

CHEERLEADING TRYOUT MEETING

Wednesday, March 6, 1991
McArthur Court
5:30 p.m.



Informational meeting for all students interested in trying out for the University of Oregon Cheerleading squad.
Guys cheer and Duck mascots 5:00 p.m.
Women Cheerleaders 5:30 p.m.

Eugene schools to lose vital resource

Teacher and tutor programs to be cut

By Sally Murdoch
Emerald Contributor

Cuts in the University's College of Education have left many students and faculty uncertain about the future. One certainty, however, is that the Eugene 4J School District will feel the loss of practicum and student teachers.

About 150 student teachers spread their teaching services throughout the district each year, in addition to 135 University students who render their tutoring services to 4J schools through the ESCAPE practicum program.

To the community, the proposed budget cuts in the College of Education mean elimination of the high quality elementary and secondary education programs. To Eugene public school students, it means less individual attention and help with school work.

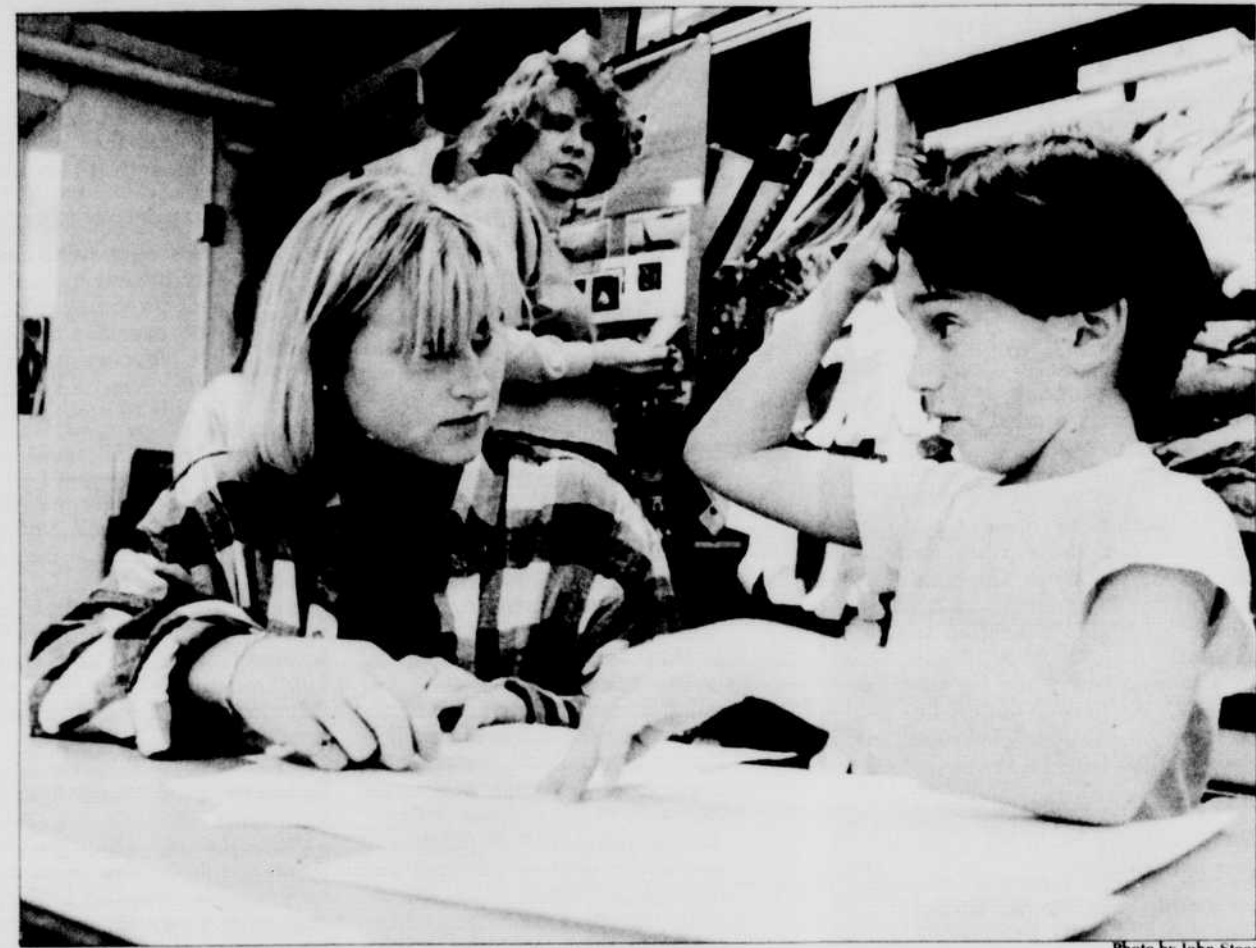
In the education school, student teachers interact with 4J students in two ways. The first is through a practicum and student teacher program; the second is through the fifth-year certification program, which is in its first and final year due to Ballot Measure 5 cuts.

