

University practices lifelong learning process

By KEVIN HACKETT
Of the Emerald

It is often said that education should be a lifelong experience. In recent years college graduates have found a need for specialized instruction in order to keep up with rapid changes occurring in their fields. One way the University is attempting to meet this need is through continuing education programs.

The Oregon State Board of Education has offered a statewide program for over 30 years. The program is aimed at people who want to further their education but don't live in close proximity to a higher education institution according to Ken Thomas, director of the Eugene division of Continuing Education.

Thomas said Continuing Education is a state agency that works in cooperation with individual institutions in setting up programs. Continuing Education has divisions at Portland State University, Oregon College of Education and Southern Oregon College as well as on this campus.

The development of the University's nonmatriculant program and the creation of continuing education programs by schools within the University has narrowed the scope of the state program.

"We are now primarily concerned with teacher education

and specialized in-service programs," Thomas said.

Funding for the program is met by registration fees. Occasionally the federal government will provide funds for special programs such as one offered recently for U.S. Forest Service workers.

Thomas said the number of courses offered varies from term to term. The courses are usually taught by University faculty members or graduate teaching assistants.

This term the local division of Continuing Education is conducting programs in Bend, Roseburg, Coos Bay and Portland along with several in the Eugene-Springfield area. Included among the course offerings are programs in art education, audio-visual aids, puppeteering as a teaching aid and ski touring.

A few schools at the University have developed their own continuing education programs. The business school's program was born out of a "demand from the business community for a program which would serve to keep people up to date," according to Charles Kittleson, head of the business school's Division of External Affairs.

Kittleson said that until a few years ago only a minimal number of programs for applied business operations were offered by the nation's business schools.

"Oregon businessmen were forced to go out of state to Ameri-

can Management Association programs to get any type of continuing education," he said.

Kittleson said that when former business school dean Richard West arrived at Oregon in 1971 one of his top priorities was to start a continuing education program.

Two of West's former graduate students at the Massachusetts Institute of Technology had devised a business seminar program. They marketed the program through Penton Publications. Penton formed a subsidiary — Penton Learning Systems — to handle the program.

Oregon and approximately 60 other universities participate in the Penton program. Each school generates its own seminars from 130 different programs offered by Penton.

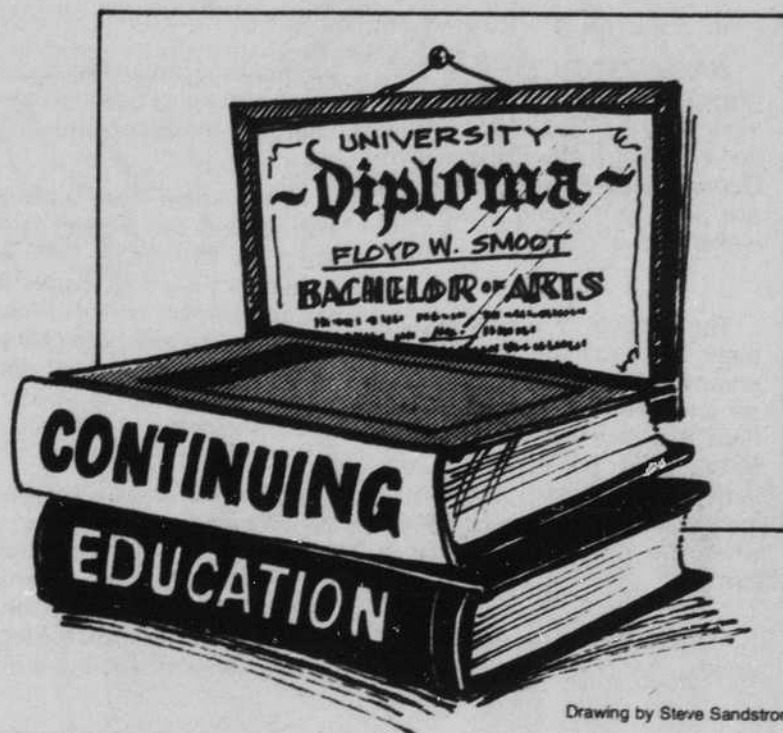
Kittleson said the Oregon business school holds two or three seminars per month. He added that most are held in Portland because it is the major business locale in the state.

Seminar topics range from "Managing the Closely Held Company" to "Computer Assisted Mass Appraisal Techniques."

Kittleson sees a number of advantages in participating with other schools in the Penton program.

"It allows us to offer a full, well balanced program. With the exchange of professors we get people who are highly qualified to instruct at the seminars. They do the same seminar five or six times a year. This enables them to polish their technique," he said.

The University's business school supplements the Penton program by offering a small number of seminars conducted by its own faculty.



Drawing by Steve Sandstrom

The law school is offering its Continuing Legal Education (CLE) program for the first time this year.

"Private practitioners are finding it difficult to keep up with the day to day changes in law. There is a great need for continuing education," according to law professor Douglas Haldane, who directs the CLE program.

Haldane emphasized that CLE won't be exclusively for lawyers. The initial CLE program, a conference on discrimination and employment held last October, included interested employers as well as lawyers.

In December, the law school played host to lawyers from throughout the Northwest for a week long session on techniques in trial procedure sponsored by the National Institute for Trial Ad-

vocacy. Fifteen lawyers, law professors and judges instructed at the session. The lawyers will come back for another session in May to critique how useful the training was in actual practice.

For this spring, CLE has tentatively scheduled programs on child abuse and neglect, recent developments in Oregon law and bankruptcy.

Haldane believes the law school will benefit from offering the CLE program.

"We received a tremendous response from participants in both programs we offered," he said. "Lawyers who went to school here when the law school was in Fenton Hall will be able to take a close look at the program and facilities we now have. This will have to effect our success in placing graduates and fundraising."

Profs develop device to screen Samoans

By JULIE MORTON
Of the Emerald

Two University instructors developed a screening device to detect learning disabilities in Samoan children.

John Loughery, associate dean of the University's education department and director of developmental studies, and A.J.H. Gaité, associate professor of educational psychology recently returned from American Samoa, where they worked with Samoan educators and psychologists to develop a screening device which is culturally appropriate.

The trip was funded by a College of Education grant from the Northwest Regional Resource Center. Gaité had previously worked in Samoa, along with Richard Rankin, University professor of educational psychology, to develop a screening device to identify intellectually handicapped pre-school children. The present work grew out of connections with people there, according to Gaité.

The federal government provides money to hire special teachers for children with learning disabilities. The problem arises in the identification of children with specific learning disabilities.

"Before you can select this person, you need evidence they're not suffering from a genetic disability, or a general learning disability," Gaité said. For example, if you took all the children who weren't achieving as you thought they should — some would be slow in everything and others would be having problems in a specific area, Gaité said. These children would have to be helped in different ways.

A system of different procedures is needed to differentiate the problems. These procedures consist of observation, family evaluation and verbal and non-verbal testing. Mostly, they're trying out non-verbal testing, such as object manipulation and picture completion, according to Gaité.

Gaité and Loughery trained four Samoan educators to gather data for the screening device. The Samoans are presently trying the temporary data on fourth, fifth and sixth graders. They will send the results to Gaité and Loughery for an item analysis.

Upon completion of the analysis, the educators will return to Samoa for more data, and to further analyze the cultural appropriateness of the present data.



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