

Minorities in the Barometer, 1973

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Minority problems need listening ear

The University has a problem that only a few words can describe -- discrimination, prejudice, racial tension if you will.

So, "what's new," you say. "Everyone knows that the administration isn't doing an adequate job in dealing with the problem." Well, you're right, but you are also dead wrong if you don't include the rest of the white community as deterrents to this problem's solution.

The magnitude of the problem goes far beyond the administration of it. It seems to stem from the fact that the white community does not understand the problems of the Blacks. The deterrent to the solution of the problem seems to stem from the fact that most of the community is not working for an understanding of Blacks and their problems.

Lorenzo Poe, a sophomore in H and SS, and president of the Black Student Union, sees three problems of immediate concern for Blacks in this community -- the lack of social activities, the fact that the University doesn't offer the type of education that Blacks can use to solve problems in their urban communities and tensions within the Athletic Department.

Sam Whitehead, a junior in PE and Health, said this week in an article in the **Eugene Register-Guard**, "it isn't that it's (the University) prejudiced. It's just that it doesn't understand Blacks. It doesn't know what Blacks like to do. Or even how to talk to Blacks."

Verdell Adams, a junior in H and SS, and Bobby McClarty, a sophomore in PE and Health, told the **Barometer**, "We aren't asking you to be a part of us, we're just asking you to try to understand us and our problems."

If we are to understand the racial problems our community is faced with, we must start to communicate. The blacks must make some kind of a concerted, organized effort to tell the rest of the community who they are as a people and what their problems are. The rest of the community -- not just a portion of it -- must listen.

This problem is not one that is just a problem for the Blacks, or the administration or a few individuals. It is a problem we are all faced with, and the sooner we realize that it is a problem for each individual in the community, the sooner we will begin to move away from it and toward a concrete solution.

Athletic probe continues

Representatives of the Department of Health, Education and Welfare will return today to the University to continue a review of the Athletic Department regarding charges of alleged discrimination.

HEW was previously on campus Dec. 5 to discuss the complaints with University officials.

The investigation has stemmed from reports of alleged discrimination in the University baseball and football programs. The charges were filed with HEW by two Black students, Verdell Adams and Robert McClarty.

Besides investigating the two specific cases, the HEW officials will review recruiting practices used in the baseball

and football programs for the past five years. Also required are the criteria used to determine who receives the athletic awards and scholarships.

Jim Barratt, athletic director, has appointed Jack Rainey, academic coordinator, to prepare the information required by the federal agency.

Pussyfooting

To the Editor:

On Jan. 15 the **Barometer** published what I consider to be the worst mish-mash of an editorial—it has been my misfortune to read

I refer to the one concerning minority (Black) problems at this university.

The writer (anonymous) refers to "problems of Blacks on campus," but fails to articulate these problems except by using the time-worn terms **discrimination, prejudice, racial tension.**

Isn't it about time we started facing life and stopped pussyfooting around about what's going on in this area?

This area has the greatest degree of "discrimination and prejudice" of any I have been

in. An undertone of fear permeates the whole campus and city, fear of the "Black peril."

I don't pretend to understand Blacks. I'm not one. What I can understand is their rights of heritage and need for acceptance as individuals. I realize what recognition of a real grievance can mean.

A barrier exists between the Black community and the white community that to me seems to be the major problem keeping the two apart.

The Black community in this area is very small and tight as I see it. The "bleeding heart liberal" (the take a black out to lunch bunch) has made the Black, as I see it, as wary of "friendly" whites as he is of the Ku Klux Klan. He seems to distrust and disdain any overtures of peace.

Sam Whitehead is quoted in the editorial as saying that we whites don't know how to talk to Blacks. And he's right. Where do we learn?

Blacks may avoid making contact with whites for the same reason heads avoid narks or new people—fear—who can you trust and why make an effort for nothing?

What I see as a solution, or rather, a partial solution, is a group, formal or informal, where blacks and whites can get together and talk and work through their misconceptions and misunderstandings. Such a group might be initiated through the Experimental College or the Black Student Union. Anyone interested in such an "understanding" group may contact me at 753-7405.

Remember peace comes through understanding and

love through peace.

David Starratt
Soph. H & SS

Where to begin

To the Editor:

I must be perfectly honest in saying that I am a troubled and frustrated student. Troubled because I realize that the black students at the University are encountering difficult problems, and frustrated because no one will take the time to tell me what I as an individual can do about the problem.

When I first transferred to OSU, from a California junior college, I was surprised at the lack of Blacks that I encountered on the campus. And I found that an innocent smile on my part was interpreted as some sort of racist gesture. So I decided that perhaps I

needed to gain some understanding of the black culture: their beliefs, emotions, the reasons they feel the way they do.

