Simples donate $1 million gift to Morrison Center

Idaho industrialist J.R. Simplot and his wife Esther have donated $1 million toward construction of the Morrison Center for the Fine and Performing Arts planned for the Boise State University campus.

The donation from the Simplots, whose firm runs food processing plants, cattle ranches, and fertilizer plants, was announced at a press conference Nov. 18.

"We view this gift as a sign of faith in the institution and we certainly believe it goes a long way toward making the Morrison Center a reality," said BSU president John Keiser.

The center will be located along the Boise River between the Towson Conservatory and the Science Education Building.

It will include a 2,000-seat performing theatre along with classrooms, offices, recital halls, and studios for music and theatre arts departments.

The projected cost of the Center is between $125-135 million. The construction portion will be funded from $5.2 million in state appropriations while the performing theatre will be paid for by private donations.

The Simplot contribution is the third large donation toward the building. In June of 1979 the Morrison Family Foundation contributed $5.5 million.

This winter the university will ask the legislature to appropriate an additional $2.5 million to complete the state funding for the classroom portion. The Simplot gift brings the private total raised to over $4.8 million.

President Keiser said he hopes private fund-raising will be complete by the end of the year, and that the legislature will appropriate the final amount this winter.

"I'm confident that if the private monies are there by the end of the year, that the public monies will follow," Keiser said.

**New grant to improve 'economic literacy'**

The BSU Center on Economic Education has received a $18,500 grant to host an institute designed to help improve programs in consumer education.

"Economic Education: A Key to Consumer Pro-ficiency" will be the theme of the Western Consumer Economics Institute, which will be held next August.

At least 30 teachers from colleges and universities throughout the West will meet with leading national consumer economists during the ten-day session.

The group will explore how basic economic principles apply to everyday consumer decisions, and how educators can use those principles to teach consumer economics.

Boise State's will be the third such institute in the nation conducted by the Joint Council on Economic Education in its five-year program to eliminate "economic illiteracy" among students. The grant is provided by the American Express and Fireman's Fund foundations.

Marvin Clark, chairman of the Boise State Department of Business Education and Office Administration, will be director of the BSU Institute, and Gerald Drayer, executive director of the Idaho Council on Economic Education, will serve as its resident consumer economist.

According to Drayer, who has been with the ICEE since 1977, the institute is the result of a growing national interest in bringing consumer economics into the classroom.

Boise State is among 27 states that now require consumer economics courses at the secondary level, he said.

Citing past studies that indicate many who teach the newly required courses have little or no economics background, Drayer added that the council's goal is to improve the "know-how" of consumer economics teachers.

John Clow, project director of the joint council, noted that the effects of two similar institutes held in the East and Midwest have been widespread.

"Out consumer institutes have a multiplying effect. Each one graduates 30 college instructors, who then train about 3,500 public school teachers, who in turn reach 80,000 students within the first year.

"After attending the institute, participants are responsible for developing their own university-level consumer education teacher training programs and consumer economics workshops for elementary and secondary school teachers in their area."

**Board to consider spring fee hike**

The State Board of Education will consider a spring semester fee increase as well as a proposed constitutional amendment to allow resident tuition at its Dec. 3 meeting in Boise.

The Board will hold public hearings on the fee increase package that was proposed at its meeting last October. Under consideration will be a $50 per semester increase for residents, $100 per semester for non-residents and $4 per credit hour for part-time students.

If approved, the spring fee for BSU resident students would be $289.

The increases are proposed by the Board as one-time only measure to partially offset the 3.85 percent budget holdback caused by a decline in state revenue.

The Board will also consider its December meeting three legislative proposals being prepared by the Board staff, including an amendment to lift the 90-year ban on resident tuition in Idaho.

That measure must first be approved by the legislature before it can go before the voters in the 1982 general election.

The second proposal the Board will consider is a statutory clarification between fees and tuition, an issue that is cloudy because fees that are used for instructional purposes could be called tuition and challenged in court.

The third proposal the Board will consider will give that body the statutory language needed to make program changes at Idaho's colleges and universities.
2-3/Campus news
4/Perspective
5/Alumni teachers
6-7/’53-’55 teams return
8-9/Futuristics
10-11/China trip
12-13/Healas interview
14/Sports
15/Western Writers

Campus News

Contents

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Duplicate copies may be received. If you wish to report such instances, please send both labels to the address above.

FOCUS is distributed free of charge.

Boise State University’s 1979-80 literary magazine cold-drill is the $100 first prize winner of the Coordinating Council of Literary Magazines college contest.

Cold-drill included a separate section of poems written by Idahoans about Idaho, as well as essays, short stories, and art pages. A special edition of the publication included the Idaho poems printed on paper handmade by the magazine’s staff. In its cover was a graphic reproduction of a special Idaho license plate "COLD DRILL," and it featured a "Rudolph Valentino" poster by BSU art major Fred Fritschman.

The magazine is published annually by the BSU English Department and printed by the Boise State Printing and Graphics Center. The 1977-78 cold-drill also won first place in the council’s annual competition, and the 1978-79 edition was awarded a gold medal by the Columbia Scholastic Press Association at Columbia University, N.Y.

We’re extremely grateful for this donation,” said BSU professor of history, Dr. Patricia K. Orada. “It will make possible much interesting research on Canada.”

Orada, who triggered the Canadian interest in donating the books to BSU by an inquiry about available sources to the consulate earlier this year, will teach a colloquium in Canadian history during the 1981 spring semester, and has a background in both Canadian and Native American history. “I’m going to be delighted to be able to use these materials,” she said.

Orada has also made a large Canadian film collection available to us to order from the consulate for classes here,” Orada said.

Included in the Canadian book gift now integrated into the BSU Library collection are volumes of poetry, books about wild flowers of Canada and Canadian garden perennials, art books, and accounts of domestic Canadian life. A history of the underground railroad read of pre-Civil War days in the U.S. which brought Negro slaves to Canada for freedom is included, as are materials about French Canadian history and society, books on crafts such as quilting, and the best-seller My Heart Stoops a volume of poetry by Chief Dan George, star of the popular U.S. film Little Big Man.

Canadians donate books to BSU library.

About $4,000 worth of Canadian books have been donated to the Boise State University Library by the Canadian government.

The 200-volume collection includes books of history, literature, science, social sciences, and art, all by Canadian authors. It offers, according to BSU librarian Timothy Brown, "a breadth that we would not be able to acquire on our own."

The donation from the Canada Council of the Canadian Department of External Affairs is one of several made yearly to assist American university libraries to add to their collections of books by Canadians and about Canada.

Helen Greh, voice counsel with the Canadian Consulate General in Seattle, was at Boise State earlier this month to present the books officially to the BSU Library.

This is not our way of trying to be helpful to American students by enabling them to study about Canada," Greh said.

Award-winning comedienne performs Dec. 4.

Comedienne Manha Walford will perform at BSU Dec. 4, at 8 p.m., in the Special Events Center. Admission will be $2 for the general public and $1 for students.

Walford is a young black comedienne from Chicago who won the 1979 San Francisco International Stand-up...
Comedy Competition. She moved to Los Angeles in 1976 to follow the comedy club circuit. Richard Pryor signed her up as a regular performer on his television series pilots. She has made guest appearances for Mac Davis, Alan King, and on other television specials and talk shows.

Her success in winning the International Comedy Competition led to a contract with CBS to develop her own "sitcom." Recently she has been on a cross-country tour, warming up audiences for Tedd Fereid. Warren's appearance is sponsored by the Student Programs Board at Boise State. Tickets may be purchased at the BSU Student Union Information Center.

Indians here for electronics

Four Native American students enrolled in the Boise State University electronics technology program are attending the Vocational Technical School classes under the sponsorship of the U S Bureau of Indian Affairs.

The students, from Sioux, Crow, and Flathead tribes, are in their first year working for the BLM and will work on U S Indian reservations to develop and extend radio and telecommunications facilities there, according to the Boise State program coordinator.

Don R. Macken.

The cooperative effort gives the BLM students an opportunity for combined educational training, they will work on U S Indian reservations to develop and extend radio and telecommunications facilities there, according to the Boise State program coordinator.

