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On the same day that former Boise State football coach Houston Nutt was named coach at Arkansas, BSU named Oregon offensive coordinator Dirk Koetter, above, as its new head man at a Dec. 10 news conference. The 38-year-old Koetter is an Idaho native who played quarterback at Idaho State. Although Nutt was 4-7 in his lone season in Boise, he clearly left a program on the rise, as evidenced by the Broncos' season-ending 30-23 overtime win over Idaho, their first victory in Moscow since 1981.

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ABOUT THE COVER: Gone is the simple one-room schoolhouse where the teacher cut the wood, built the fire and taught the students—all of whom likely came from similar backgrounds. Today’s classrooms are filled with children from varied cultures and with different learning abilities. Schools are guiding students in skills once reserved strictly for parents. This issue of FOCUS illuminates the challenges facing educators and the progress they are making to meet these increasing demands. Chuck Scheer photo.
Over the past few weeks I have attended a number of regional, state and national conferences. All had a common theme: The world surrounding our colleges and universities is changing at an unprecedented pace that calls for a rapid response by the higher education community.

Those outside the academy argue for rapid change, while those inside argue for stability. Yet, most agree the essence of the collegiate experience must be maintained. Hence, the major dilemma facing American higher education and our university: What should we look like in the 21st century?

Here is a quick review of those forces impinging on us, a word about the debate over higher education's future and some comments about BSU's unique place in American higher education.

The changing nature of America's work force is well documented. Career change, job displacement, changing skills and enhanced use of technology are all characteristic of today's global marketplace.

Coupled with those changes is the fact that teaching and learning in the traditional campus classroom are being challenged. For-profit institutions offer tailored programs for the adult student, with certificate/diploma programs readily available by telecommunication, computers or interactive television. More than 5,000 companies conduct their own in-house university programs, and some even offer accredited degrees.

The work force of Idaho and the Treasure Valley is not immune to these trends. A report by the Idaho Department of Commerce found that about 12 percent of Idaho's gross state product comes from the electronics sector. The manufacturing sector now employs about twice as many as agriculture.

These sectors of the economy bring a never-ending need for change on the part of all involved — change in skills, change in intellectual capital and change in work responsibilities. The need for a responsive educational system is an absolute ingredient to the success of such an economy.

Yet, there is more to a society than a healthy economy, as important as that is. Also essential are a sense of community, responsible citizenship and a value base that permits each individual to make informed decisions. Appreciation of beauty, understanding of a democratic society, individual and social responsibility — these too are enduring elements of the collegiate experience. Grounded in the liberal arts, these are no less critical for the 21st century than they have been in the past.

So, here is the issue facing every American college or university: How do you respond to the pressures to make the collegiate experience sensitive to the changing world of work while at the same time equipping individuals with the internal tools of aesthetics, values and decision-making skills needed to live successfully in this "brave new world?"

Most universities are employing one to three strategies to cope with this dilemma. First, there are those institutions that would reduce the collegiate experience to accommodate any need of the work force. Other institutions hold to the proposition that there is a generic knowledge base that permits people to move comfortably in the work world. These institutions resist any influence from the external world in their programs.

In my judgment, the third strategy being adopted by some colleges and universities — that of melding the educational needs of the marketplace with a traditional liberal arts education — will be the most powerful institutional strategy for the 21st century. It is the dominant strategy of many metropolitan/urban universities and a hallmark of BSU.

The challenge for Boise State is to be positioned to respond constructively to the many pressures for change, yet to assure the core functions and values of the institution. The following are strategies that contribute to this important goal.

First, we continue to value a curriculum that balances learning for immediate application with lifelong learning — "learning about" and "learning to do." Each program at Boise State is designed with a different balance between these two important ends of the collegiate experience, often with the advice of off-campus advisory groups.

Second, access is a key consideration. Custom-designed courses, classroom sites around the valley, cooperative programs in Twin Falls, a center in Nampa, plans for a branch campus, and a flexible schedule are all examples of our intent to move higher education closer to the citizens.

Third, we will continue to keep our fees as low as possible. While still one of the best higher education buys in the country, in recent years our fees have increased at an accelerated and disturbing rate. Increased demand for services, pressure on the state budget and excessive regulations are all tied to the cost dilemma. After three years of budget reductions, we have carefully pruned programs and services, and we will continue to find ways to make the institution cost effective.

Fourth is our need to continue to find the best use of technology as a tool to enhance our programs and services. We view technology as a means to an end; not the end in itself. On the instructional side, we are experimenting with electronic classrooms, computer laboratories, and distance learning via Internet, video and radio. A study group is exploring the future of the laptop computer for all students. Our Project Access is a multi-year activity to both re-engineer all our business and service functions and install appropriate computer support.

Finally, we continue to invite Boise and the Treasure Valley to play an important role in our programs. Internships, advisory committees, joint research projects and service learning activities abound. They bring "learning about" face-to-face with "learning to do," and they strengthen the bridges between the campus and the community.

As we enter the new millennium, identifying needed changes while preserving the best of the collegiate experience will both guide our planning and challenge our best practices. All are welcome in this debate.

As always I appreciate your comments. I can be reached at 208 385-1491 or by e-mail: aprruch@bsu.idsu.edu.
Boise State's engineering complex (left of center in foreground) will expand by two buildings with funds from the Micron Challenge. While building designs may change, this rendering shows the location of a four-story building (1) that will be attached to the existing Engineering Technology Building (2) and a one and one-half story laboratory (3).

CHALLENGE MET AHEAD OF SCHEDULE

Boise State University has met its match. Less than two years ago Micron Technology offered $6 million toward a new engineering building — if Boise State could raise a matching amount in three years.

On the day before Thanksgiving, Boise State President Charles Ruch announced that the university and the BSU Foundation had met the match, exactly one year, two months and 10 days before the deadline.

That new $12 million will give a boost to Boise State’s growing engineering programs that were in the conceptual stage just two years ago. By spring, Ruch said construction will begin on two new buildings.

The largest will be 64,000 square feet and four stories high. It will include faculty offices, classrooms and laboratories. The second building, which will enclose 18,500 square feet, will include more than 10 specialized laboratories for civil and mechanical engineering. Both buildings were designed by CSHQA Architects of Boise. Also included in the plans is a large grass plaza at the corner of University Drive and Belmont Street.

“ These buildings represent a true working partnership between the university, individual donors and corporate contributors,” he added.

Micron chief executive Steve Appleton said the buildings are important because they will improve programs that train engineers in the computer chip manufacturer’s backyard.

“We compete in a national marketplace for engineers. It helps us recruit and retain them if we can find them,” he said.

In addition to Micron’s $6 million, lead gifts of $2 million came from the Harry W. Morrison Foundation and $1 million from the Laura Moore Cunningham Foundation. (See page 11 for a complete list of donors.)

The Morrison donation will be used to construct the civil/mechanical engineering lab building to honor Harry Morrison, the co-founder of Morrison-Knudsen Co. and the late husband of Boise philanthropist Velma Morrison.

“He was a true giant in the construction industry, so it is especially meaningful to honor him through a building that will serve future engineering students,” said Ruch.

The new buildings will be located south of the current Engineering Technology Building on University Drive.

RUUD SELECTED ADVANCEMENT VP

After a national search, Boise State turned to one of its own to fill the newly created position of vice president for institutional advancement.

Bill Ruud, dean of the College of Business and Economics since 1993, was named to the advancement slot, which was created to enhance the university’s fundraising and outreach efforts.

Ruud will supervise the offices of Development, University Relations/News Services and Alumni, coordinate other fund-raising activities and serve as executive director of the BSU Foundation.

Boise State last added a vice president in 1972 when the student affairs unit was established under David Taylor.

Ruud brings to the position an “excellent blend of experience in development, public relations and academic administration,” says BSU President Charles Ruch, who announced the appointment in mid-December.

Since his appointment as business dean in 1993, Ruud has led the reorganization of the college’s academic departments, secured several major gifts, strengthened the college’s advisory committee and developed new degree programs in the Magic Valley.

Last fall, the college received the largest grant in Boise State’s history — $3.2 million to assist the National Economics University in Hanoi, Vietnam, establish a business program.

In addition to his work at BSU, Ruud is on the board of directors for the March of Dimes of Idaho, Junior Achievement of Idaho and the southern Idaho division of Wells Fargo Bank.

Before coming to BSU, Ruud was acting dean of the college of business administration at the University of Toledo in Ohio.

“We were fortunate to have someone of Bill’s caliber on our staff. He understands the role of universities that serve metropolitan areas, and his strong ties to the community, combined with his experience within the university, will serve us well,” Ruch says.

Ruud will begin his new duties Feb. 1.
SALARY INCREASES
A BUDGET PRIORITY

Boise State and the other Idaho universities are looking at another tight budget year, but that is a welcome relief compared to what the schools have faced the last two years, says BSU President Charles Ruch.

“For the first time since 1995, we aren’t implementing budget reductions when the Legislature comes to town,” says Ruch.

During 1996-97, Boise State reduced its base budget by 5.5 percent, or $2.8 million, after tax receipts fell behind projections. Those cuts came during a period of steady enrollment growth.

Ruch is optimistic that funding can at least keep pace with the growth this year. Last fall, BSU set a state enrollment record of 15,431 students.

“As always, the needs of health and welfare, corrections, education and other state agencies must be weighed against the limited funds available,” says Ruch.

The top budget priority this year, Ruch explains, is to secure salary increases for faculty and staff. Last year, the Legislature didn’t fund raises for state employees.

Boise State will request a total budget of $76.4 million, a 9.1 percent increase over last year’s base budget of $70.2 million. The request includes $3.9 million to maintain operations at their current level, including $550,000 to fund additional operating expenses, faculty and support personnel needed because of enrollment growth. BSU will also request $640,000 in salary equity to close the gap between BSU’s faculty salaries and those in nearby states.

Ruch says the university will request only one capital item: $2 million to fund the first phase of the infrastructure for the branch campus in Canyon County. An estimated $10 million is needed to fund road, water, sewer and electrical systems before the campus can be built on land BSU has acquired east of Nampa.

HYDRO LAB DONATED

Boise State’s College of Engineering is one hydraulic lab richer thanks to Boisean Eric Norquest.

Norquest, senior water resource agent at the Idaho Department of Water Resources, had built a prototype of the lab 10 years ago. Because of rental space costs, he disassembled it, but kept some of the parts in hopes he could resurrect it someday.

Opportunity knocked when he and members of the engineering faculty coordinated a project to refurbish the lab and house it in BSU’s diesel maintenance workshop. The lab consists of a large room filled with tanks, pipes, a circulating pump and a flume that measures 30 feet long by 8 feet wide.
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PROF CO-PRODUCES DOCUMENTARY FILM

A documentary film co-produced by a Boise State education professor has garnered national attention for its inside look at the educational system of a Japanese village.

Heart of the Country, a 90-minute documentary filmed in Kanayama, Japan, recently won a Judges Award from the Northwest Regional Video and Film Festival and a CINE Golden Eagle from the Council on International Non-theatrical Events at the annual Golden Eagle Film and Video Competition.

“The film takes a critical look at learning in Japan from the inside,” says professor Bill Parrett, who along with his co-producer and cameraman Leonard Kamerling, spent three years researching Japanese communities and nine months filming the documentary in tiny Kanayama, population 400.

The film is in Japanese with English subtitles and tells the story of how the people of the village work together using everyday life events to educate their children, says Parrett. The village’s elders are an important part of the film and the teaching, he added.

Some of the residents of the community helped the filmmakers with directorial and editorial decisions.

“That’s what makes it different from other films about Japanese education,” Parrett says, “because it is made from inside a community.”

GEOSCIENCES OPENS NEW LABORATORY

Boise State’s department of geosciences is the new home to a new high-tech system that can link academia, government and industry.

Geographic Information Systems (GIS) is a state-of-the-art methodology for organizing and analyzing spatial, map-based data.

GIS integrates map making with data base management and statistical analysis to summarize vast amounts of data in visual, easily understood formats.

The new methodology has become a fundamental tool for agricultural managers, scientists and land-use planners. Data can be summarized in tables or reports and displayed as maps.

BSU geosciences professor Walt Snyder says the new facility offers opportunities for BSU and its students to develop partnerships with area businesses that may need the service.

In addition, Snyder says a pilot project is under way to take GIS into science curriculums at the junior and senior high school levels in the area.
COMMUNITY SUPPORT EVIDENT IN CAMPAIGN FOR ENGINEERING

The successful “Excellence in Engineering” fund drive to match Micron Technology's $6 million pledge for new engineering buildings included donations from a mix of individuals and corporations, says BSU President Charles Ruch.

“This project represents a true working partnership between the university, individual donors and corporate contributors,” says Ruch.

“We began our new engineering degree programs under the assumption that the community would help us support them. The success of the Micron Challenge is evidence that our assumption was accurate.”

An eight-member fund-raising team and the College of Engineering's 15-member advisory board were key to the success of the campaign, Ruch says.

Twenty-seven donors to the fund drive were honored at a lunch in November. Those donors included:

$6 MILLION — Micron Technology.
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K2 Construction, Keller Associates, Doug and Serena McAlvain, Nelson Construction, Owyhee Construction, Simplot Co., Wright Brothers, Dr. George Wade.

