

Education

Law school prepares new breed

Most of tomorrow's law school graduates will spend less time in the courtroom, and many won't practice law at all.

Changing trends in the court system, the practice of law and the job market mean changing needs for today's law students. At the University of Oregon School of Law, Dean Chuck O'Kelley says students, who began classes last Wednesday, August 21st, will find an education fine-tuned to the future with more emphasis on problem-solving, mediation and dispute resolution.

Preparing for changes in the legal system

"According to the Oregon Supreme Court's 2020 report, the court system will function very differently in the future and a courtroom will be a last resort," says O'Kelley. "We will need to be more open minded about ways to resolve disputes and will likely be seeing more mediation and resolution centers."

O'Kelley says the UO law school is training its students to be collaborative problem solvers with skills that are valuable assets to whatever graduates choose to do with their law degrees, and many are choosing ca-

reers other than law. In 1995, for example, 16 percent of UO law graduates sought and found employment in fields other than law practice.

Law graduates

choosing different careers
"A law degree, or JD, is the MBA of the next century," says O'Kelley. "It provides people with analytical skills that cut across disciplines and prepares graduates for business and

have the ability to negotiate, I know how to research issues and I'm a much better writer and communicator—not to mention what it did for my self-confidence."

Susan Walsh decided to use her law degree to help troubled youth. The UO law school Class of '92 alumna is working with two local programs, Networking for Youth and Bolter Options, in an effort to find a

Walsh is currently working on a Ph.D. in special education at the UO, studying anti-social behavior in youngsters.

Diversity a key for law school's entering class

Diversity is a continuing trend at the UO law school. Preliminary figures show that 1996's entering class will be comprised of approximately 55 percent women and 15 percent minorities. The law school will meet its enrollment target with a first-year class of approximately 160 students.

Meanwhile, administrators say that the UO law school was the only institution out of the 178 schools accredited by the American Bar Association to see an increase in applications.

The UO saw a three percent rise in applications while law schools in the Northwest saw a nearly 15 percent downturn.

O'Kelley attributes the increase in part to the school's growing national reputation for excellence and diversity. Earlier this year, U.S. News & World Report ranked the UO law school as one of the best law schools in the west—tops in Oregon and No. 2 in the Northwest.

"Having clerked for a local judge, I saw how difficult it can be for youngsters to get the help they need to make positive life changes,"

—Susan Walsh, UO Law School '92 alumna

public service."

"I couldn't agree more," says Hillary Johnson, a 1994 UO law school graduate who currently oversees recycling and waste reduction programs for Lane County.

"I saw this job as an opportunity to use my legal skills to do something positive for the environment," says Johnson. "Thanks to my law school education, I can think analytically. I

more productive course in life for youngsters who've been in trouble with the law.

"Having clerked for a local judge, I saw how difficult it can be for youngsters to get the help they need to make positive life changes," says Walsh. "I'm using my law degree and knowledge of the legal system to help affect policy change, which I believe will benefit these youngsters."

Grieving in the classroom

A child who has suffered the loss of a loved one over the summer will return to school in the fall a changed child.

Izetta Smith, co-creator of the Me, Too, & Co. process curriculum, says a child may return feeling "different."

He or she may not want to talk about the death and just want things to be "normal." Or, a child may wish to express feelings about the death.

Smith says a parent can help by informing the child's teacher and counselor that a death has occurred and make the child's wishes known about whether to tell classmates.

The teacher can support the child's wishes and offer alternatives such as:

- Telling classmates with or without the child present.
- Not telling classmates.

Both parents and teachers need to be aware of potential academic changes. Smith says, "The process of grieving is so intense both emotionally and physically that it actually produces changes in the brain."

Smith says a grieving child may suffer from a short attention span, lose the ability to focus, or have memory and logic impairments.

A teacher can help by negotiating

homework and expectations on an on-going basis.

Grief takes a lot of energy and just as it takes time for adults to re-adjust to returning to work, it will take time for a child to return to his or her previous level of performance in school. Be patient.

Children grieve differently and in their own time. It's important to trust the child's own ability to heal.

New grants for Art education

The Oregon Arts Commission is awarding grant funds through a new program designed to recognize and support innovation in Art Education.

"The program acknowledges the Commission's belief that the arts can make an invaluable and unique contribution to the educational process, helping students develop problem solving and creative thinking skills as well as improved communication skills," said Christine D'Arcy, director of the Oregon Arts Commission.

The grants will help educators in the initiation of innovative strategies

in arts curriculum development and support programming.

The Arts Commission seeks proposals which will help it collaborate with educators and organizations statewide in identifying how the future arts education needs of Oregon can be better met.

Grants for Innovation in Arts Education are available to educational service districts, regional arts in education programs, non-profit arts organizations, community colleges and local arts and community arts organizations for arts education projects.

Colleges and universities may ap-

ply if they are planning projects that incorporate strong community participation in planning and involvement from their local K-12 population.

Applications will be accepted until a deadline of October 1, 1996.

Grant requests must be for activities and projects occurring between November 15, 1996 and August 30, 1997. Request an application form from the Arts Commission office, 775 Summer Street NE, Salem, OR 97310. (503) 986-0088.

Guidelines may also be accessed through the Arts Commission's Home Page on the Internet: <http://www.das.state.or.us/oaac/>

Learning 3 R's with Kindermusik

Rhythm, reasoning and reading music along with social interaction, motor skill development and simple musical concepts are some of the learning experiences that *Kindermusik for the Young Child* classes provide for children.