Attending the Boise State course under the NAIP are:

- Ted Archer, an Ogalala Sioux from Pine, South Dakota. Archer holds a B S degree in sociology and psychology from the University of South Dakota.
- Paul Begay, a Navaho from Varderwagon, N M., south of Gallup. Begay worked previously with the BIA as a draftman, and has attended electronics engineering courses at Eastern New Mexico University, Portales, and the University of New Mexico at Albuquerque.

- Michael Lee, a Crow from Billings, Mont., who recently worked in the Billings area office of the BIA, and who has attended Eastern Montana College, Billings.

—Tim McDonald, a Flathead from the Confederated Salish and Kootenai Tribes, Ronan, Mont. He served with the U S Air Force, and has attended Flathead Valley and Salish-Kootenai community colleges, as well as the University of Montana.

Steve Jenkins, a 1974 secondary education-history graduate of BSU, is the BICF program manager for the NAIP students. He also is attending the electronics classes this year, so that he will be able to determine if the background of future applicants suits them for the program. Jenkins, who formerly taught American humanities for the Boise State Districts, has also worked for the BLM electronics shop in Boise.

Native American students enrolled in the electronics technology program are sponsored by the U S Department of the Interior Bureau of Indian Affairs.

The program includes training with the Boise Interagency Fire Center, as well as American Indian Programs (NAIP) and the BIA, and Budget Tapes and Student Union Information Center.

Maynard Ferguson

Ferguson's big band jazz comes to BSU

Maynard Ferguson and His Band will play Saturday, Nov. 29 at 8 15 p.m. in the Student Union Ballroom at Boise State. McCullough's newest album, "Conquest," will be out soon.

Tickets for the Maynard Ferguson performance may be purchased at the Boise State University, Music Department, Musician's Pro Shop, Student Union Information Center at BSU, and Budget Tapes and Sound.

Admission to the limited seating performance is $8 for advance tickets and $9 at the door. Ferguson's appearance is sponsored by the BSU Music Department and the Musician's Pro Shop.

ART SHOWS

Two art exhibits will be featured at Boise State University Dec. 1-17.

The Excellence in Art Department faculty members will be on display in the University of Art on the ground floor of the Liberal Arts Building from 9 a.m. to 4 p.m. weekdays.

The exhibition in honor of the artists will be open from noon to 8 p.m.

The show will reflect faculty interests in several areas, including sculpture, painting, ceramics, drawing, metalwork, and print making.

The exhibit is sponsored by the U S Department of the Interior Bureau of Indian Affairs, and has shown his work in the Boise Gallery of Art, and Brown's Gallery, Boise, as well as Treasure Valley Community College, Ontario.

SPEECH AWARDS

None in this year's event is a preview of the Idaho Sweepstakes trophy for the BSU speech team in this year's tournament.

The semi-formal ball is scheduled for singles and $6 for couples and will go on sale at the information center at the Boise State Union Building or any one of the four residence halls Nov. 25.

The Bronco Athletic Association will sponsor a special seafood sale on Saturday, Nov. 29 from 10 a.m. to 6 p.m. in the Grand Central parking lot at 722 Fairview Ave. Boise State University Residence Hall Association for students, faculty, staff and alumni of BSU. The semi-normal is a soak in the Red Lion Riverside. A cocktail hour begins at 6 p.m. and the dance will begin at 9 p.m.

Tickets for the "anyone's choice" event are $3.50 for singles and $6 for couples and will go on sale at the information center at the Boise State Union Building or any one of the four residence halls Nov. 25.

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"Jeremiah Johnson," is a native Idahoan. A nationally known sweat expert, he began teaching outdoor survival classes at Brigham Young University in 1996, and is the author of the book, "Outdoor Survival Skills."

The workshop is sponsored by the Criminal Justice Administration Department of the Boise State and the Criminal Justice Association.

Cost of the workshop is $82 or $10 for full-time BSU students.

For more registration information contact Dr. Robert Marsh, 385-324 in the Boise State Continuing Education Center, 385-324.

BULLETIN BOARD

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STUDENTS NEEDING JOBS

The Boise State University Office of Career and Financial Services will help students and their spouse or full-time campus employment in their Job Location Office, Room 124 of the Administration Building. Daily openings for temporary, part-time and full-time jobs are listed on bulletin boards, and assistance with writing resumes and letters of introduction is also available.

Employers wishing to list a job opening with the BSU office should call 385-1745.
Perspective

Advice to a university president

By President John H. Keiser

Yesterday, an aspiring university president made the mistake of asking me what I had learned since becoming President of Boise State University that would help him function if he obtained the job he sought. I quickly formulated the following list of rules.

1. Chances of quality higher education surviving are better in a state where budget-making is done annually by a government free to respond to problems than in one hindered by a constitutional amendment or a "tax initiative." The latter situation rapidly turns teaching into just another state job and universities into one more state agency in the minds of many decision-makers.

2. Beware of anyone claiming to have "a mandate" from THE PEOPLE, THE FACULTY, or THE STUDENTS. Defending yourself or your institution by claiming to have an opposing "mandate" from the same sources is a sure sign your job will soon be held by someone else.

3. View politics as education. Partnership is a luxury reserved for those who do not have to live by decisions made by incumbents. Make it clear to those incumbents what an important constituent of theirs your institution really is.

4. Respond to community needs and advice gained through active advisory committees, athletic associations, art associations, alumni groups, chambers of commerce, professional groups and clubs. The more people who bleed when the university is cut, the more likely you're doing your job.

5. Recognize that the value of quality education is hard work and really good teaching is a rate and valued quality. Both respect for the profession and a reasonable reward system must be reestablished if quality is to be sustained.

6. Never allow the budgets for travel, library assistance, and supplies, those things which make professionals feel like professionals, fall below an unacceptable minimum. The growing dissatisfaction from this will cost you your job in time. It is better to eliminate programs and people, if necessary, than to wait until the student has left because of the meaning of the university, recognizing that this will force your resignation even quicker, than it is to retain people without tools with which to work.

7. It is better to have faculty and students angry at you than it is to have them upset with one another. Make certain everyone understands there are not disciplinary hierarchies in your mind. Do whatever you can to encourage conversation and cooperation between departments and schools. Taking responsibility these days is disarming to opponents and admitting mistakes may prolong a job for several years while critics analyze just what you're up to.

8. Teach whenever possible. Students don't remember presidents, but most recall good teachers. Classroom experience helps focus on what the university is really all about during board meetings, legislative hearings, and press conferences.

9. Intercollegiate athletics are a valuable addition to higher education, if they are made an integral part of the institution and coaches are treated as teachers and expected to respond that way. Winning is important in athletics as well as in the classroom.

10. Your job is to be an advocate for higher education within your institution. Insist on equitable treatment with other institutions, or you will be failing both higher education and your university.

11. Always hire deans who are willing to work for $1 a year regardless of the consequences. Also, do what is necessary to sustain and retain those special persons who for some reason are willing to accept challenges, exercise leadership, exhibit talent, and commit themselves to the institution in ways beyond the ken of ordinary folks. There are only a few, but they are indispensable to everyone else.

12. Few persons are fortunate enough to work among so many bright and talented persons as in a university president. Hundreds of Ph.D.'s constitute an unusual wellspring of talent and advice. Seek it out and take it whenever possible.

Ultimately your job depends on faculty and their understanding and acceptance.

Good Luck.

Letters

Dear Editor,

I am writing this open letter to publicly thank the thousands of BSU students, patrons, faculty and community leaders for their assistance, cooperation and friendship during my service with Boise State University. It is with a feeling of ambivalence that I have submitted my resignation effective January 1, 1981.

After completing twelve and one-half years with Boise College, Boise State College and Boise State University, I have chosen to accept a position as Executive Director of the Idaho State Dental Association. I have had many fine experiences here and made friends with a lot of terrific people. I know I will miss the university atmosphere. However, I believe the position I have accepted will bring a new challenge to me that I need at this time.

I wish all of you the greatest success in the future and trust you will find your chosen careers both challenging and meaningful. If I can ever be of help in the future, please don't hesitate to get in touch with me.

Thank you again for all of the enjoyable experiences we have shared at Boise State University.

Sincerely,

Jerry Davis
Associate Dean of Admissions
Director, University Admissions Counseling

Comment

The following statement on the financial problems that face higher education this year was drafted by State Board of Education member Cheryl Hymas and passed by the Board at its meeting last September.