Velma Morrison became an honorary member of the civil engineering club after announcing a $2 million donation for a new laboratory building.

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Comedian Bill Cosby donned a BSU football shirt and entertained a large crowd in the Pavilion on Nov. 8. Cosby was one of many performers who appeared on the BSU campus during 1997.

**BOWL GAME MAKES SUCCESSFUL DEBUT**

Ideal weather, enthusiastic out-of-town fans and flocks of geese flying over Bronco Stadium created a nearly picture-perfect setting for Boise’s first Humanitarian Bowl.

With the sun shining on Boise’s snow-covered foothills and temperatures rising to the upper 40s, the University of Cincinnati trounced Big West champ Utah State 35-19 in front of 16,121 fans and a national TV audience on ESPN2 on Dec. 29.

The bowl game was the culmination of months of planning and a holiday week full of festivities that included a dinner/dance, the mayor’s media luncheon, pep rallies and induction ceremonies that enshrined Olympic distance runner Billy Mills, former NFL standout Mel Blount and NBA star Kevin Johnson into the Boise-based World Sports Humanitarian Hall of Fame.

**MARCH MADNESS SET TO RETURN TO BSU**

Boise State will be in the national spotlight again this spring when the NCAA basketball tournament — March Madness — returns to campus. Eight teams will play six games in the BSU Pavilion March 19 and 21.

This will be the fifth time BSU has hosted the event, known as the most watched sporting event in America by the time a national champion emerges from the 64-team field. Tickets are already sold out.

Boise State’s next NCAA event will be the national track and field championships in 1999, an event the university hosted for the first time in 1994.
SPANISH SIBLINGS ENJOY INTERNATIONAL EXPERIENCE AT BSU

By Maggie Chenore

Carrying little more with them than Spanish tradition, four brothers and sisters from Valls Tarragona, Spain, have made Boise State University their home away from home.

The close-knit Figueras siblings share a home in Boise and sit down together for dinner each night.

But barring that, they’re on their own—trading the comforts of home they enjoyed in Spain for what they believe is a cultural experience that will last them a lifetime.

The Figueras’ route to Boise State began when their parents sent daughter Carmen and son Lluis to complete their final year of high school in Boise in 1993 through the Academic Year in America foreign exchange program.

Enric followed in 1994 and Anna Maria in 1996. Their 16-year-old brother Jordi will join them next year.

All but Anna Maria started at BSU in the fall of 1995. Now they are firmly entrenched in daily BSU campus life, except for international business major Lluis, who is studying in the Tuscany region of Italy in the BSU Studies Abroad program.

Enric, a modern language/journalism major, has set his sights on a writing career. Carmen, who is pursuing a degree in bilingual/elementary education, is an intern at Madison Elementary in Boise. Anna Maria is an undeclared freshman. All three have campus-based jobs to help with living expenses. Enric delivers the Arbiter, Anna Maria is employed by international student services, and they all put in regular hours at BSU’s Recreation Center.

Carmen, Enric and Anna Maria Figueras, from left, are thriving in their new environment at BSU.

Owners of a wine and spirits distribution company in Spain, parents Josmaria and Carman have chosen a non-traditional path for their five youngest offspring. Usually, Spanish children live with their parents until they get married and start their own household. But the Figuerases encouraged their kids to leave the nest early. So, they came to America to improve their English language skills.

The transition to an English-speaking environment was not a problem for the Figueras siblings because English is a required course of study in Spain. But early independence from their parents, something their American peers take for granted, was just one of the culture shocks that the Figueras kids encountered in Boise.

“Kids here leave home when they’re 18,” Enric says. “If I had stayed in Spain, I would still live with my family.”

Carmen, who cooks most of their meals in the house they share, is horrified by the American habit of eating on the run. “People here don’t sit down to eat, and they eat while they’re driving in the car.” She shakes her head. “I refuse to do that.”

Despite the obvious differences in the way of life, the Figueras agree on the value of their Boise experience. “Our parents came to visit the first year we were here,” Carmen says. “They like Boise because it’s safe and quiet and clean.”

And the siblings like it, too. Enric would like to stay after he graduates from BSU. The Figueras family penchant for togetherness being what it is, he will probably continue to be in good company.

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The '47 Broncos: They Started It All

By Bob Evancho

The 20 men stood outside the construction zone at the south end of Bronco Stadium, craning their necks to view the gigantic expansion project that rose in front of them. The stadium's 7,000 new seats alone exceeded Boise Junior College's combined home attendance in 1947 — the year these men changed the face of Boise State football.

When destiny brought first-year head coach Lyle Smith and his BJC football players together that autumn, the team was a mixture of 18-year-olds straight out of high school and men in their early 20s returning from the war. Little did they know that they would be the founders of Boise State's tradition of football excellence.

Now, half a century later, the 81-year-old Smith and his former players were back on campus on this Friday afternoon last October — reunited at the BSU Alumni Association's invitation for Homecoming '97 in observance of the 50th anniversary of their 9-0 season. The festivities were to include a reception that evening and a halftime introduction during Saturday's football game against New Mexico State.

It seemed only fitting to honor these men, now in their late 60s and early 70s, because the '47 Broncos were not just any team on Boise State's long list of great football teams. They were the first — the booster rocket to the program's rise to prominence, which included the start of a remarkable four-year, 40-game unbeaten streak and 40 consecutive seasons without a losing record.

Now, Smith and 19 of the surviving members from the 56-player roster gathered outside the 30,000-seat Bronco Stadium. One of the first people to greet them was then BSU head football coach Houston Nutt, whose team was on the blue turf preparing for the next day's game against the Aggies. "We appreciate what you have done for the school," he said. "Some day, we're going to try to get an undefeated season like you did. I've been involved in a couple of them, and it's an exciting thing."

Nutt invited the men into the stadium and onto the field to watch the current Broncos practice. "Feel free to talk to any of my guys," he said. "I'm sure there's a lot you could tell them." After exchanging a few more pleasantries, Nutt said he had to get back to practice. "The campus sure must look different than when you played here," the coach said as he prepared to leave.

From the back of the group, Don Miller piped up. "That's for sure. When we played here, you could count the number of buildings on one hand."

Miller lives in Eagle, so he's witnessed some of the changes on BSU's campus over the years. But several former Broncos who journeyed from out of state were astounded by the growth.

"I haven't seen a football game here since the early '70s," said Reno, Nev., resident Terry McMullen. "And I haven't seen the..."
Three BSU Hall of Famers attended the reunion of the 1947 BJC football team in October. From left, coach Lyle Smith and All-Americans Dick Nelson and Ben Jayne in Bronco Stadium.

campus up close in a long time. I’m overwhelmed by the changes.”

Ben Jayne agreed. “I forgot how big the stadium was,” said the Gig Harbor, Wash., resident. “I was awestruck by how it had changed with the new expansion. It’s an impressive facility, especially when you consider that we played on a field that had nothing but wooden bleachers.”

McMullen, 68, and Jayne, 69, were two of the handful of freshmen on the ‘47 squad. “I think coach Smith did an excellent job of meshing the talents of the young guys like me with the more mature, tougher players like Dick Nelson,” McMullen said.

“I think that’s what made our 1947 team so good,” agreed Boise resident Nelson, 72, who played tackle and was named BJC’s first All-American that fall. “I was a [World War II] veteran and one of the older guys; Lyle had a real talent to blend the youthful talent and experience on that squad. It was really amazing; he did everything right that year.”

“What impressed me about that ‘47 team was that the players were so compatible,” added Jayne, an end who earned All-America honors the following season. “There was never any friction as far as I can remember.”

BJC hired Smith in 1946 as head basketball coach and assistant football coach. The following year he replaced Harry Jacoby as football coach. “That wasn’t the plan to promote me to head coach for football,” recalled Smith, who still resides in Boise. “But it worked out that way, and I guess it worked out pretty well.”

That’s an understatement. Starting with Smith’s inaugural 9-0 season in 1947, the Broncos didn’t lose a game until the season-ending Little Rose Bowl in 1950. In his 20 years as the school’s head football coach, Smith posted an astounding 156-26-6 record. In 1981, he retired as BSU’s athletic director.

And it was the ‘47 BJC squad — led by future BSU Athletic Hall of Fame inductees Smith, Nelson and Jayne — that helped forge Boise State’s football reputation. “Going four years without a loss gave the program plenty of attention,” said Nelson. “It just grew from there.”

Actually the Broncos’ 40-game unbeaten streak began in 1946 under Jacoby when they posted two wins and a tie in their final three games. But even before they embarked on the ‘47 season, the returning players knew they had someone special taking over the program.

“Lyle was a natural-born coach,” said Miller, 71, who served in the Navy during World War II before going to BJC. “We learned a lot from him.”

“The one thing that sticks out in my mind was the talent on that team,” recalled Boise resident Pete Call, 70, who quarterbacked Smith’s single-wing offense that fall. “We had five guys on that ‘47 team who would earn All-America honors.”

Indeed. In addition to Nelson and Jayne, quarterback Bob Agee garnered All-America honors two seasons later while Jack Frisch and Phill Frunzo received honorable mention in 1948.

“It was an outstanding team with exceptional people,” said Smith of his former players. “It was a pleasure to coach these men. And their loyalty to Boise State is quite impressive.”

FOCUS/WINTER 1998 15
Today's schools are about more than education. Yes, that is their prime mission, but social changes are forcing schools to adapt to new times. Besides teaching, teachers have to be social workers, counselors and surrogate parents. And schools are faced with classrooms filled with children from different households with different backgrounds and challenges. In this edition of FOCUS, we look at how education is changing with the times.

Juggling Act

From A to Z, Teachers Do It All

By Melanie Threlkeld McConnell

Ififth-grade teacher Connie Bunch is careful which children she pats on the back because some of them have been abused and they flinch at her touch. She struggles to find quality time for her 31 students on the classroom's two computers.

And more often now than in the past, this veteran teacher of 37 years quiets the growling stomach of an underfed 10-year-old or wipes away the Monday morning tears of a child still hurt by an absentee parent who failed to show for a weekend visit.

Times have changed since 1960 when Bunch first started teaching, and as a result she and other public school teachers now teach basic social and behavioral skills once taught at home.

In today's classrooms, teachers still teach children reading, writing, arithmetic and community values in addition to teaching them about AIDS, gangs, drug and alcohol abuse, nutrition, conflict resolution, grief, death, sex and on and on.

"The reality is kids can't learn until they're fed, clothed, warm and loved," says Bunch, BA, education, '70 and MA, curriculum and instruction, '87, who plans to retire in May from Boise's Mountain View Elementary School. "So we spend more time being sure they have those feelings, the basic needs. If we don't, we lose them, and we lose them early."
“Clearly there is a growing set of responsibilities for teachers we never dreamed of in the past,” says Robert Barr, dean of the BSU College of Education. “It’s a reflection of the nature of our society today.”

While the demands are growing on teachers to meet the multiple needs of so many different children, the support services are increasing as well. Schools now have multidisciplinary teams of social workers, school resource officers and counselors. “That support system is critical in any school,” Bunch says.

As the classroom has changed, so too have teacher education programs at universities such as Boise State. Students enrolled in teacher education today are working in real classrooms earlier than their predecessors. They are taking additional courses in diversity and social work to better understand their future students, and they are applying theoretical approaches more often, says BSU education professor Jeanne Bauwens.

Additional courses mean some students take fewer electives or stay in school longer, a move that may be the norm for future students in teacher education programs at Boise State. BSU’s secondary education department is developing a new fifth-year graduate certification program. Students would enter the program with a bachelor’s degree and then spend their fifth year working solely on graduate education courses.

“You go out to schools and ask teachers what they need help with,” says William Parrett, BSU education professor, and “it’s not library skills; it’s ‘How do I work with these increasingly challenging diverse classrooms?’ Teachers’ skills are being pushed to the limit in terms of how you teach all kids.”

But a shift in societal behavior is not the only force behind teachers’ struggles to keep pace with the changing needs of their students.

State and federal mandates now require teachers to prepare for the impacts of cultural diversity, technology and special education on their classrooms.

In the area of diversity, for example, the State Board of Education voted last September to require training in multicultural education for all Idaho teachers, and to commit $3.5 million dollars to develop and implement statewide educational standards for English as a Second Language programs in Idaho schools.

In November, the state board accepted a plan that requires teachers to become proficient at using computers in the classroom. The plan includes technology training for 90 percent of the state’s certified teachers by the end of the 2000-2001 school year, a task BSU’s Technology Outreach program has already started with teachers in southwest Idaho.

“Legislatures are investing millions of dollars in technology for schools, and it’s important teachers know how to use it,” Barr explains.

And because of federal laws, the number of students with learning disabilities or severe emotional problems who enter regular classrooms has increased over the past 20 years.

Federal legislation requires all students to have a free and appropriate public education in the “least restrictive environment.” But educators say there is no room in their budgets to pay for the additional training that teachers need to educate these children. In Idaho last year the number of special education students topped 25,200, up 20 percent since 1990.

