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Eastern Washington University.

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PERSPECTIVE

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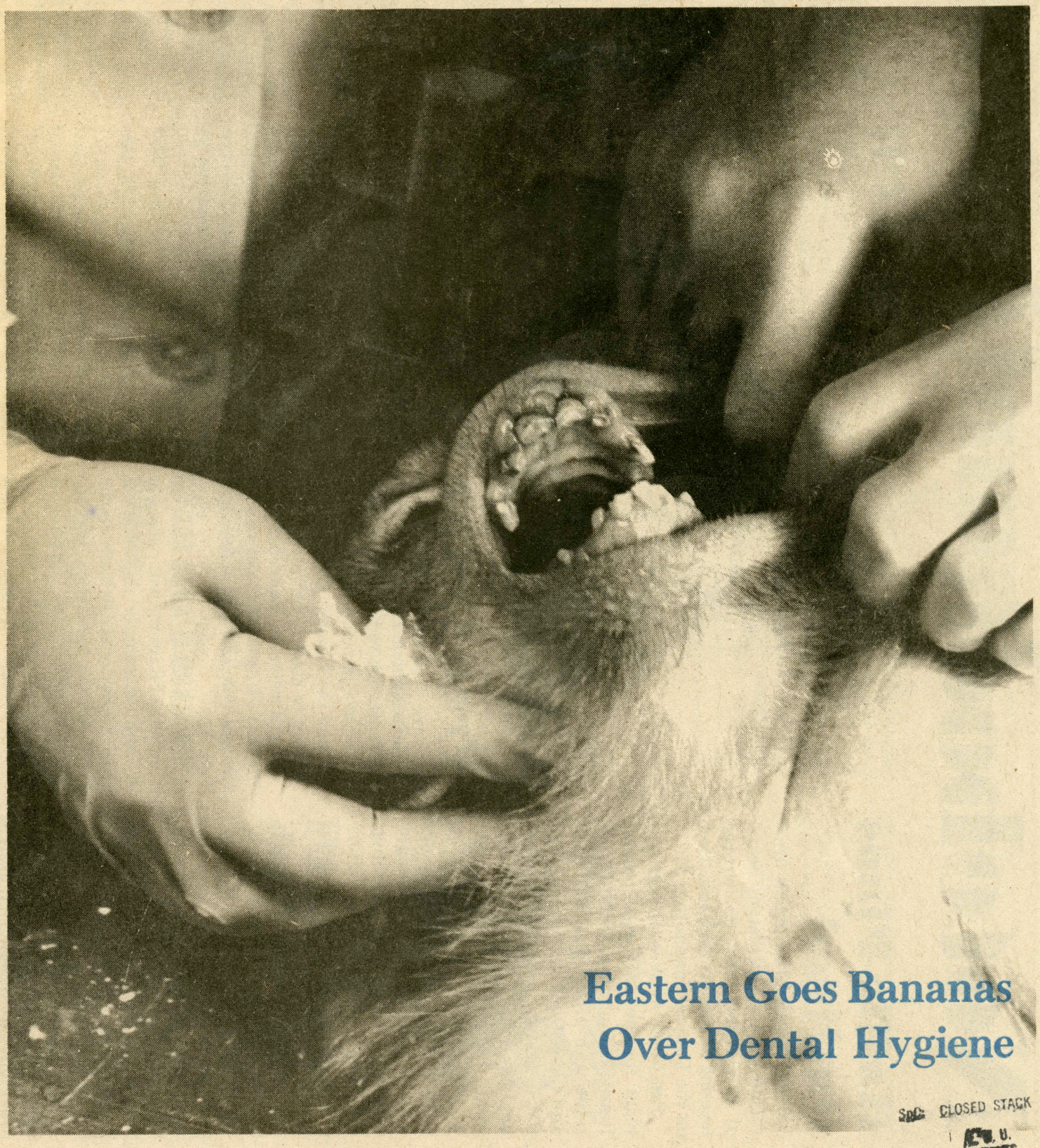
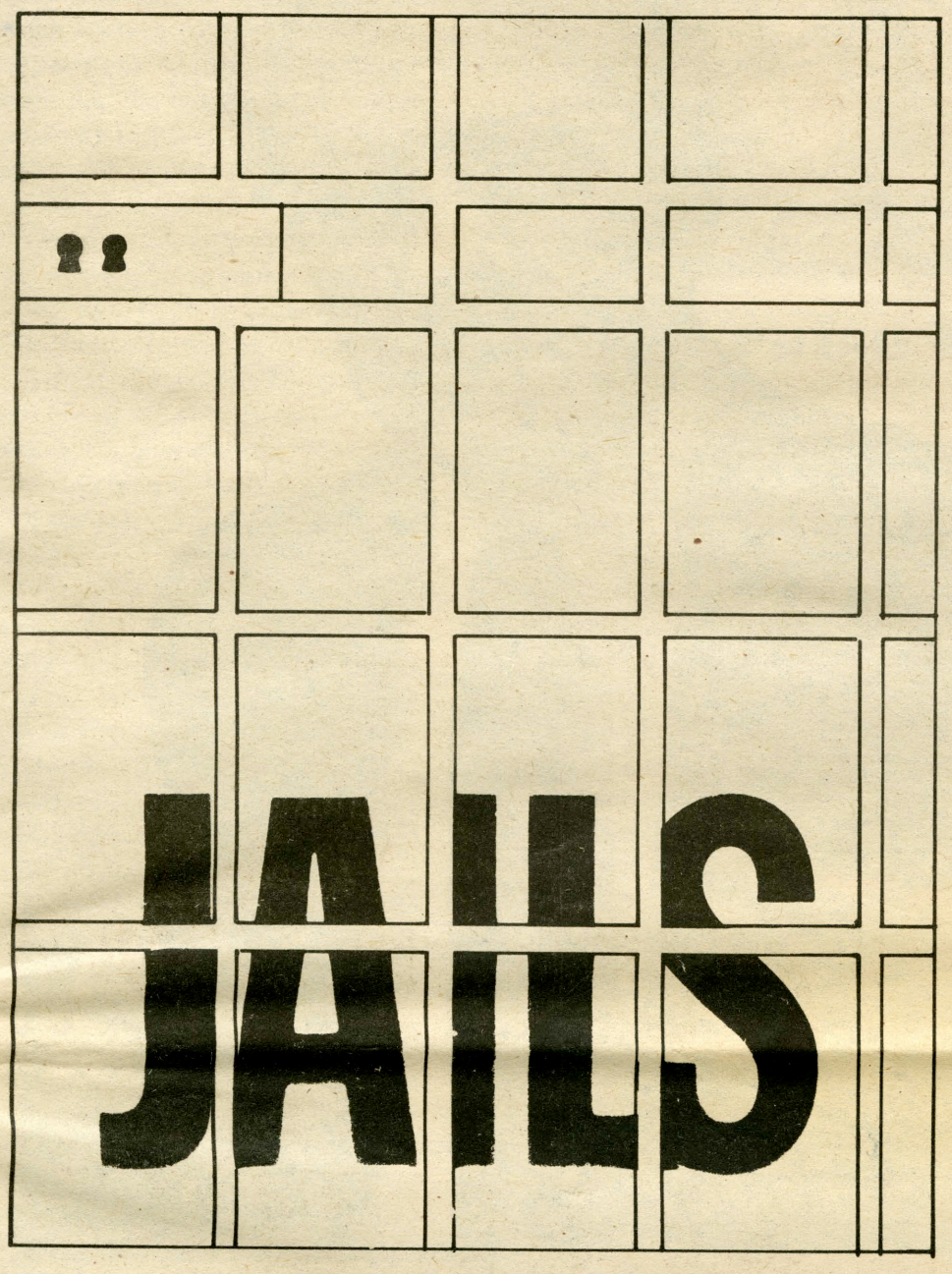


Eastern Goes Bananas Over Dental Hygiene

Eastern Washington University in

PERSPECTIVE

March 1979 Cheney, Washington 99004 Volume 1 Number 2



Human Wastebaskets of Society

Jail: Prison; esp: a building for the confinement of persons held in lawful custody.

Prison: a place of confinement as **a**: a building in which persons are confined for safe custody while on trial for an offense or for punishment after trial and conviction **b**: an institution for the imprisonment of persons convicted of serious crimes. Penitentiary.

Even the dictionary doesn't clearly define the differences between jails and prisons, but according to one of America's leading experts on jails the difference is vast.

"I learned about the difference first-hand," says Eastern Washington University assistant professor of criminal justice Jay Moynahan.

Moynahan was teaching a jailer education course in the Tri-Cities where several prison guards from the state penitentiary at Walla Walla were enrolled. The differences in the operation and care of the different types of prisoners became very apparent, he said.

"Jails are the wastebaskets of society," Moynahan said. "Jails have a variety of people from every walk of life. Some are in jail for spitting on the sidewalk, some are in jail waiting for their murder trial. There are rich people in jail, there are poor people in jail.

"Prisons are completely different. Prison inmates are either repeaters or hardened criminals who have a vastly different outlook on life than the middle-class American who was arrested for drunk driving and has never seen the inside of a jail except on T.V."

But the differences don't stop with the inmates. As a result of differences in prisoners, the people who stand watch over the prisoners are also different.

"A jailer could be considered a jack-of-all-trades," Moynahan said, "a prison guard on the other hand is a specialist, trained to handle the specialists in crime he deals with."

Jailers are primarily commissioned law enforcement officers within the city or county where they serve. They may arrest, finger-print, take mugshots of, lockup and feed the same prisoner. He may act as a fill-in counselor for the middle-class American who is drunk and give first-aid to the not-so-innocent by-stander in a barroom brawl, according to Moynahan.

Prison guards are professionals, specialists in what they do. Confining the convicts for long periods of time. A prison guard doesn't counsel the convict, he calls in a counselor to do it. A guard doesn't give first-aid to an injured convict, it might be a trap for the guard himself, Moynahan says.

Even the buildings are different.

"Jails are used for temporary confinements lasting a maximum of a year," he said. "The convicts of a prison could easily dismantle a jail in a matter of days. They're that sort of person. A prison is used as the long-term confinement for long-term sentences."