Beginning September 16, 1996, "Let's Begin with Music" located at Rose City Presbyterian Church, NE 44th & Sandy Boulevard and St. Philip the Deacon Episcopal Church, 120 NE Knott Street, will offer *Kindermusik for the Young Child* classes to area children ages 4 1/2 through 7 years old, as well as classes for children from birth to 4 1/2 years.

"Kindermusik has opened the doors to the world of music for Joe. He has an understanding of music theory and process that I didn't acquire until I became an adult. And, most important, he loves the class!" said parent Melissa Powers-Piucci of Portland. *Kindermusik for the Young Child* is based upon pedagogically sound and developmentally

appropriate activities. Meeting each week, children explore the world of music and movement in a process-based learning environment, where they perceive the classes as play.

Children learn about composers such as Mozart and Bach, and they are encouraged to compose music and play a variety of musical instruments. Typical concepts presented include reading and writing musical notation, distinguishing tempo and discovering how sound is produced. In *Kindermusik for the Young Child*, children also encounter the instruments of an orchestra, participate in various ensembles and move expressively to music from across the world.

Parents can call Anne Clark at 282-1839 for details.

Clark has more than 30 years of experience teaching children music and she offers age appropriate music and movement classes for children from birth.

A licensed Kidnermusik educator since 1991, Clark holds a bachelor's

degree in music education. She is a member of the Early Childhood Music Association, Chorister's Guild, the American Guild of Organists, and Kindermusik Educator's Association. In addition to her children's music classes, Clark does musical birthday parties and story hours, is organist at Emmanuel Presbyterian Church, West Linn, and directs four children's choirs. Prior to starting "Let's Begin with Music", Clark owned Gingerbread House Preschool for 18 years. She developed a music-based curriculum for the school.

Open House and demonstration classes for all age levels will be held at Lakewood Arts Center, Thursday, September 5th, 10:00 a.m., and Rose City Presbyterian Church NE 44th and Sandy Blvd., Friday, September 6th, 10:00 a.m.

Headquartered in Greensboro, N.C. Kindermusik International publishes acclaimed music and movement curricula for children in the early stages of life.

Internet access to school test scores

Oregonians with access to the Internet can find out how individual schools fared on state tests.

The Oregon Department of Education has introduced a web site (<http://www.ode.state.or.us>) which contains results of the 1996 tests along with other information about education.

Local school reading, math and writing scores are posted.

"We're excited to be able to give

many Oregonians instant access to critical information about our schools," said State Schools Supt. Norma Paulus.

Paulus wants to use the Department's web site to reach the education community and general public, especially parents who serve on school site councils which steer school improvement.

Steve Hill, a parent who serves on the site council of Cedar Park Middle

School in Beaverton, welcomes the access.

"I am delighted that each school's test scores will be available to all citizens on the Department of Education's web site," Hill said. "It is precisely this type of information that empowers us as parents and taxpayers to objectively gauge the progress that our schools are making toward excellence, and if not, to ask the question, 'Why not?'"

Second chance to shine

The Portland Street Academy begins its fourth school year on Tuesday, September 3. New students are being recruited for the alternative school based at the Urban League of Portland.

Orientations for students and parents will take place at the Urban League on August 29 from 8:30 to 11:00 am and on August 30 from 2:30 to 5:00 pm. Both new and returning students need to register and attend orientation.

For enrollment and other information about the Academy, contact Ms. Christy Hauff at (503) 280-2635.

The Academy accepts junior and high school age students who have left Portland public schools. The school serves up to 65 students in day sessions.

This year will include an emphasis on school-to-work transition courses. Facilities include four classrooms, a computer lab and a multi-cultural reference library.

The Academy is located in the Urban League's main building, providing students with easy access to other Urban League programs such as employment services, counseling, computer training, and the Male and Female Responsibility Programs.

"The Street Academy helps students find a way to continue an education that will help them achieve their dreams," said Urban League Education Director Brian A. Black. Street Academy students can remain at the Academy or transition back into one of Portland's public schools.

Investigate This!

Criminal justice and corrections work is one of the fastest-growing fields in Oregon. It's a good profession for those who like contact with people, varied challenges, and strong community involvement.

- Many new jobs in corrections projected to open up in Oregon over the next few years
- Program meets entry-level qualification for police or corrections officer
- Good earning potential; pay increases with experience
- Work can include investigation and patrol duties, crime prevention programs, data processing and more
- Good for career-changers

Find out more!
Call 978-5317
<http://www.pcc.edu>



Taking Giant Steps



For Michelle Scott and her son

contribute."

Nick, the sun shines brighter, and the grass is greener.

Low in confidence and tired of living hand-to-mouth each month, Michelle entered Mt. Hood Community College's Steps To Success program eighteen short months ago. Part of Oregon's statewide Job Opportunity and Basic Skills (JOBS) program, the Steps program provided Michelle with the opportunity to build her skills and her self-esteem. "Steps gave me the foundation to succeed," said Michelle.

"Before, I would have given up. Now I feel I have something to

With Lottery dollars providing the financial foundation, the JOBS program's training and guidance gets people off welfare and into the workforce. Each month, an average of 1,400 program participants find jobs, with an average wage of \$6 an hour. Plus, 80 percent of those people are still off welfare a year and a half after finding work.

Today, Michelle is a Marketing Support Coordinator with a national marketing firm's Portland office. "I am doing what I love and love what I do. Steps helped me get to where I am and I couldn't have done it without them."



It Does Good Things