Judy Small, coordinator of the education school's Field Experience program, said the instructional quality University student teachers offer is improving just as it's being cut.

"Especially in the last few years, public school administrators have consistently been commenting that the quality of our programs has upped," she said.

"The student teachers contribute a great resource to our public schools," Small said. "They add new ideas, stimulate energy in the classroom and provide the opportunity for experienced teachers to pursue other methods of quality education."

Small also voiced concern over a loss of teachers in the area due to cuts in the College of Education, a decline that may keep new teachers from coming to the Eugene community. She added that 45 percent of the 4J teaching staff is nearing retirement.



ESCAPE volunteer Heidi Colgan assists David Jacobs-Strain, a second-grader at Edison Elementary School.

"Where are the new teachers going to come from?" she asked.

Another program facing extinction is ESCAPE, which offers aid to public schools in Eugene in the form of University tutors. Students who use ESCAPE receive upper-division credit for their services.

Human Services GTF Kim Neal said the absence of ESCAPE, funded by the ASUO and the College of Education, will hurt community agencies and public schools.

"The organizations and schools always need help, and they're just not going to get it without the help of University students," she said.

ESCAPE places students in over 150 volunteer service programs in the community, in addition to providing instructors and tutors for public schools. About 1,100 University students each year work in agencies and schools that need volunteer services.

"Every term, representatives from public schools come to registration and really try to get University students to volunteer," Neal said. "It's also a bonus for students to receive upper-division credit while they're helping."

Jaye Dibos, community school coordinator for Edison Elementary School, sees firsthand how practicum students aid in raising the quality of education. But looming over that is the threat of diminished education standards with little help from the University.

"I was devastated by the budget cut announcement at the University," Dibos said. "It is the children who will suffer because of this. They'll get hit the hardest because they're the ones with no voices."

As it stands, the district will be able to retain student teachers for 1991-92. But after that, because of Measure 5 fallout, budgets remain

uncertain and impossible to prepare for, Dibos said.

What is certain is that classrooms will be larger this fall, and the children who need extra help with their studies won't get it as easily with only one teacher on hand.

"The student teachers and tutors do more than help students with reading and math," Dibos said. "They build self-esteem so that when (the students) go back into the classroom, they don't feel like underachievers."

She pointed out that University students will also be denied the opportunity to explore a field they are uncertain about.

While a cloud of uncertainty hovers over 4J schools, one belief remains a strong among those concerned with local children: Less money means fewer teachers, and fewer teachers means a lower caliber education.

ESL program to lose valuable student help

By Kirsten Lucas
Emerald Contributor

The Eugene School District English as a Second Language program will suffer from the loss of ESCAPE public school practicum students.

As a result of Ballot Measure 5, the ESCAPE Field Studies department will shut down this fall. In turn, the ESL program will lose ESCAPE students who currently work about 63 hours a week with non-English-speaking students in Eugene's public schools.