Even with the vast differences between jails and prisons, Moynahan sees a void in the education of criminal justice majors in America.

"Jails are the neglected step-children of the criminal justice system," he said. "There have been literally reams of copy written about prisons, prison reform and prison history. In criminal justice texts, prisons are discussed in great detail. If jails are mentioned at all, they are discussed in the last three paragraphs of chapter 99. In other words, they are hardly mentioned at all as a separate subject."

But Moynahan hopes to change that in the future. Early this fall he and emeritus faculty member Earle Stewart will publish the first book on the history of American jails.

"I felt it was important to know where we have been before we can define any changes we need to make in the jail system," he said. "Once people become aware of jails and their importance in the criminal justice system we can move ahead to make some needed reforms."

Moynahan has studied jails for the past nine years, since he served as a consultant for the new Spokane City/County Jail.

"I was hired to help develop programs within the jail," he said. "I have helped jailers develop such things as prisoner newspapers and psychological therapy. Such programs make the jail a safer place for jailers to work and reduces the destruction of property."

The general theory is to keep the prisoners busy so they don't have time to think of things to do, like destroy the jail, according to Moynahan.

"It's also necessary to establish jailer-education programs," he said. "Jailers face the same problems as other people while working. Such things as job stress and getting along with the people you work with."

Moynahan, who is in his 13th year at Eastern, has had the privilege of working closely with the Spokane/City County Jail and uses it as a laboratory for his criminal justice majors.

"Spokane has one of the most modern and innovative jails in the country," he said. "For example it is the only jail in the nation I know that has organized fire drills for the prisoners. Fires are one problem not too many people think about, especially in a jail. It's a problem if the jailers and prisoners don't have a plan of attack in case of fire."

And Moynahan's fascination with jails continues.

"I've unearthed enough new material already to publish a second edition of the history of jails."

The U.S. Commissioner of Education Airs Views

Earnest L. Boyer, United States commissioner of education visited Eastern to participate in dedication ceremonies renaming the northwest wing of Martin Hall in honor of emeritus faculty member Obed J. Williamson.

While on campus Boyer hosted a symposium on the future of higher education in America. Prior to the symposium, he shared some of his views with the news media.

On Desegregation

"Progress towards desegregation during the past five to ten years has been uneven. The latest figures indicate that during the past seven years, desegregation has continued in the southern, border and middle states of America. There has been more segregation in the schools in the northeast and the west. During the next five to ten years, the problems of segregation are going to be in the largest urban areas. Most of those areas, in recent years, have been moving toward a larger and larger percentage of minorities in the cities themselves. A city like Detroit or Chicago has a 70 to 80 percent minority population. The problem of integration, then, is related to the demographic fact that you have fewer and fewer students to be integrated in minority schools that are primarily non-white."

"We have to find, I think, creative new ways to convince all parents and all children that through the processes of desegregation one thing remains—excellent schools. If that can be established, I am convinced people are not going to use race as a matter of social conflict. I would like to see that we are committed to desegregation, committed to desegregation with the outcome of good education."

"In the Office of Education, while we don't enforce the law, we have money to help school districts that are in the desegregation process and are under court order. I would like to increasingly see that money used to experiment with new school arrangements. The magnet schools which we help fund will get more money next year. That's only one examle of where the investment in education has to accompany the moves toward desegregation so that students and parents and teachers feel that there is going to be a better school and a more imaginative school. The magnet schools that I visited have been very appealing because they have drawn students from across the school districts for one reason, a strong education program in the arts, sciences, in work study and other combinations. I am convinced if we are creative educationally, we can also continue to achieve progress towards desegregation."

On Illiteracy

"I deplore any situation where children have gone through 12 years of school and can't read very well and can't write very well. It's scandalous. Language is the central requirement of education. If you haven't mastered the tool of language, you can't become an educated person. If fact, you can't even become a functional human being. We must have all children reading and writing in the first few grades of school. Unless that's well established, they can't continue to move ahead."

"Language is essential, it must be taught in the earliest grades. It has to be mastered in its fundamental form. We have to get

past the point where colleges are giving remedial courses on how to read and write."

"Writing has become a lost art in this society. Many students know you don't have to write very much to get along, in fact, you can go for months in our culture and never write anything more than your name on the bottom of a credit card slip. Instead of writing thank you notes, we pick up the phone."

"We are a talking culture, not a writing culture. Students don't see their parents write much. Writing is a very under-used skill. We use computers, we use telephones, we use television, we send messages electronically, not through the printed or the written word. Writing is all but a lost art. I don't mean to flatter journalists but they are the last of a breed where performance is dependent upon clear and direct language."

"Language is the overt act of testing your thoughts. You can't have clear writing without clear thinking. You can confuse yourself and think that you think clearly, but when you try to convert it to written form, you discover you didn't know what you think. Writing is essential, not just for sending messages, but for clarification of thought. It has to be taught in the schools to help the discipline of clear thinking."

On Educational Structure

"In the public schools, our old elementary, junior high and school labels have lost their meaning. I would like to see us arrange school structures that link into clear purposes. I'm suggesting that we should have a basic school for three or four years in which the emphasis was absolutely and centrally on acquiring the basics, principally language and computation. Then you'd move on to what I call the middle school. Junior high school is a sad anemic institution, we don't know what it is. It's kind of tucked in between two other levels. I think it should be a four or five year experience in which children focus on the common core curriculum, where we emphasize that it matters to know something about our heritage, or common experiences and the nature of our interdependent world."

"Finally, I'd like to see high school reshaped, maybe a three-year institution I would call the transition institution. We cannot keep students held hostage in late adolescence until they are 17 or 18 and then have them leap over academic hurdles. The high school must start dealing with the special interests of students, and allow some in and out of school experiences. We don't quite like to admit the fact that one out of every ten students entering high school leaves, just walks off and doesn't return. That's a pretty bad record. We can't afford that. So I call the transition school precisely that to make the point that it needs to be a flexible institution; students need to see in it transition to work, apprenticeships and even early college admission."

"I think major changes are also needed outside the school structure as well. Parents have to become more involved, we can't have good schools without parents supporting them. Students aren't going to read at school if no one ever reads at home. We need to have community support through more actively involved volunteers."

On Television

"I would like to see television and the classroom more formally linked together. Television is now more authorative than the teacher. Unless schools and television can come together and begin to merge, instead of ignoring or fighting each other, we are going to have a society where the school continues to lose ground. I am very intrigued by the possibility of building arrangements where the television is a teacher that is joined by the teacher in the classroom. I am supporting moves to get teacher manuals and teacher materials that link into some of our best television teachers."

"Some of the most superb and powerful teaching that is going on, surrounds special events, newsworthy programs, documentaries, as well as the reliving of some of our great literature and heritage. There is a lot of trash on television, but there also are peaks of outstanding excellence. If children are watching these, or could be encouraged to watch them and teachers could have teaching materials to link into that, I'm convinced there would be a revitalization of the classroom, the teacher's role would be more authentic and we could also help educate children about what they should and should not view on TV."

On School Facilities

"Our problem in education in the next ten years will be unused facilities. Schools are closing down buildings at a fairly rapid rate. I was in Des Moines, Iowa, several days ago and the superintendent talked about 15 to 20 schools that were being closed in the next few years. That is more typical than atypical."

"In my view of high school, the building becomes less important. What you do is start thinking of learning places outside the four walls of the conventional facility. In the process we may be able to close down some of those horrid places that were built 75 years ago that you and I wouldn't spend a day in and feel comfortable. But we keep thousands of students in them. I visited a high school about a month ago that just depressed me to no end. The place reminded me of schools 40 years ago, nothing had changed."

"It had old wooden floors that creaked. I'm not against wooden floors, but everything about the building suggested that no one cared. Today's students walk in banks, they walk in shopping centers that look like Taj Mahals. What do young people think when every other place they go has Muzak, carpet on the floor, a sense of decor and a little aesthetic nicety. Don't tell me that doesn't say something to them about whether anybody in the town cares about schools."

On Core Curricula

"I've been arguing strongly for a common core curriculum. I wrote a small book which may in time sell several hundred copies, called "Educating for Survival" in which I try to set forth my feelings about why we need a core curriculum at the college level."

"I think it would be a terrible mistake to reintroduce the old categories that I think became rather bankrupt, the humanities, natural science, social science. We need a common core because, as human beings, we have some things in common. To educate students for 12 to 16 years and not really deal substantially with that issue is to educate towards ignorance. A lot of the pressure to eliminate requirements in the 60's especially, was carried on under the banner of diversity. I agree, we are diverse and need our individual interests, but that's only half a story. We also are together. How can we bring those into combination? This really hit me about three or four years ago when I was head of a university. I read the Stanford student newspaper that vigorously attacked a proposal from one of the faculty committees that courses be required at Stanford. The editorial came thundering out of the woods against it. The last line said, 'How dare they impose a common requirement on uncommon people,' or something to that effect. I was startled by that statement. Here is a bright guy who is editor of Stanford's student newspaper, who hasn't even been reminded by the end of his university career, that while we are isolated, we do share some things."

