

## PROGRAMS

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mental and educational needs of these individuals and their families."

Much of the money will be used to pay tuition and stipends for teachers and public school administrators who return to complete advanced degrees at the University. The federal portion of the matching funds is subject to revision each year but is expected to approximate the first-year amounts during the lives of the grants.

The first project, for leadership training in preventing and remediating conduct disorders and antisocial behavior patterns, will recruit and train two groups of five doctoral-level students each over a five-year period.

It is supported annually by \$94,411 in federal funds (57 percent of the total project cost) and by University contributions worth \$70,136. The program is headed by Walker.

The second, an interdisciplinary doctoral degree-training program in special education, will recruit and train two groups of five students each over a five-year period. The program, headed by Daniel Close, associate professor of special education and rehabilitation, is supported by \$89,868 annually in federal funds (54 percent of the total project cost) and University contributions worth \$76,610.

The third is a doctoral-level training program for instructional leadership in special education aimed at providing specific solutions to problems that arise in teaching students with learning disabilities or academic learning problems.

Supported by federal funds of \$92,054 each year for three years (61 percent of the total cost of the project) and University contributions valued at \$59,384 annually, the project is headed by Edward J. Kameenui, an associate professor of special education within the exceptional learner

area.

The fourth, funded entirely by federal funds of \$147,443 annually, focuses on students at risk for social problems such as difficulty with peers and academic failure. The project will be headed by George Sugai, associate of special education, and Tim Lewis, assistant professor of special education.

The three-year research project will include sending two doctoral-level students and four master's-level students into classrooms and playgrounds to analyze how at-risk students react to various teaching environments.

A master's-level four-year program, headed by Dianne Ferguson, associate professor of special education and rehabilitation, allows educators who are currently teaching in primary or secondary classrooms several opportunities to increase their knowledge and improve their skills.

Participating educators will take University courses that will add to their capacity to assimilate students with disabilities into a mainstream classroom; explore methods of teaching designed to enhance the learning of all students; and collaborate with University professors to give inexperienced University students "real life" lessons of what occurs in a variety of teaching situations.

The project is funded annually by \$108,935 in federal funds (75 percent of the total cost of the project), while University contributions come to \$36,648 annually.

Finally, a sixth project has been set up for the purpose of demonstrating how support that naturally exists in the community can be built upon to increase the employment opportunities for people with disabilities.

David Mank, associate professor of special education and rehabilitation, head the project designed to help establish ties between people with disabilities and the community without the constant presence of the social service system.

## FRESHMEN

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ball team or the outstanding programs, but because they've heard it's a good place to be.

Cathy Lee from Palos Verdes Estates near Los Angeles, said cost wasn't a factor at all in her decision to come here.

She said she had narrowed down her search to Boston University and the University of Oregon. Her decision was swayed, she said, by the fact that her father went to school in Oregon and by the pictures she saw of the campus.

"I really like it here," Lee said. "It's kind of the same as some of the schools back east. I really liked the surroundings and, I guess, the diversity among people."

Steven Loftin, from Albany, Ore., said he came here because although the price of a university education is steep, it's still affordable.

"This is expensive, but it's not nearly as expensive as private colleges," he said.

Still, he said, many of his high school classmates enrolled in community colleges to save money. "The only thing you can do cheaper than this is a community college," he said.

But a comparatively inexpensive education wasn't all that attracted him. He said a diverse mix of people in an interesting town was also ap-

pealing.

"I like Eugene," he said. "Anything's better than Albany."

Moreover, Troy Saling, also from Albany, said it was the garden atmosphere that swung him in this direction.

"I really like the campus," he said. "It's just green."

Like others, Caroline Neuman from Orinda, Calif., said she wanted to trade her conservative hometown for a more casual, liberal environment.

"It is a lot more laid back than California," she said. "People seem a little more accepting."

Besides, she said, if she would have stayed in California, the amount of out-of-state tuition she pays here would have been the same as in-state tuition in California.

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By GARY LARSON



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