

SEMINARS

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lower-division class.

Sheridan and many of this term's 10 other seminar teachers said that getting to know their students is the main reason that they enjoy teaching the seminars.

"I think that what happens in a small class is that it's not just the student learning, but the teacher learning, too," Sheridan said.

"I expect to learn as much, if not more, from the students as they learn from me," she said. "It's not a hierarchical process where one has all the knowledge and the others are there to soak it up like a sponge."

John Lukacs, who like Sheridan is teaching his first freshman seminar this term, also said he is enjoying the small group of students in his class on Cultural Racism.

"It's a bit of an eye-opener for me because of the fact that up until now my contact with freshmen has been in classes that range from 250 to 500 students, and you are kind of isolated up in front of the class," Lukacs said. "You see faces, but you might have conversations with only a dozen throughout the term."

"So far I would say that this



Asian Perceptions of the West, a freshman seminar taught by Jack Bennett, provides a more personal classroom environment than larger, lecture-oriented classes.

class is invigorating," he said. "The ideas of the youthful students are refreshing, and it seems like there's a lot of fertile mind matter out there in the class."

With only 20 students in each class, the teachers have designed courses that are more participa-

tory in nature than most freshman level courses.

Students are often graded on participating in class, leading discussions and giving oral reports instead of being graded solely on exam scores.

The students in Sheridan's class will interview women

community leaders. Lukacs' students will duplicate the cranium measurement experiments that led many 19th century scientists to conclude that there is biological evidence to support racist social outlooks.

"In a freshman seminar, you can design the course in a way that all students can blossom," Sheridan said.

"If it's all reading and exams and you get stage fright over exams, the whole course is stress. Freshman seminars allow a diversity of teaching and learning styles," she said.

The instructors said they hope the seminar atmosphere and individual attention from the instructor may give students the writing, critical thinking and speaking skills they will need to have a successful academic career.

"I wish the funding were such that every freshman could take one of these," said Professor Daniel Kimble, who is teaching a seminar on mental disorders.

"I had 170 people who wanted to take this class," he said. "and I could only have 20. The only solution to that problem is

to have more of them, but of course the departments have other courses that need to be taught. My hunch is that if we had twice as many freshman seminars those would be filled too."

Jack Bennett, an academic counselor who has been on the advisory board of the program since the first seminar was taught in 1984, has a similar hunch.

"I think the popularity of the seminars speaks for itself," he said. "The students like the seminars and enroll and fill them very quickly."

"Over the years the responses have been very positive," Bennett said. "The students like getting to know each other and getting to know a teacher. The participatory nature of the learning gets the students involved."

Bennett said he hopes the University offers more freshman seminars so more students can participate.

"It all depends on money, of course," he said.

The seminar program will continue as long as it receives financial support from the provost office, said Jill Conklin, student coordinator for the seminar program.

Each instructor is paid \$2,200, and Conklin and the assistant coordinator are paid a stipend.

The investment is worthwhile for the University, Conklin said, because recruiters can tell potential students about the individual attention given to freshmen.

Amanda Pomeroy, one of Sheridan's students, said she is looking forward to receiving some of that individual attention.

Her classes last term were all taught in huge, packed lecture halls.

"In one of my classes the PA system didn't work very well, and I didn't want to go," she said.

"I was just longing for a small class."

Pomeroy is looking forward to her freshman seminar a great deal.

CORPS

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State Rep. Carl Hosticka, a University associate vice president and former Peace Corps volunteer in Nepal, said that while a large number of former volunteers are active in the U.S., there has never been this organized an effort to direct their activities in places which need it most.

"It's good to see the U of O take the lead," said Hosticka, who noted that the University was one of the first in the nation to train Peace Corps volunteers.

Brand also praised the University's longstanding relationship with the Peace Corps, saying that nearly 1,000 University graduates have served in the Peace Corps since 1961, making the institution the 12th highest University producer of volunteers in the country. Seventy-four University alumni currently are serving in 30 countries worldwide.

"It's quite remarkable, given the size of the institution," Brand said.

'We need to get residents in rural areas more actively engaged in determining their own future.'

— David Povey,
director of urban and regional planning program

GOALS

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The mayor suggested the city relocate Agripac, address housing needs along the river, enhance the links between the river, downtown, the University and Riverfront Research Park and experiment with shuttle buses that make frequent stops at river areas. The city could also reopen the Millrace into the Willamette River, she added.

"I'm not advocating massive planning," Bascom said. "I believe we can return to the

river and capitalize on all that it offers by dusting off plans already on our shelves and recommitting ourselves to the goals they contain."

Bascom also reflected on the city's achievements last year. The city was able to reduce the general fund budget \$5.4 million by eliminating services, reducing employee benefits, cutting positions and raising user fees.

Bascom said the city was also successful in meeting urgent housing needs. The Cen-

tenial Car Camp opened last year and provided emergency shelter for more than 200 people. Also, more than 75 units of low-income housing were built by local agencies.

Community policing was a major city accomplishment in 1993, Bascom said. A neighborhood police station opened in the Whiteaker area and people worked to clean up Washington-Jefferson Park.

"Many, distracted by our differences, will find it hard to believe that we build so solidly in 1993," Bascom said.

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