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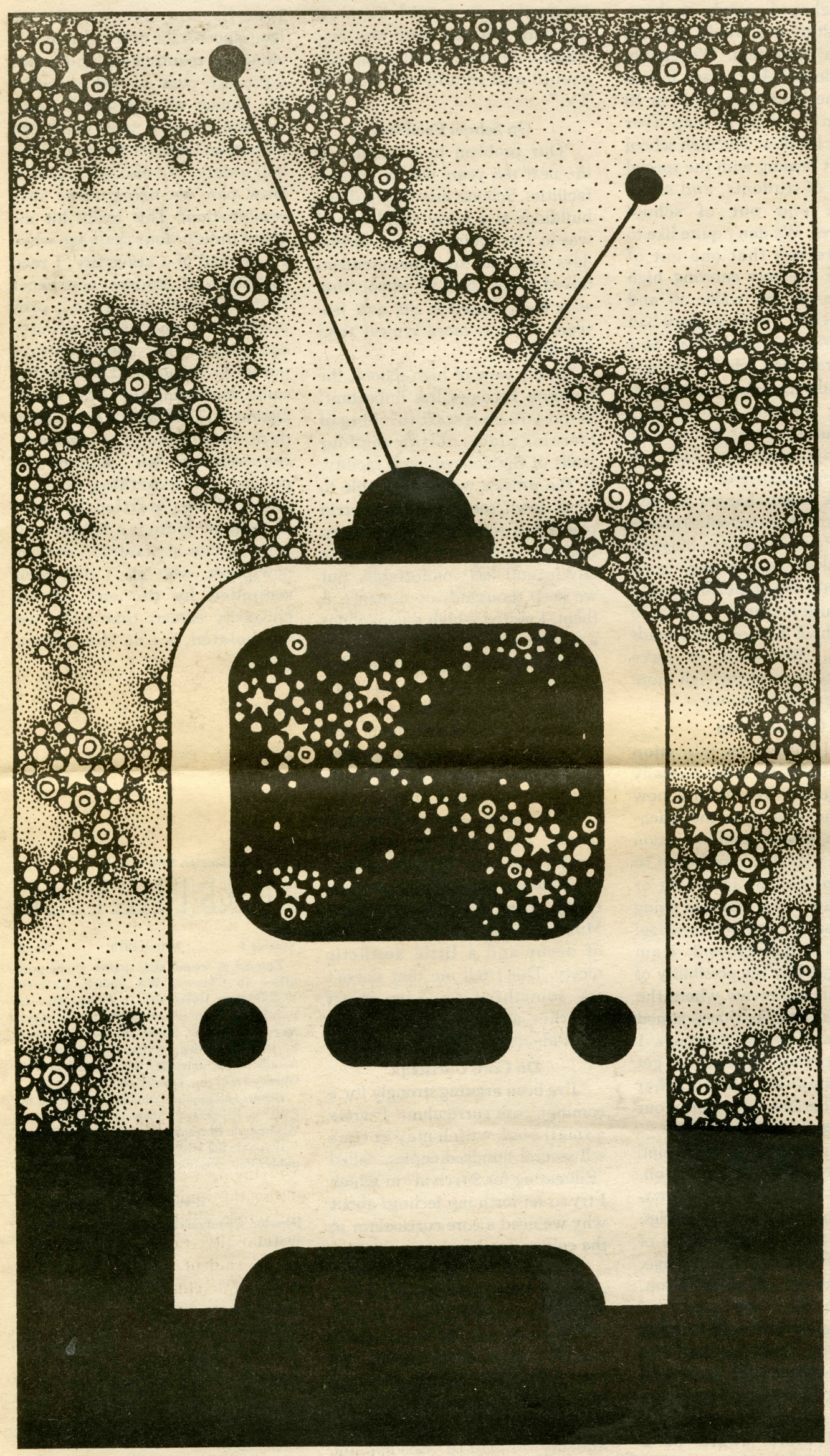


Radio-TV in Seventh Heaven

Over $1 million of new equipment, a $725,000 building and several eager students and staff. What do you have? The newly completed regional radio-television center at Eastern.

With its completion comes one of the most advanced production units in the Pacific Northwest, according to radio-television department chairman Howard E. Hopf.

The entire project was conceived by Hopf after he joined Eastern's faculty in 1962.

Beginning spring quarter students will learn radio-television production by doing, rather than by reading textbooks, Hopf says.

Under the direction of staff members, students will be in charge of various studio productions which will be distributed to educational and commercial television stations nationwide, according to Hopf.

Among the pieces of new equipment are two video-tape recorders valued in excess of $150,000 each. The center has also obtained two $200,000 television studio cameras, just like those recently purchased by CBS. In addition, EWU now sports an electronic news gathering portable camera, which can be used either in the studio or in the field.

To supplement the television production studio, the center features two radio stations. Freshmen man the controls of KEWC-AM which is piped into the dormitories. More experienced students work on KEWC-FM, a 10-watt, non-commercial station.

Dental Hygiene

Eastern Doesn't Monkey Around

Proper dental hygiene isn't something to monkey around with.

That's why dental hygiene students at Eastern Washington University use monkeys as patients to study instrumentation techniques before working with human patients.

And where does one find monkeys in Eastern Washington, an area noted for its rolling wheat fields?

At the Regional Primate Research Center in Medical Lake, Wash., there are about 1,000 macaque monkeys being used by a variety of researchers from a number of colleges and universities across the state. This regional center is funded by the National Institute of Health and is housed in the former maximum security peniteniary near the Eastern State Hospital campus.

Once a year, before the beginning hygienists start working on humans, they travel from Cheney to the primate center to examine and clean the teeth of 90-100 primates kept at the center.

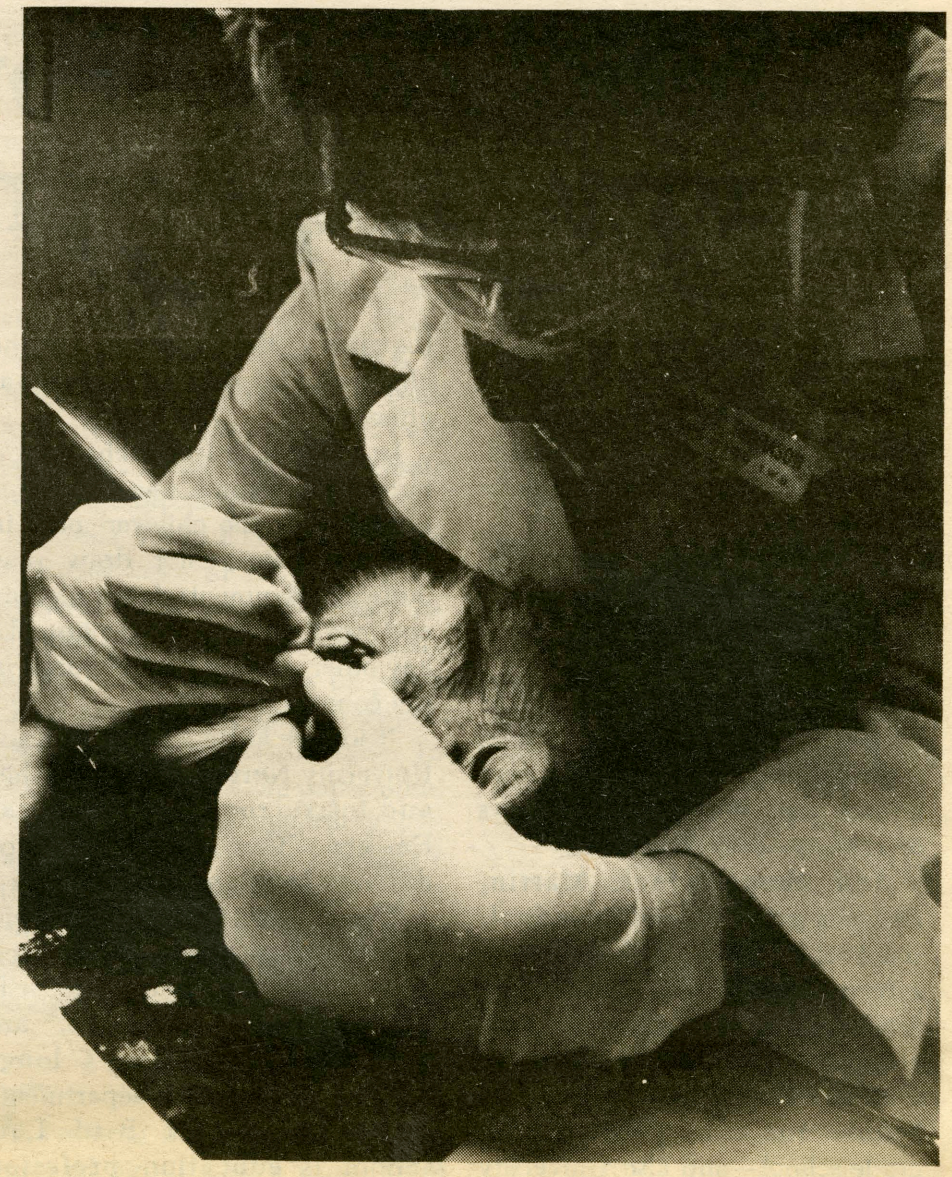
For the animals, the exam and cleaning is part of a routine physical checkup received every three months. For the students, the exams offer a chance to practice a variety of cleaning techniques before receiving appointments at the campus clinic, according to Diane McHenry, assistant professor of dental hygiene at Eastern.

Eastern's dental hygiene program differs from the usual approach taken in training students.

"Traditionally, dental hygiene students learn to use their instruments on plastic teeth, then extracted teeth and on fellow classmates before treating patients," McHenry said. "Now our students have the benefit of practicing their instrumentation on the monkeys before appointing patients."

The animals are sedated before students begin work to reduce the risk of being bitten, according to McHenry. An attendant is present during the exam and cleaning in case the animal starts to wake up during the process.

Students examine the monkey's teeth for deposits, gum disease, fractures and abcesses. They clean the teeth and report any irregularities to the resident veterinarian who performs the necessary treatment, according to McHenry.



Cleaning and examining the teeth of monkeys has benefits for both the dental student and monkey.

"One benefit of working with the monkeys is that students see some pretty severe cases of what can happen to humans if proper dental practices aren't followed," she said. "It is a better experience for the student to actually see what can happen rather than reading about it or seeing pictures of a particular condition."

Though most students are apprehensive at first, nearly all of them enjoy the experience of working with monkeys, according to McHenry.

"We started the program two years ago when one of the biology professors on campus asked me if I could come over and clean the teeth of the two primates he was experimenting with," she said. "That professor, Jerry White, also happened to be on the committee that organized the dental hygiene program at Eastern, so was aware of the needs of the program. One thing led to another and the program with the monkeys became a part of the regular curriculum."

After the beginning juniors work with the monkeys, they begin practicing their techniques on fellow classmates and later begin appointing patients at the Cheney campus clinic. As seniors the students move to the dental hygiene clinic in Spokane.

