The world loves its explorers.

Marco Polo and Ibn Batuta. Amelia Earhart and Steve Fossett. Albert Einstein and Marie Curie.

Whether searching for new lands, new understandings or new accomplishments, when explorers venture in new directions, they take our hopes with them. When they make discoveries, we learn with them.

This issue of Perspective celebrates explorers, including:

- Meriwether Lewis, William Clark and Sacajawea, whose forays 200 years ago into what is now the American West have captured the interest of Eastern's faculty, students and alumni since the school's early days.

- Brian Bogue ('79), an alumnus who is using computer technology to teach children how to read and write music.

- The late David Terwische, an Electronic Media & Film professor who used his experiences in the entertainment industry to inspire and prepare students for careers in today's media.

- Linda Boggs ('84, '88), an alumna whose revisions to her school's curricula have helped her students improve their test scores and earned her national recognition.

But even as we recognize these people and their efforts, we recognize that in a sense each one of us is an explorer, every day facing what can be life-altering choices. Do we remain in the same routines, maintain the same attitudes? Or do we take a chance by exploring new directions, even one as simple as a different route home?

You never know what you might find.
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Two hundred autumns ago, Meriwether Lewis and William Clark were traveling toward a site on the Mississippi River just north of St. Louis. En route they would recruit a few dozen men whom they would spend six months training for an expedition that over two years and four months would take them to the Pacific Ocean and back again.

Just a few months earlier, in July 1803, President Thomas Jefferson had negotiated the Louisiana Purchase, which more than doubled the size of the United States. But even before that landmark expansion he had begun preparing Lewis to make this journey. Jefferson wanted to learn about the West — what it contained in flora and fauna, and what trade possibilities it held. He wanted to become familiar with the people there and to find the mythical Northwest Passage, a waterway that was believed to flow from the Missouri River to the Columbia and into the Pacific Ocean with only a minor portage. If found, the Passage would eliminate the then-standard voyage to North America's west coast, a hazardous three-year circumnavigating South America.

Today, we know how the story ends. Lewis, Clark and the Corps of Discovery documented nearly 300 plants and animals, and became the first to record them for science. They learned that there was more than one major portage between the Mississippi and the Pacific (and the one they had anticipated took not one day but two months). A few crewmembers deserted or were court-martialed. One, Charles Floyd, lost his life, apparently to a ruptured appendix. Along the way, these explorers began to establish relationships with American Indians, who offered guidance and supplies; one, Sacajawea, joined the expedition in what is now North Dakota and with her newborn son accompanied the group on its challenging assignment.

Drawn together to accomplish an ambitious task, these people united to succeed. In the process, they became legends.

Sacajawea
inspires generations of Eastern students
By Sarah Coomber (MFA '03)

The only woman to accompany Lewis and Clark's epic expedition, Sacajawea remains one of U.S. history's best-known and more enigmatic figures. She has been regarded variously as guide and goodwill ambassador, wife and slave, long-lived and short. Regardless, she is a woman who has captivated generations of Americans as a symbol of courage and possibility. On the cusp of the bicentennial of the expedition that drew this Shoshone girl into our national history, we reflect on ways Eastern has connected with her through the years.

Sacajawea arrives on campus
Sacajawea has long had a presence on Eastern's campus in the form of a plaster statue, which depicts her with baby on her back, pointing her raised right arm and index finger into the distance ahead of her. Today she presides over the first-floor commons area of Showalter Hall as she did in 1916, when Showalter was known as the Administration Building and Eastern was Cheney Normal School. What follows is an account of Sacajawea's arrival on the Cheney Normal School campus. It was written by longtime faculty member Cecil Dryden in her book Light for an Empire: The Story of Eastern Washington State College, which was published in 1965 by the EWSC Board of Trustees.

The members of the class of 1916 [which graduated 57 students] felt they had an invested interest in the Cheney Normal, the school of their choice. As juniors, they had been on the premises, and had seen the administration building grow from a prosaic cornerstone to a thing of beauty. They were inspired by it. They believed in the brighter future which it symbolized. In addition to pride in the school, this class had a high degree of
The plaster cast of Sacajawea that stands in Showalter Hall (left) features the artwork of Cyrus E. Dallin (1861-1944), a sculptor known more by his work than his name.

Dallin's best-known piece is probably his Appeal to the Great Spirit, which depicts an American Indian sitting on a horse with his arms outstretched and face raised skyward. Cast life-size in bronze in 1909, Appeal is the focal point of the original entrance to Boston's Museum of Fine Arts; a smaller version sat in the Oval Office when Bill Clinton was president. Other prominent Dallin works include images of Paul Revere, located by Boston's Old North Church; the gilded 12½-foot-high angel Moroni atop the spire of the Mormon Temple in Salt Lake City; and Sir Isaac Newton in the Library of Congress' Main Reading Room.

Dallin spent most of his adult life in Massachusetts, but he was born in the frontier settlement of Springville, Utah. There he spent his boyhood playing with the children of American Indians who camped nearby and traded with the townspeople. This early familiarity touched off a lifelong interest and understanding, which are visible in his art. Dallin produced many American Indian images, four of which (including Appeal) symbolize the tragic story of American Indian-white relations, according to the late John Ewers, senior ethnologist for the Smithsonian Institution.

"If there is one quality that seems to characterize Dallin's Indians more than any other, it seems to me, it is their dignity," Ewers wrote in a 1968 article in Montana: the Magazine of Western History.

One of the important things Dallin did was to preserve images of times past, said Rell G. Francis, author of the 1976 book Cyrus E. Dallin: Let Justice be Done.

"It's incredible what he did for American art history," Francis said in a recent conversation.

Francis' book contains a photograph of a statue similar to Eastern's Sacajawea that is listed as being created in 1914 in two sizes, 6 feet tall and 3 feet 1 inch tall. But Eastern's more-than-life-size Sacajawea differs from Francis' illustration in one way: The illustrated Sacajawea points forward with a partially open hand, but Eastern's statue has pointed with only an index finger from a closed hand at least since the 1940s — possibly the result of an early restoration effort.

Many of Dallin's sculptures, including Sacajawea, were mass-produced in plaster in the early 20th century by Caproni and Brother of Boston. Francis said the plaster casts — such as Eastern's — are especially prized because they show details that sometimes are lost in the bronzes. Unlike Eastern's statue, which stands in the open on a wood pedestal, many of Dallin's surviving plaster works are displayed in glass cases.

"You get a little backlight on them, and it's just like looking at an angel," Francis said.
presentation during which the veil was dropped by Virginia Showalter and Jeanette Craig. The speaker recounted the story of Sacajawea and her connection with the Lewis and Clark Expedition, after which President [Noah David] Showalter graciously accepted the gift on behalf of the Normal. Miss Hazel Hurst then concluded the program with a solo.

"It is hoped that the precedent thus established by the class of May, 1916 will be followed by all succeeding classes, so that in time there will be a great collection of such symbols of class unity and loyalty which serve to bind the alumni of the school and foster the growth of worthy traditions."

Such is the explanation of how the statue of the Shoshone Indian maiden was given a prominent place in the lower rotunda of Showalter Hall. Subsequent classes would see symbolism and make interpretations pertinent to the growth of the Normal School among the pines.

**Why Sacajawea?**

“Everyone wants to have a big figure in a national event,” said University archivist Charles Mutschler, an Eastern alum (’77 B.A., ’81 M.A.). “For young women in the 19-teens, this was a significant role model.”

At that time Cheney Normal School was primarily a school for women who were preparing to teach. Mutschler said they considered Sacajawea an important guide to the Lewis and Clark expedition (a characterization Cheney Normal and Eastern scholar Ceylon S. Kingston would later challenge) and viewed her as a role model for the teachers-in-training who would guide the youth of Washington state. Following her dedication, Sacajawea inspired numerous traditions at Cheney Normal School and later at Eastern Washington State College, some of which Dryden’s book relates.

In the beginning, Sacajawea was just a statue of a figure familiar in Northwest History, presented to the school by a devoted class wishing to make a visible contribution to Alma Mater. However, she was a statue in action, personifying forward movement, strength, and unflagging courage.

As years went by, the statue became a symbol of wise guidance and gentle leadership. Sacajawea, in fact, became the official hostess of the institution. Included here is a poem written for the class of 1919.

**Sacajawea, Guide Us On**

_Sacajawea’s spirit, guide_  
_0’er jutted crests where courage died;_  
_0’er hopeless vales of doubt and fear_  
_Sustain our hearts with love and cheer;_  
_We’d fain turn back if paths are bleak —_  
_Lend us thy will in realms we seek._  
_Sacajawea, guide us on!_  
_O hope incarnate, bird of dawn,_  
_To new domains of human rights._  
_Sacajawea, thou our soul._  
_That points us on to life’s busy goal._  

— Mrs. S.K. Hardy  
August, 1919

**Sacajawea gets a new look**

By the mid-1950s, the plaster statue of Sacajawea was in what Dryden described as a “maimed and battered” condition. It has been hinted that some escapes from the jungle, on several occasions, strayed into the marble corridors of Showalter Hall and began to lay waste everything that was incomprehensible to them,” she wrote. (Even within the past couple of years Sacajawea’s pointing finger has been broken off and restored.)

The Veterans’ Club took up Sacajawea’s cause and raised $1,500 to commission a new statue by sculptor Harold Balazs of Spokane. Replacing the plaster statue, the new metal image (right) debuted at homecoming in 1960 — and met with much criticism. Dryden described the reaction:

_The new Sacajawea elicited no end of comments, some favorable, more derogatory. ..._  
_When asked what theme he followed in creating the statue, Balazs said, “None in particular. I just wanted to get away from heroics. After all, Sacajawea wasn’t out there trying to be a heroine. She was just being a people.” Further, he explained, “Art is never an attempt to create nature, but to produce a symbol, to make an image.”_

In defense of the new work of art, Robert Hanrahan wrote an article for the Easterner, excerpts from which are here given. After referring to the statue, he said, “In shades and degrees, reactions have been mostly negative or repudiative.”

Balazs was given a subject around which he was asked to create a symbolic sculpture. This is precisely what he did. He has created an anthropomorphic image, not a woman, as such. This means imposing general human-like form qualities upon non-human material. The bird likeness is seen in the cloaked posture of the figure. The bird in the hands of the figure symbolizes compassion; the resolute posture, aloneness and meditation. Copper and bronze and wire were the media used to create the symbol.”

The new Sacajawea did not last. Some years after her debut in Showalter, the statue was placed in the nearby rose garden. She disappeared in 1997 and has never been recovered.

In 2000-2001, the class of 1916’s plaster statue was restored. Eastern alumnus Ricardo Trevino (B.F.A. ’99) rebuilt Sacajawea’s right arm, and Cheney-based sculptor Richard Warrington (who attended Eastern in ’66-67) mended and reinforced her structure and applied a patina to the entire piece. The statue resumed her post in Showalter Hall in 2001.

**Kingston examines Sacajawea’s role**

Ceylon S. Kingston — who between 1901 and 1940 filled the roles of interim president, vice president, head of the history department, and originator and curator of the Northwest History Collection — wrote an article titled “Sacajawea as Guide: The Evaluation of a Legend,” which ran in Pacific Northwest Quarterly in January 1944. In this paper, he challenged the widely held belief that Sacajawea served as a guide to Lewis and Clark’s 1804-1806 expedition.

He began with this paragraph: The growth of legends centering upon dramatic events and fascinating personalities is one of the common phenomena of history. The case of the young Indian woman who accompanied the Lewis and Clark expedition is an example. Although she did nothing to determine the course or direction of the expedition on its way to the Pacific or (with one exception) on the return trip, Sacajawea has become in popular estimation the “guide” who led the explorers from the Mandan country to the western ocean.
Kingston cited examples of mischaracterization of Sacajawea in schoolbooks, encyclopedias and elsewhere, and added that, "Pictures and statues showing the Indian woman pointing toward distant horizons, poems like Edna Dean Proctor's Sa-ca-ga-wea, pageants, school plays, stories, and radio broadcasts have all contributed during the past fifty years to the development of the legend." Kingston proceeded to analyze Sacajawea's role by consulting the journals of Lewis, Clark and three other expedition members. He wrote that although these journals mention Sacajawea more than 100 times — whether by name or by descriptors including "Indian woman" and "interpreter's wife" — the writers never referred to her as "guide," a title that they did give to "Toby," an unnamed member of the Nez Perce, and Yo-me-kol-liek and his companions. Kingston also pointed out the absence of mention of Sacajawea at various important junctures where he would have expected the mention of a guide. Moreover, he posited that even if Sacajawea did guide the expedition through specific areas, "she could not be called the 'real guide' of the Lewis and Clark expedition. No one person can claim this distinction."