The only thing I could think to do was to take a course in Black Literature, for perhaps the Black writers might be able to effectively communicate their feelings and emotions to me, and I also hoped that I might be able to come into personal contact with some of the Black students so that they might voice their opinions to me firsthand.

There were some white students in the class who made a genuine effort to reach out and attempt to understand, but we were always told by the Black students that we couldn't understand their problems because we weren't Black.

The point I am trying to make is this: I am sincere in my desire to understand but I honestly don't know where to begin. It's like trying to go on a treasure hunt without a map. If white students are continuously told that they can't understand, then one day they are going to stop trying. Oh, I realize that the majority of the students on this campus don't even care, but there are some who do. All I am asking is that you at least tell us where to begin.

Kristine Kuchenbecker
Fr.—Home Ec.

Black will succeed Tony Birch

By Steve Clark
Barometer Writer

The administration has made an overture to subdue discriminatory employment practices based upon sex or race at the University.

The appointment of Ronald R. McClain as the director of the Affirmative Action Office and assistant to the president was announced by University President Robert MacVicar Tuesday.

The directorship will change hands from Tony Birch, who is also director of budgets and personnel, to McClain March 15.

McClain, a Black, is currently director of Project Continuation at the University of Oregon. He worked for the Brotherhood Educational Center for four years. The center is a Black supportive service organization. Two of McClain's years with the minority agency were spent as division director in Honolulu.

Under McClain, the University Affirmative Action Office will be for the first time out of the Office of Budgets and Personnel, a situation which in the past has been openly attacked by critics of the University's handling of Affirmative Action.

The move from budgets and personnel is not a reflection of Birch's ability as Affirmative Action director, but rather an attempt by the University to give the Affirmative Action Office a greater mobility, McClain said.

MacVicar explained it as a more efficient operation where two people would be doing two jobs, instead of one man attempting both.

The most significant aspect of McClain's appointment, MacVicar said, is that the new director brings with him a strong minority background and a talent for this position.

McClain, as director, will satisfy a basic suggestion by the Department of Health, Education and Welfare, that the Affirmative Action director should be both fulltime and sensitive to the problems of women and minorities.

Beginning human relations

Last Tuesday my attention was drawn to a letter in Fencing concerning black students and their difficult problems at the University. I hasten to add at this point that the author of the letter is not under attack. In fact, the contrary is true. I hope to be able to answer a question that was raised.

Before continuing, let me give you a brief breakdown on my qualifications for this task. I have little difficulty in relating with people. And here is the secret for all types of human relations—people are people. This includes Blacks, too, believe it or not.



By R. Stephen Peel
Barometer Columnist

So, Ms. Kuchenbecker, and all other sincere but frustrated whites, if you really are interested in knowing where to begin, perhaps I can help you out a little bit.

First of all, I am going to repeat myself. Blacks are people. They just have a certain physical trait that visibly distinguishes them from other types of people. Blacks are not specimens—under a microscope to be “studied” or “understood.” Blacks are not creatures in a zoo or park to be gazed at with tourist curiosity. If whites keep that in mind they have already “begun.”

Secondly, whites must accept, without offense or hostility, the truth that “understanding” (feeling) the changes American Blacks are put through is an impossibility.

However, whites can empathize (not sympathize) with Blacks. With this empathy and mental awareness (openness) there is much that the whites can do to alleviate problems the Blacks must cope with. For instance, teach other whites what you

have learned about empathy. Correct (on the spot, regardless of potential reprisal) the ignorant and/or bigoted who casually fling about such flag words as “boy,” “nigger,” and “colored.” (How old was the “boy?” What color was this “colored” person?)

Thirdly, and this could be the most hazardous or demoralizing if you are hypersensitive or insecure, do not shy away from daily (informal) encounters with Blacks and in these contacts do not set up unconscious color lines by extensive questions on the “black experience,” discrimination, black power and other similar topics.

You can initially learn about these through outside research and later (after developing a person-to-person, rather than a black-to-white relationship) through “rap sessions.” Regarding unfavorable impressions it is a toss up as to which is worse, the cracker bigot or the eager beaver white liberal. In other words, don’t push it. Come on strong and you won’t last long.

Lastly, let me tip you off to a game that many Blacks play around whites as a defense mechanism. I call it “Check Out The Honky” and it is similar in many respects to “New Boy” as played in many schoolyards. It is basically a combination of hazing, verbal assaults, minor trust and extensive caution with the “stranger.” Begin considered an “enemy.”