"Having the clinic in Spokane offers the students an opportunity to work with members of the community, rather than a majority of student patients treated at the campus clinic," McHenry said. "We can also offer a low cost service for the community. In Spokane and on campus we offer dental examinations and cleaning for a minimal fee. In Spokane we have a special reduced rate for senior citizens."

And in the beginning there are monkeys. Now at least.

Lab Schools Provide Unique Experiences for Students

An autonomous unit.

It offers for college students lecture-with-observation-component procedure, and also a practicum. They can observe, describe and measure.

It employs both experiential learning and manipulative education for its young participants.

And it does field testing.

Sound like a laboratory of guinea pigs? A laboratory of sorts it is, but the "guinea pigs" aren't guinea pigs, mice, rats, monkeys or rabbits—they're human.

And though Jack Martin, campus grade school principal, used the term "fishbowl" in reference to the observation of his kindergarten through sixth-grade elementary school children at Eastern's Robert Reid Laboratory School, the atmosphere of that grade school—and also University Nursery School—is as normal and American as apple pie.

"There's a trade-off," Martin said. "Sure it's a 'fishbowl' (with college students peering through the glass at the children), but the children also receive individual attention."

In observing Reid school and nursery classrooms, one can see for himself that the children play in the halls, paint, color, draw, play musical instruments, learn spelling and work math problems just like any other grade school children in the country.

"Kids are kids," says Rose Kass, University Nursery School teacher and instructor of education at Eastern. "Our students are not different from any others."

The campus nursery and Reid Lab school are separate from each other physically, but while self-governing, or "autonomous," are both part of Eastern's long-established education department.

Heading Robert Reid Lab School is education professor (principal) Martin, now completing his tenth year at EWU. Co-directors of the nursery school are Tordis Busskohl, originally from Norway, and Rosetta Kass—both of whom teach college level classes in early childhood education.

Children who attend the campus lab schools are not "special" in any respect, except in that they live in a conservative area dominated by middle-class Caucasians. Most come from the Cheney community, though a few live in Spokane.

The enrollment is based upon parent request and available openings. "It's all from parental referral—we don't advertise," Martin says of the Reid school program. "Students attending the nursery don't necessarily continue their education here at the grade school. It depends on their parents, mostly."

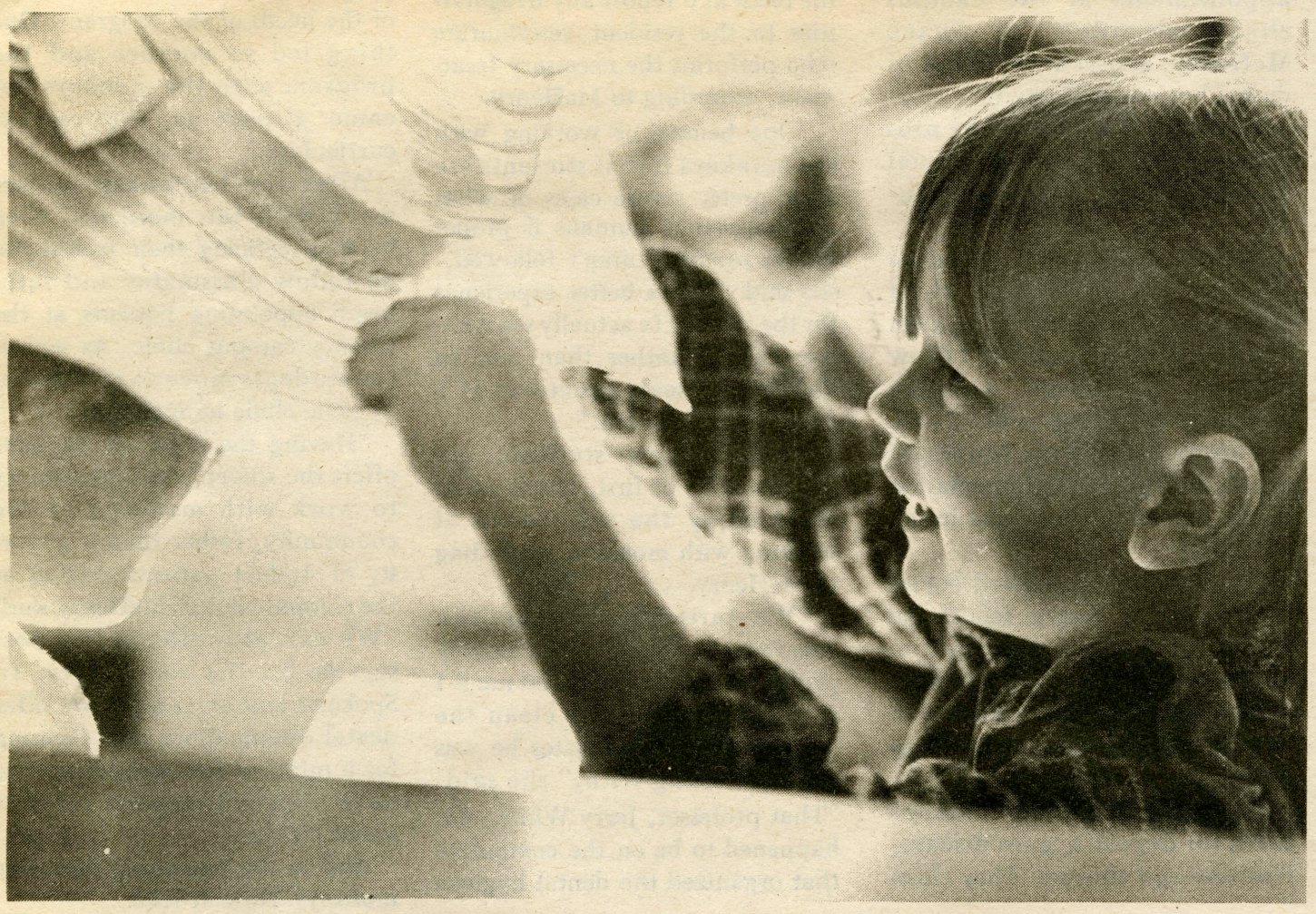
Tuition is charged for the nursery school students, but reduced on a "parents cooperative option," to encourage parent participation. "Most parents choose that option," Kass said. Right now, in one class, there are 10 of the 14 parents assisting."

There is no tuition for grade school attendance, and again, enrollment is a result of parent request.

"We try to get a good cross-section of socio-economic backgrounds," Kass said. Martin said the same about the Reid school, "We try to maintain a mix of children from varying backgrounds—racial and cultural—and also a balance of girls and boys."

Eastern's first lab school, situated in Showalter Hall (now the administration building) was built before the turn of the century. Martin Hall housed it from 1939 to 1959, at which time a new facility, adjacent to Martin Hall's education and psychology departments, was constructed "to accommodate better observation and convenience for everyone," Martin says.

The lab school was dedicated to Robert Reid, former director of the school and EWU education professor, in December of 1977.



Nursery student Brenda Syre flashes a smile while working at school.

Joelle Zimmerman experiments with the latest spring fashions at the nursery school.

Reid Lab School now employs 10 teachers and provides educational services for 170 children, including a few who are handicapped and mentally retarded.

The handicapped are remediated for upper grade preparation, Martin said. Parents participate in the adjustments of these children and often sit in on their class sessions.

Of nearly 200 lab schools in the nation, Martin says Eastern's is unique because of its observation process. Between 8,000 and 11,000 observations each year take place through one-way mirrors suspended from decks above the classrooms, similar to hospital galleries where doctors watch a surgery in progress.

College students usually make several visits a quarter, which add up to a total of in the thousands bracket, Martin explained. No one in the classroom now is aware of observers, who can watch the children at their convenience without being seen, whereas beforehand, in the older set-ups, a classful of college students filed into the room.

Students onlookers in the nursery school don't share the advantages of the isolated observation decks Reid Lab School has, since the architectural arrangement is a bit different.

The nursery school is located in what used to be Sutton Hall's dining area. Shower stalls once used by college students are now used for art project clean-up, and the study of how water flows through pipes. The children build from plastic piping miniature drain systems there. A lavatory now sits in the dorm's old phone booth, and toys are stored where students hung their clothes. Teacher's desks sit in a "study" between two small, but adequate, former bedrooms.

One of the lab schools' main goals is to prepare college students with pre-student teaching experience and child development processes. "There's so many ways for them to learn things here," Martin said.

College students don't just spend hours observing—they also work directly with children. Student teachers-to-be do diagnosis, testing, tutoring, questioning, consulting and take practicums.

Education majors, students from home economics, applied psychology, speech pathology and dental hygiene all benefit from having the campus schoolrooms nearby. They employ their learning at the appropriate levels, using their creativity in setting up "real life" situations to help youngsters learn the basics—of a hardware shop, a grocery store, filling station or post office—all complete with merchandise, cash registers and play money.

"The children are also exposed to language and sensory awareness—the "hands-on" approach to art, math, science, social studies and food preparation," said Tordis Busskohl, demonstrating some of the new learning games nursery school children have access to.

Lab school children are not cut off from the rest of their community. Even nursery schoolers take field trips. "Nothing too extensive at first, though," Kass says. "Some of them aren't used to being so far from home, or mom."

Reid Lab School students collaborate with other area elementary schools in sports, and do attend cultural programs in Spokane. Though Reid School operates independently on its outdoor education program, its students visit Camp Spaulding on Spokane's Davis Lake. Plans for an environmental study program at Turnbull Wildlife Refuge near Cheney is underway, says Martin.

In its ongoing commitment to quality education, teachers and administrators at Robert Reid participate in field testing ventures both in applying new methods, and in devising new programs. EWU faculty members have been involved—sometimes directly, sometimes indirectly—in several national curriculum development projects.

So there's a few college students seen walking through the halls of Robert Reid Lab School, and strolling by University Nursery School's playground. But the atmosphere is far from the sterile "test tube" image which comes to mind when someone describes it as "a laboratory situation."

Observation areas in Reid Lab School offer college students an unobstructed view of classroom activity.

The rigors of being educated call for a glass of juice and a friendly chat.

Treating the
and t

A Story about E

Athletic training is relatively new at Eastern Washington University, and several students fall into this major area of study.

Literally.

