

Professor put life in Shakespeare

By Katy Moeller
Oregon Daily Emerald

With the Oregon Shakespeare Festival in full swing and the University's last performances of *King Lear* this weekend, it is easy for Shakespeare connoisseurs to indulge themselves.

But wait. Recall the first time you dove head-first into the text of *Troilus and Cressida* and had more than a question or two. If you were lucky, your professor did more than help you navigate through the "thees" and "thous."

For hundreds of current and former University students, the unparalleled instruction of former professor Gloria Johnson brought the plays to life.

Though Johnson, professor emeritus of English, retired in 1990 after an illustrious teaching career, her reputation as one of the foremost educators lingers on.

Johnson's dedication to teaching did not go unnoticed during her 34-year tenure at the University. She was awarded the University's highest honors for teaching — the Ersted Award in 1972, and the Burlington Northern Award in 1986.

Johnson's former students, many of whom continue to keep in touch with her, can still vividly recall the her classes.

"She goes through the literature and she points out things as if they are jewels and wants to share them with you. Once she has shown you where the jewels are, it's so rich you want to share it," said Johnson's student Bonnie Lee, who successfully defended her dissertation Friday.

Emily Harnish, a 1992 graduate of the University English department said, "She's a wizard. She had insight beyond any other professor I've ever had. Every person in class would have their book open as she went through each line," she said.

One of Johnson's colleagues even admits to trying to find out what that special something was about her classes.

"She's terribly modest. I never understood what magic she had. I stood outside her classroom to figure out what she did. I never knew," said George Wickes, former head of the English department.

Lee said, "It's not a method of teaching. It's not what she does, it's who she is. She is real. She is a treasure."

Johnson said one of her greatest joys in teaching came from seeing that students enjoyed reading the plays. She said she always tried to tailor her classes to the interests of students.

One of Johnson's greatest pleasures came from teaching Honors College students. Like many Honors College students, Johnson showed a high a degree of academic motivation.

Johnson was awarded a New York State Regent's scholarship in 1940, which she used to attend Barnard College, a women's college.

"We used to laugh because the dean kept talking about 'trained brains.' She would say, 'Every woman has to have her own career. You can't depend on your husband,'" Johnson said.

After receiving her master's degree from Columbia University in 1946, she began working on her doctorate. With funding from a Fulbright scholarship, in 1949 she went to London.

Her primary focus was on the history of melodrama, an area that Johnson said hadn't really been explored. She found a rich resource of playbills and reviews in the archives of the British National Museum. Because most of the material she needed had to be moved for protection during the war, Johnson spent much of her time doing research in a bomb shelter.



Gloria Johnson, professor emeritus of English, is one of the University's most honored professors.

Before getting married to an Oxford University forestry student, Johnson returned to the United States to teach English at Cornell University. Though she said she enjoyed teaching at Cornell, she admits that being the only woman in the department was odd.

"It was lonely. I was invited to faculty wives' luncheons. I wasn't married at the time. They thought 'This is a strange creature,'" she said.

After getting married in 1954, Johnson and her husband lived in London for two years.

"I liked it much, much more than New York City," she said emphatically.

When she started at the University in 1956 she was raising a family. She began teaching part-time and tutored students in her home.

"I tutored five football players in a survey of English literature in my living room. It was quite an amusing experience. They were amazingly receptive," she said.

"We had to have sturdy chairs," she added.

Johnson enjoyed taking students to live performances in Ashland and even brought England's Royal Shakespeare Company to campus in 1979.

"I spent the entire summer trying to raise the \$10,000 it cost to bring them here. It was worth it," she said.

Perhaps it is Johnson's personal love for literature, combined with dedication, that made her a well-respected and well-loved professor. Her favorite play is *King Lear* and has been since the earliest days of her career.

"You can come back to *Lear* at so many stages in your life. Every time you read it, something new leaps out at you. It is full of despair and full of hope. I see the end of the play as hopeful," she said.

Perhaps the greatest tribute to Johnson comes from a colleague, Thelma Greenfield. Greenfield, the first woman to become associate and full professor in the English department, has known Johnson since 1959.

"I've never seen anyone like her. She takes the burden of the world on her shoulders. She helps one person at a time. She does it person by person ... I am awed at being in the presence of a saint," Greenfield said.

Bill may change sex education

By Martina Joffe
For the Oregon Daily Emerald

The Traditional Values Coalition introduced a bill, currently in work sessions at the House Education Committee, that would change the way sex education is taught in Oregon public schools.

The bill would require teachers to emphasize abstinence and "teach honor and respect for monogamous heterosexual marriage."

The bill will be the subject of an Education Committee public work session today.

