Morse files for Senate

Former Senator Wayne L. Morse filed for the office of United States Senator from the State of Oregon in Salem, January 7th. Senator Morse plans to campaign all over the state to provide "an open forum discussion with the public". He said it would not be like the 1968 campaign when important Senate votes and duties kept him tied down in Washington. Senator Morse is running for the Senate seat held by Republican Mark Hatfield, whom he supported in 1966 over Democratic candidate Robert Duncan because Duncan supported the war in Vietnam.

Morse said his 24 years' experience in the Senate gave him understanding and influence that would counter balance his loss of seniority.

Senator Morse served for 24 years, from 1944 to 1968, in the Senate. His loss in 1968 to Robert Packwood is generally contributed to his strong anti-war stand at a time when opposition to the war in Vietnam was not popular. Morse argued from the beginning that American military action in Vietnam might produce a truce - but it will never produce a peace. He consistently pressed his view that this country's involvement in Vietnam is illegal, unconstitutional and immoral. For several years he and Senator Ernest Gruening of Alaska were the only Senators who did oppose the war. They alone voted against the Gulf of Tonkin Resolution that gave the president the authority to step up the war involvement. His constant efforts to have the war brought to the United Nations eventually resulted in the passage of such a bill by the Senate. His dedication to the peaceful resolution of international problems through law has earned him respect throughout the world.

Senator Morse, as a member of the Senate Foreign Relations Committee, served as Chairman of the Latin American Affairs Committee and his work resulted in the Alliance for Progress. Few Americans are as well informed on Central and South America. Morse has urged a realistic China policy and as early as 1960 called for admission of the Republic of China into the United Nations. He is committed to the principal that foreign aid should benefit the people of foreign nations, particularly underdeveloped nations, and not their dictators or ruling casts.

Oregonians know and respect Senator Morse for his consistent battle against discrimination. In 1946, 1949 and 1953 he introduced legislation to prohibit discrimination in employment. In 1963 he co-sponsored legislation prohibiting discrimination in public accommodations and other areas. He was a co-sponsor of the far reaching Civil Rights Act of 1964, and his Senate Bill in 1965 was the genesis of Title VI prohibiting the use of federal funds by agencies that discriminate. He was a sponsor of the Economic Opportunity Act -- the War on Poverty. He was for a number of years an Honorary Vice President of the NAACP. He was chairman

Wayne Morris

of the committee that has jurisdiction over Washington, D.C. and fought off Southern efforts to restrict welfare and other social programs. Six times he passed Home Rule bills for Washington in the Senate, which were defeated in the House by the Southern delegations.

Morse is widely acknowledged as a foreign policy statesman, his position as a labor law expert is unchallenged, his reputation is established as a constitutional lawyer, as a conservationist, as a supporter of social programs, but it is in the field of education that he has produced some of his most dramatic accomplishments. He holds to the principal of the idea that every child is, as a matter of right, entitled to as much education as he or she has the ability to master. Morse became the chairman of the Senate Education Subcommittee in 1961, as the Kennedy Administration was taking office. From 1961 to 1968 he was the leader and floor manager for all education bills in the Senate. Under his leadership, Congress passed more education legislation, in quantity and quality, than in the entire preceding history of the United States. Of his work, Senator Abraham Ribicoll said, "When the name Morse appears on an education bill, the present generation of children and children yet unborn will be assured that the bill stands for the one man, who in my opinion, more than any other single individual in the whole history of our nation, has helped further the cause of education in the United States."

Senator Morse was raised on a farm in Wisconsin. He worked his way through the University of Wisconsin, where he earned a master's degree. His first political campaigning was on behalf of Progressive Republican Bob LaFollette, a man known for his independence and liberalism. He taught at the University of Minnesota and at the same time earned his law degree. He received a teaching fellowship to Columbia University, where he earned a Doctor of Jurisprudence degree. His doctoral dissertation was on the grand jury system, and is an often quoted work on the subject.

In 1929, Morse was appointed Assistant Professor at the University of Oregon School of Law. In less than two years, at the age of 30, he was appointed Dean, becoming the youngest dean of a law school in the nation. His teaching stressed moral responsibilities and ethical standards, and he emphasized the principals of the Constitution.

While at the University, he acted as an arbitrator in labor-management disputes. He also became an eminent authority on crime prevention, criminal law and procedure, and his research in this area brought action by many states to improve their criminal laws and parole, probation and release systems. President Roosevelt appointed Morse chairman of the National Railroad Emergency Board and a member of the National War Labor Board.

Urged by friends to seek a Senate seat, Morse campaigned in 1944 on a program of "Principle Above Politics". He proposed to the voters an "experiment in politics", in which he promised that, if elected, partisan considerations would never dictate his votes. He was elected in 1944 and again in 1948 as a Republican. In 1952, disappointed in the Republican Par-

(continued page 6, column 1)

PCC provides simulated Law enforcement experiences

(See picture page 1)

These scenes are only two of many Simulated Law Enforcement Experiences (SLEE) used at Portland Community College to train young men and women for careers in law enforcement. PCC's SLEE laboratory is a unique experiment using simulated realism to help students make the transition from classroom to on-the-job experiences.