Take Steve Delong as an example. DeLong is one of the seven graduates of Eastern's athletic training program, receiving his bachelor's degree in pre-physical therapy in 1976, and a masters degree in P.E. with training emphasis in 1978, and is now working as the first certified athletic trainer for Gonzaga University.

"I enrolled at Eastern in 1972 as an art major," DeLong said. "I broke my wrist in a football game and found myself in the training room for therapy my freshman year."

Ecstasy of Winning he Agony of De Feet

Eastern's Athletic Training Program

Kerry Frey was Eastern's head trainer at that time, and the training room was a small men's dressing room in the old fieldhouse.

"Kerry got me interested in the program and I changed my major to begin the long road to training and therapy," DeLong remembers.

Jackie Laws is another EWU graduate of the athletic training program. Laws is the head women's athletic trainer at the University of Idaho but said her interest in athletic training was kindled after she had received her first degree.

"I graduated from Eastern in 1973 with a bachelor's in physical education and a minor in art," Laws said. "After graduation I went to Sun Valley and began working with an aquatics program. I found myself working with all kinds of professional and recreational athletics and athletes.

"My interest in medicine has developed along with my love for sports, so after three years in Sun Valley, I returned to Eastern for another degree and my trainer's certification."

One does not decide to become an athletic trainer and expect to begin working the next day. The road to a degree and certification is a long one.

"The program takes a minimum of six quarters to complete," said Glen Bradwin, Eastern's athletic trainer for the last four years. "If a student doesn't declare his intent to join the program early in his or her college career, that career may extend into fifth or sixth year studies."

Bradwin credits Frey with developing the athletic program at EWU with the physical education and education departments. The program involves an apprenticeship requiring 1,800 clock hours of training experience for the students in addition to an academic load of 64 core hours and 20 support credit housrs.

The program grants a bachelor's degree in secondary education and a second degree in physical education to the successful students completing the studies. The program also demands a science minor or employable education minor. Biology is the most popular minor for the majority of the 15 student trainers now enrolled in EWU's program.

The athletic training program requires students to maintain a 2.75 grade point average and work a minimum of 30 hours per week in the training room, now located in the first level of the Special Events Pavilion.

"The grade point is a standard set to give the students the understanding of the underlying academic side of the program and not just athletics," Bradwin said.

Students interested in the athletic program are advised by Bradwin of the prerequisite courses needed and can begin work in the training room in the spring of their freshman year, or the third quarter in the program.

After a student has completed the required courses and the 1,800 clock hours of experience, he must pass an examination given by the National Athletic Trainers Association representative for certification. The exam consists of 150 multiple choice questions and an oral, practical exam.

"I would compare the oral part of the exam with a medical board exam in terms of stressful and nerve-racking experiences," Bradwin said.

DeLong agreed with Bradwin adding, "The fact that there are hundreds of possible questions for the oral exam was more terrifying than the actual questions."

Larry Hand is one of three physical therapists working at the Spokane Sports Medicine Clinic, a private clinic working with rehabilitation and therapy for professional and weekend athletes. Hand graduated from Eastern in 1976 with a pre-physical therapy major and went on to the University of Southern California for his masters degree, completed in 1978.

"Eastern's training experiences gave me a working knowledge of all sports and their injuries," Hand said. "I feel more confident as a therapist because of my work in many different areas of athletics."

Hand helps athletes to prevent injuries through education rather than simply treating and rehabilitating them.

The educating process of athletes is a daily one for student trainers at Eastern as they work with all of Eastern's sports in the new training room built in 1975.

"Eastern Washington University has one of the nicest athletic training rooms in the Northwest, especially for a school of its size," said Jim Whitesel, assistant trainer for the Seattle Seahawk football team which uses Eastern's facilities for its summer camp.

"The training room was very well planned and is adaptable to anyone's needs," Whitesel said. "We bring in lots of sophisticated equipment every summer and the room can accommodate us easily. The room is designed to handle a flow of one to 45 athletes at a time, and getting athletes back on the playing field is very important to us."

Other colleges in the area are beginning to develop athletic training programs. Washington State University has 20-25 students in its curriculum program and Whitworth, Gonzaga and the University of Idaho have, or will have apprentice programs next year.

DeLong and Laws are setting up the programs at their colleges. DeLong began working at Gonzaga in November of 1978 and Laws began at Idaho in August of last year. Both instruct students in athletic training courses through the physical education departments at their universities. Both are also involved in the planning of better training facilities for the future at their colleges.

DeLong, Laws and Hand agree that athletic training is a booming profession, especially for women because of the recent surge in women's athletic programs. But all three also see the field becoming saturated at the college level in the near future.

"I think the need for certified athletic trainers will be extended into the public schools, particularly the high school level, in the future," Laws said.

And that will mean an even brighter future for the EWU athletic training program.

PAPERMAKING:
AN ART REVIVED

Imagine how many sheets of paper your name is on—in your medical records at the doctor's office, in school files, on computer cards, bank transactions, at the IRS and in public records, numerous credit files, your daily mail.

Now multiply the number of those sheets of paper by the number of people in your neighborhood, your city, your state, then the nation.

Tons of paper are used daily by all kinds of businesses. For example, Spokane's daily newspapers combined use roughly 17 tons—34 million pounds— annually, according to Production Manager Howard Miller.

Fact is, though, people take paper for granted. There is a lot of paper in the amount of garbage Americans throw away. Though thousands of trees are felled each year to create paper products—from cups, plates and towels to coffee filters, notebooks and cardboard cartons, to books, magazines, maps, sacks, mailing and office supplies—do you ever stop to question the need for the increasing demand for trees?

Imagine hand-making the paper products you use. It can be done.

While not proposing hand-making paper as an alternative to chopping down trees, Eastern Washington University art professor Bruce Beal teaches a basic method of getting several varieties of the substance by hand with a little help from a kitchen blender and some of Mother Nature's wares.

"Hand-making paper isn't necessarily an ecological approach since a lot of water is used in the process," says Beal. "The synthetic dyes used are pollutants, though there are a few natural dyes that are sometimes used."

Beal's class in creating paper by hand is not brand new, it's been part of the curriculum for a year. Nor is the art of making paper very new, but it's seen a revival over the past three years, Beal says.

Chinese calligraphy, one of the earliest forms of writing, dates back to 2700 B.C., according to one source. Stone, wood, clay and cloth held those first written records. In 200 B.C., the world

saw the manufacture of parchment paper refined, and not long afterwards paper products began springing up all over Europe.

One of the next landmarks in the evolution of modern paper occurred in 1680, when the Netherlands' "Hollander beater" was perfected.

"The beater was a refined machine that processed pulp from cloth rags," Beal explained. "It was a giant step in the papermaking industry."

Papermaking 396 is a result of experimentation originating in the handmade-paper revival of the past three years, according to Beal.

"I know papermaking is taught at Cranbrook Academy in Detroit, where I learned, and in some New York and California schools, also," he said. "But to my knowledge it's pretty unique around the Northwest. Eastern is one of the few schools I know of that offers it."

Floor sweepings of pure cotton from textile mills in the East were used in recent experiments across the country, Beal said. Mixed with water and starch, the cotton produces pulp.

"At the beginning of its revival, papermaking fitted the needs of many artists as a creative medium, and some turned to it as an ecological recycling approach," Beal said.

Grasses, weeds, leaves, sawdust, grains, onion skins and cattail "fur" are among the substances Eastern students have been known to toss in the blender to help give their paper body and texture.

Nature's ingredients are mixed with about two cups of water, a handful of shredded paper (old sacks, newsprint, used computer tape, drawing or blotter paper) and a little starch per blender load. A few short bursts of speed are applied—and out comes the basic paper pulp, resembling liquid-laden tufts of cotton or soggy papier mache. Depending upon the natural ingredients used, the color of the substance will vary slightly, says Beal.

Once this basic "recipe" is learned, student imaginations run rampant, Beal said. From the just-whomped-up stage, the pulp is poured into a deckle (wooden frame) over a sheet of cheesecloth. Moisture is forced out of the pulp with a sponge, clothes wringer or etching press; and while still damp, other materials can be pressed against the substance for different textures.

To tint their paper, students use synthetic liquid dye on the pulp, which is poured first onto a tightly meshed wire screen, where desired colors are bled through. From the screen, the pulp either goes into a deckle or is "plastered" on three-dimensional works.

"Waterleaf," an unsized handmade piece of paper, is the result when flattened pulp dries.

"Paper milled from wood pulp differs from hand-made," Beal said. "Wood pulp is treated with chemicals that eventually cause the products to yellow. You've seen it happen to old newspapers and magazines. But this (handmade) paper retains its color."

Weight, texture and thickness of hand-made paper is determined by the individual, Beal says. Art major Nancy Eneroth, a junior at Eastern enrolled in Papermaking, said her cattail brew dried to the softness and quality of tissue.

"It's really easy to tear, almost like Kleenex," she said, rubbing it against the back of her hand.

Other students are creating paper fine enough for printmaking and even stationary, while some work is done with coarser ingredients as thick and heavy as wallpaper paste or even thatched mud. While wet, the versatile pulp can be applied to nearly anything to mold it.

"I don't know how I first though of molding these (moose) antlers," said sophomore Eric Rajala, 24, of Cheney. "First I'm covering the front half and letting it dry, then I'll do the other half, peel it off and fasten them together."

"I collected small skulls and added those, and I hunted some bear last year, so I put some of that fur around the edges," he said, pointing to a colorful wall hanging he'd left to dry.

Also blended in the three-dimensional work are pine boughs and other relics he's collected from the woods.

"Students attach just about anything with threads or white glue," Beal said. "Some even add glitter, for the Hollywood effect."

Cheri Becker, a primary/art senior from Spokane, piled paper pulp over a tree branch to make "snow." "I call it 'The Blizzard,'" she said, smiling.

On her lastest collage-relief, she's run into a slight time-element problem. "The trick is to work fast when the pulp is fresh and damp," she said. "These reliefs get really hard to laminate when the pieces get too dry."

Senior Vicki Erickson has an unusual way of displaying an eyewear collection she has—she molded over several pairs of glasses using rectangular strips of paper she'd made of the basic formula, rice, lentils, and sesame seeds. In with the glasses is a big paper nose.

