopher Mansfield**, Feb. 14.

Ann Brown ('85, Elem. Ed.,

MA) and **Ron Rowan**, March 21.

Lori Swanson ('84, Bus. Ed., BBA) and **Eric Ostensen**, Jan. 31.

James R. Newell ('85, Finance, BBA) and **Andrea Mansigh**, Jan. 17.

Scott Riebe ('83, Info. Sci., BBA) and **Melissa Sherrill**, Jan. 17.

Jennifer Gerhard ('86, English, BA) and **Mark Davis**, March 14.

Lori Prestel ('86, Management, BBA) and **Joe Schram**, April 10.

William Junilla ('85, P.E., Sec. Ed., BS) and **Renae Marcum**, April 25.

Bruce DeLawyer ('83, Resp. Therapy, BS) and **Ronda Thomas**, Jan. 3.

Connie Robbins ('86, Child Care, AAS) and **Brandee Gormley**, Sept. 6.

John H. Emery ('85, Construction Mgmt., BS) was married December 21 to **Nola Barrow**. He is working for Morrison-Knudsen in Dallas, Texas.

Deaths

Violet J. Obenchain ('55, Education) died February 18. She was a substitute teacher in the Boise school system for several years, later retiring to travel extensively.

R.C. "Bob" Spencer ('79) died February 16. He was a partner in Reynold-Spencer Accounting and comptroller for Terrell, Inc. of Boise. He was appointed to the Meridian Planning and Zoning Commission and became chairman of the commission in 1982.

Charlotte A. Twilegar, 44, ('71, LPN) died January 21.

She worked for St. Luke's Regional Medical Center in Boise and Mercy Medical Center in Nampa, retiring in 1981.

Deward "Dewey" Fredricks, 59, ('76, Social Work) died January 5. After receiving his degree, he was a restaurateur for several years.

Alicia Jasso, 27, ('84, Bilingual Education, BA) died February 19. She began teaching first-grade at Van Buren Elementary School in Caldwell in 1984, working there until her death. She was working on her master's degree in bilingual education at the time of her death.

Dorothy J. Holbrook, 51, ('80, Special Education, BA) died December 24. She taught in the Payette School District until she resigned in 1984 due to illness. □

Top 10



The BSU Alumni Association Top Ten scholars, left to right: Andrew King, Douglas Johnson, Heidrun Toomey, Eileen K. Wright, Janice Joslin Patton, Anne E. Boylan, Margaret H. Lewis, Brenda J. Hollingsworth, Karen Alexander Erbland, Michael Scott Davis.

They are the best of the bunch, the cream of the crop — the Top Ten. Every spring the BSU Alumni Association honors 10 seniors for their academic excellence. The students then name the BSU faculty members who were most influential in their development. As always, this year's Top Ten was a cross section of the BSU student body.

Anne E. Boylan, Boise, is a senior psychology major. She received a psychology department scholarship for 1986, and during the fall of 1986 served an internship at the Veterans Administration Medical Center. She has been named to the 1986 edition of *Who's Who Among Students in American Colleges and Universities*. She was a 1982 graduate of Borah High School, Boise.

Honored faculty member: **Mark Snow**, professor of psychology.

Michael Scott Davis, Boise, is a senior communication major and was the recipient of the Communication Faculty Scholarship for 1986-87. He is currently working at the Idaho State Library Division for the Blind and Physically Handicapped as an audio technician producing and duplicating books on cassettes. During spring semester 1985, he attended the Studies Abroad program in Guadalajara, Mexico.

Honored faculty members: **Harvey C. Pitman** and **Laurel Traynowicz**, both associate professors of communication.

Karen Alexander Erbland, Boise, is a senior English/secondary education major. She has been awarded both English department and Ada Hatch scholarships. Currently, she is a tutor at the BSU Writing Center. She has been named to the dean's list with highest honors during all of her semesters at Boise State.

Honored faculty member: **Driek Zirinsky**, associate professor of English.

Brenda J. Hollingsworth is a senior accounting major. She was a 1983 graduate of Borah High School. She has been named to the dean's list for several semesters.

Honored faculty member: **Susan Bates**, special lecturer in accounting.

Douglas Johnson is a senior quantitative management major. For the past six years, he has been a production supervisor at Hewlett-Packard. He was a 1980 graduate of Rimrock High

School, Grand View.

Honored faculty member: **Roy Glenn**, associate professor of management.

Andrew King, Caldwell, is a senior accounting major. He has been the recipient of the William H. & Gladys E. Langroise Scholarship. A Notus High School graduate, he has received highest honors on the dean's list for the past five semesters.

Honored faculty member: **Richard D. Payne**, professor of economics.