After hearing all this information at this meeting and last meeting, I'm very worried about both public schools and higher education's futures. When we talk to the legislative leaders and find out how much money is supposedly available, and when we see what our needs are, we're in a crisis, an emergency situation.

There are three factors which I see that have led to this crisis, starting with 1 percent initiative, then we have inflation, and now we have a holdback due to the recession. And these three factors have been devastating.

Between 1975 and 1979, the dollar appropriations were increasing, but starting in 1980, with the implementation of the 1 percent initiative to the vote, there was a sharp decline in education's purchasing power — this after an actual dollar inflation of 17 percent the last two years. Now because of revenue loss due to decline in the economy, we have a holdback of an additional 3.85 percent. You add that up and you're coming to 21 percent.

Then projected for this year is a very conservative 10 percent increase in general fund and, of course, inflation continuing at the present rate. Education's share will be more than $11 million in current funding. It's estimated that public schools alone will need $33 million just to maintain existing programs. Colleges, universities, vocational education — all the other agencies need very roughly at least $15 million more just to maintain current programs, which we've already cut this last month, very drastically. So that's not to maintain them in any style at all; that's just barely to keep the skeleton alive.

So from two years ago, conservatively, our higher education institutions will have a one-child loss in real dollars by next year. Now, figure your own budgets in trying to live on a third less within about 2 1/2 years.

Idaho's educational system is in jeopardy. We have never been able to afford the quality of education Idaho's students deserve. We have been behind years after year, and now, with cuts, we can't maintain minimum quality. We can't build for our student load which is increasing, as we've heard, and of course it may be impossible to recover in the foreseeable future.

It gets down to this: A message needs to go out that this is happening. We're going to have to rely on them to tell their elected representatives loud and clear that more revenue is needed to save the schools, to literally save them.

Long-range funding needs to be appropriated, not stop-gap measures. Another 1 percent of sales tax will be a stop-gap measure. That's a partial remedy only, because that will not even take into account the next year's inflation. So we've got to consider not only sales tax, we've got to consider other sales tax exemptions, severance tax, and loss of other revenue sources which have to be explored. And, of course, the needed tax increase is very unfortunate, but I feel it's our duty as a State Board to inform the citizens that we are not "crying wolf," that there's impending, unprecedented funding crisis in education on us right now.

I know other areas of government also have serious problems. So asking this, I feel is very conservative. We need to get the message out about what has happened and that what is going to happen next year is going to be a catastrophe.

Therefore, I move that the State Board of Education go on record as being in favor of a substantial state revenue increase to enable Idaho's educational system to be maintained.
In class again
Alumni return to teach

By Jocelyn Fanning
BSU News Service

What do two Boise State University teachers of Theatre Arts and English have in common? Although one has taught high school level classes for the Idaho State Correctional Institution, and the other has pounded the Los Angeles pavements looking for work as an actor, both have returned to their alma mater, BSU, to teach.

Sue Hudson, who earned her Boise State degree in English in 1975, is now instructing developmental writing and basic composition classes here, while Jon Irwin, 1977 Theatre Arts graduate, has returned to teach a children's theatre course.

Hudson at first found it a shock to enter the "huge" University of Missouri graduate school in Columbia. "But I got a tremendous amount of support from the Boise State English faculty. I think I got an excellent background here," she said.

After receiving her M.A. degree in 1977, she found that her interest in library science brought her employment as an intern for the Idaho State Library where she worked in the government documents section and in the division for the blind and handicapped, making tapes.

At the state library, she also catalogued a collection of juvenilia—books and materials for children dating as far back as the 1800's. After working also on part-time clerical assignments for the Idaho Department of Transportation, Hudson returned to BSU for her Idaho secondary teaching certificate.

Before beginning her teaching assignments with the English Department here this year, she was a volunteer with the BSU Adult Learning Center Right-to-Read program, and an intern with the English Department writing laboratory.

Irwin, who earned his master of fine arts degree from the University of Oregon, Eugene, went to Los Angeles after his graduation in 1979.

"I found it really a disgusting place," he said. "For an actor are very slim, and it's really hard to live there."

However, he did find acting work as an extra in the Jack Nicholson movie "The Postman Always Rings Twice." "I walked around downtown LA as a wino," he said. "We formed bread lines with the regulars. I never did get the actors and winos separated in my mind," he said.

One of the real difficulties of working as an actor anywhere is the problem of union membership. You have to have a Screen Actors Guild card before auditioning, and you can't get the card without a role. It's even harder than that in LA. It's imperative to know somebody. All the roles are given out to agents," he said.

When Irwin decided to return to Boise, "I had two conditions," he said. "I would try to teach college or high school."

So, while teaching children's theatre at BSU this year, Irwin is also taking classes in order to qualify for an Idaho secondary school teaching certificate.

Of his class, he said, "I'm having a really good time of it. There's a nice mixture of theatre and education majors. We do scene work and learn to perform for children, as well as creative dramaics to show us how to help children start performing."

"I never did perform when I was a child," he said. "I got interested in the theatre in my senior year of high school in Portland. I've always played an instrument, but there, I got enthusiastic about acting and singing."

After taking a few classes at Portland State, Irwin traveled to Europe, ran out of money in Madrid, and hired on with a Spanish circus.

"I really enjoyed that," she said. "Although a lot of the men had very poor reading and writing skills, they were good students, and they were interested in learning. The riot was really upsetting. I felt very sad and had some anger. I knew that a large number of the men weren't involved."

At Boise State, Hudson teaches two sections of English 101 composition and three of developmental writing, together with four writing laboratory sessions.

"I don't think developmental writing was available when I was here," she said. "The course is designed for students whose writing skills are deficient, but 'Bonehead English' is not at all an accurate term anymore."

"We're trying to take students through the process of writing, much more valuable to them than sitting down and dashing something off. Coming up with something to talk about is what these students really need. That fusion between writing and editing is important," she said.

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After taking a few classes at Portland State, Irwin traveled to Europe, ran out of money in Madrid, and hired on with a Spanish circus.

"That circus was a little world unto itself. I learned a good deal of Spanish-Italian jargon, and got so I could communicate in neither Spanish nor Italian," he said.

"It wasn't really glamorous," he said. "I showed a lot of elephant manure."

Irwin is director of the Jan. 9-17, 1981 Boise Little Theatre production of The White Sheep of the Family, an English farce.

Earlier in his career he starred as Gideon in the Paddy Chayefsky play produced by Boise Theatre in a Trunk, and played Billy Hendron, the clerk, in Boise Little Theatre's Abe Lincoln in Illinois.

His graduate school thesis project was acting in the one-man play Clarence Darrow. "That was a terrifying experience, and really a unique thing," he said. "So much of your work in the theatre is how to learn to relate to others on the stage. In a one-man play, all the others are taken away from you."

"A friend directed me," he recalls. "We rehearsed twice a day, a minimum of six hours. I read everything available on Darrow. He became very real to me. He influenced my way of looking at the world."

Up until the early July riots this year at the Idaho State Correctional Institution, she also taught high school level classes for the Idaho State Correctional Institution, and the other has pounded the Los Angeles pavements looking for work as an actor, both have returned to their alma mater, BSU, to teach.

Sue Hudson
Jon Irwin, center
Stars of yesteryear return
'53-'54 teams back to honor coach Lyle

By Larry Burke
BSU News Service

Football talk was in the air the evening prior to Boise State's crucial Homecoming showdown with Nevada. No, it wasn't the normal pre-game gossip at favorite watering holes like the Interlude or Gin Mill. This chatter came from Old World Catering, where a group of middle-aged Bronco faithful may not be too familiar with the old wooden, battleship gray stadium and grass field that was the forerunner of BSU's modern version in concrete and Astroturf.

But to fans from the '50s, the names back for the reunion, Fulwyler, Lodge, and Miklancic, to list a few, are as familiar as Minter, Hughes and Aliotti. Embellished stories about those banner years in BSU football history flew around the banquet room and later at the Reno game where Smith's players helped dedicate the football field to their former coach.

Edward Lodge, now a district judge in Caldwell, was a tailback in the '53-'54 teams.

"We were primarily a running team...we had a power offense," he explained.

The Broncos usually ran out of the Notre Dame box, an offense like the single wing where the quarterback didn't because we were so emotionally high.

