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DOCTORAL PRESENTATIONS:

DAVID PAUL SCHMAHL, Ph.D. in Psychology on Friday, August 13th at 1:00 p.m. in Room 158 Straub. Dissertation: The Strange Case of the Felt-Pen Medusa: Parameters of Overjustification. Adviser: Beverly Fagot.

ROGER D. OWEN, Ph.D. in Curriculum & Instruction on Monday, August 16th at 10:00 a.m. in Room 118 Education. Dissertation: Prevention of Alcoholism with Implications for Elementary and Secondary Education. Adviser: Ray E. Hull.

URSULA HOLLE ANDREWS, Ph.D. in Chemistry on Friday, August 20th at 2:00 p.m. in Room 331 Science II. Dissertation: The Thermal Isomerizations of Bicyclo 3.1.0 hex-2-ene, the Methyl-1, 3-cyclohexadienes and trans-Cyclooctene. Adviser: John E. Baldwin.

RONALD THEODORE MARTELL, Ph.D. in Psychology on Friday, August 20th at 10:00 a.m. in Room 158 Straub. Dissertation: Toward Improving Understanding, Empathy and Interpersonal Attitudes: A Comparison of the Effects of Using Communication Techniques During the Discussion of Opposing Viewpoints. Adviser: Myron Rothbart.

RONALD HILTON SWISHER, Ph.D. in Chemistry on Friday, August 20th at 10:00 a.m. in Room 331, Science II. Dissertation: The Molecular Weight and Subunit Structure of the MoFe Protein from *Azobacter vinelandii*. Adviser: Francis Reithel.

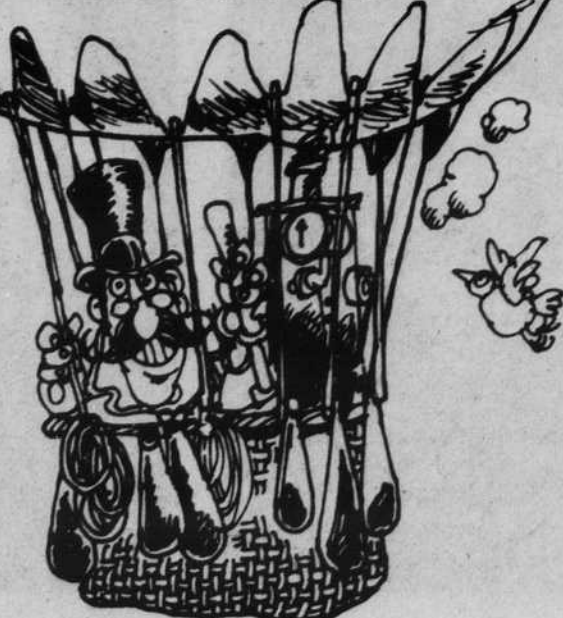
GERALD ARTHUR GOFF, Ph.D. in Educational Psychology on Tuesday, August 10th at 3:00 p.m. in Room 125 Education. Dissertation: The Effect of Differential Interrogative Verbal Elaborations on the Acquisition, Reversal, and Retention Performance of Educable Mentally Retarded (EMR) Subjects on a Paired-Associate Task. Adviser: Richard Rankin.

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Computing center use rises



Photo by Ken Shin

The University Computing Center functions as an educational, training center as well as a service center for various University administrative tasks.

By JILL BEIMDIEK
Of the Emerald

The University's Computing Center is a small, out-of-the-way type building squeezed in between Gildert Hall and the law school, but its tentacles are slowly enwrapping even the most distant sections of campus.

The center is not a tool used solely by computer science majors. Instead almost a third of its computer time is used for administrative purposes and another third for research. The administrative work is mostly student-oriented, including grades, transcripts and schedules, and usually takes place during the wee hours of the morning so the facilities can be more available for instructional and research use during the day.

Research via the computing center runs the full spectrum of departments. A physical scientist may use the center for data analysis while a social scientist may employ it for some statistical computation. Many graduate students also use the computers for research on theses and dissertations.

Actual learning by computers is still an infant idea at the University, however. David Moursund, head of the computer science department, says several programs designed to solve specific problems and simulate actual situa-

tions are on file at the center, but their scope is limited. Games in biology, political science and other social sciences can simulate actual situations, like water pollution, and give students the opportunity to learn by solving the simulated problems.

Actual teaching by computers is also still in the future at the University. Two problems must be resolved before such teaching can be implemented on a large scale—programs and money. The programs must be written—a formidable task comparable to writing a programmed text and putting it in computer form. In the United States, few programs of this scope yet exist. Most computer assisted learning teaches perhaps one page of material which, according to Moursund, contributes little to student learning.

The second problem facing the center is money and this restricts the opportunities students have to use the center. Beisse laments that only 15 to 20 per cent of the students here will have any contact with either of the two computers housed in the center.

For comparison, Frederic Beisse, director of the computing center, cites the use of computers at Dartmouth College, where cost of computer use is included in student fees. Every student there is expected to use the computers at some time during his education.

At Oregon State University

(OSU), the computer science program also receives much more university financial support. Beisse attributes this to OSU's emphasis on applied science and technology.

The real problem at Oregon, according to Beisse, is "convincing the University administration that computers are here to stay."

"In a historical perspective," Beisse says, "computers are having no worse a time competing for resources than the biology or sociology departments had in competing for resources when they were new departments."

Both Beisse and Moursund anticipate a movement similar to that of desk-top calculators occurring in the computer field soon.

Ten years ago, every University department had perhaps one calculator, Beisse says. Now almost every individual professor has at least one and many students also have their own calculators. Some calculators now cost no more than textbooks.

Moursund claims a calculator which 12 years ago sold for \$1,500 now costs \$10. He foresees that individual computers will soon cost less than a color television set and cites an article in the July 5 issue of *Business Week* which suggests that by 1980 every American home will have between seven and 10 such computers in appliances like microwave ovens, dryers and television sets.

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