



Photo by Ken Kromer

Wrangling contenders get their kicks

Yahoo — Ride 'em, cowboy!

That's just what Gary Bruhn, of Port Orchard, Washington did in the saddle bronc event of the Oregon Rodeo Association Finals held this weekend at the Lane

County Fairgrounds.

ORA members do more than kick up storms, bite the dust and collect prize money, though. The cowboy's don't earn a living at rodeo; they work full-time jobs.

Legislative internships may bring jobs, awards

About 30 University students will experience legislature first-hand as interns at the Oregon State Legislature's 1983 regular session.

"As legislative interns, students will work directly with a legislator, with a member of his or her staff, or with a legislative committee," says Carol Johansen, field coordinator for the program.

The internships, offered through the University Planning, Public Policy and Management department, offer practical experience in such areas as research, issue analysis, oral presentations and writing on legislative policies, according to Johansen.

Students from any department may apply for the program, which will run winter and spring terms. Students are encouraged to enroll as full-time interns for both terms, although half-time internships are available.

"In the past, students have benefited greatly from their legislative experience," says Johansen. "Some have received interesting job offers, and one received a Truman Scholarship given to just one student in each state each year. Also, the legislative work improved some students' chances of being admitted to law school."

Applications are due Nov. 12 and are available in Room 121 Hendricks Hall.

The Legislature will accept only those interns whose applications have been processed through the Legislative Internship Program central administrative office, Johansen says.

Film, text used to enhance language classes

By Dave Fogerson
Of the Emerald

In a world of memorizing vocabulary, conjugating verbs and struggling with pronunciation, a first-year foreign language student can easily lose sight of and interest in what is being taught.

David Curland, a University romance languages professor, is involved in projects that bring relief to students here and nationwide.

One project is a foreign language film series for first-year students produced by the British Broadcasting Corp. (BBC) and used in conjunction with texts written by Curland and others within the foreign language department.

The series is distributed on a national scale and all of the textbooks originate from the University, Curland says.

"The exciting thing is that the language department is being given the opportunity for developing programs for national use," he says.

Using films to teach language is nothing new, but Curland's combination of film and text is.

"The idea of using a full text to exploit the content of the film is really mine, and a lot of other people contributed to the book and the organization of the project," he says.

Students watch the BBC series in weekly segments and study the textbook, which coordinates daily with each film segment.

Curland wrote the first text of the series, "Zarabanda," seven years ago. Recently, equivalent films in German and Russian have been purchased, and teams of University writers are at work producing texts for them.

The department is considering a film series in Italian and French.

The series' objective is to "make language-learning as interesting, exciting and effective as we can," Curland says. "We want to get more results for the effort we put in."

Student interest is the key to this success, Curland says, adding the series is popular with both students and their instructors.

All of the films are shot on location in

the foreign countries and use native speakers, providing insight to the country and its culture.

"The study of culture is always important in a foreign language class, but often difficult," Curland says. "To reproduce the culture of Madrid or Poitiers is not easy. Film is an obvious way to do that."

Curland and the University also are pioneering the use of foreign feature films for teaching second- and third-year students.

"Feature films are just as sophisticated as life and are marvelous vehicles for learning language and culture," Curland says.

Like the BBC series, feature films are viewed in weekly segments, allowing the class time to discuss and digest what is being presented, a process which is "totally unique" in educational film use, Curland says.

"I wanted to add contemporary films to the classroom, and not only that, but a whole new way to see them."

And like the BBC series, the use of film

is going national. Reaction from other parts of the country is "overwhelmingly positive," Curland says.

Questionnaire responses from high-school students who have used "The Green Wall" have been positive, with comments such as "a welcome break from contrived, textbook Spanish," and "we wouldn't ordinarily get to see a bit of Peruvian culture."

The University doesn't provide the entire funding for feature film use.

"Because of the cost, the only way to purchase film was with a \$1 film fee," Curland says. "I think the contribution the film makes more than justifies that."

"Basic language classes have not had the attention they deserve from the university or from individual departments," he says. "Too often they're sloughed off onto grad students while the faculty focus on their primary interests."

Teaching language is "more demanding, more difficult" than assumed, Curland says. "One shouldn't underestimate what it takes to be good at it."

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