Lodge was one of the men who took care of that chore, leading the team in scoring and yards gained for season. From left, they are Ron Zarbinsky, Chuck Bate, Dale Chatterton, Jim Warner, Ken Gluch, George Kom, and Fred Norman. Several members of this team as well as players from the '52 and '54 squads were back in Boise for a Nov. 8 reunion.

Lyle Smith was at his coaching best getting these backs ready for the 1955 season. From left, they are Ron Zarbinsky, Chuck Bate, Dale Chatterton, Jim Warner, Ken Gluch, George Kom, and Fred Norman. Several members of this team as well as players from the '52 and '54 squads were back in Boise for a Nov. 8 reunion.

Both seasons in 1954 he was named an All-American. "We had some great blocking backs and linemen...it wasn't that hard to make a few yards," Lodge laughed.

In those days Smith taught a tough, straight-ahead brand of football. It wasn't complicated, but it was effective.

In 1953 the Broncos lost only once, to Pasadena 6-0 in a playoff game for the Junior Rose Bowl. The next year they got revenge against Pasadena, but tied Ricks and lost to Compton 7-6 in the Potato Bowl. And in 1955, the Broncos dropped two games to Pasadena and Everett.

"Lyle was dead set on fundamentals. He stretched you, made you better than you would have been otherwise," commented Lodge.

But psychology was just as important in Smith's game plan as blocking and tackling. End Nick Rudge, now owner of a grocery store in Vancouver, Wash., explained.

"Lyle never let you by down. You never had a defeatist attitude. Tears that should have been shed for pants didn't because we were so emotionally high.

"And you always did what he said. If he told you to run through a wall, you ran through a wall," said Rudge.

Lodge has a simple explanation of the attitude in those days.

"We had to be on the team when we were young. When you're about 19, you're playing for a team that is about to go to a post-season bowl game.

"Lyle treated everyone exactly the same. All of us never forget walking out of that tunnel, and seeing Bob Butler, now with Idaho Power in Boise, was one of the vets who had a reputation for keeping younger players out of line. He was offered a car and a good sum of money to play for Arizona State, but he came back to Boise because he wanted to be on the team that Smith coached.

Road trips were grueling, because the team had to get to places like Yakima or Centralia, Wash. by bus. The only time the Broncos got to fly was when they went to a post-season bowl game.

Rudge recalled his feelings about a 1954 game against Pasadena, a game that was played in the Rose Bowl.

"I'll never forget walking out of that tunnel and seeing the Rose Bowl. Pasadena had 99 players suited up and we brought 83. I was star-struck," he laughed.

"It was a big thing for country boys like us," added Lodge.

While the social hour was a time to guild a few stories, the reunion banquet turned into a testimonial for Lyle Smith, the man who began Boise's winning tradition and left football in 1968 after winning 85 percent of his games. He has been athletic director for over three decades.

Player after player stood up to sentimentally recall the importance Smith had in their lives.

Their styles were different, from the stand-up comedy routine of Dick Newby to the more down-home approach of Fred Miklancic. But every player repeated the refrain...Lyle Smith was a fair coach who taught his players the value of hard work and a never-say-die attitude. Those were lessons that stuck.

"Lyle treated everyone exactly the same. All of us gained the same thing, whether on the front line or not," said Bob Donnelly, now a sporting goods store owner in Twin Falls.

"Every year I run across a situation and say 'Aha, that's what Lyle meant,'" added Stan Oliver, who owns a forest products firm in Sandpoint.

"Wally 'Run Backwards' Brown played for Smith and there was on the opposite side of the field when he coached at Columbia Basin. He now lives near Denver and works for the Skyline Corporation.

"He's a pro among his peers, bar none," said Brown. "There's not a person in the country who doesn't admire his professionalism."

There was plenty of praise for Smith that evening, but he also took his share of good-natured ribs, mostly over the right foot he kept around the BJC purse-strings.

"I remember a road trip to Weber," laughed Butler. "We stepped for dinner in Rupert and Lyle said 'Here's a dollar, bring back the change.' He was undoubtedly the tightest man I ever knew."

Jerome cattle rancher Forest Hymas added his share, recalling that it wasn't until he got into the cattle business that he realized that the steak Smith had been feeding them all those years was really hamburger.

But those days were long behind Smith and his players that evening, as he acknowledged the old teams.

"They were great years. Looking at all of you here..." (Continued on next page)
makes me feel very proud. This evening isn't just for me. It's also for you, guys and everyone else who has helped build the program," Smith said. "I feel very fortunate to be associated with you."

The reunion organizing committee included Dr. Robert Fulwyler, Lonnie and Tony Park, George Merritt, Dale Chatterton, Edward Lodge, Ron Steven­son, and Dyke Nally.

Some of the players, like Brent Lemmon of Birmingham, Ala., and Dick Newby of Tustin, Calif., came long distances to be with their coaches and teammates.


Players still living in Boise were Babe Arduaiz, Alan Brown, Bill Butler, Dale Chatterton, Bob Fulwyler, Ken Glenn, George Merritt, Bob Nibbers, Fred Nor­man, Lonnie and Tony Park, Tom Rhodes, Dale Steckel, Ron Zarbinski, and Don Stevenson.

Also at the banquet were former officials Norm Eison, Mark Maxwell, Jim Nally, and Frank Pfout.

BSC student leader killed in accident

Former Boise State College student body president Ernie Weber died Nov. 12 in an automobile accident near Prineville, Oregon.

Weber, student body president in 1967-68, was an assistant superintendent of schools in Madras, Oregon. He worked with the Warm Springs Indian tribe near Madras during his three years with the school district.

He was so well accepted by the tribe that he was made a chief at his funeral. The first time this has been done by the tribe for a non-Indian.

In addition to his activities in student government, Weber was also on the BSC wrestling team.

Weber had been married to the former Sue Anderson, daughter of Der Anderson, a BJC alumnus and editor of the Madras during his three years with the school district.

Ernie Weber died Nov. 12 in a Boise hospital of natural causes. He received his bachelor's degree from BSC in 1973. She taught special education in Canyon County schools for the past seven years.

Memorials may be made to the Bill Curtis Scholar­ship Fund in Glendale, Ariz., as desired by the family.

Weber's family includes his wife Merle, daughter Melanie in Pocatello; Ray Clayton, Shoshone; Dale Brown, Bill Butler, Dale Chatterton, Bob Fulwyler, Tom Rhodes, Dale Steckel, Ron Zarbinski, and Don Stevenson.

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Instructor dies

Popular co-techn instructor Bill Curtin died of natural causes Nov. 13. Curtin had taught auto body at BSC since 1967.

He enrolled as a student at BJC in auto body after his discharge from the U.S. Navy in 1958. After graduation, he worked for Paul Parker Auto Body Shop.

He was a member of the Community Christian Church. Boise Elks Lodge; BOE, BSC Alumni Associa­tion and the Bellvue Athletic Association.

Survivors include his wife and sons, Jon and Eric. His parents, Mr. and Mrs. Phil Weber, live in Caldwell.

Memorials to Weber can be made to the Madras School District No. 19, Madras, Oregon 97741.

Alumni in touch

OBITUARIES

Carroll "Murray" Janinich, 36, was struck and killed by an automo­bile along the Yellowstone Highway on Sept. 29. He graduated from BSC in 1971 with a degree in business adminis­tration. At the time of his death, he was employed as an accountant at the Golden Valley-Mackay Co. in Roberts.

Withheld Celii, 36, died Oct. 9. She graduated from Boise Junior College in 1962, received a bachelor of arts degree from Boise State College in 1972 and taught school in Burns, Ore., in 1971, Idaho, and Harp­pa.

Linda Lou Kilmanesty, 23, died Oct. 11 in an automobile acci­dent. She worked for Alston's and Hearleck Pack Co. for the past two years.

Regina S. Warner, 30, died Oct. 13 in a Boise hospital of natural causes. She received her bachelor's degree from BSC in 1973. She taught special education in Canyon County schools for the past seven years.

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Jobs

Joe P. Meredith is the new manager of the Orchards branch of the Bank of Idaho. Meredith joined Bank of Idaho in 1978. He has been manager of the Post Falls Bank of Idaho the past four years.

Mons Teigen, an accounting graduate of BSC, has joined James Agencies, Inc., a multi-line company. He is responsible for policy holder coordination and market development of business insurance and pensions.