"This project is something I've had in mind for quite a while. I think I'll paint expressions (eyes) on the glasses when I'm done." she said, standing back to make slight adjustments in her work.

Creating the required 10 samples of paper and a number of molded three-dimensional shapes keeps students busy most of the quarter. Some even come back to the classroom in the afternoons and evenings to work, Beal said.

"Later on we may get into personalizing our work with watermarks, but it's kind of tricky to get the pulp to the exact consistency. If it's too thick, it'll obliterate the mark. For now, students are pretty pre-occupied with discovering new approaches to papermaking itself, and in getting their assigned projects done," he added.

For papermaking in the home, a minimum of supplies are needed.

"You should have a place where you can get messy, a couple of old garbage cans to hold the dyes, plenty of water (preferably neutral with low mineral content) and electricity to run the food blender—which you won't want to use for anything but paper projects," he said. "The main expense will be the blender and the dyes."

There is a small variety of papermaking books on the market to help a person get started in the art.

Drying time for the pulp material is about two days. "Some projects take longer to dry, depending on the thickness," Beal said. "Papermaking is the kind of art that's very free, individual and creative. It allows students to pursue their interests somewhat, also—and it's so versatile. It's better than bubble gum in that respect!

"I don't lecture on the history or origin of paper," he admitted. "But once the students are around here for a while they get so they want to pick it up on their own."

As Beal spoke, one student in the background remarked, "Boy, making paper from scratch like this sure makes you take even a piece of notebook paper more seriously!"

Community-based Social Work Program Improves Mental Health Services for Minorities

How do you improve mental health services for minority populations in non-urban areas—especially when minorities are underrepresented in the mental health profession?

This question was raised by data contained in a 1978 report by the President's Commission on Mental Health. The report showed that rural and ethnic minorities are among those least served by, and least represented in, the mental health profession.

Eastern Washington University's School of Social Work and Human Services may have a solution to this problem: bring the campus to non-urban communities so students can provide needed services while they learn.

In an experimental graduate program, Eastern faculty members hold day-long classes in the Yakima/Tri-Cities area once a week. The social work students—all of whom have bachelor's degrees and most of whom work for public agencies—arrange with their employers to make up for the time off.

Eastern's community-based program, the first of its kind in the U.S., was designed by professors Ruth R. Gossett and James Bates. The School of Social Work and Human Services received grants totaling $52,800 to operate the experimental program.

The three-year project received $35,000 from the Administration for Children, Youth and Families' Services and, for the first year of operation, $17,800 from the National Institute of Mental Health. A grant proposal amendment will be submitted to the NIMH for greater support of the remaining two years, while other funding may come from Eastern's budget.

"The concept behind this program is to provide community-based instruction where it is most needed," Gossett said. "Students learn under conditions that are real and immediate, rather than ideal and theoretical. The community benefits because the students can apply at work what they've learned in class."

The Yakima/Tri-Cities area was chosen for the experimental program because of its large minority population, according to Gossett. Local public agency personnel and other community members were interviewed to determine the need for such an educational program, the community's desire to have such a program in that area, and the number of students who would participate.

"Community response was overwhelmingly positive," Gossett said. An advisory committee was established to provide communication between Eastern's faculty and the community, recruit and screen students and provide various kinds of program support. Committee members include social work professionals, lay persons and major ethnic groups in the community.

Local support of Eastern's experimental program was evident even before the School of Social Work and Human Services received the grant for funding. Meeting space for classes and student recruitment was donated by the Department of Social and Health Services, in Yakima; the Southeast Community Center, Yakima; the United Indian Association of Central Washington, Yakima; the Mental Health Center, Sunnyside; the Indian Education Center, Toppenish; the Department of Social and Health Services Staff Development, Toppenish; and Yakima Valley Community College.

Local media covered student recruitment and continue to inform the community about the experimental program, according to Bates.

Academic requirements for the community-based program are the same as Eastern's campus-based social work graduate program. Out of 43 applicants, 19 were accepted and began taking classes in September.

John O'Neill, dean of Eastern's School of Social Work and Human Services, explained that while students in Eastern's community-based program are similar to those in the campus-based program in terms of average age, sex distribution, undergraduate grade-point average and average paid work experience in social work programs, there are three major differences:

First, 35 percent of the students in the community-based project are minorities, compared with 10 percent in the campus-based program. Second, ten campus-based students have entered graduate study directly from undergraduate programs, while all the community-based students have had intervening employment. Third, most of the community-based program students would not have been able to leave their communities to attend graduate school.

In the experimental community-based program, courses required for a master's degree in social work are taught for five-week periods of day-long sessions.

In addition to traditional lecture and discussion formats, community-based classes emphasize experiential learning, Bates said. Students are encouraged to bring their work experiences into the classroom situation.

"Students are able to test concepts in the working world, and this immediacy is not available to students in the on-campus program," Gossett said.

One employer wrote a letter to Gossett, indicating that a student in the community-based program already has improved office morale as a result of applying techniques learned in class.

Studies of the Yakima/Tri-Cities area will be done by both campus-based and community-based students. The groups' analyses of community structure, culture, government and societal operations will be compared to evaluate the differences in approach and perception between a visiting group and a resident group.

An evaluation of the three-year experimental program will consist of three parts: a first-year evaluation of recruitment activities and curriculum development, a second-year evaluation by students, and a third-year assessment of community impact.

Alumni Profile

Eastern Grad Makes It

In movies, singing, dancing, producing, writing

"How would you like to be in pictures, sweetie?"

Nobody but **nobody** asked Joanne Nail, a 1969 Eastern graduate, that all-important question—the one some aspiring starlets spend a lifetime waiting to hear. Maybe they didn't get the chance to ask because Joanne was too busy getting to Hollywood's silver screen on her own.

For the slim, ash-blonde, blue-eyed actress originally from Spokane, there was no 'big break' into show biz, hers is not a 'rags to riches' story, nor was "making it" in pictures a life-long desire.

Consciously, anyway.

"I didn't even know I wanted to act," Joanne admitted. "At Eastern I worked with children in creative dramatics, and did some unrehearsed sessions with them, on videotape. I was mainly interested in being a teacher, though."

In pursuing what she describes as a subconscious desire, Joanne at 31 has already appeared in such television series as "Marcus Welby," "Streets of San Francisco," "Rockford Files," "Harry O," "James at 15," "S.W.A.T.," "Hawaii Five-0," and moved on to co-star in "Gumball Rally," an action-packed film about car racing.

According to Joanne's mother, Mrs. Joe (Margery)Nail, of Spokane, it was Joanne—not a stunt girl—who raced at 120 mph in that film. The real stunt girl had been injured.

Joanne recently completed filming in Atlanta, Ga., and Rome, Italy, her star role in "The Visitor," a combination of science fiction, suspense and intrigue rolled into a full-length movie expected to be released early this summer. "At first I found it (having to learn Italian) disastrous," she wrote of her Rome experience in Variety magazine. "I took the plunge and I'm glad I did. But it became such an obsession, I found myself burying my nose in an Italian-English dictionary during any spare moments on and off the set."

For her role in "The Visitor," which co-features Shelley Winters and Glenn Ford, Joanne also had to learn how to maneuver a wheelchair, since the character she plays becomes crippled "due to some mysterious circumstances."

Joanne wasn't out of college long before her attention turned toward the stage. After graduating with her emphasis in speech, drama and education, she did teach third grade for a year in Seattle. She requested a leave of absence from the school district, to go to Europe for a year and bring back slides and learning information from her experiences there. Leave of absence was granted, but Joanne never made it to Europe.

Stopping in New York to meet a traveling companion, she visited a few theatrical agencies, "to see how hard it would be to get a job." Just for fun, she said. "It was sort of a fantasy to do something professional. I had no intention of being an actress.

"I'd done some local commercials (in Spokane), and a little acting, but I was dabbling in those as hobbies," she said. At 15, she appeared in one of Spokane Civic Theatre's first musical productions, "The Boyfriend."

During her three years at the University of Washington studying to be a teacher, she acted in several school plays. She moved to Eastern for her senior year, held down a student job while taking several classes, and graduated, still with her heart set on being a teacher. That's when a Seattle school district hired her.

In New York, where the young actress claims "one can make it as a freelancer," she appeared in TV commercials and occassionally newspaper advertising.

"My first commercial was for Lipton Tea," she said. Since then, she's done nearly 150 "spots." "I can't really speak for other actors, but I think TV commercials give good exposure and pay well. I'm selective, though, and want the product I'm 'selling' to be quality-oriented. I have to like the copy, and the general presentation has to be tasteful. It's pick and choose."

The same goes for the characters she portrays in films. "If the character is shallow, I won't take the part."

Even acting for commercials is no easy feat. Joanne's mother had the experience of eye-witnessing her daughter at work one time, filming a commercial. "The directors filmed one two-second sequence over and over for hours," Mrs. Nail said. "The actresses changed their clothes to eat lunch, took a break, and were back at it all afternoon."

In a matter of months, Joanne was playing on Broadway, and by then realized she'd been bitten by the show biz bug.

Acting isn't the only thing Joanne does now. Suprisingly, between working on her acting every day and dashing from one place to another, the almost indefatigable Joanne finds time for friends, physical exercise, singing, writing, playing baseball on weekends (...and an occasional nap)—and still gets "six to seven hours of sleep each night."

Her mother claims Joanne's tremendous energy—and meticulous organization—is the key. According to Mrs. Nail, Joanne can walk in the door, shower, wash and dry her hair, set it, put make-up on, dress and be walking out the door 15 minutes later. Joanne chuckles, but admits to being able to do it in 35 minutes. "It used to take me a couple of hours," she said.

Besides producing and acting in her present endeavor, Edward Albee's "Who's Afraid of Virginia Woolf?" she's working on a fictional novel, and sneaks in time for poetry writing. "My brother, who's going to school in Boston, composes music. I'm going to do some lyrics for him soon," she said.

Her career presents opportunities for dancing and singing along with acting, and Joanne doesn't do badly at either.