“Check Out The Honky” is an amazingly effective means of determining what the gut feelings of the white in question are. Variations on the game are limitless, rules are non-existent, and very often the white will only get one chance. If he blows it he’ll know it, but he’ll have a hard time getting back into the game. Under the circumstances, the best strategy for the white is to act cool, natural and human. Phoniness of any type is inexcusable.

One final note of caution. If in the face of rejection you close your mind, even for a brief instant, you will find yourself doomed to wondering about “those people” forever, regardless of how sincere you may think you are.

Group votes to form permanent body

By Wanda Erickson
Barometer Writer

The Ad Hoc Oregon State System of Higher Education Women's Committee voted Saturday to organize into a permanent body devoted to eliminating discrimination in Oregon's educational institutions.

The ad hoc committee was organized last spring by Margaret Lumpkin, University education professor, to deal with problems of women in Oregon's colleges and universities.

"The women emerged from this first meeting united in their commitment to see that this year's Affirmative Action programs become a reality to bring equal opportunity for Oregon institutions," said Lumpkin.

The group Saturday appointed an interim task force to write bylaws and develop organizational structure for a permanent body within the next 30 days, according to Jeanne Dost, director of the newly created Office of Women's Studies at the University.

Sometime in April, according to Dost, another meeting of post-secondary education women will be held on the University of Oregon campus and officers for a permanent organization will be elected.

Saturday's meeting at Portland State University consisted of general meetings and four workshops with the topics of Affirmative Action, women's studies, organizing women on campus, and women's problems. Representatives from the community colleges and higher education institutions attended.

The representatives discussed the possibility of pooling efforts to implement the Equal Rights Amendment now before the Oregon Legislature, said Lumpkin. Other goals discussed by the women were to secure effective Affirmative Action (AA) and establish some means of monitoring AA efficiency in the Oregon educational system.

Specific legislation and techniques for gaining legislative power were discussed at the meeting by state representatives Vera Katz, D-Portland, and Mary Rieke, R-Portland.

"Both representatives indicated their support of the efforts by women at Oregon's post secondary educational institutions to achieve equal opportunity for all," said Dost.

One of the workshops held at the day-long meeting was devoted to determining the stand various professional organizations have taken related to women members, said Lumpkin.

Grant loss to hurt minority students

By Celeste Doucet and Marv Pace
Barometer Writers

Several upper division minority students may be forced to discontinue their educations unless a revision is made concerning Educational Opportunity Grants (EOG).

At present, a student may receive the grants for only 12 terms. The federal guidelines impose this restriction on the assumption that a student can complete the work for his college degree within four years.

"This is not a realistic goal for most of our current Educational Opportunities Program (EOP) students," said Lonnie Harris, director of EOP.

Unless the revision is made, the 12 term restriction will affect seven University students this year including fall term of 1973, according to Harris.

Harris said students receiving EOP grants were required to take one term of remedial courses in which they did not earn credits toward graduation. The courses include study skills, methods of reading, personal development and math.

"Because of the quality of their academic backgrounds, many of our students have had to take lighter than normal course loads until they were prepared to handle a full college program. It was not our expectation that the typical EOP student could complete his college requirements within a four year span," he said.

When asked how President Nixon's proposed budget would affect EOP, Harris said, "If this budget goes through, it will do away with the EOP grant. It will go under another program called Basic Educational Opportunities Grant. Students wouldn't get as much money as they would receive through EOP."

A recent follow up study on how long it takes a student to graduate at the University was conducted by the Student Services Office. The study indicated that the majority of regularly enrolled students require more than four years to fulfill their requirements for graduation, according to Morris LeMay, director of the counseling center.

"Generally, we'll have from 25 to 30 per cent who will graduate in four years," said LeMay.

"We now have EOP students who are in their final term at the University but are no longer eligible to receive EOG funds," said Harris. "It is our feeling that, having come this far toward their educational goals, it would be cruel to them and very poor public relations for the University if they were forced to leave school because of lack of financial support."

"The financial aid funds we have now are not adequate," Harris said.

Harris suggested that a meeting of the Special Services Committee, a Faculty Senate committee, be called to discuss possible avenues for solving the problem.

Black history week to begin with film

By Cap Pattison
Barometer Writer

Observance of Black History Week will begin Sunday, when a documentary film about the late Martin Luther King, Jr. will be shown.

"The purpose (of Black History Week) is to increase the familiarity of Corvallis people of all races with the cultures of others, particularly those of black, chicano, and native American people," and R. E. Smith, public information director of the Corvallis branch of the National Association for the Advancement of Colored People (NAACP).