Jerry W. Nelson is the new assistant manager for the Rexburg office of the Idaho First National Bank. Nelson joined the bank in 1976 and has held positions as loan officer in Moscow and as assistant manager in Boise before being transferred to Rexburg in 1979.

Walter Horn has been chosen as a trainer for a minor league base­ball team in Puerto Rico. For the past two years he has been the trainer for the Oakland A's and A's minor league division, working in New Jersey for one year and Connecticut last fall.

Richard (Rick) Montgomery has joined the Soil Conservation Ser­vice staff as a conservation technician and is stationed at Craigmont to serve the Lewis and Clearwater Soil Conservation Districts.

After having worked for three years in the Public Relations Dept. at Abrahe/Christian University, W. Maxine Paxton is now working as a Petroleum Landman doing title search, typing related legal docu­ments, etc., for leasing oil and gas drilling prospects.

LaDawn C. kidd has recently become employed at New Carriers, Inc. as business education instructor.

Jennie Angelich recently earned her B.S. degree in Elementary Educa­tion.

Ruth Norris is writing for the Palo Alto, Calif., Veteran's Adminis­tration-Medical Center as Chief of Classification Section of Personnel Service.

Gertrude Arnold has completed her master's degree in College Student Personnel Administration and is now employed as an Admis­sions Counselor for Idaho State University.

Kay Waisman is serving with Hilt U.S. Navy at Camp Pendleton, Calif., as an RF for the Navy Regional Medical Center.

Kenneth L. Johnson has formed a CPA firm in Butte, Wash­ington.

Anna Marie Quitman-Henley is working as a first grade bilingual teacher for Temps School District #3 in Guadalupe, Arizona, where 95 percent of the students are Yaqui and Mexican-American.

Jackett Angelich was recently named as a Zone Manager over tem­porary department of Social Services offices for the Michigan Department of Social Services.

Randall Henson recently completed his doctoral in higher educa­tion at Nova University, Ft. Lauderdale, Florida, and is employed as Director of the individualized instruction Center at Davidson County Community College in Lexington, NC.

Northwest Administrators, Inc., of Seattle has promoted Lynn Townsend (79) to a trust accounting supervisor. In her new job she regulates 35 health, ..yelfare, and pension trusts throughout the Western States.

MICHELLEANOUS

Julie Flesld held her first show of watercolor Floral Portraits at the Hair Gallery during the month of October.

Pearl Van Pattens is a member of Theta Chapter of the Delta Gamma Gamma Society International. She teaches third grade at Jefferson School in Jerome.

Ann Lieg was one of the 108 to be sworn in during a ceremony of the Idaho Bar Association in Boise Sept. 19. During her first three years as a BSC student she was employed during the Legislative sessions.

She was graduated (cum laude) from BSC in 1979 as a history major. She is presently serving as clerk to Supreme Judge Alan Shepard and eventually plans to practice law in Idaho.
The field of the future
A new academic discipline is emerging

By Colleen Birch Maile

Peering into destiny, once the exclusive domain of seers, has long held its appeal. People have been trying to forecast events since the dawn of recorded history, when the ancients used to consult the stars. At one time, people believed that they could predict the destiny of nations by studying astronomical phenomena. But in modern times, the study of the future has taken on new dimensions. Forecasting is now recognized as a legitimate academic pursuit, and many universities are offering courses and programs in the field.

The term futuristics stretches over a broad spectrum of convictions. It’s applied to doomsday prophets and proponents of high technology progress. The most well-known futurist today is a New York think tank that was established in 1946. The World Futures Society is a think tank that brings all types of futurists together under one umbrella. The society’s mission is to sensitize society to the future. If we don’t do it, we risk becoming irrelevant. It’s equally applied to those who study the future as an academic discipline. Individuals who are planning changes affecting the next 50 to 100 years are considered futurists. For example, the U.S. government, businesses, and many other organizations are becoming more aware of the need to plan for the future.

Academia has to follow, rather than be in the forefront of the field, he said. How are those institutions currently offering futuristics programs attempting to eke order from the confusion? Existing programs, for the most part, are loosely based on ideas that may not take hold until generations have passed. The use of such programs is increasing in popularity.

“Stunts” is a term of art that has entered the vernacular of futurists. The term is a blend of the words “stunt” and “stunt.” It refers to the act of pulling off a successful feat or accomplishing a goal. Stunts are a way of getting things done in a hurry. The term has been used to describe the actions of futurists in their attempts to predict the future.

Futurists are a diverse group of individuals. They come from different backgrounds and have different perspectives on the future. Some futurists are scientists, while others are social scientists, business consultants, or politicians. Some futurists are futurologists, while others are futurists in the sense of being those who study the future. Futurists are often divided into two main categories: optimists and pessimists.

The field of the future is a rapidly evolving field of study. It is one of the fastest-growing academic disciplines. Academia has embraced the field of the future. The study of the future is now recognized as a legitimate academic pursuit, and many universities are offering courses and programs in the field.

Two sides to the future

The field of the future is divided into two main categories: optimists and pessimists. Optimists see high technology and its development as the answer to the problems confronting the world. They are “pro-growth.” Pessimists see high technology and its development as contributing to the destruction of the world. They are “anti-growth.”

There are, of course, lots of different brands of futurists, he explains. In an attempt to expose students to a variety of theories, Baker explores the main streams of futures thought and popular variations of these themes, as well as carefully selected science fiction work.

Two sides to the future

“There are two major streams of thought about the future,” according to Baker. “Optimists see high technology and its developments as the answer to the problems confronting the world. They are ‘pro-growth.’ Pessimists see high technology and its development as contributing to the destruction of the world. They are ‘anti-growth.’

Baker is an advocate of at least some academic exposure to futuristics. ‘I think it is healthy and good to sensitize society to the future. If we don’t do it through the educational process, who will do it?’ he asks.

At Boise State University, an emphasis on thinking about tomorrow is sprinkled throughout several disciplines. Students also have the opportunity to experience a more concentrated exposure to the future through various courses offered by the field. For example, a course on “pro-growth futuristics” was offered in spring of 1991. It was designed to give students an overview of the different perspectives on the future. Students were exposed to different theories and methodologies, as well as carefully selected science fiction work.

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Baker's class also touches upon a segment of the "pessimistic" main line of thought that looks for personal transformations to affect positive social change. Among the proponents of this holistic theory—meaning a synthesis of old and new knowledge about the total potential of mankind—is BSU political science professor Dr. Richard Mabbutt. A product of the 1960's and its quest for social change through political activism, Mabbutt espouses a theory that "suggests an alternative perspective on reality and humankind's potential within it emerging."

Mabbutt, who will tour the Alaskan community college system lecturing on "Educational Futures" and "The Futures of Leadership" next month, mingle elements of personal transformation as a means of change in his political science instruction. He believes the variety in current futures philosophy is good.

"As long as the field remains somewhat eclectic there's room for the hoks, as well as the truth, and the truth has a better chance," he said. Mabbutt distinguishes his work from more traditional, optimistic (high technology) and pessimistic (let's do more with less) theories in several ways.

"Most futuristic thought takes today's conditions and tries to either propel them into the future, or devise a means to avoid them. They lay down plans that will take effect in the relatively short term."

The psychic could provide answer.

Mabbutt's theories, which call for a convergence of new science and ancient elements of philosophy and religion, may take generations to evolve. He encourages man to cultivate his intuitive capabilities, and become attuned to long-forgotten elements of the psychic sphere. Despite what may seem like unorthodox doctrine, Mabbutt is in excellent company. More and more futurists are delving into the metaphysical for potential answers to what seem like overwhelming problems.

Mabbutt was a delegate at the Toronto futures conference. He cites the dramatic increase in offerings dealing with the transformation of mankind, compared to a similar conference held in Washington, D.C. five years ago as support for this trend.

"Five years ago, there was virtually nothing on the program dealing with this kind of thought. A group of those interested formed a little discussion group. This year there was an incredible amount of discussion in the area."

Mabbutt's own work on the premise of human potential has received positive recognition from the likes of Dr. William A. Tiller, Stanford physicist, who explained that the "world desperately needs to hear an assessment" (such as Mabbutt's.).