Prior to SLEE, police education in colleges was limited to classroom instruction which emphasized rules, codes, statutes, and regulations; however, the most difficult problem confronting a police officer on the job is his discretion in deciding when and how to enforce the law. It is impossible to test for performance through classroom work. SLEE was created to provide the student with "on-the-job" experience in a safe, controlled environment--to give the student an opportunity to make his mistakes before they involve others.

In 1970 Portland Community College received $23,488 from the Educational Coordinating Council to design and develop a laboratory which would involve law enforcement students in real-life situations.

The SLEE lab uses realistic, closed-in sets---the alleyway and two adjacent rooms. Professional actors from Portland State University, Slabtown Stop, and Portland Civic Theater groups are employed by the college. Theatrical sound and lighting add realism to the sets.

Each situation is videotaped from behind the scenes through windows so that participants are unaware of offstate activity. While a situation is being enacted, the entire lab is dark and no one is allowed to enter. Four cameras are used and a director monitors each scene to capture the important action.

The entire episode is transmitted by closed circuit tv to a nearby classroom where instructors evaluate student response. Later the video-tapes are replayed for students so that they may see their on-the-job performance. Alternate ways of handling situations are discussed with instructors.

Each situation runs for approximately 10 minutes. The actors discuss their roles in advance with the SLEE lab production technicians James P. O'Brien and Michael Williams, PSU performing arts graduates and former military policemen. The actors are coached to present accurate, convincing situations. O'Brien and Williams write the scenario and outlines. Law enforcement students receive as little briefing as possible so that their reactions are spontaneous. Most situations use two policement working together as a team. Scenes are rated in intensity and only after performing satisfactorily in low intensity situations may students continue to more intense situations. A control evaluator is on duty at all times and has the authority to stop the scene when the action involves risk or takes a wrong direction.

Bud Emery, PCC's Coordinator of Public Safety, states "The SLEE lab is the only place a policeman or student can practice being a policeman -- work out skills, try new approaches--because no risk is involved." The program is also designed to build confidence in students because they feel they've had the experiences. As one "SLEE lab graduate" says, "... the first family disturbance I went on (on-the-job) was so similar to a SLEE lab episode, I couldn't help but think maybe it was a test."

Data was collected last spring from students and outside evaluators on the effectiveness of the SLEE lab as a teaching technique: 76% found the episodes "very realistic"; and 94% considered the lab "very effective in reinforcing classroom training."

The Metropolitan Police Academy, Model Cities, and Family Crisis Project have also used the lab to simulate situations for police trainees and special study groups.

The SLEE project has been successful in providing students and policemen with real-life experiences. Feedback from evaluators and participants has been positive. According to the Training Director of the Portland Police Bureau, "For the first time, we are able to evaluate the actions of officers in an unlimited number of realistically staged police incidents." The chief of a surban police department commented, "I think it's the greatest thing that's happened to law enforcement curriculum... It is not only very effective in teaching a recruit what to expect in various situations, but is an excellent tool for retraining of older officers who have perhaps let themselves develop careless habits."

Students in the Law Enforcement Program at PCC have responded in a similar manner: "The lab is a much more effective teaching device than the straight lecture....By actual performance of necessary action in a situation, I have learned a basic understanding of the duties expected under certain situations."

Rix elected

Richard A. Rix, Executive Director of Comprehensive Health Planning Association for Metropolitan Portland, has been elected to the Board of Directors of the American Association of Comprehensive Health Planning.

The American Association of Comprehensive Health Planning is a consolidation of two national groups dealing with health planning. The newly formed association includes professional health planners, college faculty, students, and citizen members of 52 state level CHPA's and 134 area-wide health planning groups.

Metropolitan Portland CHPA President Dale Wineberg and Clackamas County

Making lungs grow

by James L. Mack, M.D.

Can lungs be made to grow bigger and work better? Perhaps.

Normally, lungs grow at roughly the same rate as the body. An infant has tiny toes and tiny lungs. By the time he is full-grown, the surface of his lungs will increase 20 times, roughly the same as his body weight. The number of his air sac -- where carbon dioxide and oxygen are exchanged--will increase about ten times. At adulthood, each person has about 300 million air sacs in his lungs.

Now the researchers at the Philadelphia Veterans Administration Hospital are injecting growth hormones into rats to increase the size of their lungs. In six weeks, they increased the total lung capacity of the rats by 41 percent and stepped up lung weight by 28 percent. The actual number of lung cells did not increase. But the average size of the cells did. There was also a significant increase in the size of the air sacs.

The researchers - Drs. Jerome S. Brody and Wilfrido J. Buhain--reported their results at a recent meeting of the American Thoracic Society, the medical arm of the National Tuberculosis and Respiratory Disease Association. They speculate that similar lung growth can take place in humans.

If such growth is indeed possible, the treatment of certain lung diseases such as emphysema, in which some of the air sacs are destroyed and the person must struggle to breathe, could be affected significantly. Only further research will supply any answers.

To find out more about how lungs grow and work, contact your local tuberculosis and respiratory disease association. And to support the fight against lung disease, answer your Christmas Seal letter. There's more to do.

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