BSU’s College of Education plans to require secondary education majors to take additional credits in spe...
cial education. Elementary education students already must take at least six credit hours in special education.

BSU education major Becky Monro, who will graduate in May with a degree in special education, believes that the added training would be good for all future teachers. "My special education classes have been so great. I've learned a lot of strategies to deal with kids whether I go into special ed or not."

All in all, Bunch believes, teachers are better prepared than ever before for the increasing challenges they face. "We've become better at what we do because we need to know more and be so much more aware all the time."

Still, educators say, they're working harder than ever to protect classroom time for teaching traditional academic subjects. "That's what we're really supposed to be here for," says Dee Burrow, BA, elementary education, '76, MA, '78, principal of McKinley Elementary in Boise. "But all the other things — teaching proper behavior, teaching about AIDS — leave us less and less time. At some point, we're going to have to look at what we're teaching all over again and think about what is essential."

For Monro, working as a volunteer at her children's school has given her an insight to her role ahead. "I saw children who didn't know their colors, their alphabet, the basics. Things they could have picked up on Sesame Street. I saw such a need in these kids," she says. "You have to be a social worker, a mother, a teacher. It's a vast role and it keeps expanding with our society."

But is society demanding too much of its teachers? Maybe, educators say. But someone has to teach the children, and many parents are not carrying their share of the load.

"The tradition in the United States is to turn to our public schools to address the needs of society," says Barr. And in many cases, the schools are the best places to do that. "It's the only place it's going to happen," he says. "It's the last hope to provide kids with a common set of goals."

Bunch agrees: "The reality is no one else is doing it. We get the children. We do it. The frustration comes when we get criticized by an unaware public. Most legislators, most school board members, don't have a clue what's going on in our public schools."

One group that is working to spread the word about today's classroom is Boise Educators Serving Together, a committee formed last fall by the Boise School District and the Boise Education Association.

The group includes volunteer teachers and other educators who speak to community groups, parents and businesses about education and dispel the myth of failing schools. "Education is no longer just a one-way street," says spokesman Dan Hollar. "It's a partnership with parents and businesses. How well we succeed depends on how much community support we have."

As society continues to ask more of its teachers, Bunch warns them to keep in mind their reason for being. "Public education was designed to prepare people to be knowledgeable citizens. That's still a primary goal — to be aware and understand the rights and responsibilities that go along with citizenship."

"We teach them coping skills, conflict management and conflict resolution. I'm surprised when I stop and think about it. But the reality is, it's necessary for these children."
Language Lessons

By Sherry Squires

It's like you can see that light bulb coming on.'

Rocio Vance's Nampa classroom looks like any other second-grade classroom. The walls are lined with the alphabet, numerals, student artwork and other sources of inspiration for 7- and 8-year-old minds.

The announcement by Mrs. Vance that it's time to do math — and that the subtraction problems are going to require borrowing — produces the anticipated sighs.

But Room 20 at Central Elementary School is anything but ordinary. One student is from Thailand. Two are from Laos. Two are from India. All of them speak their native language, and little or no English. There are also 11 Spanish speakers and 12 English-speaking students.

It could be a formula for chaos. But the performance of Vance's students suggests something else is happening. Spanish-speaking students who once were withdrawn during class are quick to shout answers when called upon, and
they are reading at higher levels.

English-speaking students are learning Spanish. And in this bilingual classroom, students are learning at levels that rival any of their peers.

It has a magical air. But it’s not magic, BSU bilingual education professor Jay Fuhriman says. It’s a sorely needed new approach in education.

The Nampa School District is possibly the first in Idaho to adopt a plan for teaching young Spanish-speaking students basic academic concepts in Spanish, while still helping them learn English, Fuhriman says.

Fuhriman, who was born and raised in Nampa and taught and worked in the bilingual education office there, helped sketch the framework for the program last February. He wrote a grant that ranked in the top 25 percent of those submitted in 1997 to the U.S. Department of Education. It will pump more than $1 million into bilingual education in Nampa over five years, allowing the district to hire more teachers and try bold new programs.

Fuhriman’s grant rests on the belief that once children acquire knowledge in their native language, they can transfer it to their new language.

“Knowledge is knowledge regardless of the language,” Fuhriman says.

“Math is still math.”

“They will learn English in spite of what we do. We couldn’t keep them from learning English,” Fuhriman says. “Our problems will be solved when we get some academic proficiency.”

Fuhriman says most bilingual programs over the last 25 years have been mainly transitional programs, meaning that they aim to replace Spanish with English quickly. But they have unrealistic expectations, Fuhriman says. Typically, it takes children about five to seven years to master a new language. In the old scenarios, students are bombarded with academics before they know English.

“Children never really master the language, much less the concept area,” Fuhriman says. “It’s sink or swim.”

Statistics uncovered by Fuhriman and the Nampa district show that students who don’t speak English proficiently sink fast when taught only in English.

By the end of second grade, they are at least 1 1/2 grade levels behind. By the sixth grade, when they begin to master the language, most are so far behind they can’t catch up with their classmates.

The consequence: a Hispanic dropout rate in Nampa and statewide of 40 to 60 percent even for those students in traditional bilingual programs.

“You take a bumper toy — it hits a wall and backs up and turns at a different angle. That’s what we’re not doing in our schools. We’re not bumpers. We’re still standing at the wall revving our engines,” Fuhriman says.

“That’s what this program’s doing, backing up and changing direction.”

A year ago, there was only one bilingual teacher at Central, where about 35 percent of the students were Hispanic and about 25 percent of them spoke limited English.

Now, there is at least one bilingual teacher at each grade level at Central and Snake River elementaries, which qualified for the federal bilingual grant money because of their high Hispanic populations. More than 30 of those teachers are graduates of the BSU bilingual program.

In addition to the two schools funded by the grant, the district has made bilingual education available at other schools. Parkridge Elementary School has at least one bilingual teacher at each grade level. At West Middle School, Nampa High School and Skyview High School, many subjects are taught in bilingual environments.

BSU began preparing bilingual teachers for roles...
such as Vance's, Fuhriman says, because Nampa's program could be easily replicated elsewhere.

Consuelo Quilantan, Nampa School District administrator of federal programs, says the district began seriously assessing student needs about three years ago.

She recognized that the programs in place for Spanish-speaking students were not working.

About 2,000 — or 22 percent — of the Nampa School District's 9,000 students are Hispanic. About 1,500 students are classified as having limited English skills.

In 10 years, Nampa could expect to see a reduction in its Hispanic dropout rate from 60 percent to 20 percent, Fuhriman and Quilantan believe.

But Vance, a December 1996 BSU bilingual education graduate, says you don't have to wait 10 years to see the benefits.

She began the new school year feeling her way with a philosophy that was new to everyone. Vance, who is Fuhriman's daughter, said she has slowly transformed her classroom to incorporate the bilingual concepts that her father helped define.

In late November, Vance also began encouraging and helping her Spanish-speaking students to read in Spanish.

"A lot of the Hispanic students who were just sitting there are comprehending what they are reading now," she says. "They're answering more questions. They're getting their work done. It shows in their tests."

"They're answering more questions. They're getting their work done. It shows in their tests."

"I'm watching students have that spark in their eyes because things make sense now."

All students are in the bilingual classroom at their parents' request.

Still, some parents had concerns in the beginning. Vicki Zarchinski was one of them. Her son, Nathan, speaks English.

"To be honest, my worry was that if kids come here, they should learn to speak English," she says. "We didn't know how it would work."

But Zarchinski, who works in the reading lab at the school, says she has seen results from the new approach. Results she didn't see before.

"It makes sense to me now. It's like you can see that light bulb coming on," she says.

The results have been classroomwide. No parents have withdrawn their students from Vance's class.

"Parents can see the expectations for the bilingual classes are as high as the regular classes," Central Elementary Principal Becky Stallcop says. "They see it as an advantage now."

The grant money also pays for the district to offer Spanish classes to English speakers. So far, 124 students have signed up. Stallcop says she expected only a handful.

As for Vance's students, they don't lag behind their fellow classes, Stallcop says, even though they are learning in two languages. Instead, Vance had to order more challenging material for them.

Two of the three second-graders who have mastered addition well enough to be listed on the schoolwide Hall of Fame are from her class.

"I was trying to envision a classroom like this and I was a little nervous about it at first, too," Vance says.

"But I know now that we do everything that all of the other classes do as fast and as good, and sometimes better."

Eyes likely will be on Vance's class and others like it in Nampa as school districts statewide struggle with high Hispanic dropout rates.

Vance believes she's making a difference one student at a time.

"I love doing this," she says. "I have fun in my class, but I have really high expectations for my kids. I've seen so many kids change their attitude. That's worth so much."
Boise State’s College of Education reaches beyond the borders of the campus to help dozens of school districts throughout southwestern Idaho. From counseling to computers, BSU’s staff and students lend their expertise to forge partnerships that improve the quality of education in the state’s public schools. Here are seven examples.

**THE CONNECTION** — The Connection is a free counseling service started by the BSU Counseling Center for students and their parents at 11 Boise elementary schools. The service was established in partnership with the elementary schools’ counselors who refer qualified families to the service.

“We don’t just parachute in and leave again; we actually become part of their system,” explains Lynn Miller, a BSU licensed professional counselor and a coordinator of the program. Counseling is provided by BSU students who are in the second year of their master’s degree program in counseling.

The service was started because free counseling or counseling with payment on a sliding scale was not available in the Boise area, Miller says. The program also benefits the master’s-seeking students by allowing them to gain more practical experience, which in turn will make them better theorists, she says.

**SCHOOL-TO-WORK** — The College of Education’s Center for School Improvement and the Southwest Idaho School-to-Work program recently completed a massive research project conducted by more than 600 area school teachers.

The project teamed area businesses with the teachers to determine the skills and attitudes essential for success in the workplace and the degree to which employees entering the work force meet those requirements. The collaboration between the university, area teachers and businesses signals a move toward the establishment of relationships between educators and businesses to better prepare students for the workplace.

**CENTER FOR SCHOOL IMPROVEMENT** — The center is an outreach branch of the College of Education that assists schools and communities with educational reform. The center conducts conferences, sponsors national speakers and provides research and other resources to educators interested in learning new ways to improve schools and classrooms.

**TECHNOLOGY OUTREACH** — BSU’s Technology Outreach program in the College of Education is helping schools throughout southwestern Idaho to incorporate technology into their classrooms and curriculum. The program has developed a strong partnership with area citizens, businesses and government agencies to recycle their unused computers for needy schools.

BSU students enrolled in the program repair the computers, install them and then help the school teachers and students learn how to use them.

Now in its fourth year, the program has supplied more than 2,500 computers to hundreds of area schools and provided a hotline for teachers to call when they need help with the technology.

**WRITING BUDDY** — The best way to learn to write is by writing to an audience, says BSU education professor Curtis Hayes, who established the Writing Buddy partnership between Garfield Elementary School and Boise State three years ago. The first-through third-grade students at Garfield write letters to Hayes’ students in his integrated language arts class for 16 weeks.

The college students make no overt corrections to the youngsters’ letters, allowing their own letters to the children to serve as models of good writing. The progress in the children’s writing can be seen when the college students compare the youngsters’ letters from the beginning to the end of the 16-week program, Hayes says.

**TRAIN-THE-TRAINER** is a partnership program between BSU’s Educational Technology Outreach Program and the Twin Falls School District, the Meridian School District and the Vallivue Consortium, a group of 10 schools.

The goal of the two-year program is to train teachers to provide staff development in technology. The program was established to help teachers meet new requirements that they be competent in technology by 2002.

**LISTSERV** was created to enhance communications among educators in the state. Listerf uses electronic mail to link subscribers, who exchange views on a topic or search for answers to a problem. BSU technology specialists are online to answer questions and moderate the discussions. □
A t-risk students find a home in alternative schools

By Bob Evancho

T he above passage is taken from the book How to Create Alternative, Magnet, and Charter Schools That Work, which was co-written last year by Bob Barr, dean of Boise State's College of Education, and Bill Parrett, education professor and director of the Center for School Improvement at BSU.

The students attending the 43 secondary alternative schools in Idaho are considered at risk. They may come from disadvantaged backgrounds, struggle academically or have behavioral problems. "The majority of the kids here have failed for one reason or another in the regular school system," says Taylor. "There are as many reasons as there are kids."

According to Tom Farley, chief of the Bureau of Instruction for the Idaho Department of Education, alternative schools in Idaho are becoming more popular because of their effectiveness. Across the state, one or two new alternative schools have been started each year for the last five years, he says. "If we can help keep kids in school and facilitate their earning a high school diploma through alternative schools, we are helping everyone," Farley adds.

Barr and Parrett's book refers to dozens of model alternative schools nationwide. "But you don't..."
need to leave the Boise area to see a great example," says Barr. "Just go to Meridian Academy. Now that is how you run an alternative school."

The greatest power of an alternative school is the simple fact that people choose to participate, write Barr and Parrett. No one is assigned; participation is not mandatory.

Some students dropped out or were expelled from their previous schools. Others are pregnant or have babies. The incidence of drug/alcohol abuse, academic woes and domestic problems is higher than normal.