"I'm recording within the next year or so," she said. "I just bought $40 worth of piano books and hope to get over to UCLA to use a practice room sometime," she said. She studied ballet and jazz for several years and exercises to keep in shape.

One of her most "euphoric experiences ever," Joanne says excitedly, occurred recently while she was improvising in her character role of Honey, in "Virginia Woolf," a four-hour play she's been working on for more than a year. She and "Nick" spent 40 minutes improvising in front of some of the world's toughest critics—"my colleagues at Lee Strasburg's Actors Studio," of which Joanne is a member.

"A lot of people don't realize you're recreating life spontaneously," she said. "In acting, you're reincarnating life itself—adding qualities and colors to the role. It takes me a while to 'come out' of a character—there's so much involvement emotionally, because of the character's depth," she said. "I'll go out and play tennis or something after a session, to wind down."

The improv session inspired Joanne and another writer into creating a new play, featuring Nick and Honey.

To get where she's at today, Joanne says it was mainly her persistence, perserverance and desire. "You can't let people take advantage of you. Show them that you're not going to let them. The ones that are sinking will try to pull you right down with them...

"The key is to be tuned into yourself. It's good to know who the competition is, but you need to use your creative energy, to focus on yourself and your goals—and never get intimidated."

Joanne never has been, her mother says . When she went to New York, she was her own person: old enough to not let herself be swooped under. Though usually she's been represented by agents, received advice along the way and has a supportive family, Joanne Nail can proudly say, "I did it all myself."

Eastern Alumni

1954

Adele [Hubbard] Davis and her husband, **Art**, have recently moved to Dayton, Ohio, with their daughters, Cheri, age 12; and Kelly, age 9. Art is a civilian working with the Air Force. Adele, who taught in Moses Lake, WA, Japan; Germany; and the Spokane Valley, has been substitute teaching for the past 13 years.

1959

Lyle E. Balderson of Vancouver has been hired as public works director for the city of Washougal. He graduated from Eastern with a science major. He did graduate study in urban planning at the University of Oregon. He is currently serving as community development director for Cowlitz County. Previously he has served as community development director for the Columbia Regional Association of Governments, acting city manager at Pasco as well as community development in that city, regional planning director for Franklin County, an organizer of a safety program for the U.S. Air Force. He also served four years in the Navy. He is expected to begin in Washougal in late March.

1965

Major Mick Heacox, was selected to attend the U.S. Army Command and General Staff College. Maj. Heacox is currently a faculty member in the Military Science Department at Eastern. In August, he will report to the prestigious one-year school at Fort Leavenworth, Kansas.

1971

Dennis W. Snook has been awarded a Ph.D. in government from Claremont Graduate School in Claremont, Calif. He graduated from Eastern with a bachelor's degree in political science.

1975

Jay Parikh is working as a production assistant for Northwest Releasing Corp. He books shows into the Northwest to play at the leading theatres, such as the Seattle and Spokane Opera Houses. He works with a wide variety of agents and occasionally works with celebrities themselves. He received his Master's of Fine Arts from Yale University in Theatre Business Administration.

Jim and Carolyn [Kissere] Berger both received their Master's of Fine Arts degrees from the University of New Orleans. Jim is working as the resident stage manager for Earl Holliman's Fiesta Dinner Playhouse in San Antonio, Texas. Carolyn is a costumer for the Playhouse. The Playhouse is a professional theatre which hires stars to come and organize a company of professional actors for the San Antonio area.

Helen McConville was hired by the Ringling Brothers/Barnum and Bailey Circus World in Florida. She serves as a stage manager for the circus. She resides with her husband, Jacel Evans, in Orlando, Fla.

1976

Second Lieutenant Wanda Jewell was commissioned in the U.S. Army Ordnance Corps in June 1976. Lt. Jewell attended Officer Base Course at Aberdeen Proving Grounds, Maryland. She is a member of the International Section, U.S. Army Marksmanship Unit at Fort Benning, Georgia, and competes in rifle matches throughout the world. Lt. Jewell recently won two Individual World Titles at the World Championships, Seoul, Korea in Precision Air Rifle and Standard Rifle along with three other gold medals for the Women's Team Events. She competed in the 1974 World Shooting Championship in Thun, Switzerland.

1977

Second Lieutenant Michael J. Wilson, was commissioned in the Regular Army Field Artillery in June 1977. Lt. Wilson was a Three-Year Army ROTC Scholarship recipient and was selected for the Army Gradute Fellowship Program. He attended Officer Basic Course at Fort Sill, Oklahoma. Mike and his wife, Nancy are currently stationed in the Netherlands with the United States Army, Europe. He graduated from Eastern with a bachelor's degree in geology.

Second Lieutenant Wayne D. Hagie was commissioned in the Regular Army Corps of Engineers in December 1977. He attended the Officer Basic Course and the Topographic Officer Course at Fort Belvoir, Virginia; and Airborne School at Fort Benning, Georgia. Lt. Hagie is currently assigned to the 652nd Engineer Battalion at Fort Shafter, Hawaii. He graduated from Eastern with a bachelor's degree in industrial technology.

1977-78

A record number of nine EWU graduates were admitted into hospital schools of medical technology for the 1978-79 year and are currently serving their year of clinical internship. These graduates include **Diane M. Decker** (1978) and **Linda J. [Wenzel] Foos** (1978) at Sacred Heart Medical Center in Spokane, **Claudia M. Barber** (1977) and **Adelaide Yuet-Kwei Leung** (1977) at St. Lukes Memorial Hospital in Spokane, **Keith Mikelson** (1977) at the Central Washington University Center for Medical Technology in Yakima, **Sandra [Lewis] Kleweno** and **Shirley A. King** at Children's Orthopedic Hospital in Seattle, Seattle, and **Phyllis J. Ressel** (1977) at St. John's Hospital and Medical Center in Portland, Ore. On completion of the internship, these people will be eligible to take the examination provided by the National Accrediting Agency for Clinical Laboratory Sciences for registry as medical technologists.

1978

Rodney M. Skaar has been commissioned a second lieutenant in the U.S. Air Force upon graduation from Officer Training School at Lackland Air Force Base in Texas. He was selected through competitive examination for attendance at the school and now goes to Mather Air Force Base in California for navigator training.

Second Lieutenant Wayne Robinson was commissioned in the Regular Army Medical Service Corps in August 1978. After completion of the Officer Basic Course at Fort Sam Houston, Texas, Lt. Robinson was assigned to Fort Ord, California. He has been selected as a member of the All-Army Basketball Team. He graduated from Eastern with a bachelor's degree in physical education.

Eastern graduates assigned to United States Army, Europe held the First Annual EWU-ROTC Reunion in February in Frankfurt, Germany. Attending were: **Jim and Holly Sweeney, Aaron and Karen Geisler, Brad and Robin Whorley, Joe Sima, Jim and Janie Kissinger, Mike and Nancy Wilson, Cheryl Provorse, Joe and Jean Baker, Art and Vickie Taylor, Mike McCaffree, and Paul Croteau.** Currently 21 Eastern graduates are serving with the U.S. Army in Europe.

Retired Piano Tuner Dies

Chauncey D. Hahn Jr., former owner of Hahn Piano Co. and a piano technician at Eastern Washington University the past 16 years, died February 8 in his Spokane home. He was 64.

Mr. Hahn was legally blind from birth. He left public schools when he was 10 and entered the Vancouver, Wash., School for the Blind where he trained as a piano tuner.

He used his training to work his way through Washington State University where he obtained a bachelor's degree in physical education.

Mr. Hahn worked as a piano tuner in the Spokane area for the past 35 years and started the Hahn Piano Co. in 1952. He liquidated the business in 1967 to work full-time for Eastern Washington University as a piano technician for the Department of Music and Fine Arts.

He retired from EWU Feb. 1, just a week before his death.

A former president of Piano Technicians Guild, Spokane Chapter, Mr. Hahn enjoyed travel and was never intimidated by his poor vision.

The family suggests memorials be sent to the Eastern Washington University Scholarship Fund, Cheney, Wash., 99004.

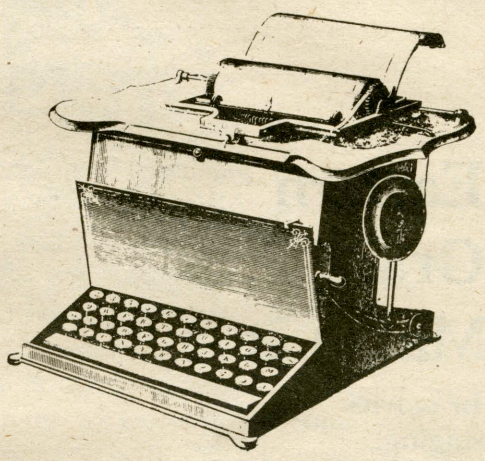
CEL Director Dies

Memorial services for Glen Elkins, director of Eastern's Center for Experiential Learning, were held Feb. 18 in Spokane. Elkins died Feb. 12 at his Spokane home of an apparent self-inflicted gunshot wound.

He moved to Spokane from his home state of New York in 1971. He began working at Eastern in 1974. From May to October each year, he rode his bicycle from his home on Spokane's South Hill to work in Cheney. Marathon running was also a favorite pasttime of Elkins'.

Surviving him are his wife, Mary at their home; a son, Brent, Mead, Wash.; two step-sons, Andrew Parker, Spokane, and Mathew Parker, Ithaca, New York; and two step-daughters, Mrs. Douglas (Betty) Hammond, Spokane, and Melissa Parker, Greeley, Colo.

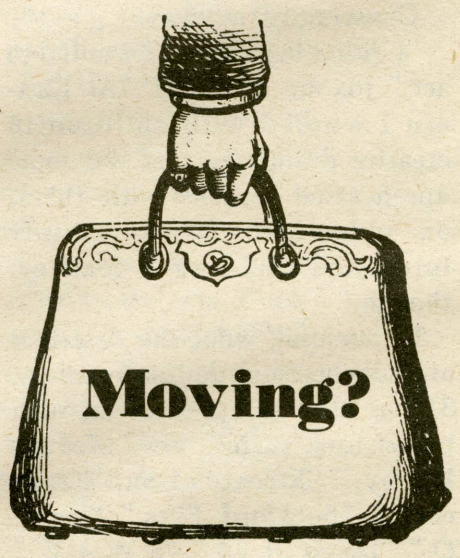
The family suggests memorials be made to the American Friends Service Committee or the Unitarian Church, both at W321 Eighth, Spokane.