Even Willis Harmon, who spoke at a BSU conference on the future last spring and is a leader of the "we can do more with less" school of thought, is tuning toward theories like those espoused by Mabbutt. In a copyrighted interview with New Realities magazine, Harmon set forth a brand of futuristics that incorporates elements of the psychic and the spiritual.

"We have certainly gone through a period, more recently, in which we have been excessively concerned with the outer world and its manipulation, and with dominance over nature," he said. "Now, perhaps what we are coming into is a period of more balance where we recognize the importance of being at home in both inner and outer spheres."

Harmon, who is currently associate director of the Stanford Resea., Institute and president of the Institute of Noetic Science (founded by former astronaut Edgar Mitchell) continued, "It didn't occur to us that it was possible to lose knowledge as well as to gain it. There may have been things understood in the Middle Ages that we didn't understand faster on because the knowledge was lost."

Like Mabbutt, he views a series of inner personal transformations wrenched an over all transformation in the world. And he concedes that that process will take time. Baker terms the holistic, inner transformation theory interesting, intriguing and important, and also emphasizes that it's "pretty far down the road."

The BSU "futuristics" teacher also believes that instead of college departments given over to the analysis of theories like Harmon's and Kahn's, education will continue to incorporate a concern for futuristics, in a less visible way, in many of its liberal arts programs.

"The study of science fiction as literature is largely futuristic, although most people don't perceive it that way," he explained.

Roots are in sci-fi.

In truth, many futurists have their roots sunk in the realm of sci-fi. Researcher Hanson divides futurists into three categories, those who predict on the basis of intuition... those well versed in sophisticated research techniques and technological forecasting, and science fiction writers, who he explains, "Get into serious futuristic business, especially at their conferences and conventions."

It is therefore no frivolous accident that science fiction finds its way into Boise State's "politics of the future" as readily as it fits into Baker's "futuristics" studies.

Dr. Robert Blackstone, who will teach "politics of the future" when it's offered for the first time next term, holds a bachelor's in English as well as several graduate degrees in theology and political science. He terms science fiction, "one of the most important writing going on today. It's psychologically important to our ability to deal with the pace of change in the world."

"Politics of the future" will also serve to get students thinking. It emphasizes the scientific as opposed to the cultic approach to futuristics and includes a foundation of research methodology.

"There is a great deal of depth and breadth necessary to carry out futuristics and forecasting very well. I consider myself an explorer into the future as opposed to a peddler," Blackstone said. "And, I believe a broad rather than a highly specialized education is of value. A sense of history is indispensable to future studies."

Despite a national ripple favoring futuristic credentials and formal programs, local educators and practitioners seem so open for a broad education tempered with exposure to futuristic elements.

How do students of futuristics perceive their needs?

Linda Arcadia, a Social Sciences major and welfare activist, hopes to do graduate work in futuristics.

"I'm very concerned with the long range effects of future circumstances and the impact they have on people's lives," she said.

"I'm anti-war, and anti-hunger. I'm concerned with world family planning. An emphasis in futuristics, along with a basic course of study is valuable in terms of planning. And we need better planning and more forecasting to develop social programs that can save resources and be less costly in terms of human suffering."

"Futurists are going to have to have different kinds of backgrounds, and those backgrounds will have to be considered as part of their credentials," she said.
Oriental impressions

BSU mathematician visits Chinese schools

By Denise Carsman
BSU News Service

Can you imagine a class schedule that requires students to spend a half a day per week working in a factory? Or having to repeat a full year of school for failing two classes?

Not in this country perhaps, but these and other practices highlight the many differences between education in China and the U.S., according to Boise State University mathematics professor Phillip Eastman, who recently returned from a 16-day tour of the People's Republic of China.

Eastman was among 14 mathematics teachers from throughout the country who were selected to go on the trip by the United States China Peoples Friendship Association.

By visiting Chinese schools and universities, the group hoped to determine how much progress the Chinese had made in the field of mathematics since 1977 when the first group of mathematicians visited the country.

"The Chinese had been going through a period of very rapid development," explained Eastman. "With the death of Mao in 1976 and the change in political atmosphere, China made a complete turn around in their educational system which had been decimated during the cultural revolution.

When the "great proletarian cultural revolution" began in China in 1966, attempts were made to bring about radical changes in educational curricula, and many of the country's schools and universities were closed until 1976, said Eastman. Intellecutal trials were either killed or forced to work on farms with the peasants in Mao's efforts to cleanse China of "ideological bad people" and to eliminate any signs of "elitism" from Chinese society for good.

The upheavals of that ten-year period produced a generation of Chinese lacking in education and a school system that had to gain lost ground, said Eastman. And China's present leaders fully realize the importance of education in achieving their well-publicized four generation's commitment to education.

"I've never seen a country that is so dedicated to educating its people as China is. The government, the parents, the children—all are committed to improving the state of education in China."

Some parents knew the country couldn't survive long under the conditions that existed during the cultural revolution and that one day education would gain back its former place in Chinese society, said Eastman. Many who could continued to teach their children at home and now they are the ones who are enrolled in the most advanced "key" schools, and will probably become the next generation's leading teachers, scholars, and scientists.

More math than here

In particular, Eastman noticed that the Chinese school system stressed the study of mathematics at all levels, and that students in China must take about two and a half times as many math classes as most students in the U.S. For example, a typical math major at BSU needs 24 units to graduate and of those only 15 will be in math. In contrast, he pointed out, a Chinese student training to become a teacher must take 145 units, with 100 of them in math alone.

"Another thing that is really different, and I had a hard time believing it at first, is that teachers at every level teach only two classes a day—that's all!"

Through inquiries Eastman found every bit of that "spare" time was put to good use. Not only do teachers prepare well for each lesson (they have developed techniques for explaining mathematics very effectively using different colors of chalk), they also spend a lot of time tutoring individual students and making home visits to keep the parents informed about their child's progress in class.

The parents there realize they have a great part to play in their child's education, much more than they realize here," he observed.

One of the benefits Eastman attributes to that support is that teachers don't have to waste any time trying to get the students' attention—they have their attention immediately and they can keep it for hours.

It's not that these kids don't know how to play, they played like the dickens during recess, it's just that they're very well disciplined. The whole society is.

Not a teacher's paradise, though

To many, this might seem a teacher's paradise, but there are also some features that would be viewed with little enthusiasm by most American educators.

Although the group had been told several times that education was mandatory, it wasn't until the end of the trip that Eastman and the others discovered "mandatory" meant one thing in the city and another in the country.

"A basic difference between their system and ours is that their education is not uniform. In the cities it is mandatory to go through senior middle school (the equivalent to our senior high schools only more difficult) whereas in the country students are not required to attend past primary school.

Requirements for admission to Chinese universities have fluctuated, depending on political campaigns and the need for technical specialists. During the cultural revolution, when few universities that remained open were more vocational than academic in nature, entrance examinations were abolished and preference was given to students from worker or peasant backgrounds.

Entrance exams have since been reinstated, and according to Eastman, only the very brightest students from the communes are able to make it as far as the university level. Even among the city dwellers competition for university admission is fierce, and good grades may make the difference between direct enrollment and years of hard labor in the factories or on the communes.

Another drawback to China's education system is that, unlike teachers in the U.S. who have many textbooks to choose from, the Chinese teachers have no choice, said Eastman. There is only one textbook series and it is published by the government.

"Currently every student in China is required to take math up through differential and integral calculus, but school officials are discovering the textbook is too hard for some and others just can't make it."

In some cases Chinese methods may seem lenient, but...
Generally they are more difficult.

If a student fails a final examination he can retake the test a month later. However, if a student fails two classes, he must repeat an entire year of schooling. Some students are even required to work a half day a week in a factory.

And the Chinese system is rigid in other ways too.

Education follows Party line

Teachers are required to educate students along Party guidelines, morally, physically, and intellectually, explained Eastman.

Primary students are quickly taught the five “loves” in Maoist ideology: the love of motherhood, of the people, of labor, of the state, and of science. Students at all levels do eye exercises in the morning and afternoon to help their reading and all left-handed students are promptly “corrected” in the first grade.

Portraits of Marx, Engels, Stalin, Lenin, and Mao can be found in most classrooms, which as a rule are quite drab, said Eastman. The average class size ranged from 44-58 students and the atmosphere was quite formal. Even at the lower grades the lecture method of teaching prevailed and students very rarely asked questions.