Still, the 150 students at Meridian Academy are not here for punitive reasons. Quite the contrary, Taylor says. "We have a waiting list. These kids are here because they want to be here."

Are these students at risk? Yes, Taylor allows, most of them are. Are they troublemakers? "This is not a college prep school by any stretch of the imagination," he responds. "What they get here is a good, well-rounded education and the opportunity to get their high school degree. But if the truth were known, we have fewer problem students here than at other schools."

Alternative schools provide a place for safety and respect for students, a place to learn and a place to belong. They provide them with an opportunity to create a positive identity.

Seventeen-year-old Danielle Hall is a Meridian Academy senior. She dropped out at Eagle High School the previous year. "I wanted to come here, but at first my mom wouldn't let me," she says. "She thought it was full of drug addicts, and she was afraid I would get into drugs. But that isn't the case. Nobody is judgmental at this school. Here, everyone is on a first-name basis with each other. The teachers are more like friends than authority figures."

Alternative schools with significantly smaller enrollments provide a dramatically different educational environment. Everyone knows one another, and this familiarity tends to foster mutual respect and far less violence.

"If kids here had previous trouble, it was usually with their [previous] school, not with the law," Hall says. "A key reason that so many students drop out of school or fail academically is that they simply are lost in a big, confusing junior/senior high school."

"At Eagle High School, the classes were large and crowded, and if you couldn't figure things out, they just left you behind," says Hall. "That's what happened to me; that's why I dropped out. There's no way I would have graduated from Eagle. Now I'm going to graduate. I plan to take a year off and then go to college."

The research is unequivocal on this aspect of alternative schools: If students are surrounded by teachers who both care about them and demand high-quality work, significant learning occurs.

Here's one other reason why Meridian Academy works: Bob Taylor, 67, leans back in his chair with a satisfied look. His eyes twinkle as he looks around his empty classroom. In a few minutes, it will be filled with kids. And he knows the quarters will still be on his desk when the students go home.

"This," he says, "is the best teaching assignment in the state of Idaho."
‘It’s amazing the power parents have and the resource we have available to tap into.’

Education Comes Home

By Chris Bounouf

The perception is pervasive: Education is in crisis. A new age is needed. Teachers and schools must change. Broad experiments with charter schools and vouchers are necessary. National testing may become a requirement.

The traditional role that educators filled — teaching children — has expanded to include social and economic issues.

With this sea of change, you don’t hear much about parents. Schools and educators are being called upon to evolve. Should parents also undergo a metamorphosis?

In many ways, they already have, and that’s part of the challenge facing schools today.

Schools once taught children from two-parent homes in which one parent stayed home, engaged the kids, read to them, and helped them with their homework until the algebra...
But economic evolution makes today's battle a survival of the fittest. And to be fit, both parents often have to work full time. Throw social evolution into the mix with its higher divorce rate, and you have a blossoming number of single-parent households that have no choice — they have to work, full time, to make ends meet.

The victim in all this is time, parents and educators say. Time with children, time helping with homework, time for one-on-one activities. And unless there's a change on the social and economic fronts, it's up to schools, again, to adapt.

But educators want parents to come along for this ride because the research is undisputed: Children are more likely to succeed in school if their parents are active in their education. "Involving parents will make a difference," says John Jensen, a Boise State University secondary education professor and director of the Center for Multicultural and Educational Opportunities. "Schools have to find a way to make parents feel school is accessible."

But how do you increase participation when parents don't have the time to volunteer at school or join a parent-teacher organization?

It takes some innovation from a system that once erected a barrier between home and school, when the only communication with parents was a quarterly report card or a call from the principal when a child misbehaved. Now, teachers are beginning to look at parents as partners — as an educational aide with tremendous influence over children.

If a parent believes school is important, the reasoning goes, then a child will believe the same. "It's amazing the power parents have and the resource we have available to tap into," says Judy Cline, a first-grade teacher at McKinley Elementary School in Boise.

Cline, who has taught for nine years, addressed the problem as an education master's candidate at Boise State. For her final project, she developed a home writing program that brought parent and child together — a form of family homework. Families can put as little as 10 minutes into daily assignments, but the tasks guarantee that parents and children sit down, interact and talk.

Parents and children read stories, draw pictures and practice writing, even writing letters to each other. Each activity reinforces a writing skill, such as organization or word choice, that Cline teaches in class.

The program is too new to quantify its advantages, but Cline says children who would never be excited by writing glow with pride when they read their parents' letters in class.

"When you ask parents to model something, you have to ask how much modeling do we really do? How often do we sit down to write?" Cline asks. "The advantage of this program is that parents come along with us. This is where we can tap into the parent to complement what's done in school."

Another BSU education graduate student, Linda Milton, developed a series of home math games while teaching at Star Elementary School because parents asked her what they could do to stay involved with their children's education.

As families changed and time became more scarce, families lost their ability to involve themselves through traditional means, Milton says. She sends home one packet a week that includes a storybook and a math-related game that parent and child play together, helping parents to stay active and show their children that school matters.

"I feel I'm also involved in parent education," says Milton, who now teaches first grade at Linder Elementary School in Meridian. "Parents want to help their children, but they don't know what to do. Helping your child at home is the most important thing you can do for your child's development."

One of Milton's parents, Jull Nall, says the games are not only fun for her daughter, but they bring mother and daughter together. And as a single mother of two, sometimes she struggles to find time. "It makes me have to sit down with her," Nall says. "I sit down with her, and it's good one-on-one. And it tells me the level she's learning at."

Jensen says many educators now recognize that parents are an important part of the equation. And more and more educators are trying to bring parents into the fold.

The efforts are more advanced at the elementary levels, especially among early childhood educators from Boise State, who are required to take a class focused on parent participation.

But programs are active at the middle and high school levels, as well. Teachers send home regular notes, require parents to sign homework logs for their children, and hold more teacher/parent conferences at night to accommodate working parents.

At Franklin Elementary in Boise, the school has a regular support group where parents can share their experiences over donuts and coffee. And for families in need, who educators often overlook, the school offers clothes, food and immunization fairs.

Jensen says some resistance remains, however, as teachers cling to the idea that they are the education experts and the parents are just parents. Jensen says he experienced such treatment firsthand when teachers at his older daughter's school dismissed his questions until they learned he was a profes-
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A Foundation for Change

By Janelle Brown and Larry Burke

Idaho schools are just beginning to sense the ripples of change caused by the arrival of the J. A. and Kathryn Albertson Foundation on the Idaho education scene last year. Soon, they could experience a tidal wave.

With the cachet that comes from a $700 million endowment, the foundation has the potential to turn Idaho into a national leader for innovative programs to improve schools, says Robert Barr, dean of Boise State's College of Education.

"It has the funds to do things we can never possibly do otherwise. "Idaho could evolve into one of the most provocative settings in the country for education ... we'll attract some of the best and brightest in the field to come to Idaho," says Barr.

The name of the foundation's largest effort to date — the Idaho Management of Change — is a not-so-subtle reflection of its agenda. "The foundation is clearly looking to make systemic changes in our schools — it's about restructuring. And they have the resources to make a huge impact," says William Parrett, director of BSU's Center for School Improvement.

If the Idaho Management of Change (IMC) project is any indication, the foundation can, and will, act swiftly when it finds the right projects. And its reach will extend to even the state's smallest school districts.

The project began in October when 2,000 educators gathered in Boise to hear school reform guru Willard Daggett hold forth about the need for change in America's educational system.

Buoyed by the enthusiasm of those who heard him, the foundation began the IMC project so schools could incorporate Daggett's concepts at the local level.

Less than three months after Daggett's appearance, 34 school districts and individual schools were awarded the grants, which will enable them to work with consultants from Daggett's International Center for Leadership in Education. Their goal: to bring schools and communities together to make curriculum more rigorous and relevant.

"The foundation wanted to do more than run a conference and leave the scene. It realized the potential for a sustained effort to change our schools ... and acted very quickly to make things happen," says Parrett, who is assisting with the grant project through the Center for School Improvement.

The IMC project is just one example of how the foundation is using some $35 million annually to improve — and in some cases, restructure — Idaho's schools.

Another major grant will focus on reinventing teacher training programs at Idaho's universities. All colleges in Idaho have been invited to submit proposals.

"They want us to think out of the box ... to come up with some original ideas on how teachers should be trained," says Barr.

The foundation was established in 1966 by the late grocery store magnate Joe Albertson and his widow Kathryn. But it wasn't until Mrs. Albertson transferred her shares of the company's stock, a gift of some $700 million, that the foundation began to fund projects like IMC. Almost overnight, it became one of the 30 largest foundations in the United States. It may be the only one of its size limited primarily to one area of giving — in this case, education.

Mrs. Albertson's decision to accelerate her estate planning meant the foundation could greatly expand its efforts to foster educational excellence in the state, says Sharron Jarvis, the foundation's executive director, a former Boise elementary school principal with 32 years' experience in education.

But Jarvis says it's important that the foundation doesn't usurp what should be state-funded programs.

"The state needs to bake the education cake. We'll put on the frosting," she says. "We don't intend to take over what the state is supposed to do."

Partnering with Idaho's colleges and universities to start new programs is something the foundation is particularly interested in, says Jarvis.

In addition to its work with Boise State on the IMC project, the foundation has joined with Idaho State to help teachers pursue national board certification and with the University of Idaho to bring teaching workshops to 14 school districts.

Some funding issues are still being decided. Jarvis says the foundation is wrestling with whether it should fund building projects. Preparing students for technical vocations and enhancing early childhood education are other possible issues it may address.

"We're proud of what we've funded during our process of getting started — we've experimented on some of the early things," she says. Barr predicts the Albertson Foundation's projects will attract worldwide attention and keep Idaho on the cutting edge of new concepts in education.

And while that prediction may come true, Jarvis says the basis of all decisions will always rest on the answer to a simple question: What is best for Idaho's kids?
Under One Roof

Educators make case for classes with mixed learning abilities

By Bob Evancho

The nine adults — two parents and seven Boise educators — gathered in the elementary school classroom, forming a circle as they sat at undersized desks. For the sake of a single child — a fourth-grader with learning problems — they had assembled on this winter afternoon.

The parents were at the end of their rope. When their son was in kindergarten and first grade, he had difficulty sounding out letters and confused words that sounded similar. In grades two through four his difficulties mounted. No matter how hard he tried, the child struggled to read and write. School was torture. As a result, his self-esteem was battered and his confidence was shot. His frustration manifested itself regularly in bursts of anger, frustration and tears — especially while doing homework.

In addition to IQ and aptitude testing, the parents and the child's school had him undergo a battery of diagnostic exams: psychological, hearing, vision, fine motor skills. Finally, at the start of fourth grade, he was diagnosed with dyslexia and auditory processing difficulties.

This child is among an estimated 20 percent of America's population that suffers from some type of learning disability — a neurological disorder that hampers one's ability to store, process or produce information (dyslexia is just one form).

Now, the nine adults convened to assess the child's problems and discuss strategies to help him. The afternoon gave way to early evening; all of the educators — the child's teacher, his principal, a school district administrator, and four special services providers — had already put in a full day's work. But they remained, sharing their expertise with the parents and each other.

According to Joan Bigelow, a special education teacher at Mountain View Elementary in Boise, such meetings are now commonplace.

"In order to provide the best program for a student with learning difficulties, you need that collaborative effort," says the Boise State graduate who is now working on a master's in education at the university.

"Depending on the student's needs and the situation, a number of people, in addition to the parents, can be involved. It's like a puzzle. The various players — the regular teacher, principal, speech therapist, occupational therapist, school psychologist, special ed teacher — are all pieces to the puzzle."

A decade or so earlier, however, the puzzle was much simpler in many school districts: Students with learning disabilities were often removed from the regular classroom to receive "special" assistance. And while the schools' intentions were good, many educators today believe such an approach was detrimental to those students because they were labeled as slow learners or just plain dumb.

"We know that kids with learning disabilities are not dumb," Bigelow says. "Most of them have average or above average IQs. The best thing is to maximize their strengths and work to remediate their weaknesses."

Fortunately for the learning disabled, the concept of "inclusion" is helping point schools in that direction. While federal law now mandates "free and appropriate education" for the learning disabled, there is a more compelling reason for concerted efforts like the one described above: the belief that most kids with mild learning disabilities are better served in the regular classroom alongside their normal-achieving peers.

Certainly, the need to address a child's learning problems is crucial. But not at the cost of his or her self-esteem, which often occurs when he or she is singled out and removed from the regular classroom, says Manuel Barrera, a BSU professor of
elementary education and specialized studies.

To take a learning-disabled student out of the regular classroom to spend an inordinate amount of time on his or her weaknesses only adds to the frustration, he says. "Research shows that separated instruction definitely is not helpful to kids with learning disabilities," Barrera says. "Generally speaking, if you put them in self-contained situations, they don't get a chance to learn as much and do work commensurate with what their normally achieving peers are doing."