"King: A filmed Record, Montgomery to Memphis" will be shown at the First Presbyterian Church at 8th and Monroe starting at 7 p.m.

The film is sponsored by the church and the NAACP.

Tickets are \$1.50 for adults and 75 cents for children. They can be bought at the NAACP office at 23rd and Monroe, the Ink Well or the First United Presbyterian Church.

On Wednesday there will be book reviews of black English authors at the Corvallis Public Library, 6th and Monroe. University professors Robert Kiekel and John Dunn will conduct the session at noon in the Richie room of the library. Participants should bring a sack lunch; coffee will be served.

On Friday, Feb. 16, there will be a "Cross-Culture Fun Fest" at the American Legion hall at 8 p.m. The program will consist of games and dancing from all different

cultures and there will be refreshments served.

On Saturday, Feb. 17, there will be a "Black Arts in Exhibition" at the Grace Lutheran Church, 435 NW 21st, at 8 p.m. Cost is \$1.50 for adults, 50 cents for students and 25 cents for children under 12. Black local talent and talent from Portland will be featured.

There will be an exhibition of black student art throughout the week at Westminster House. In Fairbanks hall there is now a photography exhibit by Harrison Branch, a University professor.

Films and speakers relating to Black History Week are available to any group or class. Interested students or professors should contact Wanda Westwood at 752-4094.

Blacks role improving; gains yet to be made

By Steve Clark
Barometer Writer

Over the years inter-race relations in the Corvallis area have slowly improved, says Calvin Henry, president of the Corvallis branch of the National Association for the Advancement of Colored People (NAACP), but rejection at the University between white and black students has been a big barrier to overcome.

"People don't want to communicate, they don't want to understand," Henry said. "White students are reluctant to be rejected, while Black students aren't going to accept whites on face value anymore."

While gains are being made now, they are in good part the result of efforts by the NAACP, Henry said. The organization has been working with units of the community, the city, the county and the University, whether they liked it or not and has now established open lines of communication and good working relationships.

Yet all is not achieved, Henry quickly reminds. There has been reasonable success lately in consideration of the past economic and political participation by Blacks. It was in the 1850s when the state constitution was adopted making Blacks and ethnic minorities severely

restricted by law. Only in 1926 were Blacks then allowed to own land. But the damage had been done, economically, politically and socially, Henry said.

Achievement and involvement by minorities are going to increase, he said. IN Corvallis, three businesses are operated by Blacks, with plans for another. In Portland in 1940, there were only 85.

"Blacks are becoming more apparent--more visible than before," Henry said. "Whether or not this visibility is good, you can't deny them it."

Achievements are also being made on the University level. In 1969, there were only about 60 blacks enrolled, a majority of which were foreign students, but now there is commitment by the University to bring education to Black and minority students.

"In 1969, there was only one Black professor, now there are three," Henry said. "That's a step forward. Things are improving, but bettering is on a relative scale."

"Black students are struggling to see who they are. For the students to really get moving and make a significant contribution you are going to have Black faculty and staff to them understand the total picture of what's going on."



Calvin Henry

Study shows lack of discrimination in salaries of University women

Salary discrimination against women employed as research assistants and associates does not exist, according to a special study report made at the University.

The study, launched as a part of the University's Affirmative Action Program, did recommend large salary increases for women research assistants at lower paying levels. Raises from \$400 to \$1,200 were recommended if

the source from which they are paid will permit it.

Sixteen research associates and 101 research assistants were included in the study, which was intended to "eliminate all inequities between male and female employees."

Research associate and assistant positions are temporary positions. Some are part-time; some are filled by

graduate students working for advanced degrees and almost all are funded by nonrecurring grants awarded to the University for selected specific studies.

"In its review, the committee could not find any instances where salary inequities could be related unequivocally to discrimination based on sex," said Elizabeth Strong assistant professor of oceanography and Donald

MacDonald, professor of biochemistry.

Steps have been taken to remedy the problem of low salaries paid to both men and women by establishing a base rate for research assistants of \$6,600 (unclassified personnel) and increasing it to \$7,200 effective July 1, according to Roy Young, vice president for research and graduate studies.

Black history

To the Editor:

This week has been designated as Black History Week. The members of the Advisory Board of the University Ecumenical Ministry, including University students, faculty and town people, commend to the community the various events recognizing the contribution of Blacks in our society. We especially invite you to the Black Children's Art exhibit at Westminster House.