The ESCAPE students currently supplement an ESL staff of two full-time teachers, two part-time district aides and a part-time administrator. ESL serves about 135 second language students in Eugene's elementary, middle and high schools.

University students who work with ESL gain valuable multi-cultural teaching experience that they might not receive otherwise.

Stacey Summers, a third-term ESCAPE student who works with ESL students said, "It's nice to know you can connect with people that don't speak your language. I don't speak any other language and I get along great with these kids."

Student teachers like Summers are one step ahead of a trend that is bringing increasing numbers of non-English speaking students into the public school system.

Many teachers do not know what to do when they get one of these students in their classroom, said Linda Redmon, ESL teacher and coordinator.

"The key," she said, "is to integrate these students into the curriculum."

This is where ESL and the ESCAPE practicum students would step in. Redmon, who was largely responsible for establishing the mutual relationship that now exists between ESL and

ESCAPE, said she's "going to have to get real creative and spend a lot of time and energy looking for alternative resources (to the ESCAPE department)."

Redmon said the ESL staff is "going to be burning the midnight oil" trying to figure out what to do.

"ESCAPE was just starting to really work for us," she said. "I put a lot of energy into developing it and it was getting to the point where I didn't have to try too much (to get ESCAPE students). Students were just becoming enthusiastic about working with ESL."

"Now we're going back to square one," she said.

Redmon said ESL students fall into two categories: those who have come to Eugene with University students and faculty, and those who have immigrated to the United States and "need to learn English to survive."

"Maybe it's a long shot, but I've thought of talking to (University President) Myles Brand about the impact this will have on the choices of foreign graduate students (with school-age children) who are considering the University because they've heard Eugene has a good ESL program," Redmon said.

As a result of the loss of ESCAPE students, Redmon predicted that hours spent with ESL students on an individual basis will have to be cut. In some cases, students who are now receiving up to five days a week of individualized attention from ESCAPE students may get "three (days a week) or less."

"We will continue to provide ESL because we are mandated by law to do it," Redmon said. "But it won't be such a whole-person approach. I can come in once a week or so and give them their academic shot but it just won't be the same."

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10. SPIRITUAL LIFE OF CHILDREN by Robert Coles
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13th & Kincaid M-F 7:30-6:00 SAT 10:00-6:00 346-4331

ISRAEL WEEK
Feb. 25th-March 1st
Mon. Feb. 25th Rabbi Rose
"Intro to Israel: History & Meaning"
Gumwood Room - 2:30-4:30pm
Tues. Feb. 26th - films
"The Strategic Equation" and "Media Coverage of Israel"
Cedar Room A - 2:00-4:00pm
John Rothman (former aide to Nixon on Israel; National executive committee member of the Zionist Organization of America.)
Ben Linder Room - 6:00-9:30pm
Wed. Feb. 27th - film
"The Intifada through Israeli eyes"
Ben Linder Room - 2:30-4:30pm
Guy Beiner - Israeli soldier; served in West Bank. Experiences of a young Israeli soldier with the Intifada. Discussion will follow.
Fir Room - 6:00-9:00pm
Thurs. Feb. 28th film
"Stories of Ethiopian Jews"
"Israel: nations of the world"
Ben Linder Room - 2:30-4:00pm
4:00-5:30pm "Rap with the Rabbi"
"Israel and our community"
Koinonia Center, 1414 Kincaid
Hannah Safran and Nabila Espanioly*
"Jewish/Arab cooperation: feminists for peace"
Fir Room - 6:00-9:00pm
*subject to change depending on war - back up scheduled.
Fri. March 1 - Guy Beiner
"Leftist movements within Israeli" discussion
Ben Linder Room - 2:30-4:00pm
Special thanks to our supporters: Women Studies Dept., The Progressive Zionist Caucus, USD-Israel Action Center, American Zionist Youth Foundation, Sigma Alpha Mu Judaic Fund, Hillel, Temple Beth Israel, and our JSU.

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