What needs to be done, he says, is to help the learning disabled develop their own strategies and approaches to being successful in the classroom. "If certain kids have learning difficulties, it makes sense that they are not able to do what other kids are able to do 'naturally' in the regular classroom," Barrera says. "And teachers need to find ways to modify and adapt their teaching to assure that all kids can benefit from instruction, especially those kids who do not historically benefit from regular instruction."

If that's the case, doesn't that mean the onus is on teachers to become more flexible to meet the needs of students of varying learning abilities?

Precisely, says Jeanne Bauwens, also a BSU elementary education and specialized studies professor. And to help learning-disabled students while trying to meet the demands put on today's teachers, Bauwens and others espouse the collaboration of the regular classroom teacher and the special educator in the same classroom.

"It is no longer practical," said Bauwens in an education journal article she wrote with fellow Boise State professor Jack Hourcade, "to continue pulling out and segregating the students who represent diverse ability levels ••• The question is not whether students with diverse backgrounds should be included in the general education classroom, but instead how instruction might be provided most effectively for all students."

That's easier said than done, Bauwens acknowledges. While inclusion is gaining acceptance in many teacher preparation programs, some teachers and prospective teachers disdain the idea of teaching students other than those considered "normal" learners.

"My response is that 'normal' is an indicator on a washing machine," says Bauwens. "Many teachers have been trained in content. Sure, they know how to teach U.S. history and they know how to teach math, but they don't know how to train a broad base of kids. They say, 'I have to treat all my students equally.' I say you don't treat them all equally, you treat them all fairly."
What started as a college research project 15 years ago led to Understanding Police Culture, a book by BSU professor John Crank.

EXPLORING THE THIN BLUE LINE
By Chris Bouneff

We ask police officers to shield us from the worst that society offers. Yet, we also handcuff police with a strict code of conduct that mandates they do so dispassionately and without relying on force, Boise State University professor John Crank writes in a new book that explores police culture.

It is a tough balancing act for police and contributes to a secretive culture among the brotherhood of officers that the public often misunderstands, Crank writes in Understanding Police Culture, which was released in October.

Crank, a criminal justice administration professor, says most books about police practices analyze the culture from the top down. He says he wanted to write a book that looks at police culture from the eyes of officers on the street — the ones who deal with society’s unsavory elements on a day-to-day basis and risk their lives on even routine calls.

Augmented by Crank’s field observations, Understanding Police Culture is one of the first compilations of published research on police behavior, he says.

The book is a major achievement for the 50-year-old educator who started down the path of academic life at age 35 after a decade in construction. “I felt old, and in construction work I was old,” Crank says of his return to the classroom. “I thought, ‘There has to be another way to have a life.’”

He chose criminal justice administration when a researcher asked him to assist with some statistical analysis on police chiefs. His interest in cultures led to his book that explores police culture rather than policy.

Crank also spearheaded a recent joint project with the Ada County Sheriff’s Department. With help from a $91,000 grant, Crank measured public attitudes toward the department and crime in the county. Sheriff Vaughn Killeen says the results, released last fall, will be used to introduce several new initiatives.

In his new book, Crank uses his research experiences to describe a secretive clique that shies from public praise and scrutiny and that lives with a chain of command ready to shackle it at the slightest mistake.

The job creates stress, but surprisingly not from its life-and-death dangers. Instead, Crank says, a police force’s organizational structure generates anxiety. The tension for front-line officers and detectives is not so
different from popular television shows such as NYPD Blue in which the stereotypical beat cop struggles regularly with the proverbial captain.

And as on TV, officers also are bound by an unwritten code of silence. Even when officers abuse their authority, the public won't hear one officer criticize another, Crank says.

"An officer will not criticize a fellow officer in public, but he will criticize a fellow officer mercilessly in private," Crank says. Silence is a type of survival mechanism that keeps police actions from the public, who officers believe overlook the patrol work that protects them, he says. "Their culture is how they protect themselves while they do what they do without us wanting to know about it."

In fact, police often feel ignored until an event such as the lethal use of force sparks a community debate over police tactics, Crank says. And then, the coverage is usually negative, from the police's perspective. "The police are exactly what the public expects of them," he says. "But we oftentimes don't like to see what it takes to deal with [criminal suspects]."

Understanding Police Culture is a timely release with the recent incidents involving the Boise Police Department. Mark Stall became the first Boise police officer killed in the line of duty when a traffic stop in September escalated into a shootout, highlighting the innate dangers police face every day, Crank says.

Incidents such as this in which an officer and two suspects were killed also explain why police maintain a healthy suspicion of nearly everyone they come in contact with, he says.

Without casting judgment on officers' actions, Crank says that the ensuing debate in the community and within the Boise Police Department about the use of force affects the police and their culture. "Something like this is alienating," Crank says. "Officers really don't understand why they don't have more public support."

Despite the stress and the dangers, police do experience moments of joy on the job. Police cherish the freedom associated with patrolling a beat and connecting with the public, he says.

Officers also enjoy a solid, air-tight arrest in a big case. And solving a case from scratch, with little or no evidence to start, elates the detectives charged with piecing together criminal mysteries.

Police also find satisfaction in the belief that they have the moral authority to control their territory, Crank says.

"If you believe you're morally right and that you can take care of your area," Crank says, "you believe you can make a difference."
BSU PROF AT FOREFRONT OF NATIONAL DEBATE OVER POLYGRAPHS

By Chris Bounneff

Boise State psychology professor Charles Honts' rise as a national expert on polygraph tests started, of all places, in retail.

As a fresh psychology graduate in 1974, Honts found he could do little with a bachelor's degree in his chosen field. He settled as a retail manager with a national chain, but his interest branched as he watched an examiner screen prospective employees with a lie detector test.

"I got to know the polygraph examiner," Honts, 44, says, "and what he was doing seemed a lot more interesting than what I was doing."

Honts trained to be an examiner and returned to school. A master's degree and doctorate later, he is now one of the nation's leading researchers in polygraph testing and reliability and a hot property for high-profile cases and the media.

Defense attorneys for British nanny Louise Woodward called on Honts to interpret her polygraph test. He testified during an evidentiary hearing that Woodward told the truth when she denied harming the boy in her care — an appearance that garnered Honts national media attention in recent months.

But more importantly, Honts may help set legal precedent. The U.S. Supreme Court is weighing this term whether polygraphs, which are generally barred as evidence, are reliable enough to stand with other forensic evidence. And Honts authored a "friend of the court" brief that details recent science supporting the reliability of polygraphs.

In criminal cases, Honts says the tests are 90 percent effective, putting the lie detector on a par with tests used in accident reconstructions and identification of paints and fibers.

However, Honts continues to support the legal ban on screening prospective employees. Polygraphs are accurate on specific questions, but he says they can't predict whether an applicant will be a productive and loyal employee. "It's much less reliable then, because the issues are unclear," Honts says.

As for the future, Honts expects to be busy if the Supreme Court rules in favor of polygraph tests. If not, Honts will continue his research into ways the machine can be beaten to improve test reliability. Also, Honts will work to further remove human error from the tests.

"The reason I continue to do it," Honts says, "is it's a useful technology. So, I see it as a service to the criminal justice system." □

DRESSING ACTORS STARTS WITH SCRIPT, SAYS COSTUME DESIGNER

By Sherry Squires

Remember the half-finished, roting wedding dresses worn by actors in Boise State University's production of The Praying Mantis last winter? Or the elaborate garments worn in The Idaho Shakespeare Festival's rendition of A Midsummer Night's Dream? Or how about the apparently skimpy costumes in Boise State's spring production of Cabaret?

They were all BSU theatre arts professor Ann Hoste's creations. Hoste joined BSU in the fall of 1990 with a master of fine arts degree in costume design from the University of Texas at Austin.

She has since designed thousands of costumes for close to 50 productions, including most BSU main stage productions and several for The Idaho Shakespeare Festival, the Repertory Theater in Moscow and the Idaho Theater for Youth. Hoste was awarded an Idaho Commission on the Arts fellowship for her work with regional theater.

Though some of her work may appear simple by design, there's nothing effortless about her approach. Hoste begins by reading the script several times, then meeting with the director. She's looking for the mood, the period, the action.

She then researches the period in which the play is set, or the period in which the piece was written, with special attention in each case to the colors, the fabrics of the era, and their societal significance.

"Once you're there, it's as if you exist in that space, in that time," Hoste says.

After she has a concept, Hoste sketches it. If the director is satisfied, the search for the right fabrics begins.

Hoste follows with a color rendering of each costume that matches the mood of the play.

For Cabaret, the sketches took on a sinister look with black backgrounds. For A Winter's Tale, they were pure in theme and color.

Though a work of art themselves, the renderings are only a tool in the costume shop where the clothing is actually made.

"The finished product is the costumes on the actor on stage," Hoste says. "The fulfillment for me is in the process." □
FOUNDATION NAMES OFFICERS, DIRECTORS
The Boise State University Foundation re-elected its officers at a recent meeting. Officers are as follows:
President — Jim Nelson, president of Nelson Construction.
Vice president — Roger Michener, president of Michener Investments.
Secretary — Sam Crossland, attorney and retired Morrison-Knudsen executive.
Treasurer — Dale Nagy, president of Wenco, Inc.

DIRECTORS serving one-year terms are Roger Michener; Dale Nagy; Jim Nelson, president of Wenco, Inc., and Jim Wilson, Idaho vice president and CEO for US WEST Communications.

CONTRIBUTIONS TOPPED $2 MILLION IN '97
The Boise State University Foundation received $2,034,609 in private contributions for the fiscal year ending June 30, 1997. Contributions came from a record 4,542 donors, up 7.2 percent from the previous year's number of 4,233.

The Foundation's scholarship endowment balances also grew 16.7 percent from $17,379,040 to $20,289,853. In addition, the Foundation's permanent assets increased 12.3 percent from $41,044,470 to $46,110,632.

"Over the years BSU's academic programs have grown significantly in quality and quantity in order to meet the needs of our outstanding students. This growth has been made possible by the generous support of our many donors who share our vision in providing an educational experience second to none," said Bob Fritsch, executive director of the BSU Foundation.

"We are truly grateful for the outstanding financial support our many alumni and friends provide for our academic programs at BSU."]

DONOR NOTES
- Mary K. Abercrombie, $5,000 to the Single Parents Scholarship Fund.
- Anonymous donors, $10,000 to Warren McCain Library Endowment; $1,000 to Nursing Library Resources Fund; and $1,000 for the William and Anne Martin English and Engineering Scholarship.
- Balukoff, Lindstrom & Co., $1,000 to the Accountancy Endowment.
- Boise State University, $3,000 to the Raptor Migration Project.
- Rose W. Burnham, $1,500 for the Willis L. and Rose W. Burnham Geology-Geophysics Research Fund.
- James and Judy Burton, $1,000; Audrey and Howard Naylor, $1,000; and Jim and Marilyn Pllum, $1,000 through Phonathon '97.
- Cooper Norman & Co., CPAs, $1,000 and the Institute of Internal Auditors, $2,900 to the Accounting Department Administrative Account.
- James and Diane Crawford, $1,000; Ore-Ida Foods, Inc., $25,000 and H.J. Heinz Co. Foundation, $25,000 to the Fund for Graduate Accountancy.
- Thomas and Linda Dixon, $2,000 for the Thomas Dixon Finance Scholarship.
- Gwen Eversion, $1,000 to the John Entorf Endowment Scholarship.
- Douglass and Ann James, $7,700 for the Ann and Doug James Early Childhood Education Scholarship.
- JC Penney Co., $1,000 to the Business Scholarship.
- James Kislar, $2,600 and Jim Nelson, $1,000 to the Gene Harris Endowment.
- John F. Nagel Foundation Inc., $27,100 to the nursing scholarship in its name.
- Rick and Bobbie Jo Navarro, $1,000 for the Accountancy Department's Administrative Account and the Albertson's Alumni Scholarship.

- Ronald and Brin O'Reilly, $1,500 to the Anna Mae O'Reilly Memorial Scholarship.
- Donald and Dolph Obee, $3,800 for the D.J. Obee Biology Scholarship.
- Barbara W. Oldenburg, $3,000 to the Bill and Barbara Oldenburg Music Scholarship.
- C. L. "Butch" Otter, $1,000 to the Dyke Nally Marching Band Scholarship.
- Patricia K. Ourada, $1,300 for the Joanne Ourada Bray Memorial Scholarship and the Pat K. Ourada Endowed History Scholarship.
- Timothy and Jill Schindelin, $52,000 to the College of Business and Economics.
- Snake River Valley Building Contractors Association, $3,200 to the endowed scholarship in its name.
- US Bancorp, $1,500 to the BSU General Scholarship Fund.
- Virgil and Katherine Young, $1,000 to the Virgil Young Scholarship for Rural Idaho.

BERNASCONI GIFT ASSISTS SCHOLARS
After 20 years of flying planes for the Idaho Air Guard and 16 years of managing real estate, Leland "Lee" Bernasconi decided it was time to retire. However, being financially secure and leading a satisfying life, Lee also decided that "it was time to give something back to society."

With this in mind, he chose to "give back" by providing educational opportunities for people who might otherwise not have them. Since Lee and his sons had graduated from Boise State, he established the Bernasconi Family Scholarship for business, education, or engineering students at his alma mater.