Remember Joe?

Remember Joe Smyth who sat next to you in English 101, an alumni of EWU just like you and receives EWU in Perspective like you? Aren't you wondering if he's gotten the Pulitzer Prize yet? He's curious about you, too. Write and let us know what is going on in your life or some friend's life if they are Eastern grads.

Send correspondence to:
EWU in Perspective
216 Showalter Hall
Eastern Washington University
Cheney, WA 99004



Let us know when and where you move. Send address changes to:

EWU in Perspective
216 Showalter Hall
Eastern Washington University
Cheney, WA 99004

Please include your current address label.

Notebook

Raffle Plans Outlined

The Eastern Washington University Alumni Association Board of Directors held its winter meeting in Louise Anderson Hall on the Eastern campus Jan. 27.

President Al Wetzel outlined plans for the association's major fund-raising effort for 1979—a raffle with prizes of $1,000, $500 and ten $10 prizes. Wetzel said EWU alumni and friends will begin the selling campaign this spring and hope to raise $15,000 with their efforts.

Tickets will sell for $1 each and will be available from alumni association members in Washington, Oregon and Idaho, according to Executive Secretary Isabelle Green.

Several of the 1978-79 Alumni Scholarship winners were luncheon guests of the board. Winners present were Lisa Broenneke, David Henley, Geoffrey Rush, Michael Chandler, all from Spokane; Robyn Bruya, Colfax; Kathy Sands, Kennewick; Phillip Smith, Tacoma.

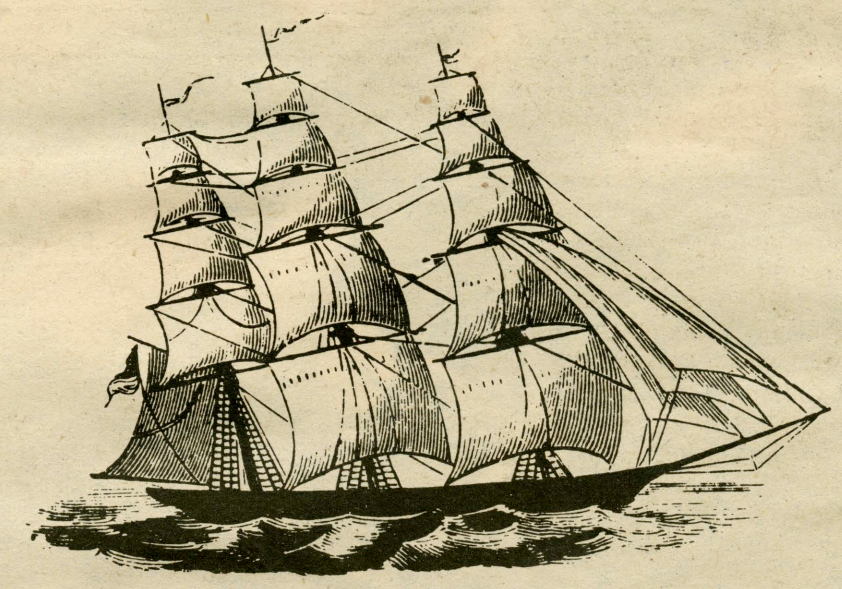
The major portion of the raffle money raised this year will be used to support the Alumni Scholarship Fund.

In other business, the board heard reports on the redistricting of western and central Washington state.

The board accepted the criteria and procedures to be used in selecting special alumni awards.

Green presented a special report on the findings of the EWU Alumni Survey.

Leo Chandler, Seattle area activity coordinator, also reported on plans for at least three special activities on the west coast in the coming year. Alumni interested in assisting Chandler with these events may contact him through the EWU alumni office.



Free Cruise Ticket Given

The telephone rings.

You answer and a stranger says, "You have just won a free cruise through the Panama Canal."

Seem to good to be true?

That's what an Eastern Washington University graduate thought when her telephone rang Feb. 12.

Susan Bolich, a fall quarter graduate of Eastern, was picked in a random sample drawing to receive a free cruise ticket from the EWU Alumni Association, according to Isabelle Green, director of alumni relations at Eastern.

"The association was awarded a free cruise ticket after a certain number of Eastern alumni registered for the cruise," Green said. "The association decided to give the ticket to one of this year's graduating seniors so that person could have a once-in-lifetime experience, namely a Caribbean cruise."

"At first I was VERY skeptical of the offer Isabelle made me," Bolich said. "Once I calmed down and talked to her, I realized this would be a very good opportunity for me to get acquainted with the alumni association. I think the give-away is a good idea because seniors may now realize there is an association and that it does do something. On the cruise I'll have a chance to meet some of the older alums and see what they do as members of the association."

Bolich graduated fall quarter from Eastern with a history major and an ROTC minor. She will enter the military intelligence branch of the Army in June this year and hopes to be stationed in Europe.

She would like to earn her master's degree sometime in the future.

Bolich is the daughter of Mr. and Mrs. Philip Bolich of Mead. She attended high school at Mead High School, graduating in 1975.

The cruise ticket will enable Bolich to participate in the 1979 Far West Alumni Cruise which leaves Los Angeles March 3 and drops anchor in San Juan, Puerto Rico, March 17. The cruise features a luxury voyage to six ports on the famed Trans-Panama Canal route aboard the beautiful T.S.S. Fairsea.

The cruise is a cooperative venture among the alumni associations of 11 western colleges and universities, including Eastern. A special seminar program will feature such guests as healing pioneer David Bresler, arts expert Robert Bartlett Haas and distinguished professor Clarence Simpson.

Attitude Survey

An EWU Alumni Attitude Survey has been completed by the marketing research class under the direction of William R. Wynd, professor of marketing.

The purpose of the survey was to provide the alumni association with information on what mix of services and activities are expected by alumni and how alumni think the association should be financially supported, according to Isabelle Green, director of alumni relations.

Statistics for the survey were gathered in a statewide telephone survey of 834 randomly picked telephone numbers. The names and telephone numbers were taken from existing alumni records.

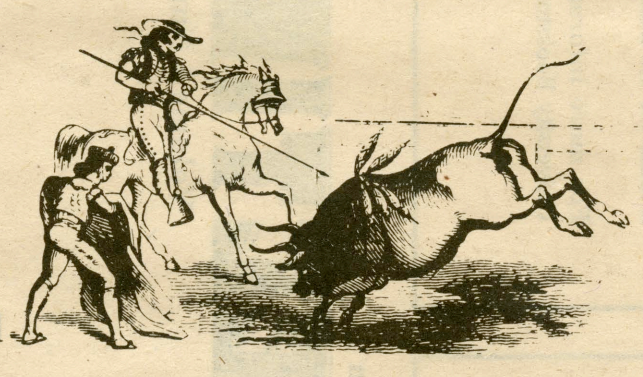
The programs and services mentioned by alumni differed by the different age groups represented, Green said.

"Tickets for sporting events, affordable tours, scholarships and continuing education programs were areas of identified interest for some of the various age groups," she said. "Donations were the overwhelming choice of the alumni surveyed as the association's funding source, as opposed to dues, grants from businesses or charging for activities."

The survey results will be used as a basis for developing a marketing strategy for the association over the next few years, according to Green.

Copies of the survey are available upon request at the EWU Alumni Office.

Spain Program



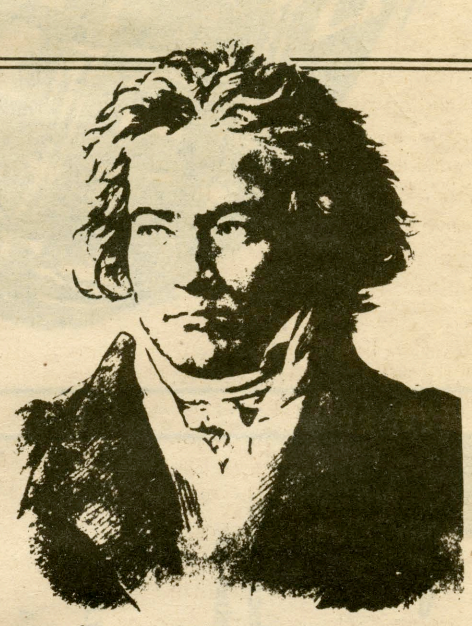
The Inland Empire Cultural Institute is offering a three-week total emersion program in Spain this summer. The program is designed for professionals who have a working knowledge of Spanish and wish to expand that knowledge in a native setting, according to program director Jose Alonso.

Alonso, who is an EWU foreign language professor, says the program is being offered only for credit.

Cost of the program is $400 for room board, $125 for participation fee, $168 tuition for eight credits, and transportation costs to and from Madrid, Spain.

For more information contact Alonso on the EWU campus at 359-2862 or write Jose Alonso, Patterson Hall 3135, Cheney, WA 99004.

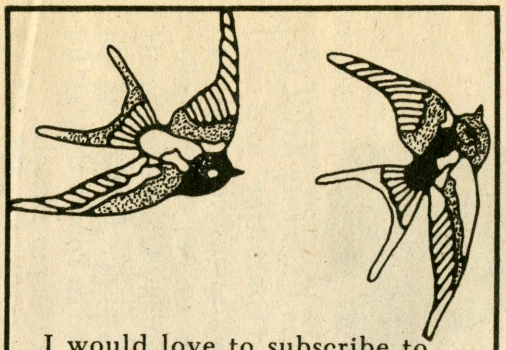
Classical Recital



David Rostkowski, professor of music at Eastern, will give a piano recital featuring the music of Chopin, Beethoven and Zymanowski April 18 at 8 pm in the Spokane Opera House Music Room.

This Spokane recital is sponsored by the University Artist and Lecture Committee and will feature a half-price admission discount to alumni.

A nationally-known authority on Polish music, Rostkowski has been invited to Poland this fall for a series of Chopin recitals.



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