“‘They think this is the most economical way to use class time.’” said Eastman. “To allow one student to ask a question would be wasting the other students’ time.”

Teachers in China earn about 60 yuan or $12 a month, which is comparable to a factory worker’s salary, said Eastman. China has an eight-grade pay scale for the average worker and the salaries range from 25-100 yuan a month.

PIRG plans changed

Continued from page 1

would be needed to get it approved by the State Board. Student organizers for an Idaho PIRG last year solicited over 3,800 BSU student signatures during a petition drive and received the support of more than 80 faculty members. Still their proposal was turned down by the Board.

“Until everyone feels comfortable with this (new proposal), there is no point in going ahead with it,” Thomas said.

A major concern about PIRG’s that had been expressed last spring by BSU President John Keiser and the State Board was that the university could be ultimately liable for the actions of an organization it had no control over.

PIRG is a national non-profit, non-partisan corporation financed and controlled by students to conduct public affairs research and public education programs and to lobby in the public interest. Although they are located on campuses and are funded by student registration fees, they remain completely autonomous.

Unlike PIRG, Thomas said plans for the new SCI include an advisory board made up of faculty, administration, and community members who would make sure “the students produced quality work and maintained professional attitudes.”

Besides an advisory committee, the SCI would also include two representatives, one a student organization recognized by the Associated Students of BSU, and the other a legally incorporated, non-profit, non-partisan, student-run corporation.

The method of collecting fees to fund PIRG also met with some criticism last year, but Thomas said students would probably propose a similar fee collection system for the SCI.
A new face at Vo-Tech
An interview with Dean Donald Heeas

You came to Boise State from the Cleveland Public School vocational education system. What philosophies from that large, politically difficult system do you think might be applicable here?

Several things I believe apply. Number one, Boise is an urban area in Idaho, and as such, I think that we can head off some of the concerns and problems that have entrapped many of the nation's large cities.

We have to be aware of the national priorities. All those situations have occurred in many of the large metropolitan areas and we are on the brink of it in Boise. I think that we can provide strong leadership to head off some of the problem areas or some of the challenges areas ahead of time.

Number two, I think people fail to appreciate that Boise State University is an urban university, and again like Wayne State in Detroit or Cleveland State in Cleveland, Boise has a unique role to play in the development of not only Boise, but Idaho and the Pacific Northwest.

What is the status of vocational technical education in Idaho?

The new leadership provided by Dr. Larry Selland has given vocational education in Idaho a new leap forward. I have an excellent reputation nationally, and under his leadership all the vocational education in Idaho is going to move ahead with the times. I think that each of the six area schools that provide this, in getting together periodically like they do, will be able to meet some of the challenges head on to work with their own constituency and provide a total constituency - the state.

You don't feel we are still in the "hammer and saw era," when we should be in the space age?

No. I think we are moving very rapidly into the new technologies. When you look at the past history and look at where our planning is taking us, you will find such programs as environment, fuel energy, resource management, aerospace, and computer technology coming on line. While we still will have bread and butter programs - many of the programs that business and industry need - we will also provide this new avenue for exploration and instruction.

Do you favor the vocational or the technical education aspect of the school? Is vocational education obsolete in modern society?

No. Let me give you a pet problem of mine. That is the word "vocational." I feel that although it is used frequently and used in the language of the Congress, that we are really preparing, we are really educating people. I think we have three publics to serve in that respect.

We have those individuals that may only either desire or be capable of reaching a level of what I would call single skill operation.

Then we have the next level, which is the multiple skills. Those people going through two-year programs and getting all the related technology and skills developed will be the technicians of the future. Then we will have, with the university's backing, an opportunity for those students who desire to move from the multiple skill area to a baccalaureate program.

So as I look at it, in a very short time span we will be able to provide these three major goals for the people of Boise and Idaho. Again we have to stop and realize that many of the programs offered at BSU are not offered anywhere else. So students who want those particular programs, whether they are in northern Idaho or in the southeast corner, have to come to Boise State.

What is the potential for vocational technical education in the Boise area?

The potential is tremendous, providing we have the funds. Let me illustrate that. This past September we had an official enrollment of approximately 1,350 students. We also know that we had to turn away about 750 potential students. We had their names and addresses - they had filled out their first application for us, so it's not just a matter of saying, "Well, I know there are people out there." I know there are people who called in, and we had to turn them away. We have these adults pre-register, and of course we don't have the funds or the space at this moment to provide their needs.

What plans do you have for expansion of any of your school programs? Do you plan to add to the curriculum?

Yes, we plan to add to the curriculum. We plan to modify the various offerings, based on surveys. We have a study underway right now dealing with aviation, and specifically the air frame and power plant program. We have one just getting underway in the field of avionics, which deals with radio and radar and electronic parts of aircraft.

We are looking at drafting technologies because several architectural firms have requested that we provide a major, rather than just a one semester program. So there are a series of these things where working with the students and with business and industrial communities, we will be modifying our programs.

Is electronics the field where Vocational Technical education here is most likely to expand?

The electronics field is a booming one. I just read a report by a study group, a society of training directors, which indicates that computer technology and electronic technology are going to be almost uncontrollable in terms of growth potential. You and I in our own homes in a short period of time will have computers that will help us with our shopping, with our income tax, with our communications. Speaking of that, we have the problem of word processing, which uses an electronic based operation. We have requested and have received approval to bring in two brand new terminals for our business program. We will involve not only the data processing aspect but also the word processing aspect. It's a growth area that very few people can predict. They just know it's going to be big.

Do you foresee any need for expanding your vo-tech space here on campus? Do you have any building projects or classroom expansion ideas in mind?

Yes. Not of the expansion of our physical site but greater utilization of the site as it now stands. In the past education has been rather traditional; that is, it served a population between 8 a.m. - 4 p.m. and has not taken into account there are other experiences outside the educational system.

We are looking forward to using our physical space up through 10 o'clock at night to provide the required needs of the population. In addition to that, Dr. Keiser and Dr. Bullington both have referred to a study looking for additional property that apparently took place here several years ago. That is still in the offering, but at the moment, with cut backs we are probably going to have to delay that opportunity.

Do you agree with President Keiser's recommendation to the BSU faculty in August that a university avionics program might be established at the Boise Air Terminal and Mountain Home Air Force Base?

I'm not sure he said it exactly that way. He does have a good grasp of this, we have talked about it. We have been out to visit Mountain Home Air Force Base, and we've been in this world and it is true there is a probably even greater potential here in the Boise area at the commercial air field or at Gowen Air Field.

We have an outstanding Air National Guard operation out there. The FAAS is out there, and they are providing support. And again it refers back to the study that we are doing now in the field of avionics. We think with very little effort, and very little extra equipment that as we look for new teachers, new instructors, in the field of electronics we are hopeful of acquiring individuals with aviation backgrounds to supplement our on-going staff.

Vo-Tech instructors have in the past complained about the disparity in their pay and status compared to academic areas of the university. Is that complaint valid?

It seems to me the question has been reversed. We hear complaints from academic people that their pay is not equal to the vocational instructors. I guess there is only a logical way to answer that; that is supply and demand has taken effect.

Let me give a couple of examples. We know at the present time there are many basic baccalaureate degree teachers available who haven't found jobs yet. We also realize there are many highly skilled technicans working in industry. If we want to have them in our school, we have got to pay the going rate.

We do find, I think, some disagreement as to pay status for the academic person who may have a baccalaureate, and probably does, versus the vocational skills teacher, who may not have a baccalaureate, but has a highly desirable skill.
Are the Vo-Tech instructors' skills worth more in the market place? Is it a problem to hire qualified instructors for the school?

It is vocational instructors with their specialized skills, whether it happens to be in diesel or avionics or business education, probably demand a higher pay level on the outside than a person with a liberal arts background, and therefore, when we need those kinds of individuals we have a problem. We can't even find substitutes for those who are ill-I would suggest to you that if it were an English class I could probably pick up a substitute very quickly. It's rough.

Does the level of education at the Vocational school here meet the demands of the marketplace now?

Yes. One of the things that the vocational education act mandates is that each of our programs has an advisory group technical advisory committee. The committee for each of our major areas and instructional programs is made up of representatives of that specialty in the community. Since September, I have been able to meet with all the advisory committees in session, and have asked them to review our program and to tell us where we can update.