Today, in addition to establishing the scholarship, Lee is urging other members of his family to contribute to the fund.

FOCUS/WINTER 1998 35
Rob Subia knows how it feels to climb the corporate ladder, one rung at a time.

Eleven years ago, Subia, BS, marketing, '86, accepted an entry level position on the production line at Micron Technology, a job that had him punching the clock on week-ends and nights.

Today, Subia is the president and CEO of Micron Custom Manufacturing Services, a Nampa-based company that provides services for electronics firms that outsource manufacturing needs such as circuit boards and memory modules.

MCMS employs more than 1,400 people worldwide and in fiscal 1997 its revenues exceeded $290 million.

"It's been a phenomenal journey," says the 35-year-old Subia during an interview in the conference room of his company's spacious new 216,000 square-foot plant in Nampa.

As of last Dec. 22, Subia's journey got more interesting when MCMS's parent company, Micron Electronics, announced that it would sell 90 percent of MCMS to Cornerstone Equity Investors of New York for $271 million. The purchase is expected to be wrapped up by February.

It was Joe Parkinson, then CEO of Micron Technology, who offered the new BSU graduate a job on the production line, telling him it would give him an opportunity to learn about the business from the ground up. Subia spent nearly a year making memory chips before he landed a job in marketing.

From there, he started his upward climb, first in inside sales, then as district sales manager, regional sales manager and IBM account manager. In April 1995, Micron Computer, ZEOS International and Micron Custom Manufacturing merged to become Micron Electronics, and Subia became CEO of Micron Custom Manufacturing.

Micron Custom Manufacturing has become a "virtual manufacturer" for companies such as Cisco Systems, Hewlett-Packard and Apple Computer by designing and assembling the goods to the customer's specifications and integrating them into the customer's systems.

"It allows companies to be more effective and competitive," says Subia about the industrywide move to outsource manufac-

"It allows companies to concentrate on research and development, and sales and marketing, which are traditionally their core competencies."

Micron Custom Manufacturing employs about 800 people at its Nampa site, about 500 in Durham, N.C., and 100 in Malaysia.

Subia says the company is on solid ground and will flourish as it continues to diversify from assembling memory intensive circuit boards to more complex board level and system level assemblies.

"The sky's the limit for us. That's part of the fun," Subia says. "We want to expand geographically. We want to be the top player in the industry."

Subia's days are long and often harried. He usually leaves his Boise home about 6:30 a.m. and uses the 25-minute drive to Nampa to check in via cellular phone with managers at the company's North Carolina plant. Meetings and telephone conferences with customers and managers occupy much of his day; it's often late afternoon before he snatches enough time to catch up on his electronic mail. Evenings sometimes include meeting with customers over dinner. After he returns home, Subia might log onto his personal computer or talk with staff in Malaysia, where it's already the next day.

Subia says his marketing degree and his years working in sales have proved helpful in his current position. The months working on Micron's production line were also invaluable, he says, because it taught him a lot about teamwork and about the technical aspects of the business.

"To sell something, you have to understand it and you have to believe in it," he says. Because Micron Custom Manufacturing provides a service rather than a product, customer relations and communications are especially crucial, Subia adds.

BSU marketing professor Doug Lincoln, says he isn't surprised at how far his former student has climbed in the corporate world.

"As a student, Rob was very hard working and sharp," Lincoln says. "He was also very outgoing. He had a nice combination of skills."

Subia credits his success to perseverance and the desire to succeed. "I've been very fortunate; I've had some tremendous opportunities," he says. And while he hesitates to speculate exactly what lies ahead for him and for Micron Custom Manufacturing, he's clearly excited about the possibilities.

"When you sign up with a company, you have to like what you do," says Subia. "My work has been very rewarding. I look forward to coming here each day."
ACTRESS’ JOURNEY ACROSS THE GLOBE FUELED BY BSU TRAINING

By Maggie Chenore

Holly Holsinger, BA, theatre arts, '87, has gone through a lot of stages in her career.

On her varied journey as an undergraduate at Boise State University to the master of fine arts program at the University of California, Irvine, to her current involvement with an experimental theater company in Cleveland, Holsinger’s belief that “we learn the most by doing,” has become a professional standard.

Holsinger’s “hands-on” philosophy took root in the fertile medium of Boise State’s theatre arts department. Because the department is relatively small, and there is no theatre arts graduate program, she was able to act, sing and dance in a wide range of roles.

“[During] the three years I spent getting my master’s at Cal-Irvine, the graduate students took all the really great roles,” Holsinger says. “That gave me a whole new perspective on the opportunities I’d had at Boise State.”

After her BSU graduation, Holsinger spent a year acting with Idaho Theater for Youth before enrolling in the MFA program at Cal-Irvine.

Later, she joined the New World Performance Lab where she was able to practice the principle that “an actor is always experimenting physically and vocally to find new possibilities.” She remained a member for two years, touring both Europe and South America.

Now, Holsinger is one of three permanent members of Cleveland’s Theatre Labyrinth.

The unique aspect about Theatre Labyrinth, Holsinger says, is that everyone is involved in every aspect of the production—“from costume and prop construction, to directorial and performance decisions.”

She enjoys the “create as you go” format as well as the control over product even though it involves a huge investment in terms of time and creative energy.

Apparently, Holsinger’s personal commitment has paid off. One review of her performance in Transformations of Lucius, for which she wrote original songs and music, describes Holsinger as “part Faye Dunaway, part lioness and part Roman candle.”

Holsinger’s most recent appearance—a one-woman show called Frankenstein’s Wake that opened off-Broadway—completed a monthlong run in Cleveland and will open in Chicago this spring. Reviews described her as “a tour de force,” “captivating,” “a woman with bucketloads of stage presence.”

Holsinger would like the chance to strut her stuff in Boise. “I’d like to bring Frankenstein’s Wake back to where I began my theatrical career,” she says.

STAR-STRUCK SLEUTH SEARCHES UNIVERSE TO SOLVE MYSTERY

By Janelle Brown

Sean O’Brien is a cosmic sleuth. He has traveled the world and probed the heavens in his quest to understand how stars die.

“It’s a bit like a murder mystery,” explains O’Brien, BS, physics, ’92, who plans to receive his doctorate in astrophysics from Idaho State University in May.

“We have our corpse—the white dwarfs. Now we just have to piece together how they died.”

This groundbreaking research looks at the structure and physics of stellar bodies that are in their final phase of existence—the so-called white dwarfs. Extremely dense and only one-millionth of their former size, the dying stars offer fascinating insights about the nature of the universe, O’Brien says.

He recently presented some of his preliminary research at the American Astronomical Society meeting in Washington, D.C. He also spent the past year as team leader of the Whole Earth Telescope, a consortium of a dozen observatories across the globe that are connected via the Internet and allow scientists to observe stars continually.

O’Brien has figured out a way to use his observations of white dwarfs to test other theories in astronomy.

“It’s the most exciting thing I know,” says O’Brien about studying the stars. “I still can’t believe I can get paid for doing something that is this much fun.”

Since he was a 12-year-old and peered at the heavens through his first telescope, O’Brien wanted to be an astronomer. Stars fascinate him, he says, because they are public objects that are in front of humanity all the time.

O’Brien attributes his success to enthusiasm as much as intellectual prowess. An average student at Meridian High School and an “up and down” student at BSU, O’Brien says he started to excel when he found what it was he loved.

“For me, the most magical place in the world is looking through an 82-inch telescope... it’s amazing what you can see.”
50s

LARAE D. (DUNN) CARTER, A.A., general arts and sciences, '52, teaches music at Claremont High School in Claremont, Calif., where she is also the chair for visual and performing arts and choral director. She was named teacher of the year in L.A. County in 1996 and has also received the L.A. Music Center Bravo Award.

THOMAS W. SWITZER, A.A., general arts and sciences, '57, has been appointed chairman of the airport commission for John Day Airport in John Day, Ore.

70s

V. SIMMETT BROLLIER, BBA, marketing, '70, is vice president and manager of First Security Bank's Twin Falls area Business Financial Center. He is also a Jerome County commissioner and a member of the Jerome Chamber of Commerce. Brollier previously was a manager for the bank's Jerome office since 1981.

JACQUELINE S. TAYLOR, BA, social work, '71, is serving a third term in the Oregon State Legislature. Taylor serves on the general government and regulations commission, Indian services, state flood control task force, Oregon Commission for Women, and the Pacific Northwest Economic Regional Council. She lives in Astoria, Ore.

MARSHA ANNE (PONCIA) JOHNSON, BA, elementary education, '72, and her husband Greg H. Johnson celebrated their 25th wedding anniversary in October. They reside in Boise.

J. IRENE MURPHY, BS, mathematics/secondary education, '72, teaches pre-algebra and algebra at McCall Middle School and Payette High School in Payette. Murphy lives in Fruitland.

IVAN F. RICE, BA, general business, '72, is co-owner of Hansen-Rice Inc., a metal builders company based in Nampa.

JERRY F. ALDAPE, BBA, accounting, '73, is a senior vice president in support services for Pioneer Bank in Baker City, Ore.

LINDA L. (TELLIN-BEATTY) KASTNER, BA, English/secondary education, '73, is corporate trainer and assistant vice president for Continental Savings Bank in Seattle, Wash.

ROWENA M. (FISHER) SNAVELY, MA, education/reading emphasis, '73, has been elected corresponding secretary for Kappa Chapter, Delta Kappa Gamma Society International. She has worked in the education field for 35 years.

DEBRA L. HASINGILL, BA, communication/secondary education, '74, teaches computer classes at McCain Middle School in Payette.

ROBERT B. BURNS, BBA, accounting, '75, is an associate with Moffatt Thomas Barrett Rock and Fields, Chtd. in Boise. Burns previously was a division president with The Baldwin Co. in California.

80s

HENRY R. PARKER, BA, social work, '75, recently retired from the Army and Veteran Affairs Medical Center in Boise. During his career Parker was selected Idaho's Outstanding Disabled Veteran and was twice named Idaho's Social Worker of the Year.

GEORGE S. TELFORD, BBA, finance, '75, is senior vice president with Eberhardt Commercial Real Estate Finance and Advisory Co. in Salt Lake City.

WILLIAM A. TRUEBA, BFA, art/secondary education, '76, recently was a featured artist at the Minds Eye Gallery at Idaho State University. Trueba is an educator and artist. He lives in Mountain Home.

JOHN "LANCE" GUISASOLA, BBA, finance, '76, is an assistant manager at First Security Bank's Boise Business Financial Center. Guisasola previously was a special projects coordinator at Key Bank in Boise and has more than 27 years of experience in the financial services industry.

PATRICK H. VALLIANT, BS, physical education, '76, is principal at Clark Fork Junior/Senior High School in Clark Fork. Valliante has also taught in Kimberly and Potlatch and most recently in Kettle Falls, Wash.

JOHNA M. REEVES, BS, physical education/secondary education, '77, recently received her master of arts degree in counseling and educational psychology from the University of Nevada, Reno.

STEVEN L. ROACH, BS, physical education/secondary education, '77, is a sales manager with First Security Insurance in Boise. Roach previously worked for Holme Insurance Agency in Boise.

CHERYL A. (MORT) KENNEY, BA, English, '78, teaches at Abraham Lincoln High School in Council Bluffs, Iowa. Kenney was named the school's teacher of the year for 1996-97.

MICHAEL K. MOSSMAN, BBA, management/behavioral, '78, is director of TCI's Boise Customer Satisfaction Center. Mossman previously was a customer service supervisor for United Airlines in Denver.

DAVID L. SHORT, MBA, '78, is vice president of business banking with Idaho Banking Co. in Boise.

BIG APPLE, BIG JOB, BIG BUDGET

By Janelle Brown

Any way you look at it, Peter Lempin has a very taxing job.

As deputy finance commissioner for New York City, Lempin, BA, social sciences, '72, oversees the collection of all real estate and business taxes in the Big Apple.

How much money are we talking here?

Hold onto your wallets. According to Lempin, the annual take runs about $12 billion. That includes $353 million in parking tickets, $650 million in delinquent property and business taxes, plus millions more on upscale Manhattan properties such as the Empire State Building and the World Trade Center.

Lempin, one of three deputy commissioners in the city's finance department, was appointed by the mayor's office in June 1996 and is responsible for planning and compliance. He is also the city collector and oversees a large staff scattered in 25 buildings throughout the city.

Lempin, a New York native, came west to finish his degree after he was discharged. He later earned a master's at Southern Oregon State before heading back home to the big city.

Lempin has spent his entire career in the public sector in New York City. He ran school security and athletic programs for the Board of Education and served as the deputy commissioner of consumer affairs from 1984-1996, when he was tapped for his current job.

"I get to see results very quickly," Lempin says about his work. "It's very hands-on. There's little bureaucracy." His days are crammed with meetings with staff and with elected officials from New York's five boroughs, but Lempin says he also makes it a point to talk with taxpayers each day.