We recognize that the history and image of the University and Corvallis holds various racist experiences and impressions, and therefore a high priority for our ministry is to seek to help eliminate racism wherever it exists. To this same end we applaud the

efforts of those within the University - students, faculty and administration. We commend the efforts of the University for increasing recruiting and scholarship programs through the Educational Opportunities Program, student services, athletic department and through other individuals, schools and departments. We are eager not only to support those efforts to enable minorities to come to the University, but also to make our community a place where they will experience warmth, openness and opportunity.

**The University Ecumenical
Ministry Advisory Board
David Smedema, Chairman
Corvallis**

Chicano Union sets dinner

The Chicano Student Union (CSU) is planning a Mexican dinner which will be held Saturday from 4 to 8 p.m. at the St. Mary's gym.

The cost of the dinner is \$2 for adults and \$1.25 for children under 12. Special group rates can be arranged by calling Maria Garcia at 753-6313.

Funds raised from the dinner will be used for the CSU cultural awareness week during the first week of May.

CSU also recently elected new officers. Elected were Marcia Garcia, president; Leo Guerrero, vice president; Flora Suarez, secretary; Jose Garcia, treasurer; and Juan Mendoza, sergeant at arms.



Photo by Glenn Hashitani

Woman awareness session

The Women's Study Center held its first consciousness raising discussions for women students Tuesday. The group's purpose is to help women be aware of the roles they are placed in by society. The first meeting drew only seven women, however.

Three of them were (left to right): Carol Sturdivant, a senior in marketing; Ann Meders, a graduate in liberal studies; and Joan Nelson, a graduate in social science.

Women's rights groups work toward varied goals

Editor's note: The second in a series of four articles dealing with the women's movement continues today with a focus on local and state organizations devoted to women's rights.

By Wanda Erickson
Barometer Writer

Oregon, where 51 per cent of the population is female, has a number of organizations concerned with women's rights, both statewide and locally.

Women in Higher Education

The Ad Hoc Committee on Women in Higher Education, is composed of women in all aspects of higher education -- from custodian to professor -- in Oregon colleges, including the community colleges.

The independent group was organized last spring by Margaret Lumpkin, University education professor, with the assistance of women from other schools.

The committee has several purposes, according to Lumpkin.

Among these are the goals to get fair and equitable treatment for everyone on every campus, said Lumpkin.

"We're out for human rights, which includes minorities and men," she said.

Other goals include exchange of information among the different campuses concerning job opportunities and successful techniques of achieving equal opportunity.

"The group would also like to investigate professional organizations which influence universities, so we might be in a better position to recommend these organizations to the committee members," Lumpkin said.

The ad hoc committee voted unanimously in January to form a permanent body, and currently an interim task force is working on a proposal to be presented to the body in April.

Lumpkin noted that much remains to be done.

"We'd also like to see more women in positions of leadership in higher education and more women represented on the state board."

She said the committee seeks equal opportunity for people at every level, from the student on up.

Women's Political Caucus

Another active feminist group is the Women's Political Caucus. The state group, headed by Jeanne Dost, director of the University's Office of Women's Studies, has been loosely for the past two years and formally became a group in September of 1972.

"The thrust of the Women's Political Caucus," said Carlin Holden, a member of the Linn-Benton branch and a University sociology instructor, "is to encourage and support women seeking public office."

A second goal of the organization, Holden said, is to "place women on state and local public policymaking bodies, many of which have not been an area open to women."

According to Holden, some of the local public bodies which do not currently have a woman member are the Benton County Health Commission (which has some nurses, but no women doctor members, Holden said), the County budget board, and the county fair board.

The political caucus' job is to "find women

both qualified and interested (in these jobs) and submit their names, first so that people start thinking 'Oh yeah, we could appoint a woman' and secondly, so that they do it," Holden said.

Another goal of the Women's Political Caucus, said Holden, is to lobby for women's issues in representative bodies such as the state legislature and city councils.

"Until we get enough feminists, men and women, in the state legislature, we have to get across what some of the women's issues are about--like the ERA (Equal Rights Amendment)."

"All over the country, men are voting on the ERA, abortion and other issues having a direct effect on women," Holden said. "We're hoping in the future in the next set of local elections to be running more women candidates."



Photo by Glenn Hashitani

The Y-Round Table has helped organized two "consciousness-raising" groups for women. (Left to right) Lois Renwick, member of Y-Round Table; Judi Dale, Y-Round Table director;

Women's Study Group

Headed by Holden and Kay Porter, a University employe, The Women's Study Group meets every Tuesday from 11:45 a.m. to 1 p.m. in MU 111 to discuss matters of concern to women.

The group consists of 20 to 30 academic, civil service employe, students at the University and interested community people, said Porter.

Formed in September 1971 because according to Holden "at that time, a number of women on campus came together with mutual concern about the lack of programmed material and courses for and about women."