Roger Jack, counselor and recruiter for Eastern's American Indian Studies program, sees Sacajawea's contribution differently. "She knew the route home, and she was going home," he said, explaining that her home band would have regularly traveled eastward to the plains for buffalo hunting. "Everybody knew the route, and if Lewis and Clark knew better than she did, boy were they visionary."

Although Kingston challenged Sacajawea's image as a guide, he credited her for other important accomplishments: "She was an interpreter among the Shoshones when it was necessary to supplement the more convenient sign language, but it is probable that her presence with the white men was of greater importance in that it confirmed the confidence of her people in the good intentions of the Americans."

The journals give one the clear impression that both Lewis and Clark regarded Sacajawea as a competent member of the party and that she was especially useful as a link between the white man and her own people. Clark took a more personal interest in the Charbonneau family. His friendship is shown in a letter, dated August 20, 1806, in which he offered material assistance to Charbonneau if the latter would come with his family to St. Louis. In this letter Clark praised Sacajawea in general terms without particularizing: "your woman who accompanied you that long dangerous and fatigueing rout to the Pacific Ocean and back, deserved a greater reward for her attention and services on that rout than we had in our power to give her at the Mandans."

Kingston concluded his paper with this: "As one of the best known of famous Indian women Sacajawea deserves a better fate than the spurious celebrity that has been lavished on her as the "real guide" of the Lewis and Clark expedition. There are good reasons why she deserves our sympathetic interest and regard: She was a young woman of fine qualities. A young mother, she did her tasks uncomplainingly and was liked and respected by the members of the expedition. Her courage and presence of mind were proved when the canoes were nearly capsized in the Missouri River squall; her endurance of hardships, when she and her child were nearly drowned in the cloudburst near the great falls; her industry, by the numerous references to her work in gathering roots and berries. She had a normal healthy curiosity when she insisted on being allowed to go to the ocean to see the stranded whale, and she was generous when she parted with a cherished blue necklace so that Clark could secure an unusually fine sea-otter skin. Overlooking the fact that she was the only woman in the party, and taking into account only her very real merits, Sacajawea may well be regarded as the heroine of the Lewis and Clark expedition.

A Cinderella-like destiny attended Sacajawea. A poor little Indian girl among the hunted Shoshones, she was captured by the warlike Hidatsa and became the slave-wife of Charbonneau. Then came the Great Adventure in which she bore no mean part and her translation to that spint land where live the memories of those immortalized in art, literature, and history. Kingston's article was novel enough to attract the attention of the international daily Christian Science Monitor, which March 8, 1944, described Kingston's work as "A serious and probably controversial new appraisal of the historic place of Sacajawea."

Mutschler, Eastern's archivist, said that Kingston's paper was notable for a couple of reasons. First, Kingston was writing revisionist history, reviewing the work of past historians and interpreting the facts in a different manner — before such efforts were fashionable. And he was focusing on regional history in a time when most historians focused on national and international events concerned with diplomacy, politics and military efforts.

"Kingston represented the best sort of scholar," Mutschler said. "He wanted to know what really happened rather than being someone who has an agenda behind their research."

Mutschler said that he agrees with much of Kingston's assessment that the myth of Sacajawea is somewhat different from the reality of her life, which Mutschler said was "more nuanced than what is found in the myth."

However, he added that myths behind people like Sacajawea — and George Washington with his supposed confession to chopping down a cherry tree — are not damaging as long as we know what the people actually accomplished. "I find her real contributions far more interesting than the mythical ones," Mutschler said.

A professor teaches about Sacajawea
When Eastern professor Dan Sisson discusses Sacajawea in his history course on the Lewis and Clark expedition, he first makes clear her life situation in the 19th century. She was about 15 years old and a new mother when she joined the party as it left what is now an area near Stanton, N.D. She was one of a couple of wives won by the fur trader Toussaint Charbonneau in a bet with the Hidatsas who had kidnapped her a few years ago.

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EWU program ignites teachers' passion for history

Story and photos
by Sarah Coomber (MFA-'03)
Partnering with Educational Service District 101, Spokane School District 81 and the Northwest Museum of Arts and Culture, Eastern is offering programs aimed at renewing interest in U.S. history among area teachers and their students.

Eastern's History Department has no small ambition.

"We want to create people who become lifelong learners in history — people who may be business people, but when they go somewhere and see a historical marker, they've got to stop," said history professor Kathleen Huttenmaier, an Eastern alumna ('85 B.A., '87 M.A.).

Huttenmaier acknowledges that this is a bold statement, but it is getting considerable support, not the least of which includes nearly $1.3 million in two grants from the U.S. Department of Education.

"So you don't get Jay Leno walking down the street and asking people, 'Where's D.C.?' and they say 'Maine,'" quipped Huttenmaier.

They walk the ground
Ride a boat on the Snake River through Hells Canyon along the Idaho-Washington and Idaho-Oregon border, and you will see enormous dry cliffs, some striped with columnar basalt; mule deer and bighorn sheep lapping water from the banks; kayakers and rafters battling currents and rapids.

Ride the same route with two dozen enthusiastic middle and high school history teachers, and you will envision Lewis and Clark arriving on a rocky point, thousands of Nez Perce fleeing the U.S. Army through the river's swollen waters, miners fighting over claim rights to nonexistent veins of copper and gold. It becomes eerily apparent that the only thing separating you from those events is a tiny obstacle called time.

In their second of three years attending Eastern's Teaching American History program, a group of two dozen teachers from 10 school districts in three counties spent a July weekend exploring the sites of historical events they had earlier studied in two graduate courses on campus. Visiting Hells Canyon, the

Eastern class follows in Lewis and Clark's footsteps

Eleven students and three faculty members — John Buchanan and Jennifer Thomson in Geology and Suzanne Schwab in Biology — spent July 27-Aug. 2 tracing the route taken by the Lewis and Clark expedition between June and October 1805. Beginning near Great Falls, Mont., and proceeding westward, their stops included the Gate of the Mountains, Lemhi Pass, Lolo Hot Springs, the Bitterroot Range and the Clearwater River. Along the way they examined geological structures and compared current vegetation patterns with those recorded in the journals of Lewis and Clark. What follows are some of Buchanan's photographs interspersed with quotes from The Journals of Lewis and Clark edited by Bernard DeVoto (Mariner Books, 1997).
Nez Perce Historical Park and Fort Lapwai in Idaho, and Steptoe Battlefield in southeastern Washington, they put into context what they had learned in lessons on ethnicity and race taught by history professor Liping Zhu and on transportation and communication taught by University archivist Charles Mutschler.

"In history, there is nothing like walking the ground," Mike Page said as he surveyed the rolling fields far below the top of Steptoe Butte. An Eastern alum (B.Ed. '89, certificate '90) working with home-schooled students at Spokane's Bryant Campus, Page explained that visiting sites where history has happened enables him to explain events more fully to students and gives him ideas for field trips that can turn his students on to history.

"I loved history as a kid. The only history I didn't enjoy was Washington history because it was so boring," Page said, marveling he once thought that despite growing up in Walla Walla, near the Whitman Mission, a National Historic Site commemorating the efforts of early settlers. "We can't go to Gettysburg. You can't go back 200 years either, but you can go to the early beginnings of this place.... If you go there and talk to the kids about that and you feel it, you can feel something really happened there."

Julie Bohman, a teacher-librarian at Mead Middle School, north of Spokane, uses her Teaching American History experiences to infuse students who visit her in the library with the thrill of the hunt. "Because I know more about history now, it makes me more enthusiastic to help the kids," said Bohman, who earned her master's at Eastern in 1999. "Because I've had the background, it's so much easier to get into it with them."

It is this enthusiasm that Huttenmaier and her colleagues are looking to tap into and spread, especially when the trend is to put such a strong emphasis on subjects that count in achievement tests (reading, writing, communication and mathematics in Washington) that subjects such as history are getting shortchanged.

"Getting the history teacher really excited again, getting them into the archives and out to the places, they're getting re-energized — saying, 'We can do it this way next time,'" Huttenmaier said.

Education professor Rita Seedorf works with the teachers to find ways to integrate the history they are learning into their classrooms, whether as a unit running several weeks or as a strand woven into the regular curriculum. The key, she emphasizes, is to keep the kids in active-learning mode.

"When you actually do an activity or you process information in a variety of ways, you're really upping the chance you'll have that information in the future," she said.

Local history comes alive

In summer 2002, Teaching American History participants focused on local history in classes on frontier Spokane taught by professor Bill Youngs and on Lewis and Clark taught by professor Dan Sisson. In 2003,
participants continued by studying regional history, and in 2004 they will focus on national history in classes on the young republic taught by professor Michael Conlin and on the national environment taught by recently retired professor Michael Green.

The local history portion of the program fed a passion already kindled in Chris Rose, a teacher at Spokane's Garry Middle School and an Eastern alumnus (certificate '98 and M.Ed. '02). For the past several years, Rose has been studying Lewis and Clark, and striving to bring their expedition's experiences into his eighth grade classroom.

"For kids in Spokane, this is local history," he said. "It's so easy to make it interesting."

One of Rose's projects, created in part to satisfy requirements for the Teaching American History program, is a seven-week teaching unit on Lewis and Clark. It involves borrowing furs from Fish and Wildlife that students describe and catalog as if for someone who has never seen the animals before (as Lewis and Clark did for Jefferson); projecting sentences drawn from Clark's journal entries on a screen for students to edit into proper spelling and punctuation; and telling stories with dramatic visuals. Rose also has the students create children's books about Lewis and Clark.

"Because we take so much time to do this, they really learn the subject," he said, contrasting this approach with many history curricula, which he describes as a mile wide and an inch deep. "At least they've had an experience in their school careers where they've learned one thing in great detail. The skills they acquire while doing this they can take with them."

**Programs further EWU mission**

In addition to the Teaching American History program, Eastern has developed Pathways to History, another three-year program now in its first year that will work with 60 K-12 teachers in a seven-county area. In the summer, they attended workshops led by Youngs, geography professor Stacy Warren and education professor Rodger Hauge, but the Pathways program works largely through online learning — a strategy that makes it more accessible for teachers in rural areas.

Funding for Eastern's programs comes from federal legislation strongly supported by Sen. Robert Byrd (D-W.Va.). Concerned that history teaching has become diluted as its subject matter is blended in with other disciplines, Byrd advocated for a $100 million grant program that focuses on increasing history content in schools and improving teacher knowledge and quality of instruction.

Jeffers Chertok, dean of Eastern's College of Social and Behavioral Sciences, sees this grant, the proposal for which was written by Huttenmaier, Zhu and Youngs, as only the beginning of an increasing focus on communities in the Inland Northwest.

"It's extraordinary that a history department at a regional comprehensive campus would get two grants that are this large," Chertok said, adding that they have arrived at a good time to further the University's mission. "This is the perfect reflection of President..."
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earlier. And although she was with the group every step of the way, she received no compensation for her efforts, four of which Sisson considers particularly pivotal to the expedition:

• On May 14, 1805, the boat in which Sacajawea was riding on the Missouri River began to tip and dumped, as Lewis described in his journal, “papers, instruments, books medicine, a great part of our merchandise and in short almost every article indispensably necessary to further the views, or insure the success of the enterprise in which we are now launched to the distance of 2200 miles.”

“[Sacajawea] was the only one with the presence of mind to retrieve everything of importance,” Sisson said.