"It has its difficulties," Lempin says about being the official tax man for this city of 8.5 million. "But the law requires you to pay property taxes and business taxes, and we try to make that as simple and easy as possible."
JOHN S. CHURCH, BBA, economics, '79, is owner of Idaho Economics, an economic consulting business in Boise. Church previously worked as a chief economist with Idaho Power Co.

DIANE CRAWFORD, is general manager of Steele, Stoltz and Associates in Boise. Crawford joined the company in 1987 and has 25 years experience in the advertising industry.

80s

VIKKI PEPPER ASCUENA, MA, education/English emphasis, ’80, received a 1997 excellence in teaching award from the Brigham Young University Alumni Association. The award honors instructors who have had the greatest impact on their students and who have best prepared their students for college. Ascuena teaches in Meridian.

ROBERT R. WATKINS, MBA, ’80, is a sales associate with RE/MAX Executives in Boise. Watkins previously was assistant director of the BSU Bookstore.

NOBERT J. DEKERCHOVE JR., BA, communication, ’81, recently was awarded the Certified New Home Marketing Professional designation by the Institute of Residential Marketing of the National Association of Home Builders. DeKerchove is an associate broker with Group One in Boise.

SARA J. DUGGIN, BM, music, ’81, is a mathematics teacher at Valley Oaks School in Petaluma, Calif.

MARIANNE M. (GEIER) NELSON, CC, dental assisting, ’81, is owner of Muk-Tuk, a polarfleece clothing design and manufacturing company in Boise.

PEGGY (POULTER) HURD, BA, elementary education, ’81, teaches fourth grade at Riverside Elementary in Boise. Hurd and her husband Dale recently completed writing a computer report card program for the Boise School District’s elementary schools.

ALICE MARIE (MYERS) SCHENK, BS, physical education/secondary education, ’81, recently earned a master’s of health education degree from Idaho State University in Pocatello.

J. MICHAEL LEE, AAS, electronics, ’82, is regional telecommunications manager for the U.S. Fish and Wildlife Service, Region 1.

KERRY PHILIP ROHWEDER, BA, history, ’82, recently opened Rohweder Law Offices in Denver, Colo. Rohweder previously worked for Lozow & Lozow in Denver.

PATRICK JAMES RUSSELL, BS, communication, ’82, has been appointed as tribunal advocate for marriages, Diocese of Catholic Church in Idaho. Russell also is in Who’s Who in the West 26th edition 1998-1999 and Who’s Who in the World 15th edition. Russell works as a Catholic chaplain at both Bishop Kelly High School and Chateau de Boise.

JOHN THOMAS BERG, BBA, accounting, ’83, has been named Man of the Year by the Meridian Chamber of Commerce. Berg recently completed a one-year term as president of the chamber. Berg has been a CPA with Ripley Doorn & Co. since 1983.


JERRI J. HENRY, BBA, accounting, ’83, owns...
her own certified public accounting firm in Longview, Wash. Henry was a 1962 Top Ten Scholar at BSU.

NANCY RUTH MARSHALL, MA, education/curriculum and instruction, '83, is principal of Middleton Primary School. She has been with the school for eight years.

TERESA ANNE SACKMAN, BBA, marketing, '83, is executive director of the Meridian Chamber of Commerce. Sackman has been with the chamber since 1992.

FRANK SHANE FINLAYSON, BBA, finance, '84, is vice president and corporate treasurer with Morrison Knudsen Corp. in Boise. Finlayson previously was vice president of project finance. He has been with the company for 13 years.

ROBERT WILLIAM HUBLER, MBA, '84, is a product planning specialist for Ore-Ida Foods in Boise. He has been with the firm for 19 years.

RODNEY E. JENSEN, BBA, economics, '84, is a water resources economist with the Idaho Department of Water Resources in Boise. Jensen also is an adjunct faculty member in the Department of Economics.

COLLEEN MARIE MARKS, AAS, drafting technology, '84, is owner of Marks Land Surveying in Boise. Marks previously worked for J.J. Howard Engineering for 10 years.

MARK S. SEELEY, BA, political science, '84, is a contributing writer for Boise Weekly. His latest work, titled "Angel, I Write These Things," is a tribute to his father. The writing comes from more than 60 letters sent home during the Vietnam War by his father, Captain John S. Seeley, before he was killed.

CHARLES EUGENE WARD, BA, elementary education, '84, is vice principal at Caldwell High School. Ward previously was principal of Sacajawea Elementary in Caldwell. He has been with the Caldwell School District since 1980.

LAWRENCE W. BENNETT, BBA, marketing, '85, is a PC/LAN technical analyst with NordicTrack in Chaska, Minn.

JEFFREY T. LOWE, BBA, marketing, '85, is manager of Sente Financial Corp. in Boise. Lowe previously was manager of branch operations for Imperial Credit.

JAMES DAWSON MOFFATT, BBA, general business '85, owns River Vista Ranch in Lockeford, Calif.

DANIEL LAWRENCE GIVENS, BBA, marketing, '86, is an account executive in cable advertising at TCI Media Services in Boise.

NANCY MELIA McINTOSH, BA, English/writing, '86, is currently president of the Caldwell chapter of the Idaho Writer's League. McIntosh is a freelance consultant.

LORRI A. MORGAN, BS, sociology, '86, is general manager of Heaven and Earth Massage Center in Boise.

MARY A. BIELENBERG, BBA, marketing, '87, is a human resource representative for Quantum Corp. in Milpitas, Calif.

JESUS DeLEON, MA, education/curriculum and instruction, '87, was recently elected to a three-year term on the Caldwell Fine Arts Board. DeLeon is principal at Van Buren School in Caldwell.

JAMES L. MARTIN, BS, criminal justice, '87, is a partner in the law firm of Moffatt Thomas Barrett Rock & Fields Chtd. in Boise.

SEAN PATRICK HACKETT, BS, biology, '88, recently graduated from the physician assistant program at Idaho State University in Pocatello.

CAREY H. McNEAL, BBA, marketing, '88, is vice president with First Security Bank's Idaho Private Client Group in Boise. McNeal previously was a trust-and-new business officer for the bank.

THORPE PETER ORTON, BS, political science, '88, is deputy chief of staff for the Idaho Attorney General's Office in Boise.

GAY H. POOL, BA, music, '88, has been named the piano chairman for the 1998 Suzuki Institute summer music camp at Northwest Nazarene College in Nampa. Pool is president of the National Federation of Music Clubs in Idaho.

SUSAN (KIRK) DAY, BA, social science, '89, is a self-reliance specialist for the Idaho Department of Health and Welfare in Boise.

JEFFREY SCOTT GLENN, BBA, accounting, '89, is director of finance with Trus Joist MacMillan. Glenn is a certified public accountant and has been with TJM for three years. He previously worked for Arthur Andersen LLP.

JOSEPHINE ANNETTE JONES, MA, English, '89, recently conducted a writing workshop at the Gem State Writers Guild conference in Nampa. Jones has 20 years experience as a writer and editor and was recently selected by the Montana Arts Council to serve as an artist in residence in Montana schools and communities.

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90s

LANA JEAN BELL, BA, management/entrepreneurial, '90/BA, music, '90, is vice president and operations manager of the Western Direct Lending Center for KeyBank in Boise. Bell joined the bank in 1991.

KEVIN DEWAYNE SATTERLEE, BS, political science, '91, is currently a media writer for the Idaho Education Association.

MARIANNE LEE BURKHARDT, BBA, accounting, '89, is a senior financial analyst for the Idaho State Department of Education.

BARBARA DONNA WITTMANN, BBA, marketing, '90, is currently a marketing representative for the Caldwell School District.

TODD W. WINSLOW, BA, art, '90, is chair of the Idaho Association of Commerce and Industry's subcommittee on workers' compensation. Winslow was recently named president of Payne & Associates in Coeur d'Alene. He is also regional vice president for Settlement Associates based in Los Angeles. Winslow resides in Coeur d'Alene.

DAUGHTER FOLLOWS MOTHER'S LEAD

By Theresa Langer

Alba Marie White and Carol Mulder have more in common than just being mother and daughter. For them, Boise State's Alumni Association is a family affair.

White graduated from Boise Junior College in 1942, and 25 years later was selected as one of 12 members of the committee responsible for organizing the Boise College Alumni Association. During that time, White also served as the association's first secretary, a position she held for three years.

"I have had the privilege of watching the Alumni Association grow for 30 years," says White. "I have seen the association go from being a purely social group to an association raising scholarship funds and promoting academic excellence."

The years of support and commitment that her mother gave to the Alumni Association have passed on to Daughter Carol Mulder. Currently, Mulder is working on her master's of health policy at BSU and is thrilled to be a student again. Her daughter, Mackenzie, is also a student at BSU.

"I couldn't be prouder that she is the third generation in our family to attend Boise State," says Mulder. "My mother and I take a great deal of pride in supporting BSU through the Alumni Association."

Currently, Mulder is working on her master's of health policy at BSU and is thrilled to be a student again. Her daughter, Mary, is also a student at BSU.

"I couldn't be prouder that she is the third generation in our family to attend Boise State," says Mulder. "My family truly believes in the value of higher education at BSU, and supporting the Alumni Association is just one way for us to give something back to the school."
TAMARA ANN SULLIVAN-WATSON, BA, criminal justice administration, '90, is self-employed as a freelance paralegal, travel agent and PartyLite consultant. She lives in Meridian.

DORIS E. DENNEY, MBA, '91, recently received an outstanding community service award from the Idaho State Pharmacy Association. Denney is a pharmacist with Terry Reilly Health Services in Nampa.

JOHN G. ELLIOTT, BA, communication, '91, is a commercial account manager for Kinko's in Boise. Elliott's Boise office.

JEFFREY DOW EREKSON, BBA, general business, '92, is manager of Mutual of New York's Boise office.

DIANA B. (KOTWIA) BORRERO-LOWE, BA, communication, '92, is assistant dean of student life and director of multicultural student life at Central College in Pella, Iowa.

JOHN DOUGLAS SHOLEC, BA, history-social science/secondary education, '92, teaches at South Umpqua High School in Myrtle Creek, Ore. Sholec also is the head varsity football coach and wrestling coach. He was named head coach for the East team of the Oregon East-West All Star Shrine football game last August.

CAROL A. ANDERSON-TODD, BS, nursing, '93, is a medical disability nurse manager in workers' compensation for Industrial Indemnity Insurance Co.

LAVETRA ANN CASTLES, BS, criminal justice administration, '93, is probation and parole district manager for the Idaho Department of Correction's field and community services division in Idaho Falls.

DEREK ALLEN DAVIDSON, BA, history, '93, recently graduated from the Northwest Intermediate Commercial Lending School at the University of Portland. Davidson is a wholesale credit officer at First Security Bank in Boise where he has been with the bank since 1991.

KELLY ANNE LANE, BS, biology, '93, has earned a medical doctorate degree from the University of Washington in Seattle. Lane currently is in residency at the University of Texas Health Sciences Center in San Antonio.

BRENDA K. MCCOY-WELCH, BS, nursing, '93, is a certified family nurse practitioner at St. Mary's Hospital and Clinics in Kamiah, Craigmont and Cottonwood.

HEIDI ROSE (VOET) MUNRO, BS, health sciences, '93, is a physician assistant at Memorial Medical Center in Mountain Home.

DIA REBECCA LOGAN, BS, biology, '93, teaches biology and chemistry for the Homedale School District in Homedale.

WILLIAM ALEXANDER STEINER, BA, psychology, '93, has received his "Wings of Gold" and was...
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BSU ALUMNI ASSOCIATION
CALENDAR OF EVENTS

JAN. 26
"Boise State at the State Capitol" day, Boise.

JAN. 28-FEB. 14
Treasures of Costa Rica cruise.

FEB. 14
"Toy Story," presented by Walt Disney’s World on Ice, BSU Pavilion. (Limited number of discounted tickets available to current Alumni Association members by calling the Alumni Office; deadline Jan. 21.)

MARCH 3
College of Business and Economics Chapter meeting and tax tips presentation, Louie’s Restaurant, Boise.

(March regular chapter meeting held first Tuesday of each month.)

MARCH 11
Alumni Board meeting, BSU Canyon County campus.

APRIL 11
The Grapes of Wrath — Alumni Night at the Theatre, Morrison Center for the Performing Arts. (Discounted tickets available at Morrison Center box office to current Alumni Association members.)

APRIL 30
Top Ten Scholars and Distinguished Alumni Banquet, BSU Student Union. 6 p.m. social hour; 7 p.m. dinner. Tickets: $15.

MAY 9
Alumni Career Conference, BSU Student Union.

MAY 15
Graduation Celebration, BSU Student Union patio.

MAY 21
Alumni Association Annual Meeting, BSU Student Union.

For more information, call the Alumni Office at 208 385-1698.

designated a naval aviator with the U.S. Navy. TINA D. (DICKY) THOMPSON, BA, English/secondary education, ’93, is a career consultant with Organizational Consultants to Management Inc. in Boise.

TIMOTHY WALTER TYREE, BA, English/general, ’93, is an associate attorney practicing real estate and general business law with Meuleman, Miller and Cummings in Boise.