What two or three that I haven't, Glen Linder has dealt with. In addition to that we have a school advisory council made up of four or five of the top business leaders of the community which gives us an overview, an umbrella. They don't get down into the specifics of the program, but they tell us what we ought to be looking at.

Now, if we underwent both self-evaluation and State Department for Vocational Education evaluations of all of our programs. Two members of each of the evaluation teams will be members of the community advisory committees who will be called in by the state and asked to work with their staff members as they evaluate each of our programs.

So not only do we do it informally with our own committee, but yearly almost. In fact, every five years we are again mandated by Congress to have a study.

What are your views on having basic skills such as English and mathematics taught to vocational technical students by academic instructors rather than vo-tech instructors as is now done?

I would like to see, and I think we will see, where our academic-related instructional program will be assumed by those specialists in the academic areas. My only concern—and it's not really a concern—my only request would be that we be able to provide the academic teachers with some ideas and concepts about vocational education so that they can relate more closely to the individual student's occupational goals.

I think with this proposed baccalaureate program that is coming along that you will see a close tie-in.

In the future will Vo-Tech school programs be integrated with the university academic settings? What cooperation is possible between the schools in setting up that integration?

Well, the process is underway right now. Some time ago an ad hoc committee developed a proposal package for review and they have named it the bachelor in applied science degree. This may not be as appropriate as another one, for instance the bachelor in applied technology, but nevertheless a great deal of intensive work was done, and it has been submitted to the curriculum committee of the Senate.

It has been approved with some editorial modifications and will be appearing before the Senate in a very short period of time. It has been strongly endorsed by Dean Keppler and myself. It has received strong endorsement by the community vocational advisory committee members, and advisory council members to the school. It has received endorsement from such people as the registrar, the librarian, and many others. Again, it will take some work, but I do see a grand opportunity.

Do you have plans to expand offerings to lead to bachelors' degrees from the school?

Yes. Our proposal is that the bachelor of applied science degree be like an umbrella degree. Individuals will be able to major in any area of their choice under that degree program. For instance there may be a major in childcare, or drafting, or electronics. In the future, we think, once we get this move that we will be able to provide an opportunity for other departments in our school to provide a combined degree where they will use not only our facilities, but will be able to move into the field of pre-engineering and get some additional work in their area through Dean Keppler's office. So we do see an expansion.

How do you view your plans for the future of this school in the light of Idaho budget pressures?

I see it as a slowdown, not a stoppage. I see it as an opportunity to perhaps do a little bit more in the field of comprehensive planning because we will not move as fast as we had anticipated. But I look forward to maybe a two-year program of development and consolidation, and then I think that Idaho will provide us with the opportunity to expand to meet the needs of the community.
Away, but at home
Basketball players find 'host families'

SPORTS

One year ago Kevin Ross hardly knew where Idaho was, much less that he would be living here. But a basketball scholarship changed all that, and this fall he left home in Jacksonville, Florida to come to Boise. It was the first time he had been away from the familiar surroundings of his hometown and family.

The transition wasn't an easy one.

"I was very lonely at first. Then I got to know the Fauchers, and it made me feel like home again," said Ross.

The Fauchers that Ross mentioned are just one of a dozen couples taking part in a new "host family" program started by Boise State basketball coach Dave Leach to give players a "home" outside the campus.

Like Ross, that home atmosphere appeals to Nefati Reyes, another freshman from downtown Chicago.

Used to the fast pace of Chicago, Reyes found himself staring at the walls because there was nothing to do when he arrived here last summer.

"It was a very tiring time," he commented. He adjusted with the help of his host family, the Gary Robbs.

"I think it's a great idea, especially for players leaving home for the first time. You meet some really great people. It's good to have a place to kick your feet up and feel at home," said Reyes.

According to Leach, the feelings of Ross and Reyes are not unusual for freshman basketball players who must adjust to a new town, study harder, find new friends, keep a new coach happy, and play a much faster brand of basketball than they did in high school.

The "host family" can be an important part of the transition for those young players.

"We want our players to have a home atmosphere, a place where they can visit with other people besides their roommates and basketball players.

"It's nice to have a chocolate chip cookie fresh from the oven once in awhile," Leach said.

Leach said the "host family" idea was very successful at Oregon State where he coached last year. In some cases, it provided an outlet for players to work out problems that they didn't feel comfortable discussing with the coach, he explained.

But he added that the "host family" idea has been given a bad reputation because some schools have used it as a means to funnel extra benefits to athletes.

"The NCAA permits home visits, he says, but has strict rules that prevent athletes from receiving special favors that aren't available to other students.

That means things like weekend trips to McCall or borrowing the family car are off limits.

Abuses won't happen here, Leach insists. "The home atmosphere is what we are looking for, nothing else."

Gary Robb has been meeting with Reyes ever since he arrived here last summer.

"I remember the first time I was away from home. I think this makes the first experience not so frightening for them... it's nice to have someone to count on," said Robb.

Faucher is also enthusiastic about the program.

"I think it's a great opportunity for the boosters to get more familiar with the players," he said.

Faucher pointed out that the host family can benefit as much as the players.

"It's been a great experience for my children. They look up to Kevin as an idol. It makes for a good relationship.

"They treat me like a big brother... that's kinda nice," said Ross.

Hughs to play
in East-West game

Boise State University senior fullback David Hughes has been invited to play in the annual Shrine East-West game for Jan. 1.

Hughes, a 6-1, 220 pounder, is Boise State's third all-time leading rusher.

Through eight games this season, Hughes' career statistics include 41 games, 329 carries, 1,705 yards for a 5.2 carry average, 12 touchdowns rushing, 63 pass receptions for 666 yards and 5 more touchdowns by the pass. This season he has rushed for 577 yards on 67 carries for an average of 5.6 yards per carry. He has scored two touchdowns. In addition, he has 18 pass receptions for 105 yards.

Wrestlers ready

The Boise State University wrestling team will be looking for yet another consecutive Big Sky Conference crown in 1980-81 under the direction of Coach Mike Young.

The Broncos have a strong lineup returning despite the fact that Scott Barrett and Kevin Wood, returning conference champions, are redshirting this season.

Some talented freshmen and junior college transfers have strengthened a lineup led by Doug Pugmire at 144 pounds and Bill Bratcher at 177 pounds, both returning Big Sky Champions.

The Broncos face a tight conference race challenged by always strong Weber State and a much improved Idaho State team that is aided by eight junior college transfers.

Sophomore Fred Guajardo looks to be the man to beat at 118 pounds. He will face a stiff challenge from freshman Tom Hugie, a two time state high school wrestling champion from Blackfoot, ID.

At 126 pounds, Curtis Cooley, a redshirted on and off last year, will replace the redshirting Scott Barrett.

Doug Pugmire, who last year as a freshman won the conference crown at 142 pounds, should be tough to beat at 134 pounds this year.

James Williams who should be the number one wrestler at 142 pounds. He will get solid competition from Wes Knuston, a freshman from Polson, MT.

Dan Bincadi, who Coach Young feels is his best freshman, will get the nod at 150 pounds. He faces a stiff challenge from Riley Cronk, a junior who has encountered injury problems in the past.

Dean Schumanski was second in the conference last year at 150 pounds and looks strong this year. He should be tough to beat at 158 pounds.

Homer Linn, a talented junior college transfer, will replace Kevin Wood at 167 pounds.

Bill Bratcher will be the number one wrestler for the Broncos at 177 pounds. He won the title at that weight each of the past two seasons.

At 190 pounds, the Broncos appear strong with 1980 conference runner-up Harold Wittman returning. At heavyweight, the Broncos will be relying on veteran Dave Amden to strengthen the line up. He was third last year at the conference meet in Boise.

In all, the Broncos have 24 wrestlers on the squad this season, and a tough schedule against both conference and non-conference opponents preparing them for the conference championships, Feb. 28, 1981 at Northern Arizona University in Flagstaff, AZ.
Reviews in Choice, Library Journal, The New Republic, the Los Angeles Times, and Western American Literature have said that Boise State University’s Western Writers Series provides “useful,” “interesting,” and “scholarly” introductions to the lives and works of writers who have made a significant contribution to the literary heritage of the American West.

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