This year, the study group sponsored a three-term sequence in liberal studies dealing with women, their history, their role in today's life. For the summer, the group is also sponsoring several other courses on women, according to Porter.

The study group has also been concerned with the employment picture for women on campus. According to Holden, the group served as an alternate informal information source for the Health, Education and Welfare investigation team that visited the campus last year.

In the future, the group hopes to function as a talent job bank, said Holden. It frequently recommends women for openings it knows about and tries to provide information for women about job opportunities she said.

"Our crowning achievement," said Holden, "was to write the proposal for seed money for a full women's program."

The proposal, with money from the University has helped to begin the Office of Women's Studies.

Y-Round Table

The Y-Round Table a University-sponsored group, offers a number of services for women.

The group operates a Women's Speakers Bureau, a group of women who give talks to junior and senior high schools, college living groups and any other interested organizations, said Judi Dale, director of the Y-Round Table. Talks center on the women's movement, women's roles, male-female relationships and other related topics.

The Y-Round table also helped organize two "consciousness-raising" groups.

These groups "help women become aware of the possibilities open for them. We also provide support and strength for a woman to branch out and do the things she wants to do," said Dale.

a day-care program for children of students.

NOW, OCWE, AAUW, etc.

Some of the other groups concerned with women and equality operating in the state are a branch of the National Organization of Women (NOW) and the Oregon Council for Woman Equality, both based mainly in the Portland area, according to Carlin Holden.

The Council for Woman Equality is concerned with encouraging public officials, especially legislators, to move in the direction of equal rights.

Another statewide group is the Governor's Committee on the Status of Women, formed in 1964 by then Gov. Mark Hatfield. Two University women, Maryann Staton, coordinator for the Nutrition Program for the Elderly, and Jo Anne Trow, associate dean of students, serve with 18 others appointed by the governor for three-year terms.

According to a document published by the Oregon Governor's Committee on the Status of Women, the committee's purpose is to "study the legal, economic, social and political status of women in Oregon and to make recommendations to the Governor."

The committee was created without any authority in the state government, and has no office staff or budget.

According to Trow, the committee is mainly concerned with four areas -- education, employment opportunities, home and community and legislation concerned with women.

The American Association of University Women, which has a Corvallis branch, has been "active with national groups for improvement of the situation for women in higher education," said Trow, a member of the group.

The association recently drew up a statement about women in higher education, not yet endorsed by its membership, which sets objectives for women in education, employment and decision making.

Another national group which does not have a formal organization in Oregon, but does have several members living in the state, is the Women's Equity Action League (WEAL).

This organization is active in working with discrimination women may face in employment, in credit applications and related concerns, according to member Trow, a member.

Ann Meders, a graduate in liberal studies; and Maggie O'Shea, a senior in liberal studies, talk informally during one of the sessions.

An abortion and venereal disease referral service is also operated by the service organization.

"The object is to help women get the information they need, especially on VD," said Dale.

Dale noted that VD is a special problem for women, since the symptoms of the disease don't show in a majority of infected women.

Along with the ASOSU Senate, the Y-Round Table is also involved in providing support for

Oregon voted yes

Equal rights amendment - 27 down 11 to go. . .

By Wanda Erickson
Barometer Writer

On Feb. 8 of this year, Oregon became the 25th state to ratify the Equal Rights Amendment (ERA), a constitutional change that has been both denounced and cheered.

The amendment reads simply:

"Section 1. Equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex.

"Section 2. The Congress shall have the power to enforce by appropriate legislation the provisions of the

"Section 3. This amendment shall take effect two years after the date of ratification."

Jeanne Dost, director of the Office of Women's Studies at the University, explained the need for such an amendment.

The Supreme Court has never ruled that women are legal persons," she said. "Any group without a specific constitutional reference related to them are looked upon as having inferior status."

Statistics seem to show that women do suffer inequalities because of their sex.

A US Department of Labor study in May 1971 showed the median weekly earnings of fulltime women workers to be \$100 while men in the same category had earnings of \$162. This is a 62 per cent difference, quite a lump sum, especially if a woman has the responsibility of supporting a family.

Joyce Patterson, a graduate student in

education, wrote in an article published by The Journal of Home Economics that 41 states and the District of Columbia have restrictions on the number of hours a woman can work, thereby eliminating opportunities for overtime pay. In 26 states, employment of women still is prohibited in certain occupations or industries, she wrote.

In Oregon, OSPRIG released a report this week charging that credit in most of the stores investigated in the Portland area may be denied women or given to them on the basis of their spouses' record rather than their own.