This marks a strategic change in political and religious groups' reasoning for abstinence-based sex education classes. Instead of focusing on the biblical morality of abstinence, Christian groups testified at hearings and in their documents about the threat of AIDS and other sexually transmitted diseases for teenagers.

However, the materials and testimonies given by the Traditional Values Coalition, Northwest Family Services and other individuals did not speak about the portion of the bill that teaches respect for heterosexual relationships.

Deanna Lakell, a health specialist from the Portland School District, opposes the bill. Lakell said the school system currently teaches teenagers that abstaining from sex is the best possible method of disease and pregnancy prevention. She also warned that the bill would act to shame children from families who have either homosexual or unmarried parents.

Lauren Moughon, from the Women's Rights Coalition, said teenagers shouldn't have sex, but conceded that many do. She said if the bill passed, many teenagers needing help from schools would be failed by the system.

Moughon also expressed concern for the children of lesbian and gay parents, and for teenagers who are lesbian or gay.

"We can't leave them behind because they make choices that some of us disapprove of," Moughon said. "We've got to provide good, complete information, and we've got to let them make their own mistakes and have their own victories."

Earlier in her testimony, Moughon was met with derision by a few members of the audience who gaped when Moughon identified herself as a Christian.

"As a Christian, I imagine Oregon schools which teach children tolerance, love and respect for all people," she said.

Janet Aarons, who represented the American Civil Liberties Union, also opposed the bill. "We do not believe that school or government is the appropriate place to enforce family values," she said. Aarons also said the bill would violate the private right of individuals to choose their own religions and belief systems.

However, Bill Casey, the chairman and lobbyist for the Traditional Values Coalition of Oregon, expressed a dissatisfaction with the success of sex education as it is currently taught in public schools. Casey said one study suggested that an abstinence curriculum resulted in fewer pregnancies.

Casey, who wants public schools to teach a straight abstinence message, said, "Many educators have openly belittled the abstinence message with the 'Well, they're going to do it anyway' mentality."

Leisure Studies and Services Workshops

For more information, please contact the Department of Leisure and Services (LSO) Building Hall, 56-10280. Brochures available on request.

The Department of Leisure Studies and Services has purposefully scheduled classes to compliment the majority of the University of Oregon's Summer Session classes. Campus wide, more than 90 percent of classes are offered Monday through Thursday (or Friday). Each of the workshops start at 12:00 noon on Friday until 4:50 p.m.; 8:00 a.m. to 5:00 p.m. on Saturdays and Sundays. While the academic assignments vary, generally a paper or project report is assigned and due within two weeks of the completion of the workshop. The Environmental Awareness workshops give students a rare opportunity to truly understand the many facets of our region. Students will be close to the things they study: see, smell, hear and touch in order to gain a wide perspective and a magical appreciation for Oregon. Attendance and satisfactory completion of the assignment are mandatory to receive a passing grade. Following are one to two credit workshops currently offered in Leisure Studies and Services during Summer Session:

Environmental Awareness	Research Adolescent July 28-30	Recreation and Tourism
Deschutes Headwaters..... June 10-13	Substance Abuse..... July 12-14	Leisure/Work Motives..... June 18-20
River Recreation..... June 16-20	Adult Child of Alcoholics..... July 12-14	Event Management..... June 18-20
Deserts..... June 25-27	Alcohol College Student..... August 4-5	Consumer Behavior..... June 25-27
Volcanic Cascades..... July 9-11	Drugs & Sports..... July 8-9	International Tourism..... July 2-4
Crater Lake..... July 16-18	AAHE/BEST..... July 19-21	Computer Information..... July 9-11
Tidepools..... July 23-25	OR Institute of Addiction Studies..... July 26-30	Systems in Tourism
Rivers..... July 30-August 1	Conference at Lewis & Clark College	Festival Management..... July 16-18
Dunes & Beaches..... August 6-8	Tobacco Prevention..... Conference, July 14-16	Delivering quality Leisure Services..... July 23-25
Lakes..... August 13-15	Hazard	Canadian Tourism..... July 30-August 1
Environmental Projects..... August 18-22	Compulsive Behavior..... Conference, July 21-23	Oregon Tourism: Issues..... August 6-8
Wilderness..... August 27-29	Organization & Operation..... June 28-30	and Opportunities
Substance Abuse Prevention Program	Peer Helper	Sustainable Tourism..... August 13-15 and 20-22
DART..... June 30-July 2	Fetal Alcohol Syndrome..... June 21-23	this is a 3 credit class
	Drug Abuse..... June 23-25	
	Prevention Education	
	AIDS & Other STDs..... July 26-28	