Margaret H. Lewis, Boise, is a senior criminal justice major. She is currently employed by Six States Distributors, and from 1985-86 worked as an intern with Boise Crime Stoppers, where she received a service recognition award. She has received university and criminal justice scholarships, and has been named to the dean's list for every semester, with highest honors for four semesters. She was a 1983 graduate of Borah High School.

Honored faculty member: **Jane Foraker-Thompson**, associate professor of criminal justice administration.

Janice Joslin Patton, Boise, is a senior accounting major employed in the Hewlett-Packard accounting department. A Borah High School graduate, she has been awarded highest honors on the dean's list.

Honored faculty member: **Susan Bates**, special lecturer in accounting.

Heidrun Toomey, Boise, is a senior social science/secondary education major. A student representative on the BSU Curriculum Committee from 1985-87, she has also served as an official at BSU track meets since 1982. She received her GED from the BSU Adult Learning Center in 1980.

Honored faculty member: **Helen Lojek**, assistant professor of English.

Eileen K. Wright, Boise, is a senior marketing major. A 1982 graduate of Meridian High School, where she was valedictorian and student body president, she is currently working in marketing and training for Valli Information Systems, and is also a Nautilus and aerobic instructor for Courthouse, Inc. She has been the recipient of Club Alumni, Zonta, and Langroise scholarships.

Honored faculty member: **William Mech**, honors program director. □

A coach's calling

Is it training or teaching?

By Bob Evancho

Bobby Dye, Skip Hall and Boise State's other coaches most assuredly were hired to win athletic contests. But this isn't about win-loss records, NIT bids or league championships—it's about teaching. Actually, it's about BSU coaches and teaching.

In keeping with the university's "Year of the Teacher" tribute and this *FOCUS* edition's theme, we asked four BSU coaches if they considered themselves teachers; should coaches receive more recognition for their contributions to education?

Well, spend some time with these folks and you'll know the answer. To paraphrase their collective reply, "Hey, we're talking college here—the educational experience, the shaping of character. A disproportionate amount of our success and failure may be measured in wins and losses, but we are teachers in every sense of the word."

These coaches don't deny that college sports' image has been sullied by a seemingly endless flow of public disclosures of various improprieties. They also know that this win-at-all-costs mentality has pressured too many coaches into losing sight of what's important. These transgressions notwithstanding, they believe coaching at the college level *is* teaching.

"I don't think you can separate the two," said Ed Jacoby, BSU's veteran track coach. "I think of myself as a coach, but I think of myself even more as a teacher."

Said Hall, BSU's new football coach, "I believe a great coach has to be a great teacher. To me, the concept of coaching is a little misleading. To be effective as a coach you first have to be effective as a teacher."

"I think teaching is terribly important in what we do," said Dye, the men's basketball coach. "I think of myself as a coach, but I also think teaching is critical



BSU track coach Ed Jacoby with shot-putter Ted Lindsley.

Photo by Chuck Scheer

to our success. Successful coaching, I think, is teaching on as high a plane as there is."

A coach's commitment to his or her players goes much deeper than the typical student-teacher relationship, Jacoby points out. "The difference is your total involvement—psychologically, emotionally and physically," he said. "These relationships are personal and intimate. These kids come to you with questions about everything."

"And I think that part of the reason that a coach's relationship is more involved than a teacher's is because of the time involved. You're working with this person for four years on a daily basis. When that period is over, you usually have played an important and integral role in that person's life."

Gymnastics Coach Jackie Carringer agrees. "A math professor, for example, will have interaction with his students, but it's usually about math, about academic decisions," she said. "Whereas with my athletes we deal with the entire scope—their living situations, boyfriends, family problems. There is a multitude of issues you come across when you deal with these young women and usually the coach is the one they turn to."

"A coach wears many hats and any time you impart knowledge to a group of individuals or one individual you're in a sense teaching. We are not only responsible for the athletic training of these students, but we also affect their personal development because we spend a great deal of time with them. Hopefully, they'll respect you for the way you live, and your philosophies and beliefs. We're teachers

in the gym, but we're teachers outside the gym also—teachers of life."

Their classrooms are the Pavilion basketball floor and Bronco Stadium; their teaching materials include pommel horses, javelins and shoulder pads. But these coaches believe their players are deriving much more than physical strength and skill from these lessons. The teamwork and discipline being taught can go far beyond the athletic arena.

"I think athletes have the opportunity to learn even more than what is taught in the classroom," Dye said. "I think athletics can teach a youngster some values that he can use later on in life that are terribly important. In everything we do we're going to meet a certain amount of success and failure, and it's very important to learn how to deal with both. I think athletics exposes us to that. It's an education that they can put to use at a later time."

Hall: "If it's just a matter of winning and losing, then we're missing the target. Striving to win is what's important. We tell our players that *doing* their best is more important than *being* the best. The game enables them to gain confidence in facing challenges; it prepares them for challenges they're going to face later in life. I think we can teach them some things they can't learn in the classroom. We can provide them with an education they're not going to read in a book."