If the ERA is ratified by the required 38 states by 1979, changes can be expected in these and other laws and regulations.

"ERA will make it possible for anyone to challenge any law in any state if the law applies differently to women than men, if there is no valid difference other than sex," said Carlin Holden, co-chairman of the Women's Study Group on campus and a University sociology instructor.

The Equal Rights Amendment is often thought of as only changing the status of women in this country. In reality, men will gain, too. For instance, in some states alimony is extended only to women. The ERA would make it possible in those states for men to receive alimony in a divorce case if the situation warranted it.

Senator Birch Bayh D-Ind. said in a 1971 Senate debate, "The passage of the Equal Rights Amendment would not make alimony unconstitutional. It would only require a fair allocation of it on a case-by-case basis."

One charge often made about the ERA is that men and women will have to share sleeping quarters and bathrooms if the ERA goes into effect.

This is not so. Common Cause, a citizens' lobby, cited Senate Report 92-689 and said two legal principles were involved: "The power of the state to regulate cohabitation and sexual relations of unmarried persons, and the constitutional right of privacy (enunciated by the Supreme Court in 1965). These principles would permit separate sleeping and bathing facilities in public institutions such as colleges, prisons and military barracks. "One law that will be affected by the ratification of the Equal Rights Amendment would be the draft, if it were put into operation again.

Women in the past have been exempted from induction into the armed services, but under the ERA, they would serve under the same circumstances as men and exemptions would apply equally to both.

Rep. Robert McClory of Illinois, a member of the House Judiciary Committee, said in a 1971

debate, "Congress, if it enacts a future selective service law...can provide exemptions which will apply equally to men and women. They can exempt parents. They can exempt parents who are required to stay with their children. They can exempt both parents if they have small children. ...But, if this Equal Rights Amendment is approved, exemptions...based solely on sex would be invalid..."

The armed forces have already begun moving in this direction. Some of the branches have allowed women as part of regular ROTC units on campuses and the Navy, for one, now allows women to serve on ships in the same capacities as men.

Other laws affected by the ERA would be some state statutes that restrict the right of wives to establish business, become guarantors or enter into contracts, according to Common Cause.

The Equal Rights Amendment has a long history of support from the US executive branch. Presidents Eisenhower, Kennedy, Johnson and Nixon have all supported the amendment as well as the platforms of the major political parties.

OSU to host Chinese students

The Chinese Student Association (CSA) will sponsor the North Western Federation of Chinese Students March 16 through 18.

CSA will host about 100 students from eight universities at the conference.

Activities during the event include sports, panel discussions, a dance, Chinese banquet and a religious meeting.

More information about the conference can be obtained from Edward Wu at 754-3037.

New minority recruiter optimistic for progress

By Kerry Eggers
Barometer Writer

Awareness of the plight of the black student at Oregon State University by Corvallis citizens, though gradual, is coming about. Utopia for a minority student is not reached here; its existence is full of holes, and some people are beginning to do things about it.

Enter Milt Jackson, 29, married, a black man at Oregon State to fill the newly-designed job of minority recruiter and counselor.

Working largely with the OSU Athletic Department, Jackson will assist in recruiting minority students of both sexes. Scholarships will be given; academic excellence will be rewarded.

Milt Jackson is an impressive man; 6-3, 208 pounds with a firm handshake and the air of one who knows where he's at. He's already been on the road so much that he can hardly call Corvallis a home, yet he's only just begun.

"I've been assigned to certain number of kids in certain areas to date, exclusively in the California area," said Jackson. "I've talked to the high school counselors about the outstanding students on their campuses, and I've talked to the students involved. And I must say, I've run into some awfully sharp students."

The newest member of the Athletic Department said he feels that it's important to have people from all areas of the nation at Oregon State in order to increase its status among high schoolers.

"Most of the kids I've talked to say 'Oregon State, that's where so and so goes,'" said Jackson. "You associate the school with the kids you know who have gone there before, and that's why we've got to get kids from different areas here."

Jackson's job includes other things besides the recruiting of high school seniors for Oregon State.

"Besides recruiting, my job also entails the counseling of minority students after they're here," said Jackson. "I make myself available (when I'm here) for anyone who has problems and would like to talk about things. My door is open at all times."

"I'm also concerned in setting up activities for the undergraduate blacks and minority students, an area where Corvallis is noticeably lacking. There is nothing to do for the young black student here. The 21 or 22 year olds can hit the clubs, or if they're married, they're all right, but the younger minority students have nothing to do. I'll help them set up the activities they want to do."

Communication is the key.