KAREN LEE (VOGLER) PORTSCHE BECK, MA, education/special education, ’94, teaches at Hawthorne Elementary in Boise. She is the author of Educational Strategies for Fetal Alcohol Effects and Fetal Alcohol Syndrome. Beck also was included in the 26th edition of Who’s Who in the West 1998-1999.

DAVID JAMES ARTHUR, BS, environmental health, ’94, works for the University of Findlay Environmental Resource Training Center in Findlay, Ohio.

MICHELLE MARIE STONEMAN, BA, elementary education, ’94, is an elementary and high school special education teacher in Payette.

ERIC JOHN WERNER, BBA, finance, ’94, an ensign in the U.S. Navy, was recently designated a naval aviator while serving with Training Air Wing Two, Naval Station in Kingsville, Texas.

CRAIG BARRER, BA, English/writing, ’95, is a graduate teaching assistant at Wright State University in Dayton, Ohio. His wife, SUZETTE M. (CHESNUT) BARRER, BS, nursing, ’95, has been promoted to first lieutenant in the U.S. Air Force. She works for Wright-Patterson Medical Center in Dayton, Ohio.

CAROLINE ELIZABETH GREY-TENNE, BA, Spanish, ’95, and her husband, J. ANTHONY TENNE, BA, economics, ’96, will serve in the Peace Corps for two years in Honduras. Grey-Tenne will work in hillside farming, and Tenne will work in water sanitation. They begin their service in February.

CHERYL ANN HEWETT, BA, elementary education, ’95, teaches at Summerwind Elementary School in Meridian.

ANDREW B. MORETTO, BS, physical education/secondary education, ’95, teaches Spanish at Gooding High School in Gooding.

JASON I. ROSEN, BS, political science, ’95, works with at-risk youth as a Peace Corps volunteer in Guyana.

LEEANN MARIE THOMPSON, BS, psychology, ’95, is an account executive with USWeb Boise. Thompson’s company offers consulting and development services for Web sites.

DARLELYN ALLEN, BBA, management, ’96, is general manager for Hampton Inn in Boise.

SANDRA RANAE BARNES, BA, elementary education, ’96, is a resource teacher at the Weiser School District in Weiser.


PATRICK LEWIS DUNGAN, BBA, international business, ’96, is a professor of international trade at University of Temuco, Chile.

NATHAN DENNIS GILLAN, BA, communication/training and development, ’96, is a Western Europe account representative with Boeing. Gillan lives in Mukilteo, Wash.

JEDEDIAH T. HAILE, BA, mathematics/secondary education, ’96, is a senior engineer/scientist with Lockheed Martin in Idaho Falls.

M. JAMES REED, BBA, computer information systems, ’96, is a programmer and network specialist with CRI/The Resource Group.

BONNIE L. SHARP, MPA, ’96, is a development services coordinator for the city of Mountain Home.

DARRELL LEE KELL, MS, instructional/performance technology, ’96, is a recruiter in the personnel department at Micron Technology Inc.

LIZETH JO LYSINGER-SEITZ BANKS, AS, nursing, ’97, works at St. Alphonius Regional Medical Center in Boise.

JONATHON KEITH BEARD, MSW, social work, ’97, is a therapist in the adolescent day
treatment program at Horizons Treatment Center in Pocatello.

JUSTIN E. CAGLE, BS, mathematics/secondary education, '97, teaches mathematics at Emmett High School in Emmett.

HEATHER L. JORGENSEN, BA, communication, '97, works for Remedy Staffing in Boise.

WENDY J. LEE, BS, social sciences/public affairs, '97, is a home health visitor for Boise County.

MATTHEW DAVID MCLAUGHLIN, BS, biology, '97, has been accepted at the University of Health Science College of Osteopathic Medicine in Kansas City, Mo.

CHRISTY LEE MCNEAL, BA, English, '97, teaches English at Payette High School in Payette.

TIFFANY NOEUE MURRI, BA, communication/journalism, '97, has been selected to attend the Poynter Institute for Media Studies in St. Petersburg, Fla.

MARGARET DIANE SANKEY, MA, history, '97, is an instructor at Treasure Valley Community College in Ontario, Ore. She recently received the Congressional Achievement Award in recognition of her personal achievement and hundreds of volunteer hours.

JOHN ROBERT SCHLEICHER, BS, geology, '97, is an environmental coordinator for the city of Mountain Home.

CASSANDRA LEE NELSON SIPES, BA, communication, '97, is an account executive with Harlan Campbell Communications in Boise.

WEDDINGS

MARGARET LITERAS and Kent Kuyumjian, (Boise) April 12

BRITNEY DAWSON and Michael Slaughter, (Boise) May 3

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Call: 384-1820 in Boise

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Major ____________________

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FOCUS/WINTER 1998 43
**STACY JACOBS** and John Kustin, (Twin Falls) May 10
**STEVE NUXOLL** and Judy Reece Jones, (Hawaii) May 12
**GREGORY G. ARNOLD** and Theresa Renee Brucks, (Boise) May 24
**MELANIE ANN CORNELL** and **CASEY RYAN** GAGNEPAIN, (Boise) May 31
**CHERYL A. ARNHEIM** and Jacob W. Heuett, (Cottonwood) June 7
**KEITH DOUGLAS HAHN** and Heidi Lyne Hauser, (Boise) June 7
**KATHERLEEN ANN NUTSCH** and **CLIFF STARMAN**, (Jerome) June 7
**ANITA HINCKSON** and Todd Simonson, (Nampa) June 13
**MICHELE LYNN CENTANNI** and Jon S. Rachael, (Boise) June 14
**NADINE MARIE MICHALSHECK** and Douglas Jay Reece, (Meridian) June 21
**ANTHONY M. TINO** and Suzanna Young, (Cascade) June 21
**RICHARD FERNAND** and Karen Greenfield, (Caldwell) June 28
**DANA REESE LAMSON** and Dennis Ray Ferdinand II, (Caldwell) June 28
**DAVID SEAN MODROW** and Michelle Marcee Lewis, (Boise) June 28
**MARC J. BANGEY** and Will Holsonback, (Denver, Colo.) July 5
**KIPP ARTHUR BEDARD** and Sally Manchester, (Anguilla, British West Indies) July 5
**GORANINE EGUERIN** and Derek L. Stormoen, (Boise) July 12
**ANGELINA WEBER** and Daniel Kaufman, (Boise) July 12
**DAVID A. BOURFF** and Jennifer A. Hogan, (Caldwell) July 18
**ERIC ESCANDON** and Diane Frederick, (Boise) July 19
**ROBERT BRIAN KING** and **SONJA JANE RUD**, (Meridian) July 26
**WENDY MICHELLE RUSSEL** and Jason Scanlan, (Boise) July 26
**AARON MATTHEW JAQUES** and **KIMBERLY ANN LAMBERT**, (Boise) Aug. 2
**JONELLE DIANE ANDERSON** and Michael Darrow, (Boise) Aug. 9
**CHARLES L. PARKINSON** and Tiffany S. Gongware, (Boise) Aug. 9
**LUCINDA B. PRICE** and **G. LEE SCHRACK JR.**, (Pocatello) Aug. 9
**SHERI DAWN SHERMAN** and Robert Scott Carruthers, (Boise) Aug. 9
**FAFA ALIDJAN** and Erin DeBord, (McCall) Aug. 15
**MARNIE M. ANDERSON** and James L. Mesplay, (Boise) Aug. 16
**SEAN GOITIA O'CONNOR** and **KIMBERLEY ANN**

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**NOMINATIONS SOUGHT FOR ALUMNI AWARD**

The Alumni Association is seeking nominations for the 1998 Distinguished Alumni Award.

The award is presented annually to individuals who have excelled in their careers or in community service.

To nominate a former student of Boise Junior College, Boise College, Boise State College or Boise State University, send a letter of nomination (500 words or less) to the Alumni Office before Feb. 1. Please include the accomplishments of the nominee along with his or her name, address and telephone number.

The awards will be presented at the annual Top Ten Scholars and Distinguished Alumni Awards Dinner on April 30.

Those who have been named Distinguished Alumni since the award program began in 1988 are:

- **1997**: Preston Q. Hale, Ralph Peterson, Merle Wells.
- **1996**: Keith Bishop, Lois B. Chaffee, James "Dyke" Nally.
- **1993**: Marie Specht Bulgin, Robert Fulwyler, Edward J. Lodge.
- **1992**: John Carley, Bethine Church, Jay Luo.

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**ASSOCIATION EXPANDS OUTREACH EFFORTS**

The Alumni Association is reaching out. Alumni chapters have started, or will be started in Canyon County, Idaho Falls, Magic Valley, Mountain Home, Payette/Ontario, Pocatello, Portland, Seattle, Spokane (including Northern Idaho).

Alumni chapters can contact the Alumni Office for more information.

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1910 University Drive, Boise, ID 83725.
MARK R. FRAAS, BBA, finance, '90/BBA, accounting, '90, died Sept. 6 in Hood River Ore., at age 40. Fraas was owner and operator of AirTime, a clothing company for mountain sports in Hood River.

RICHARD "DICK" B. FOOTE, BA, social science, '75, died Oct. 3 in Middleton at age 70. Foote retired from the Idaho State Police in 1983 after 31 years of service.

WILLIAM ANTHONY INGLES, BA, history, '88, died Aug. 20 in Boise at age 47. Ingles was an X-ray technician at St. Luke's Regional Medical Center in Boise.

DELORES "DEE" JANSEN, BA, English, '72, died Nov. 3 in Tacoma, Wash., at age 61.

CARL CURDS KEYES, AS, marketing, '89, died Sept. 25 in Caldwell at age 43. Keyes had spent 25 years working in the grocery business.

MARSHA ANN (WALKER) MILLER, AS, nursing, '71, died Sept. 28 in Brentwood, Tenn., at age 46. Miller was a rehabilitation nursing supervisor at Baptist Hospital in Nashville, Tenn.

ZOEANN MARIE (TEILMANN) PERRY, AS, office systems/word processing, '83, died Nov. 29 at age 35. Perry worked for Boise Cascade Corp. for 14 years.

HOWARD SHANE PORTER, CC, electrical lineworker, '86, died Oct. 8 in Boise at age 33. Porter was founder and co-owner of the Northwest Lineman College in Meridian.

LUCILLE GERTRUDE THOMPSON, AS, general arts and sciences, '63, died Aug. 29 in Glendora, Calif., at age 81. Thompson taught elementary school and retired from teaching in 1976.


ALUM ASSOCIATION BEGINS DUES DRIVE

Last year, the Alumni Association made great strides to encourage new members to join. And many alumni did. In fact, dues-paying membership was the highest in the history of the Alumni Association.

With the funds from those new members, the association was able to expand its services to reach as many alumni as possible.

Recent association activities include the second annual alumni juried art show, pre-game parties before football games, discounted tickets to athletic and theatre events and an upcoming Alumni Career Seminar.

The association works with legislators to gain support for the university and assists current students in finding internships.

The Alumni Association also has a scholarship fund of $1.3 million that provided more than $80,000 in academic scholarships this year alone.

The 1998 Alumni Association membership campaign is under way.

Letters have already been sent requesting membership in the association or you may use the convenient dues application located on the opposite page.
PRESIDENT'S MESSAGE

By Jim Davis, President
BSU Alumni Association

At a recent meeting, I overheard one of the participants remark, “We haven’t been making enough noise.” His comment was not directed at the sufficiency of the progress made on the group’s various projects. In fact, the group was ahead of schedule. Rather, the speaker was lamenting that the group’s constituency did not seem to notice. He wondered whether the meeting participants should be telling everyone what a good job they had been doing.

His remark caused me to pause and consider whether the Alumni Association has been “making enough noise.” Are we active and dynamic? Do our members notice? Should we “toot our own horn?”

The answer to the first question is easy. Yes, we are active and dynamic. In the space provided here, I could not begin to list everything your Association is doing.

We are active in the community. For example, two teams of alumni and their family members recently participated in Rake Up Boise, an annual event whose participants rake leaves for people who cannot do so themselves. Moreover, we are raising money to fund scholarships and help build the new engineering building. Annually, we sponsor literally hundreds of alumni and student events throughout Idaho and the United States.

The answer to the second question is also yes. Our members do notice. The number of dues-paying alumni is steadily increasing. The number of alumni chapters is growing. More and more alumni are attending the many events sponsored by the association. (If you haven’t been to an alumni-sponsored event recently, you should join us!)

The answer to the third question is more difficult. While we could always do a better job of vocalizing our accomplishments, we are so busy having fun and helping our university that it is difficult to devote time to telling others of our achievements.

The noise the Alumni Association is making is self-evident in its many contributions to Boise State and its support of alumni and students. Even though we do not shout about our successes, the association’s growth speaks for itself. We are, as Jimmy Buffett sings, “quietly, quietly, quietly making noise.”

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The BSU Foundation and Phonathon '97 student callers thank all Boise State alumni and friends who said “yes” when we called in October.

Through your generosity we exceeded the $210,000 goal and raised $225,634 in pledges for academic programs at BSU. This amount was a 12.4 percent increase over the previous year’s total. In addition, the average pledge increased from $52.90 to $62.30.

Once again, thank you for supporting academic excellence at BSU!
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