• When the expedition was in dire need of horses to continue the westward overland journey, they appealed to the Shoshone chief Cammeahwait. It could not have hurt the expedition’s cause that he happened to be Sacajawea’s brother, whom she had not seen since she was kidnapped.

• When the expedition was all but starving in the snowy mountains — most of the big game animals had migrated to lower elevations — Sacajawea helped the group survive by gathering berries and roots. “She taught the expedition to use a lot of plants … and showed them some of the tricks that enabled them to keep going,” Sisson said.

• She was a symbol of goodwill as the group traveled through lands occupied by dozens of tribes, for a woman and child would not be included in a war party. “It probably determined the success of their journey,” Sisson said.

Rather than focusing on the question of whether she was the group’s guide, Sisson uses the story of Sacajawea to teach two other important lessons: that the climate in the United States has changed significantly in the realm of women’s rights, and that there is great value in having a close connection with the natural world.

And, Sisson added, this expedition was a tremendous effort enacted by admirable characters. “They’re all heroes for completing it,” he said.
Carolbelle Branch (BA, '99) recalls the day she was let go from one job and began her search for another.

"I was laid off from a place where I had worked up to a managerial position that paid a living wage," says Branch, now executive director of the West Plains Chamber of Commerce in Cheney.

"When I began looking, there were plenty of jobs out there that I could do, but I quickly discovered they all required a degree." A degree she didn't have.

Steve Whitford (BA, '02) was self-employed as a remodeling contractor for 20 years. When he hurt his back in August 1998, he was forced to find a new way to make a living.

"Everywhere I went," recalls Steve, "I heard the same question: 'You have great experience — what's your degree in? Without a degree, I wasn't invited to even fill out applications for positions I felt qualified to fill.'

"Carolbelle and Steve are typical of many people we help," says John Neace, director of Eastern's Interdisciplinary Studies Program (ITDS). "Many of our students owned their own businesses or had risen to managerial levels during a time when college degrees weren't required. Then, suddenly, they found themselves out of work and without the degree that today's jobs require."

Neace's students come from a wide variety of backgrounds and career fields. Their skills are far reaching and varied. Yet, despite the diversity of their personal and professional lives, all of them have found exactly what they needed through Eastern's ITDS program.

The program offers three options: A) Liberal arts, B) Prior Learning and C) Interdisciplinary Studies. The first is for students following a traditional "liberal arts" education.

"I had a wonderful job opportunity presented to me but it required a degree," recalls Nicole Roetter, who enrolled in the liberal arts option in 2002. A paramedic at the time, Roetter had been offered a chance to become a field clinical representative for Guidant Intralife-Inland, a medical company which guides doctors in the implantation of pacemakers and defibrillators.

"But even without this job offer, I realized that to advance in the medical profession, I needed to advance my education." Roetter plans to graduate this year and has already been hired by Guidant.

The second option is for adult learners with specialized experience. It gives them the opportunity to have these experiences evaluated for a block of elective credit.

"This program is perfect for people who have hit a barrier in their professional lives and need more education to advance or move in a different direction," says Neace.

The third option allows students to design their own curricula to facilitate specific academic and career goals.

"This is the closest we have at Eastern to a 'design your own degree' program," says Neace. "It's perfect for people who find it hard to decide which of a few fields to pursue. We allow them to combine elements from two or three majors of interest to them."

Prior Learning Option
Clearly the most popular of the three ITDS options is the second — Eastern's Prior Learning Option—with 100 students currently enrolled.

"What makes our program different from others in the region," says Neace, "is that it allows for prior learning assessment (PLA), and lets students design a degree program tailored to their professional or personal goals. Other adult degree programs tend to prescribe the students' programs."

The value of Eastern's PLA option was not lost on Carolbelle Branch when she enrolled in 1996.

"I had a variety of opportunities in my work experience," she says, "and it really seemed like all that practical learning should have some value at least on par with reading theory from a textbook."

"I liked the idea of receiving credit for all the work/life experience I had," agrees Kim Kelley ('83), manager of human relations and training for Avista Advantage, a subsidiary of Avista Corporation in Spokane. "I felt that this type of program would be more meaningful for me as a nontraditional student."

The prior learning is documented by students in a Portfolio Development course which helps them prepare a document that articulates, demonstrates and validates learning outcomes and skills they have gained during their careers. The portfolio is then submitted to an EWU academic department for review and assessment by a full-time, tenure-track faculty member.

"The backgrounds I see are pretty amazing sometimes," says Jeff Stafford, professor of communication studies at Eastern. "I've reviewed portfolios by vice presidents of major companies, general managers, the owners of businesses — people who have achieved significant levels of success though they had no degree."

Michael (Mick) Brzoska, EWU professor of engineering technology and multimedia design, has had similar experiences.

"One person I evaluated worked mostly at HP/Agilent Technologies in Liberty Lake for 20 or more years," says Brzoska. "He started in fabrication, moved to design, then engineering design, then became a supervisor and then a manager of a large division. He earned many certifications and was sent to many training sessions. Another person began as an electronic technician, then became responsible for more complicated designs that required knowledge in advanced electronics and data communications, then he became a division manager."

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Just what is it about this USA PATRIOT Act that has caused it to evoke such passionate responses across the country, with college faculties and college libraries visibly on the front lines?

Congress passed the 342-page Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism (USA PATRIOT) Act on Oct. 26, 2001 (357-66 in the House, 98-1 in the Senate), six weeks after the 9/11 terrorist attacks in New York City, the Pentagon and in an aircraft over Pennsylvania — and after just one day of hearings. It amended 15 existing laws and applies to every business, association, university, library and individual.

What particularly troubles librarians and academics is Section 215, which:

- makes all business records, including circulation, computer use, book sales and database use, subject to search
- allows the government to get approval for searches with less stringent probable cause requirements, get such approval from an essentially secret court and demand immediate access (previously, a subpoena, which a library could challenge in the courts, was required) and
- forbids librarians from revealing that a search warrant has been issued
USA PATRIOT Act and Libraries  A conflict between Homeland Security & Civil Liberties?

No group has been more vocal or active in its opposition to elements of the USA PATRIOT Act than American libraries. No libraries feel the pointy end of the issue's spear more profoundly than those at colleges and universities, where free and open inquiry and access to information are their life's blood, their reason for existence.

The spear has even pricked Eastern's own John F. Kennedy Library, which continues to wrestle with the freedom to read and the legal aspects of the issue. Academic libraries are potentially more vulnerable than most because of the kinds of resources they provide, said Pat Kelley, Eastern's dean of Information Resources, who enumerated such possibly "suspect" materials as books on civil engineering, journals providing viewpoints on U.S. government activities, political collections, biochemical literature and more. Partially in response to the USA PATRIOT Act and partially to make clear long-standing privacy policies at Eastern, in June the JFK Library approved the "EWU Libraries' Policy on Confidentiality of Library Records," speaking to the fact that "privacy of inquiry is critical to the exercise of academic freedom, and that privacy of library users is inviolable and protected by Washington state law." (The full text is available at http://www.library.ewu.edu/about/confidentialrecordspolicy.html)

"You have to understand that librarians go to the mat over people's right to get information about whatever they want and to have confidence in their access without fear," she said. "A democracy can only function if its citizens have access to the information they need and want in order to make informed decisions. Scrutinizing what they read or research violates everything we hold dear."

Niel Zimmerman, emeritus professor of public administration with a specialty in constitutional law and civil liberties, agrees. The speed with which the Act came into being may not have made for carefully crafted legislation and is drawing fire from such unlikely coalitions as the American Civil Liberties Union (ACLU) and the American Conservative Union, he said.

U.S. Attorney Gen. John Ashcroft, who undertook what The New York Times described as a cross-country "charm offensive on behalf of the USA Patriot Act" this summer, has said in many interviews that the Act merely extends much misinformation—or even disinformation—about the supposed use of Section 215 at libraries. In October 2002, the House Judiciary Committee issued a press release indicating that it was satisfied with the Department of Justice's use of Section 215.

"I wonder whether government officials will understand and recognize what goes on in an academic setting. I am concerned, too, that this will make American universities less hospitable for international students, whose use of materials from international sources may bring them greater scrutiny."

— Niel Zimmerman, special assistant to the dean of the College of Business & Public Administration and emeritus professor of public administration.

Pat Kelley appreciates these arguments. "Librarians have families, too, and we are concerned about their safety and this nation's security," she said. "While I am not comfortable with many of the solutions offered in the Act, I understand that our laws have not kept pace with technology. This raises the issue about whether we are handicapping ourselves as a nation if we swing too far in favor of individual rights."
Opponents and proponents understand one another's side of the issue but draw different conclusions as to what needs to be done to fight terrorism post-9/11. The battle over the USA PATRIOT Act has been joined.

Restrictions on America's traditionally open society are not without precedent during times of turmoil. Bill Yolings, EWU professor of history, noted that the Alien & Sedition Acts of 1798 severely regulated speech. It became a crime to criticize the president, and indeed, one congressman went to jail for doing so.

More recently, and with hardly any serious objection, tighter airport security has been viewed as a benefit to society, although it has restricted certain freedoms of movement and brought about individual searches not previously conducted.

Other actions taken during times of crisis in the nation have not fared well in the light of history - internment of Japanese Americans during World War II, the McCarthy Hearings of the 1950s and subsequent blacklisting of suspected Communist sympathizers; some states forbidding the teaching of German during World War I; and more.

Not willing to wait for the judgment of history, the 64,000-member American Library Association moved decisively, especially against Section 215 of the Act, passing a resolution opposing "any use of governmental power to suppress ... or to intimidate individuals using free inquiry." It has provided documentation, resources, advocacy contacts and more on its website and to its members.

Communities and libraries from rural Tennessee to North Pole, Alaska, have passed resolutions ranging from urging caution and review of the Act to calling for its repeal. And, in fact, there are some measures now under debate in Congress which would scale back the USA PATRIOT Act.

On the other side, however, there is current congressional consideration of a proposal (Domestic Security Enhancement Act of 2003) - informally known as "Patriot Act II" - which, among other provisions, would make virtually all of a college's records available to law enforcement without a warrant.

Many libraries across the country have engaged in both active and passive resistance - from posting signs that warn of possible surveillance and the daily shredding of Internet signup sheets to one librarian in Santa Cruz, Calif., beginning each staff meeting with an announcement that "we have not been served with a search warrant this week." This way her staff knows that if she ever fails to make that announcement, a warrant has indeed been served but that she has not violated the law by announcing the fact.

The USA PATRIOT Act does not require that libraries keep certain kinds of records, and therein lies a saving grace, Kelley said. "We can't turn over records we don't have or never created in the first place," she said. At Eastern's library - and, indeed, at many libraries across the nation:

- there is no tracking of who is searching in the catalog system (or elsewhere) or what is being searched
- library staff have received training in what to do should the FBI or other law enforcement officials arrive demanding information

"We obey the law here," said Dave Nelson, head of Information Services at the JFK Library. "But we want our library patrons to be reassured that their transactions with us - and we have some 130,000 transactions a year - are as safe and as private as we know how to make them."

Faculties across the nation also have joined the discussion with vigor, most siding with the civil libertarians - which is not surprising, given that the college experience is all about free inquiry and learning. Eastern's Faculty Senate took action, as have many faculty groups all over America, passing a "Resolution on the USA PATRIOT Act and Related Measures that Infringe on the Rights of Members of Eastern Washington University" this spring which:

- opposes any use of governmental power to suppress the free and open exchange of knowledge and information or to intimidate individuals exercising free inquiry
- urges all members of the university community to defend and support the privacy of users of the university library and endorse the free and open access to knowledge and information
- considers sections of the USA PATRIOT Act to be "a present danger to the constitutional rights and privacy rights of members of university communities ..."

"A reduction in civil liberties does not increase security," said Tony Flinn, director of public safety at Eastern and chief of University Police

"If the Act is used as intended, to gain information to protect the country against terrorism, then it's a useful piece of legislation. If it's abused, then it compounds the mistrust people have in government."

- Tom McGill, director of Higher Education, March 1, 2002

Continued on page 35
And the band played... Palms?