Perhaps Jacoby put it best. "My feeling is that I want to take a young person and make him as good as he can possibly be," he said. "We're not as concerned with winning track meets as we are with the overall development of the individual. To me, that's teaching." □

Them that can does; them that can't teaches

By John H. Keiser, President
Boise State University

In spite of that attitude, so prevalent in America and so close to the surface in Idaho, I can't remember when I didn't want to be a teacher. To illustrate the lack of self-confidence among some teachers, I was told more than once as a student to get teaching credentials in case nothing better presented itself. Education courses were known as "the mattress curriculum," i.e., something to fall back on. In an information age, an era where education is critical to the success of nations as well as to individuals, it is amazing how many people still regard teachers as a collection of Ichabod Cranes and frustrated old maids. Even those willing to expend a little more tax money on education are secretly pleased not to be part of the teaching profession.

That irritating negativism so obvious to potential and to practicing teachers was one reason Boise State designated 1987 as the "Year of the Teacher." But anyone who can't ignore that cynical chorus shouldn't be a teacher anyway. And we wanted those courageous enough to speak out firmly against it to know they had allies.

More important, we wanted to emphasize that teaching was a noble, essential profession in American history and is even more critical to its future. We wanted to not only create opportunities to express appreciation for jobs well done, but also to discuss ways of being more effective, more useful.

It was a pleasure for me to spend last summer examining the works of Ernest Hemingway to find strong reinforcement for the characteristics of craft, creativity, commitment, and civility which I attributed to great teachers in a fall speech. And it has been an even greater pleasure to participate in a number of the activities where effective teaching and learning have been discussed with an eye to the twenty-first century.

Like many others who have taken the Year of the Teacher seriously, I have recalled the best teaching I have experienced and created an ideal teacher in my mind — and one I would hope to become. A truly great teacher must be a scholar, one who knows as much precise, verified information about his topic as possible. Yet I have known fine scholars who could not teach. A great teacher must also be committed to research, to discovering new information and testing and retesting hypotheses. But many of us have known researchers who were inept teachers. A great teacher must publish or otherwise share his creativity in a literate, eloquent fashion. Not all productive writers and artists are good teachers, however. I'm not sure Hemingway would have been a great teacher.

I have concluded that my ideal teacher is in important ways a scholar, researcher, and publisher who combines those traits with overwhelming concern and caring for people, for students. I am convinced it was the teacher who reached out, who understood and helped when it was needed, who took the trouble to know and appreciate me, who prevented me from becoming an unemployed coal miner or an occasionally employed steelworker today. It takes so little effort to know that 18-year-old freshmen, for example, may well experience a crisis about Thanksgiving time. It could be homesickness, a Dear John letter, unexpectedly low mid-term grades, or a personal challenge of a deeper sort. The great teacher, one with a dozen books who speaks six languages and does cutting edge research on computers, recognizes that a little time invested at this point may save a career — a life.

There are many teachers on the Boise State University campus, in the Boise School District, and throughout America who approach this ideal. They have every reason to be proud of their profession, its past and its future. I for one am proud to be associated with them during the Year of the Teacher and any other time. □





MVP

Most Valuable Planes.

It takes a winning team and great aircraft to handle 80,000 passengers per month. But Horizon Air has the team and the MVP's to do it—the luxurious 65-passenger F-28 Jet, the quick and quiet F-27 Prop Jets, and the sleek new 18-passenger Metro III Prop Jets.

No other airline offers nearly as much service between the great cities of the Northwest and Intermountain states. Which makes our team and our aircraft most valuable in the travel game.

See your Travel Agent or call Horizon toll-free (800) 547-9308. You'll be one of our MVP's. Most Valuable Passengers.

HORIZON AIR[®]
SERVING THE GREAT CITIES

Eric DeBord stretched his pennies 6000 miles.



Eric's always been a saver. And a dreamer. Around Payette, he mowed lawns, ran errands and bagged groceries. And put his money into big glass jars.

When he was eleven, he put the money into a savings account at Idaho First. Which pays a whole lot more interest than glass jars.

And he kept saving. Nobody knew what for.

Then, seven years later, he sprang a Mother's Day surprise. He gave his parents a dream vacation in Hawaii, all expenses paid out of his savings.

You'd be surprised how far your savings can go at Idaho First.

Bring us your dreams.



AFFILIATE OF MOORE FINANCIAL GROUP
MEMBER FDIC

Alumni Office
Boise State University
1910 University Drive
Boise, Idaho 83725
acct. 921-L101

BSU LIBRARY
BOISE STATE UNIVERSITY
1910 UNIVERSITY DRIVE
BOISE ID 83725

Non-profit Organization
U.S. POSTAGE
PAID
Bulk Rate
Permit #36
Forest Grove, Oregon