By Erin Long-Kytonen ('03)

As technology grows increasingly smaller, many computerized devices are targeting younger age groups - handheld video games, electronic pets, even personal information managers for kids. And let's face it - most of us know one or two youngsters who have a better grasp on the latest technology than their parents do.

That said, seeing a fifth-grader fully absorbed with his or her hand-held computer probably wouldn't strike you as being particularly unusual. An entire classroom full of such students might not even set off alarms of peculiarity. After all, it's probably an elective gaming class or perhaps a class that explores modern computer technologies. Or so you might think.

But if it's Bryan Bogue's classroom at Spokane's Libby Center, those students are doing something you would probably never guess - they're learning music.

Bogue, who teaches gifted fifth and sixth grade students in the Odyssey program of Spokane School District 81, has developed a curriculum that uses hand-held technology to teach music fundamentals. The connection may not be an obvious one to the average person, but this music educator of 15 years is no stranger to using technology as a tool for understanding and appreciating music.

The marriage of technology and fine art is something that Bogue first became interested in when he was a percussion student at Eastern Washington University. "Students could use recording studios for free," he remembers, "and that's where my love for recording and composition really developed." He graduated from Eastern in 1979 with a bachelor's degree in music and went on to be principal percussionist for the Spokane Symphony before earning his teaching credentials at Whitworth and a master's degree in music education from the University of Washington.

Commited to sharing his interest in recording with students, Bogue designed in-class workstations for his music classes, each consisting of a computer, music software, MIDI keyboard and headphones. He managed to acquire seven of these stations over the years, but with an average class size of 28 students, individual student access to the equipment was limited.

It was a simple software advertisement that would forever change the way his students experienced music. The ad was for a California-based software company - miniMusic - that offers programs for learning abilities such as note reading, rhythm and composition, all designed for use on the Palm platform.

Immediately seeing the potential benefits for his classroom, Bogue wrote and submitted a proposal, appropriately named P.A.L.M. (Potential Artists Learning Music), to Palm, Incorporated. However, when considerable time passed without a response, it seemed that his vision might not become reality.

Imagine his surprise when he came back from spring break two years ago to find 15 donated Palm computers on his piano.

The hardware secured, Bogue made a deal with miniMusic to use their software in exchange for his own lesson plans. The software takes students through activities that are both interactive and entertaining. The BugBand software, for example, shows animated insects crawling across an on-screen musical staff. Students must tap corresponding notes on the piano keyboard at the bottom of the screen to rid the staff of pesky bugs and progress to the next level. Bugs move faster with each level, and students in turn learn to read music more quickly.

Not only are they learning to read music - they're writing music of their own. Software lets students compose four-part pieces of music, assigning each part with a different instrument. Tone module clips let students hear their MIDI compositions, giving instant feedback. "It lets them experience music in a different way because they're getting inside of the music," Bogue says.

And if music theory and composition weren't already impressive enough, his students recently put their Palms to use in yet another way - as musical instruments. When he learned of a college professor who was using Palms with his graduate classes, Bogue was beside himself. "I knew that I had to get in touch with him," he said. A visit was arranged, graduate students and Odyssey students coming together to form a 28-piece Palm orchestra, complete with conductors. "It was amazing," Bogue says of the contemporary ensemble.

However, he also insists that his teaching method is not designed to replace the traditional old piano we all remember so fondly from our music classes. In fact, he hopes that in the future, students will be able to print out their compositions as sheet music that can be played on actual instruments. The goal is to foster a greater appreciation of music and an understanding of music theory and composition.

Bogue's teaching method is not only innovative, but also cost-effective and time-efficient. Roughly $400 gets all hardware and software, compared with the $4,000 cost for the workstations he had relied on previously. Palms let everybody work at the same time. "Before, there were always students waiting in line for their turn. Now the kids are 100 percent involved, 100 percent of the time."

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3. Franchise fitted cap from TWINS®. Stretch fit style with formed bill. Available in khaki or navy. Sized S-XL. $16.95
4. Fitted cap from TWINS®. Available in black and silver with contrasting highlights. Sizes 7-7 5/8. $16.95
5. Flying eagle cap from Gear for Sports®. Snap closure. Available in white with either red or black underlining and eyelets. $9.95
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17. Sweatshirt from Champion®. Tackle twill appliqué using 3 colors. Available in charcoal. S-XXL $43.00
18. Cotton t-shirt from Timeout®. Imprint on center chest. Available in red, oxford, white or black. S-XL $9.95
21. Big Cotton fleece sweatpant from Gear for Sports®. 80/20 cotton blend, two side pockets. Available in black or navy. S-XL $29
22. Plush Eagle mascot. 8" tall. $9.95
23. Cotton twill cap from Legacy®. Available in red, black or khaki. $13.95
24. Twill cap from TWINS®. Extra large embroidery on cap and visor. Available in black with red contrasts. $16.95
25. The Guy cap from TWINS®. Partial red and partial black cap with a black piping stripe as shown. $16.95
26. Full zip campus hoodie from Champion®. 100% cotton with side pockets. Available in red or navy. S-XL $39.00
27. Campus t-shirt from Champion®. 100% cotton with front chest imprint. Available in red or charcoal. S-XL $14.00
28. Women's cotton workout shorts from Russell Athletic®. Rib knit waistband and v-notched bottoms. Available in navy or charcoal. S-XL $17.00
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31. Hooded sweatshirt from Oarsman®. Tackle twill appliqué and embroidery on center chest. Available in oxford, white and charcoal S-XXL $42.00 Also available in a white or charcoal sweatshirt. S-XXL $33.00
32. Hooded sweatshirt from Russell Athletic®. Two color EWU tackle twill appliqué. Available in white or red. S-XXL $42 Also available in a oxford or charcoal sweatshirt S-XXL $35.00
33. 100% cotton denim dress from Ouray®. Garment washed for softness. Available in red only. Sized 1yr, 2yr, or 3yr $21.00 Also available as overalls $25.00
34. Long sleeve t-shirt from Gear for Sports®. Screen printing on center chest and left sleeve. Available in red or black. S-XL $20.00 XXL $22.00
35. Girl's zip hooded sweatshirt from Third Street®. Side paneling in white polyester tricot. Available in red or charcoal. S-XL $28.00
36. Girl's sweatpants from Third Street®. Side paneling in white polyester tricot. Available in red or charcoal. S-XL $18.00
37. Eastern appliqué felt pennant. Individually sewn letters. $49.95
38. Hooded sweatshirt from Soffe®. Center chest design. Available in red only. Pre youth sizes S-L $28.00 Youth sizes M-XL $30.00. Also available in a red sweatshirt. Sizes 2T-4T $17.00 Pre youth M-L $17.00 and youth M-XL $20.00
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41. Cotton t-shirt from Third Street®. Available in oxford only. S-XL $11.00 Also available as a Muscle t-shirt XS-XL $12.00.
42. Dazzle snap pants from Third Street®. Polyester tricot material with side snaps. Available in black or red. Youth sizes S-XL $30.00
43. Double long sleeved t-shirt from Third Street®. Red body and white contrast sleeves. Youth sizes XS-XL $20.00 Also available in a solid red long sleeve t-shirt XS-XL $17.00
44. Hooded sweatshirt from Russell Athletic®. EWU tackle twill appliqué with a front pocket. Available in black or red. Youth S-XL $29.00
45. Cotton rib ruffle top and bottom set from Third Street®. Available in red or pink. Sized: 12M, 2T, 4T, 6, & 7 $25.00
46. Cotton poly blend fleece zip jacket from Ouray®. Sueded material for softness. Front pockets and ribbed knit collar and cuffs. Screenprinted on left chest and full back. Available in red, navy and light blue. S-XL $35.00


48. Women's workout zip jacket from Antigua®. Contrast white striping around both sides of garment. Left chest embroidery. Available in black and red. S-XL $39.00

49. Women's workout shorts from Antigua®. Contrast white striping down both sides of garment. Small back hip embroidery to match jacket. Available in black or red. S-XL $24.00

50. Hooded sweatshirt from Soffe®. Embroidery and tackle twill appliqué on front chest. Available in black or charcoal S-XXL $42.00 Also available as a sweatshirt S-XXL $35.00

51. Polar fleece 1/4 zip jackets, full zip jackets and full zip vests available in a variety of colors. Vests S-XL $47.00 XXL $50.00 1/4 zip Jackets S-XL $53.00 XXL $55.00 Full zip Jackets S-XL $69.00 XXL $72.00

52. Polar fleece beanie cap. Available in black or charcoal. $13.95

53. Two sided polar fleece scarf. Available in black with red contrast. $13.95

54. Polar fleece mittens. Available in black or charcoal. $15.95

55. Seamed visor cap from Gear for Sports®. Available in khaki, red or navy. $14.95
56. The Affiliate cap from TWINS®. Available only in red with contrast embroidery. $16.95
57. The Avalanche cap from TWINS®. Available only in the white and red as shown. $16.95
58. Peached twill cap from Gear for Sports®. Fabric strap with hook-and-loop closure. Available in red or black. $15.95
59. Hooded sweatshirt from Champion®. Imprint on center chest, right sleeve and hood. Available in white or red. S-XXL $41.00
60. Women’s low rise sweatpants from Champion®. Imprint on rear of pant as shown. Straight legged with open cuff. Available in white, red and charcoal. S-XL $29.00 Also available as capri sweatpants in navy or Oxford $25.00
61. Women’s long sleeve t-shirt from Champion®. Imprint on center chest and left shoulder. Available in red, navy and charcoal. S-XL $25.00
62. Cheer shorts from Russell Athletic®. Elastic waistband has Eastern patch. V-notch leg bottom and a 3" inseam. Available in navy or Oxford. S-XL $15.00 Also available in cheer pants. Red or black. S-XL $20.00
63. Proweave cotton hooded sweatshirt from Russell Athletic®. Heavyweight fleece with side gussets to add comfort. Available in Oxford or charcoal. S-XXL $55.00
64. Sweatshirt with an 80/20 blend from Oarsman®. Tackle twill appliqué. Available in charcoal. S-XXL $33 Also available as a hooded sweatshirt available in charcoal and white. S-XXL $42
65. Hooded sweatshirt from Russell Athletic®. EWU arched tackle twill appliqué. Ask for colors available. S-XXL $39
66. Dazzle short from Russell Athletic®. Elastic waistband with inside drawcord and a 9" inseam. Available in black or silver. S-XXL $17.00
67. Women's zip hooded sweatshirt from Antigua®. Side pockets and rib knit waistband. Available in red, black and white. S-XL $42.00

68. Women's low rise sweatpant from Antigua®. Rib knit waistband and hidden drawstring in front. Straight legged with open cuff. Available in red or black. S-XL $29.00


70. Authentic Rugby shirt from Barbarian®. Open collar with 3-button. Side gussets added for extra room. Available in red with black shoulder stripe. S-XL $55.00 XXL $59.00

71. T-shirt from Russell Athletic® Eastern arch with assorted sports designs. Ask for sport availability. S-XXL $9.95

72. Women's mesh shorts from Champion®. V-notch bottoms and elastic waistband. Available in black or red. S-XL $29.00

73. Cotton twill cap from Gear for Sports®. Snap closure. Available in white with either red or black underlining and eyelets. $9.95

74. Wool surge cap from Legacy®. Adjustable with Velcro closure. Available in gray, white and red. $14.95

75. Golf towel. Available in red, black or white with flying eagle or mascot eagle. $12.95

76. Brass-plated golf set. Includes divot tool, ball marker and three tees. Etched with flying eagle logo. $19.95

77. Golf package with ball marker, divot tool and five tees. Imprinted with flying eagle logo on marker and divot tool. $3.95

78. Eastern golf balls. Set of three $8.45 Sold individually $2.95

79. Peached twill cap from Gear for Sports®. Fabric strap with velcro closure. Available in red or black. $25.95

80. Golf head cover. Available in red or black with flying eagle or mascot eagle. $39.95

81. Golf putter cover. Available in red or black with flying eagle or eagle mascot. $10.95

82. Rib knit beanie cap. Available in white, black, red, navy or charcoal $9.95
An "out of the box" administrator

If you’re having trouble finding Linda Boggs in Walla Walla, then you might try checking the roof.

At least, that’s where you would have found the Blue Ridge Elementary School principal after students met their reading goals last year. Boggs had promised to spend a day on the roof if Blue Ridge students read 250,000 pages for the year. When students met the challenge, she moved her office - complete with laptop computer, phone, wading pool and secretary - to the school’s rooftop, where students could see her during recess.

From visiting classrooms via electric scooter to giving haircuts during assemblies to infusing comic relief into staff meetings, Boggs might not be what you’d call a “conventional” administrator. But her creative spirit and enthusiasm have helped to bring dramatic improvement at her school - results that have led to her recent recognition as a National Distinguished Elementary School Principal of the Year.

Her trip to the top began with a different kind of uphill climb. When she first came to Blue Ridge as principal in 1991 — after earning a B.A. in reading in 1984 from EWU and master’s degree in school administration in 1988 — she was met with some hefty challenges. Some of those challenges involved a curriculum that didn’t address specific needs of a student population in which 90 percent of the students qualified for free or reduced lunch and 77 percent spoke English as their second language.

Despite the 40 percent Hispanic population, for example, all classes were being taught in English. The school now offers a transitional bilingual program that lets students receive instruction in Spanish through third grade. Students transition into English and, in most cases, are bilingual by grade five.

Under Boggs’ guidance, scores on the WASL (Washington Assessment of Student Learning) have increased from 11 percent of students showing satisfactory academic performance to current scores that are as high as 60 percent. “What it says is that, overall, they’re learning. That’s what’s important,” Linda Boggs notes.

Rest assured, a hallmark of life at Blue Ridge is that every moment is spent learning, and teachers are responding to Boggs because of her receptiveness to new and creative teaching methods.

Susan Hansen, Blue Ridge physical education teacher, approached Boggs with a teaching plan based on research that examined the connection between movement and brain function. The result was the introduction of a curriculum incorporating principles of literacy into physical education activities.

And it’s working. Boggs insists that the success at Blue Ridge could not have happened without the talents of her colleagues. “We have the best teachers at Blue Ridge,” she says, “it’s the person at the front of the room who really makes the difference. My philosophy is to hire good people, and then get the heck out of their way!”

Other educational professionals recognize the strength of Boggs’ staff, as well. “It’s a really special group there at Blue Ridge," says Irene Gonzalez, executive director of teaching & learning services for the Spokane School District. It’s a group that voluntarily attends staff meetings hosted by Boggs that extend into the late evening. They don’t stop for summer, either. Until this past summer (due to lack of funding), Blue Ridge has offered summer school for everyone who wants to attend; the cost was only $10 for the summer, with transportation and lunch provided. Nearly the entire student population had enrolled for the summer sessions.

“The school was basically operating year-round,” says Gonzalez. “Students could have the same teacher during the summer as they did during the school year. That’s powerful.”

And not only are they learning, they’re having fun while they do it. “Students love coming to school,” says Susan Hansen, PE teacher. “From the moment students walk in the door, they are surrounded by adults who are committed to providing a positive learning environment.”

Honored and humbled by the recognition she has received, Boggs says what is particularly moving is that the nomination process began with her peers. Irene Gonzalez, who was then principal of nearby Green Park Elementary, began the nomination process with two Blue Ridge teachers, followed by letters of support from staff, parents and members of the community, which were submitted to a panel that reviewed 18 participating regions in the state. Boggs won her region and was chosen as the state winner after a team of representatives conducted a site visit at the school.

While the recognition of Linda Boggs as Washington’s National Distinguished Principal reflects the high regard her colleagues hold for her, it’s also the result of mutual admiration at Blue Ridge - where every person feels appreciated.

How could they not? She deliberately leaves stacks of paper at strategic locations around the school so that when she sees good deeds — on the part of students, teachers or staff — she can scribble a quick note of praise and leave it on the appropriate desk, bulletin board, lunchroom counter or maybe even the roof.

That’s what has Blue Ridge teachers, parents and students alike shouting from rooftops about their principal, who brings new meaning to what it means to be “distinguished.”
If you have followed your daily newspaper and kept up with events in Olympia during the past year, you probably know that state-funded support for higher education continues to be pared back drastically. Whereas Eastern was receiving $44 million just a year ago to support the enrollment of its students, it now receives just $40.8 million to enroll those same students.

"Higher education is more important than ever as a driver of the state's economy," says Dr. Stephen M. Jordan, president of Eastern. "It is vital that we have a strong voice in Olympia and in Washington D.C."

As a result, it is more important than ever for EWU to keep in contact with state legislators so they are aware of issues critical to Eastern's continued effectiveness as an institution of higher learning. To continue providing a level of excellence in the education we provide, EWU needs to receive as much financial support from the state as possible in these times of dwindling funds.

So, what better way could there be to maintain relations with Washington legislators than by tapping the wonderful resources of a state fairly bursting with EWU alumni?

That was the thinking behind the EWU Alumni Association's creation last year of a Legislative Alumni Network. Eastern's director of Alumni Relations, Angela Brown (MSC, '03), facilitates the program, which links EWU alumni with their legislators on a district-by-district and purely voluntary basis.

"The premise was that we wanted at least a few advocates for EWU in each of the 49 legislative districts," says Brown. "As of now, we have placed people in the districts most sensitive to what happens at EWU."

Two other alumni co-chair the program — Frank Klarich (BA, '98), and Tim Hatley (BA, '85).

"I became involved in this program through my affiliation with the Eastern Washington University Alumni Association Board, which I joined in early 2002," says Klarich, a regional sales manager for GE Capital in Redmond, Wash.

Klarich did an extensive amount of work related to legislative affairs while a student. He was the ASEWU Legislative Affairs Council member in 1997-1998 and ASEWU executive vice president, 1998-1999.

"Whenever you have a collective set of voices pushing a single set of issues," he says, "it makes it very difficult for legislators to ignore you. There is an obvious strength found in numbers, and collectively, a single message carries with it a great deal of weight."

The program officially kicked off Sept. 7, 2002, when Sen. Lisa Brown and Sen. Mark Schoesler came to Eastern to talk to more than 20 alumni who wanted to be involved with the Legislature in support of Eastern.

George Durrie, who has served as a director while still carrying out his teaching duties, will work with new incoming director, Jeff Gombosky, for the upcoming legislative session, then move back to his full-time faculty role in Eastern's Government Department, where he holds a tenured position and has taught for 33 years.

"An advocacy network can add an important dimension to the university's legislative effort," says Durrie. "In the spirit and reality of the adage, 'all politics is local,' alumni and friends of the university are effective advocates when working with their district legislators in support of the University's legislative agenda. As constituents, advocates are able to cultivate a personal relationship with their legislators in their communities, something that translates into more careful listening by legislators when legislation important to the university is being considered."

Gombosky, who will provide direction and leadership for this and other government relations activities, sees a lot of promise in the involvement of students through Eastern's Legislative Internship program, and alumni through the Network.

"I think students and graduates are very effective for colleges and universities," he explains. "They have a personal story to tell about how their education benefited their life. I'm the first person in my family to graduate from college, and I think many other Eastern graduates came from the same background. I don't think there is any substitute for hearing how Eastern opened up opportunities for students and graduates."

Some of the alumni who signed up for the program were already friends with their legislators or otherwise knew and were known by their representatives. Others signed on knowing they would be approaching their legislators for the first time.

"These are people who first care about EWU, and secondly are courageous enough to go out on a limb and try to make Eastern a better place," says Klarich. "They have diverse political opinions, but all care about EWU."
The Legislative Network has already made some inroads in cementing relationships between the University and the Legislature.

"Probably our biggest accomplishment so far was to have a major presence at Higher Education Day in Olympia," says Angela Brown.

Higher Education Day is a spring event where representatives and alumni of all universities come to mingle with their legislators and discuss education issues. Eastern was the most highly visible of all the schools represented at last year's event, and EWU alumni made appointments with legislators that same day.

This fall there will be a legislative reception scheduled for Nov. 7, 2003, immediately following the pep rally in Spokane for the Governor's Cup festivities. A series of legislative receptions throughout the eastern part of the state will follow.

"Legislative networking like this is unique to Washington and among the Big Sky schools as well," says Brown, "in that it is well organized, not just a loose network of advocates. It's a volunteer activity that allows many alumni to be involved with their alma mater. We support them by providing resources and direction through this program. We provide information, templates for letters, suggestions for talking with legislators and any other information or resources our alumni need. The whole point is to foster a relationship between legislators and EWU alumni to support Eastern's legislative priorities and concerns." Eastern is still seeking representation in this program from alumni in many of the state's 49 districts. If you would like to volunteer your time, please call Angela Brown at (509) 235-5023 or Jeff Gombosky at (509) 359-4210.

Jeff Gombosky was the youngest member of the House in 1996 when, at age 25, he was elected to represent Spokane's 3rd legislative district, along with Lisa Brown and Alex Wood. As a legislator, he served on the Higher Education and Economic Development committees and spent a two-year stint as chair of the Finance Committee, which has oversight on all state taxation matters. He recently joined EWU as director of Government Relations.

Gombosky will primarily work and reside in Olympia. "Jeff brings the perspective of a seasoned legislator and is an alumnus who is vitally interested in his alma mater," says Steve Jordan, EWU president.

The outgoing director, George Durrie, has nothing but praise for Gombosky: "Jeff is very intelligent, politically savvy, with good, proven analytic skills - after all, he is a graduate of the Government Department at Eastern and served as one of my legislative interns in 1994. His leadership abilities were recognized this past session in his management of some highly charged revenue measures as chair of the House Finance Committee. He is recognized on both sides of the aisle for his no-nonsense professionalism and his ability to work across party lines to achieve good public policy."

Prior to his first day in his new position, we asked Jeff Gombosky a few questions about his role as a student at EWU, a state representative and now as Eastern's director of Government Relations.

**Perspective: What was your education at Eastern like? Are there any faculty members or courses you particularly remember?**

**Gombosky:** I graduated from the Government Department. Dr. Keith Quincy, who retired this year, was my advisor. He was a great teacher and I learned a lot from his classes. I got my start in Olympia through Eastern's Legislative Internship program. While I was an intern, I took classes from George Durrie and Sen. Lisa Brown. That experience was critical to my decision to run for the State House in 1996.

**Perspective: What legislative actions affecting higher education are you most proud of?**

**Gombosky:** I think the best lesson learned from the economic boom that occurred in the late 1990s is that innovation is a key part of economic growth. And colleges and universities are critical to innovation. The Legislature created the Advanced Technology Initiative, which primarily benefits the research institutions in our state but has long-term implications for the state to support university research. Second, Eastern winning the authority to offer the Doctor in Physical Therapy was another innovative approach that the Legislature authorized during my service. And third, addressing pay equity issues for part-time community college faculty was another important issue the Legislature addressed but has yet to solve.

**Perspective: What do you see as some of the rewards of working for Eastern as director of Government Relations?**

**Gombosky:** I think issues related to higher education constitute the most important public policy area our state faces. I don't think those issues have received the attention they deserve and I look forward to getting the chance to work on those issues. Whether it's creating a long-term funding source, or how students access the system, or financial aid issues, it's important work.

**Perspective: How will your past service as a legislator help you do a better job for EWU?**

**Gombosky:** Success advocating public policy requires that people know you and trust you. I served seven sessions in the State House and had the opportunity to work with a lot of legislators - both Republicans and Democrats. I worked hard to earn the trust of other legislators and I think that will help when I work with them to advance Eastern's goals.
"You get confused if you think about it too hard," says Eastern Athletics Hall of Fame member Ed Simmons, who was recently named one of the 70-greatest Washington Redskins of all-time. "I can't figure out my success, or Eastern's. But I know I wouldn't let anybody destroy my dream. I just shut 'em all up, by showing them I was a legitimate player even though I was from a smaller school."

"The last thing I ever thought I'd be was a college football player," adds Jeff Mickel, who played alongside Simmons on Eastern's offensive line, then lined up against him in the National Football League (NFL) in the late 1980s. "I was more of a basketball player. But I went from 190 pounds to 250 in my first year at Eastern when I red-shirted. The coaches knew that guys from 18-20 who might not be Pac 10 players now, would mature a lot, so that's who they went after."

Simmons and Mickel were the first to make it to the NFL after Eastern became a Division I-AA football member in 1984. They best embody what Eastern football was about then, and what it has become. Despite immediate success on the field — the Eagles advanced to the second round of the I-AA playoffs in 1985 — the program suffered a near fatal blow in 1986.

"I was a senior that year," says Simmons. "I knew I had a chance to make it to the NFL, even though we didn't make it into the Big Sky Conference."

"It was a strange time," says Mickel, who was in his sophomore season. "There was a 24-hour period where we thought the program was going to get dropped."

"That's why when I go back there now, I'm amazed," Simmons says. "Guys have shorts with "EWU Football" on them! If I were invited back to do a pre-game speech, I'd tell them they are more big time than what they believe. The ball game has changed."

A year later, in 1987, Eastern was accepted into the Big Sky Conference. Gradually, it became a winning program known for its ability to produce professional caliber talent.

"I think a lot of it has to do with the coaching staff," says Eastern's most recent NFL draftee, Dan Curley. "They are very supportive of the players and keep your name out there."

Despite playing in only 28 games at Eastern, because of injuries, Curley was drafted in the fifth round this year by the St. Louis Rams. He missed the first part of Rams camp due to a torn calf muscle, but is expected to be one of three tight ends on St. Louis' roster in 2003.

"I've still got some studying to do," says Curley. "The playbook is the size of the yellow pages. They insert new plays and subtleties every day. There are two different tight ends and a fullback not much different than a tight end. At times, because of the complexity, I find myself focusing on the wrong position."

Curley is one of at least a dozen Eastern players expected to be on a professional roster in 2003 (see chart). Another is record-setting running back Jesse Chatman, who is in his second year at San Diego. Despite being undrafted, the 5-foot-8, 215-pound Chatman led all NFL rushers in the pre-season last year with 234 yards on 46 carries.

As a backup to pro bowler LaDainian Thomlinson, Chatman probably won't get many carries in the regular season, so he'll settle for making a contribution on special teams. In one of the all-time great football quotes this year, Chatman told the San Diego Union Tribune, "special teams ain't no lollygag deal. That's how I assume I made the team last year, because I took my special teams seriously."

It is that kind of mentality that increasingly defines an Eastern Washington University football player. "It gives you a sense of Eagle pride," says Mickel, "to see Chatman at San Diego and Curley at St. Louis with a great chance to make it at the next level. One of our strengths has always been the belief that it's us against the world."

Mickel admits that he gets frustrated at times with the lack of publicity for Eastern's football program because "it's top notch." But he's encouraged by the growing numbers of Eagles who have made it to the next level, which draws attention to the program. Since 1984, 41 Eastern football players have signed free agent contracts or been drafted by the NFL or Canadian Football League teams.

"After 20 years of competing at that level, it starts to build slowly," says Mickel. "A lot of the guys I played with are now high school coaches around the state, who aren't afraid to speak highly of Eastern."

"There's such an excellent group of people coaching at Eastern," adds Curley, "and so many coaches at the high school level have been influenced by our program. Just like Eastern envisioned when it
became an NCAA 1-AA football member in 1984.  
“We didn’t take anybody’s evaluation but our own,” says Larry Hattemer, who was Eastern’s offensive coordinator when the University became a Division 1-AA football member. “You’ve got to give former head coach Dick Zornes credit. We made offensive linemen a high priority, which we became known for. We recruited the tall athletic kid, who might be more interested in other sports and had been passed over by other schools.”

Eastern’s most recent draft choice is an example of this kind of recruiting philosophy that hasn’t changed much over the past 20 years.  
“They do a good job at projecting what someone might do,” says Curley. “I was more interested in basketball than football.”

Simmons, who was Eastern’s first 1-AA football player to be drafted by the NFL, also remembers how good Eastern coaches were at seeing raw talent. “I remember when Larry (Hattemer) came to watch me play basketball,” he says. “I fouled out. I was too aggressive. I was trying to impress him with my hustle.”  

Eventually the hustle paid off for both Eastern and Simmons, who became the first Division 1-AA player from Eastern to make it in the NFL. He helped pave the way for other Eagles with NFL dreams. “I think, more or less, I put confidence in the guys who were in the EWU program,” says Simmons. “They say ‘if you can make it, I can make it.’ And I can tell them about the time I had my second Super Bowl championship celebration on the lawn of the White House. We were out there with the first President Bush, with a big old barbecue going on. He had horse shoes set up, and nobody wanted to play. Guys were like, ‘horse shoes, what’s that? That’s what old people do.’ So I had a small quick game with the president, and he whipped my tail good.”

It’s that kind of story, stories shared between guys who have forged a common bond over the years, that now help cement Eastern’s tradition. There is a growing sense of excellence and consistency — thanks to those who made it — that creates Eagle pride in the process.

“When I think about Eastern,” says Curley, “I think of all of people pulling for me, both those in the past and those in the present who want me to do well. I want them to know that I’m going to play hard, and never take a day off, so that someday other Eagles will get the same opportunity.”

### NOTABLE FORMER EASTERN PROS

- **Jeff Ogden** - Wide Receiver – ‘97 Free agent contract with Dallas  
  Played five seasons in NFL with Dallas, Miami and Baltimore

- **Jackie Kellogg** - Defensive Back – ‘93 Free Agent contract with San Francisco  
  Played in four different pro leagues in his decade-long career. Released by San Francisco prior to start of ‘95 season. Six seasons with Calgary Stampeders, one with the Edmonton Eskimos both of the CFL, Two seasons with the Frankfurt Galaxy of the World League. One season with Memphis of the ill-fated XFL

- **Kurt Schulte** - Defensive Back – ‘91 Drafted in seventh round by Buffalo.  
  Played ten seasons in the NFL, including his final two in Detroit
Eastern students, faculty and staff were saddened to hear that Dr. David Terwische, former chair of Eastern’s Department of Electronic Media, Theatre and Film, had died on June 24 at age 59.

Memorials were held for Terwische in Illinois, Southern California and Arizona. Many of his former students recalled their former teacher’s patience, wit and common sense, not to mention the extensive professional skills he had shared with them over the years. There also has been a scholarship fund established in Terwische’s name through the EWU Foundation.

Born in Quincy, Illinois, Terwische attended Quincy High School, then Culver-Stockton College in Canton, Missouri, where he received his bachelor’s degree in speech and drama. A master of arts and doctorate in radio-television-film followed, from the University of Missouri.

Terwische’s prolific work in radio and television began in 1971, when he was hired as an assistant professor at Southern Illinois University (SIU) and also served as producer-director for the SIU Radio Network. There he wrote and produced 234 hour-long prime time television talk/variety shows; produced 39 piano concert shows; wrote, produced and directed three two-hour television productions of works by Molière; and created 28 original television dramas and 132 radio interview programs.

From 1978-80, Terwische was a writer-producer for CBS Television Network in Los Angeles, where he developed on-air and print press kits for new television programs and specials.

At McGuire and Nichols Advertising in Los Angeles, he was vice-president of advertising and marketing from 1980-82. He then accepted an assistant professor position at the University of Arizona. In 1983, Terwische produced four original half-hour television dramas for the Tucson, Ariz., broadcast area.

Coming to Eastern in 1984, he would serve over the next 19 years as director of the Radio-Television Production Center, chair of the Department of Electronic Media, Theatre and Film, and general manager of KEWU-FM.

Terwische remained creative in his field. He wrote a television pilot in 1990 called King of the Ozarks, as well as a script for an episode of the same show in 1991. At the time of his death, he had been on sabbatical, working on a stage play called Tune in Again Tomorrow.

Dr. David Terwische was more than a good teacher. He was a mentor to his many students. He was their confidant and supporter. He shared with them an intimate knowledge of the broadcast and motion picture industry. And he left behind a fraternity of literally hundreds of former students who now have successful careers in a wide variety of positions within the motion picture and television industry.

Memories of David Terwische

"I began attending Eastern half-time while a Cheney High student in fall 1989, but didn’t meet Dr. Dave until summer 1990 in my first of three Summer Drama Workshops he oversaw. In the beginning, I only wanted to write scripts. Dr. Dave, though never having taught me before, gave a 17-year-old girl a chance. The resulting script wasn’t great, and I know my classmates didn’t enjoy producing it, but it showed me firsthand where my writing needed improvement.

The next two scripts I wrote — one produced, one not — received honorable mentions on a national student level. These were written under directed-study with Dr. Dave, who despite that initial outcome, saw something and continued to believe in me. Later, in the department’s first writing seminar, I completed my first full-length screenplay under his tutelage.

In getting to see some of my scripts produced, I got a sense for when dialogue did and did not flow naturally, the amount of crew required to film a script, realistic set and prop considerations and more. Taking crew positions on scripts I didn’t write, I learned how hard it was to direct a script, the amount of influence a video editor has on storytelling (an area I discovered I enjoyed, that I might not have otherwise) and more.

Looking back now, the biggest lesson I brought with me was to think beyond just being a writer, with flexibility to step into multiple positions. It took me nearly seven years in L.A. before my first script sale, and in the years between, I worked..."
The Los Angeles memorial event for David Terwische was held Saturday, July 12, at the Marina del Rey Chart House with 25 friends attending. The site was chosen because of David's love/obsession with the Chart House's roast beef. Scott Templeton (RTV '89) hosted the event which was attended not only by EWU grads but graduates of Southern Illinois University where David taught. Each attendee spoke about the impact that Dr. Terwische had not only on their academic careers but their lives.

jobs ranging from a production coordinator in animation to various administrative assistant positions at entertainment and entertainment support companies. I'd built the mindset and survival skills to do it thanks largely to Dr. Dave.

When going to visit my own family in Cheney, I'd go out of my way to see Dr. Dave at Eastern. We'd talk the business in L.A., the evolution of the Electronic Media and Film program and more. It's hard to fathom there'll never be another conversation, another jolly laugh, another 'Awk!' at something he disliked.

Dr. Dave gave to his students above and beyond practically anyone I have ever met. As a believer in mentoring and giving back, he's set a bar I don't know if I can ever reach, but I'm determined to try. After all, he did it for me.

Shannon Muir, '94
scriptwriter, Los Angeles

Shannon Muir's recent scriptwriting success includes five 11-minute animation scripts for Milky Cartoon, Ltd., for 2003. She continues as a columnist for Digital Media FX, and has been a production coordinator on Invader Zim for Nickelodeon Animation, a consultant for Denubian Galaxy Starmap for Voltron: The Third Dimension, a production coordinator on Extreme Ghostbusters for Sony Pictures Family Entertainment, and a production assistant on Jumanji: The Animated Series for Sony Pictures Family Entertainment.

In the Summer of 1984, I was in Dr. Dave's first "Summer Workshop." I co-wrote a sitcom called Boiler Room, and Dr. Dave read it in front of me. I could hear my heart beating as I sat nervously, waiting. Then he laughed. And laughed again. He turned to me and said "I knew you could do it!" It was that comment that gave me the confidence to pursue a career in television writing. I will never forget his influence or care for his students, and I consider him the greatest teacher I ever had.

Scott Schaefer, '85
writer/director/producer, Seattle

When I was leaving Eastern in the summer of '99, after graduation I stopped by Dr. Dave's on my way to LA. I was scared to death. I asked him if I was doing the right thing, was I good enough, was I ready. He told me it wasn't going to be easy at first, and to have patience; he knew it wasn't my forte. He told me stories about himself when he first got to school, things I had forgotten. I couldn't believe with all his students, he remembered everything. Dr. Dave believed in me more than I believed in myself that day. His words inspired me and pushed me out the door, allowing me to spread my wings and fly. He was always happy to hear from his students and always reveled in their successes. He was one of the most selfless, humble and loving human beings I have ever come across.

Today, I am a full-time director in Hollywood. I have won multiple advertising awards and worked with some of the biggest brands in the business. He and I talked the day before he passed and we chatted about that day I left Eastern four years ago, and as usual he chuckled as if to say "I told you so."

Dr. Dave taught me to write, direct and produce, but most of all he taught me the true keys to success...to be happy, have integrity, be humble, be kind and to love my life. I get up every day and thank God I met this incredible man who believed in me enough to allow me to believe in myself. We will truly miss Dr. Dave, but never forget him. He inspires me every time I look in the mirror.

Marcus McCollum '99
director, writer
Fusion Films, Los Angeles

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The Belly Gunner
By Carol Edgemon Hipperson

Carol Edgemon Hipperson, '89 M.A.-English, continues to win praise for her young adult book about the World War II experiences of Dale Aldrich, a real-life gunner on a B-17 bomber.

To date, her book has been awarded the "Worthy of Note" recognition from the Virginia Library Association, was named a "Notable Social Science Studies Book for Young People" by the National Council for Social Studies, was listed as one of the "Top Ten Junior High/Middle School Titles" by the Kansas chapter of the National Education Association and won the award for "Best Book, Social Studies, Grades 7-12," from the Society of School Librarians International.

After 10 three-hour interviews conducted with Aldrich in 1995, Hipperson constructed an engaging first-person narrative that captures the matter-of-fact style and attitude of the World War II flying veteran.

Without a single attempt at sounding heroic or important, Aldrich recalls his life leading up to and including his service in the war, from being drafted to his early flight training, from his first missions over Europe to his being shot down somewhere over Holland; and from his imprisonment in Stalag 17 to the end of the war and his eventual release and return to the United States.

"The book is intended to be read by anyone who wants to know — or be reminded of — what it was like to be an American soldier in combat during World War II," says Hipperson, a freelance writer and librarian for the Fairchild Air Force Base Heritage Museum.

She notes that the book is distinctive in that, unlike many other books about World War II, it is one of few appropriate for grade 7-12 reading interest level that also "does double duty in the classroom."

"Students not only learn basic World War II history and geography when they read The Belly Gunner, they see the kinds of memories they can expect when they talk with their grandparents or other veterans of the World War II generation in their communities."

The book contains many black-and-white photographs from World War II, drawings and photos of aircraft referred to in the narrative, a time line of World War II events and a thorough glossary and index.

Hipperson says that her experience in English and history classes at Eastern encouraged her to become a writer of nonfiction.

"I remain grateful to Ursula Hegi and Bob Olafson in the English Department; Fred Lauritsen and James Kieswetter in history; and Nancy Todd in library sciences," she says. "Above all others, I thank EWU for persuading such a famous author as Patrick F. McManus to remain on the faculty long enough for me to take all his courses in graduate school. If I know anything about writing nonfiction, I learned it from him."

The book is available at Auntie's and Barnes and Noble in Spokane, and can also be purchased online at www.millbrookpress.com or by special order through any retail bookstore.

The Lamb
A novel by Bruce Burnett

What if a scientist could somehow obtain a sample of the blood of Jesus? With DNA testing, what could we learn? And what secrets might be revealed that are best left unknown? This is the premise of the first novel by Bruce Burnett (B.S., biology '87), who is currently a research scientist at Ungen Pharmaceuticals in Colorado.

"I was sitting at my laboratory bench," recalls Burnett, "frustrated with life and science while reading a DNA sequence from a failed cloning experiment when it hit me: What if we found the blood of Christ and what if it coincidentally matched the DNA from a scientist?"

The Lamb, published by Writer's Club Press of iUniverse, Inc., centers around a unique child with special abilities. As an adult, he becomes a professor at Harvard and receives a vial from a collaborator in Israel who believes it to contain the blood of Christ stored for over two millennia by his followers.

After performing DNA fingerprinting, Dr. Adon finds that the DNA exactly matches his own. This sets in motion a chain of events that could destroy the scientist, his family and the world.

"I began writing The Lamb in 1998 and finished in early 2001 before September 11th," said Burnett. "It's a little scary that some of the things I wrote back then have actually come true. I guess the writing was on the wall."

Burnett grew up in small Oregon towns and loved science, baseball and writing. After graduating valedictorian from Klamath Union High School in Klamath Falls, Ore., he went to college at the University of Puget Sound and then to EWU, where he played baseball and received his bachelor's degrees in biology and chemistry in 1987.

"I have fond memories of Eastern," says Burnett. "It was a great place to finish my undergraduate education and I have fond memories of the people and the campus that continue to enrich my life."

Burnett regards Dr. Don Lightfoot, professor of biotechnology, as being instrumental in his choice of career.

"Undergraduates at Eastern can actually meet with their professors and even help with research," he says. "At Yale [where Burnett got his Ph.D. in biochemistry and biophysics in 1992] undergraduates are lucky to ever meet their professors, let alone help with research!"

Burnett's scientific research has encompassed such diverse topics as DNA recombination and repair, HIV replication, cloning of cancer genes for cell immortalization, hormone research, pain and inflammation, and genetic modulation of gene expression.

For a scientist to write a novel does not seem that odd to Burnett, who always enjoyed writing but postponed it for years while research consumed his time. He also wrote a screenplay and had sold it to a British film company in September 2001, but then the company backed out a few days later after the 9-11 disaster.

"It's important for science-minded people to dabble in the liberal and creative arts," says Burnett. "It's all critical to being a well-rounded person."

Make a difference, Leave a Legacy

"I enjoy meeting each student who receives my scholarship. Knowing I'm encouraging others gives me a great deal of satisfaction. In fact, it's quite thrilling!"

- Mabel Linnea Kaiser
Retired EWU Education Faculty Member (1941 – 1974)

Mabel Linnea Kaiser made a generous gift to Eastern by transferring ownership of a life insurance policy to the EWU Foundation. The policy funded an endowment in her name that will provide a scholarship to a student in education each year...in perpetuity. Please consider designating the EWU Foundation as a beneficiary of your life insurance, 401K retirement plans and/or IRA’s when reviewing your estate plans.

For more information contact:
Gayle Ogden, J.D.
Office of Planned Giving
127 Hargreaves – Cheney WA 99004-2413
509-359-6132
Gayle.Ogden@mail.ewu.edu

Please remember the EWU Foundation in your estate planning. Thank you!
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A Unique Program

Most PLA programs in the United States are found in private institutions, and Neace considers it unique for state-support colleges and universities to be involved in this system of experiential evaluation. Eastern’s PLA is distinguished also by its direct link to an academic degree program, as opposed to being a stand-alone program.

“This makes us much more successful in guiding the student through a baccalaureate degree,” says Neace.

Mick Brzoska believes that Eastern has such a program specifically “because EWU faculty and staff are typically willing to put in the extra work that this type of program requires.”

After a portfolio is approved and submitted for credits, the adult learner works with John Neace to design an upper-division emphasis that meets the student’s specific goals and objectives. This commonly includes departmental minors or certificates, pre-professional program requirements and graduate programs.

“I was confident that having a degree from Eastern would be a good career move,” says Patsy Gayda, who was a branch manager for Spokane Teachers Credit Union (SCTU) when she started classes at Eastern. “My CEO, Steve Dahlstrom, had received his master’s from Eastern and his positive feedback was a great endorsement for an EWU education,” she adds.

Since getting her Interdisciplinary Studies degree, Gayda has been promoted to Director of Branch Operations at STCU.

“Many ITDS students have specific career goals in mind, but others acknowledge that they simply have not felt “whole” until getting a college degree. “What I’m noticing as a result of completing my degree and participating in the Interdisciplinary Studies program,” says Kelly, “is that I feel more self-confident and sure of myself, having that experience. I guess it was really a totally selfish endeavor.”

“I think what I enjoy most about my job,” says Neace, “is watching students make personal as well as professional gains through this program. They speak better, write better, and have much elevated attitudes and images of themselves afterwards.”

“Without John Neace and the Interdisciplinary Studies Program, I would never have tried,” says Steve Whitford, who is now a customer support and service representative for Norlift, Inc. “I have the degree, the career, and the confidence that comes from achievement. All of the knowledge I gained on my educational journey serves me well in my everyday life.”

From left to right, Frank Deabreu, Jason Clerget (ASEWU president), Sen. Larry Sheahan, Dr. Stephen Jordan, Neil McReynolds (chair, EWU Board of Trustees), Jim Kensok ’92 (Avista), Leroy Nosbaum (Itron), and mayor Amy Jo Sooy (Cheney). Official groundbreaking ceremony for the School of Computing & Engineering Sciences. A “digging robot” was on hand from Eastern’s Department of Technology.
balance between civil liberties and security, we are talking about 'special conditions,' and I fear that under those kinds of conditions, anything can happen."

"Following 9-11, the number one goal of the Department of Justice (DOJ), and thus this office, is to protect America against the threat of terrorism. We in DOJ will direct our efforts against this threat in the most aggressive manner, legally and logistically possible. We make no excuses in this regard."

— James A. McDevitt, U.S. Attorney, Eastern District of Washington

"How to strike a balance depends on how a need is perceived," noted Neil Zimmerman. "What is reasonable to do depends on that perception. Still, what concerns me here is the extent to which we extend the metaphor of the war against terrorism to those people who might commit a terrorist act, which would extend the rationalization for government surveillance, arrest powers and ability to hold people incommunicado based on what people are thinking, or maybe reading, not just what they are doing."

McDevitt, the U.S. Attorney based in Spokane, added: "Just like any other business or endeavor, libraries should not be allowed to become a safe haven for terrorists or terrorist activities. Obtaining business records is a long-standing law enforcement tactic ... Thus, the acquisition of library records is nothing new."

Thus, the debate over the USA PATRIOT Act continues. As it moves from the corridors of Washington, D.C., more and more into the living rooms of America, libraries are likely to be carrying the weight of the civil liberties spear for some time to come.

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Literary Giants Highlight Get Lit! Events

Literary giants Kurt Vonnegut, Garrison Keillor, Dave Barry and Lynda Barry will visit Spokane next April for Get Lit!, the annual literary arts festival coordinated by the EWU Press.

Scheduled for April 14-18, Get Lit! 2004 will include writing workshops, panels, readings, school visits, poetry slams, food, music and more.

Ticket packages are already available; individual tickets are available beginning Oct. 1. Ticket prices run $30-55 for individual events to $63-90 for the Sunday, April 18, events (Dave Barry and Garrison Keillor) to $94-121 for a complete festival pass. For tickets, call Ticketswest at 325-SEAT or (800) 325-SEAT. (A limited number of discounted tickets for EWU employees and students will be available Oct. 1 from the EWU Press — 623-4286.)

For specifics on schedules and tickets, check out http://ewupress.ewu.edu and http://ticketswest.com
Eastern Alum is Miss Washington

Spokane's own Fianna Dickson (MSC, '03) was named Miss Washington in July with a platform of Beyond Buckling Up: Saving Lives with Safe Driving. As of press time for this issue of Perspective, she was scheduled to go on to the Miss America Pageant in September in Atlantic City, New Jersey.

Dickson will be busy during her year of service working with elected officials to assure renewed funding for traffic safety education, advocating for senior citizen retesting and driver training, creating partnerships among auto manufacturers, with parents and students determining key solutions to safety problems.


Dickson was a 1997 Ferris High graduate who received her AA degree from Spokane Falls Community College, a bachelor's degree from Gonzaga University and her master of science in communications from EWU. She has worked as an intern with the Office of the Mayor for the City of Spokane, a public relations intern for St. Luke's Rehabilitation Institute and as a regional high school/college dance coach.

Her career ambition is to become a successful public relations professional, then attain a Ph.D. to become a tenured professor.

Her scholastic honors include being listed on the National Dean's List, membership in Iota Rho (National Communications Honorary Society) and serving as a Gonzaga University Ambassador, among other accomplishments.
The Anniversary that Nearly didn’t Happen

Evelyn (B.A., B.S., '53) and Ron McKinney (B.A., '53) celebrated their 50th anniversary in June, a memorable event made even more so given the circumstances of their first meeting and first wedding.

Evelyn began her studies at Eastern in 1949. At that time, Ron was in the naval reserve in Korea after completing one year at Eastern. He returned in 1950, the first veteran to return to Eastern that January.

"Right after he had registered," recalls Evelyn, "he walked into a malt shop in Cheney with his parents. I was sitting at a table with my roommate, when Ron pointed his finger at me and said to his mother in a loud voice, 'That's the woman I'm going to marry.' He was amazingly brazen!"

Before long, they were going out together, but she was leery about marrying a serviceman. When she finally changed her mind, he was about to return to service and they had just three days to put together a wedding. Immediately afterwards, she had to drive Ron to the train station so he could report to San Diego for duty.

As their 50th anniversary approached, they decided to redo the whole wedding, with the entire family, including grandchildren and several of the couple’s Eastern roommates and classmates, in attendance.
Class Notes

'93 Stephen Poff, MSW social work, worked as a social worker for 20 years and is now concentrating on writing. He has published an article and a poem about the horse, Seattle Slew. He lives in Ellensburg, Wash.

'93 Cindy Towers, BAE reading, is now teaching 3rd grade at Eastwood Elementary and lives in Roseburg, Ore.

'92 Erik Humble, BS mechanical engineering technology, and '93 Jennifer (Neal) Humble, BS biology, own a successful engineering and fabrication business in Spokane called Moco Engineering and Fabrications. They have two children, ages 5 and 3.

'91 Michele (Turner) Trent, BA radio-television, and her husband John, recently adopted three children from Russia. The couple resides in Avondale, Ariz.

80s

'89 Cindy Williams, BAE reading, is in her 5th year as director of the Corner Stone Private School, which teaches K-8th grade. Cindy lives in St. Maries, Idaho.

'88 William Bittner, MBA business administration, is now the manager of Pitz Sand and Gravel of Spirit Lake, Idaho. It is a business owned by the National Youth Alliance of America to help finance a nature camp being built on the property near Spirit Lake. William resides in Spokane with his wife, Linda.

'88 Nancy Hathaway, BA studio art and theatre, is now the director of the Art Department at Eastern Washington University. Welcome to “Eagle Country,” Nancy!

'88 Jeanne O’Donnell, BA government/international affairs, has retired and now lives in Gig Harbor, Wash. Jeanne has two grandsons who attend Eastern.

'86 Connie Schlothauer, MA reading, is a retired 1st grade teacher and reading specialist from Campbell County School District in Wyoming. Connie now tutors students in reading and occasionally substitutes.


'85 Jeffrey Karr, BA physical education, played baseball at Eastern and went on to play for four years with the New York Mets. Jeffrey is currently teaching high school health. He also coaches football. He resides in Annapolis, Md., with his four sons.

'81 Stephen Moore, BA natural science, exchanged wedding vows with Kerrie Long in September 2002 in Montego Bay, Jamaica. Stephen is currently a captain for Delta Airlines based in Atlanta, Ga.

'81 Suzanne Knapp, MA biology, was promoted to district manager of the South Willamette Watershed District with the Oregon Department of Fish and Wildlife. Suzanne lives in Independence, Ore.

'80 Larry Mann, MA history, and '79 Carole Mann, BA nursing, exchanged wedding vows July 13, 2003. The couple lives in Mukilteo, Wash., where Larry is a technical writer with the Washington School Information Processing Cooperation and Carole is a nurse-case manager with Snohomish County.

'80 Vicki Costanzo, BA radio-television, owns a figure skating and hockey apparel business called Ice Time Apparel in Burbank, Calif.

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Hello, graduates of Eastern Washington University

Give us your thoughts on the current Perspective magazine. Tell us about your time at Eastern or your favorite EWU faculty. Submit a Class Note. Tell us what events have happened in your life: a new job, marriage, children, retirement, advanced degrees, you name it. Keep us updated. Moving soon or know someone else who has? Let us know so that we can keep Perspective coming to your mailbox.

Name ____________________________
Class Year _________________________
Address _____________________________
Phone __________ Email ____________

Please send to:
EWU Alumni Relations
506 F Street
Cheney, WA 99004-2402

888-EWU-ALUM (398-2586)
PH: (509) 235-5034
Fax: (509) 235-5032

Web: www.ewualumni.org
"80 Mike Parker, MA physical education, was recently appointed superintendent for the Concrete School District located in Spokane. He is married to '82 Bobbi Parker, BA reading.

70s

'78 Eileen Nuxoll, BA social work and journalism, retired in 1988 after 10 years of working with seniors. She is still active as a freelance writer and advocate for senior issues.

'77 Howie Stalwick, BA journalism, won the 2002 Herb Caen Memorial Award. The National Society of Newspaper Columnists presents the annual award for the top collection of notes/items columns in the nation. Howie also won first-place awards for his columns and sports features that appear in Idaho daily newspapers. He is a freelance sports writer living in Idaho with his wife Jennifer.

'76 Joyce Stockler, BA marketing education, has opened her own vocational school in Illinois, called Healthcare Inservices, after years of teaching.

'75 Lila Bryson, BA child development, retired from the state of Washington Department of Social and Health Services in 2003. Lila lives in Spokane and enjoys time with her seven grandchildren.

'71 Stephen Ames, BS biology, was re-elected Nov. 5 to his 6th term as County Coroner for Walla Walla County.

'70 Patrick Jackson, BA social work, is now a realtor with Tomlinson and Black in north Spokane.

'70 Jean Hordyk, BA recreation and leisure services, retired after 28 years as the director of the Port Angeles Senior Center, in Port Angeles, Wash.

'70 Frank Mace, BA special education, taught for 10 years and retired in 1982. Frank volunteers at the Veterans Hospital and has earned 5,000 hours. He resides in Cheney with his wife Marcia.

'70 Bruce Pennell, BA music, has taught music for kindergarten through 12th grade since 1971. Bruce has taught in three different school districts: South Whidbey, Liberty and Central Valley. He continues to play bass professionally in orchestras and as a substitute on cruise ships and in jazz clubs. He is married to '68 Bonnie J. Whinnen, BA education.

60s

'68 Corinne Anderson, BAE music, is teaching music at the new Emirates National School in Abu Dhabi, located in the United Arab Emirates.

'68 Bill Yeend, BAE speech communication, is the news announcer on KOMO radio in Seattle. '68 Camilla Yeend, English, is now the magazine editor for Nostalgia Magazine, also located in Seattle. Both are members of the Eastern Washington University Foundation Board.

'66 Jim L. Morash, BA communication studies, is director of the Tri-Cities Airport in Pasco, Wash. Jim received the American Association of Airport Executives Distinguished Service Award in 2002. This award is given for professionalism and dedication to the industry. He has been involved in aviation for more than 30 years.

'65 Lyle Wirtanen, BA history, retired in 1999 after 33 years in education in Oregon and Washington. Lyle lives in Idaho with his wife, Frances Allard. In 2000, Lyle became director of The Historical Museum at St. Gertrude in Cottonwood, Idaho, and is enjoying his second career.

'63 Kay Gill, BA German, and '63 Dale Gill, BA biology, both served as figure skating judges for the past 25 years. Kay works at AAA Superior Laboratory in Spokane and Dale is retired. Their dog has just won the obedience championship title in a recent dog show.

'64 Shirlee Olson, BAE elementary teaching, and '55 Robert Olson, ME education, recently celebrated their 53rd wedding anniversary. They both retired in 2003 from Coeur d'Alene School District #271. Kay taught and Robert was a principal.

'63 JoNell Barber, BA education, is retiring after teaching for 32 years in Eureka, Mont., and Lakeland, Post Falls and Coeur D' Alene, Idaho.

'61 Martha Speelman, BA sociology, retired from the Veterans Affairs Healthcare System, where she worked as a medical records administrator/medical staff coordinator. She now resides in Long Beach, Calif.

50s


'53 Robert Nelson, BA education, recently completed 50 years of basketball officiating in the Spokane area. In 1993, Robert was named a member of the Inland Empire Basketball Officials Hall of Fame. He and his wife, Nancy, are both retired and live in Spokane.

'52 Georgina (Rodeck) Nicholls, BAE education, has retired after many years of teaching. Georgina has taught internationally in Thailand; Papua, New Guinea, and China. She is a Tawanka member.

'53 Betty Southwick, BA education, taught for many years in Asotin, Wash.; and now has two children, five grandchildren and two great-grandchildren. Betty is enjoying retirement and living in Idaho.

40s

'49 Leslie Taylor, BA economics, served his country during World War II as well as the Korean and Vietnam wars. Leslie retired as a Navy captain in 1972. He lives with his wife, Colleen in Mill Creek, Wash.

'74 Alan Rounds, BA mathematics, passed away March 13, 2003. Alan taught at Sunnyside High School in Sunnyside, Wash., and also at Heritage College in Yakima, Wash.

'70 David T. Johnson, BA English, died January 16, 2003. David was a retired high school teacher from the Medical Lake School District, Medical Lake, Wash.

60s


'64 Melvin Hendrickson Jr., BA social science, passed away August 29, 2002. While attending EWU he was active with the R.O.T.C. and the EWU vocal group called "The Collegians." Mel taught vocal music and history in various places in Washington and Montana.

'60 Jennie Loomer, BA English, passed away June 6, 2002. Jennie was a retired teacher with the San Lorenzo Unified School District in San Lorenzo, Calif.

50s

'60, '58, '37, & '28 Glennia Taylor, teaching certification, BA education, and two-year teaching certificate, died May 29, 2003. In 1937, Glennia was awarded a "Lifetime Teaching Certificate" from her alma mater. She taught for 43 years and was a resident of Pasco, Wash.


'50 Esther (Woodyard) Day, BA education, passed away March 29, 2003 at the age of 92. Esther taught for many years in Pasco, Wash. and was a resident of San Jose, Calif.

'50 William Oates, BA sociology, died March 8, 2003. William was a World War II and Korean War veteran. He was a retired schoolteacher from Rathdrum, Idaho.

40s

'41 Myron Weitz, BA social science, passed away March 16, 2003, at the age of 84. He was living in Glendale Ariz. with his wife, Rilla Weitz '70.

Memoriam Corrections

In the Winter 2003 issue, Bruce Shadduck '67, was incorrectly identified as deceased. We apologize for the error. Bruce will turn 61 this fall and is enjoying retirement in Coeur d'Alene, Idaho.

Also in that issue, EWU alumna Bertha Graber '27 was listed as deceased, based on erroneous information we received. We are happy to report that Bertha is alive and well and living in Richland, Wash.
YOUR MISSION, SHOULD YOU CHOOSE TO ACCEPT

... join EWU for Homecoming 2003 “Mission Possible” — a week full of activities for students, alumni and friends.

Here are some highlights...

**Thursday, October 9**
- 6:30 p.m. Parade in downtown Cheney
- 7:30 p.m. Pep Rally and Bonfire in downtown Cheney

**Friday, October 10**
- 1 - 8 p.m. Various Alumni Reunion (Classes of the 1950’s + 1962-1964) activities in Cheney and at the Davenport Hotel in Spokane. Special recognition will be given to the Class of 1953 in honor of their Golden Anniversary.
- 7 p.m. EWU Volleyball vs. Northern Arizona

**Saturday, October 11**
- 8 a.m. Open House in the Pence Union Building (PUB) Multipurpose Room
- 11 a.m. Spirit BBQ and Carnival
- 12:30 - 2 p.m. Fan Fest
- 2:05 p.m. EWU Football vs. Portland State
- 7 p.m. Murder Mystery Dinner in the PUB

**Sunday, October 12**
- 1 p.m. EWU Soccer vs. Montana
- 3 p.m. EWU Volleyball vs. Sacramento State

For more information about Alumni activities and all of the Homecoming events, please visit the Web site at www.ewu.edu/homecoming or call 1-888-EWU-ALUM

The Royalty Pageant has been moved to Governor’s Cup on November 7 in Cheney.
The Governor’s Ball will be on November 8 at the Davenport Hotel.
More details to come soon.