"We're trying to get one of the old fraternity houses in town to use as a meeting place, a common ground where they can all go and find out what's happening," he said. "This is necessary, because there's a problem in people not knowing what's going on. Like last Saturday we had a function, and I had to go to several different places to let the Chicanos, the American Indians and the blacks know about the proceeding."

"If we have a common ground where we can ask representatives of each minority group to be present, we can talk about things and communicate."

A former prep All-America quarterback and a three-sport star in high school and an All-League griddler at Bakersfield College in California, Jackson was drafted by both the

San Francisco 49'er football club and the Philadelphia Phillies pro baseball team. He played with the 49'ers in 1967, and then went into coaching high school ball in California.

"I was coaching at Grant High in Sacramento, and I felt the need to go to graduate school," he said. "I was trying to decide where to go, and I happened to be working with a lot of OSU graduates, including Gary Houser (former tight end for Dee Andros). They were telling me how great it is up here, and during the summer our basketball coach drove me up here and we stayed for three days."

"I'm kind of an outdoors man, and I liked what I saw up here. Dee set it up so I could work with the JVs as a graduate assistant, so I came in September."

Jackson worked the entire fall as a JV assistant, and then landed his present job in February.

"This job has a lot of opportunities," said Jackson. "I see a lot of progress coming about, and I see a lot of room for improvement. I see change and I'd like to be a part of that change coming about here at Oregon State."

Jackson is unsure of the funds he has available for scholarship money to give to deserving students, but he'll find out in the near future.



Milt Jackson

"I have to deal with special programs such as EOP before I find out," he said. "I know a couple of kids who are near 4.0 students and would love to major in pharmacy here, but I'll have to wait and see."

"My job here will be a lot easier once the stigma of Oregon State being a very prejudiced place is gone. There's no doubt that a lot of black people are saying that Corvallis is prejudiced, but everything isn't like everyone is saying. I've found that it depends on the individual, just like most places."

"I can see a situation coming about in the future where there is no need for this job: the minorities can set up things themselves and the University can handle the program."

Jackson, who said he feels his job came about because of "changing student attitudes and the University opening its eyes toward the obvious lack of minority students on campus," is optimistic, but he'll need help.

"The problem is getting everyone to cooperate with getting these people into school here," said Jackson. "Once we do, the school will sell itself."

Review underway on housing bias

By Cap Pattison
Barometer Writer

The Civil Rights Division of the US Justice Department in Portland is investigating a charge of discrimination filed by two University students.

Jennifer Allen and Gilda Adams charged Ruth Stenson, manager of the apartment they lived in, and Weston Investment Company, owners of the apartment, with discrimination on the basis of race and color. Allen and Adams also filed a complaint with the Corvallis Human Relations Committee last February.

The committee decided March 1 that the two black women had been discriminated against, in the sense that discrimination means "different treatment." The committee does not have the power to take legal action, but it can act as a consultant to the Civil Rights Division.

"They (the committee) didn't tell us anything we didn't already know," said Adams. She said she is expecting word from the Civil Rights Division shortly.

Part of the text of the Statement of Findings written by the Human Relations Committee reads as follows:

"It was felt that, in acting out of a different cultural point of view, the discrimination was primarily in the form of attitude, tone of voice,

insensitivity to black problems and was evidenced by actions and words such as:

"a. That Stenson did, in fact, consider that renting to two blacks was 'different' enough to warrant her telephoning the property manager in Portland to inform him of that fact.

"b. Words used in testimony to describe the girls such as 'they were so neat and clean' could indicate a built-in expectation that most blacks are not 'neat and clean.'

"c. The statement by Stenson to the effect that 'It doesn't make any difference that you're colored' could imply an insensitivity to modern black attitudes.

"d. The haste with which the eviction notice was processed following confrontation with a guest of the complainants may indicate an unwillingness on the part of Stenson to negotiate a satisfactory solution.

"It is the conclusion of the committee that the central conflict in this case began as a landlord tenant dispute. We believe, however, that the conflict was aggravated by Stenson's insensitivity to and lack of understanding of modern black problems and attitudes.

"We also believe that the conflict was further aggravated by an acute sensitivity on the part of the complainants (Allen and Adams) to racial motives and meanings in Stenson's actions and conduct.

Minority problems, programs eyed by new Affirmative Action director

By Bob Kingzett
Barometer Writer

What should the Affirmative Action Office do to improve Oregon State's environment for minority students?

This is the question that is facing Ron McClain, new director of Affirmative Action at the University.

McClain assumed the directorship March 15, replacing Tony Birch, director of budgets and personnel. Birch had handled the Affirmative Action post since its conception in 1971. McClain is the first full-time director of the program at the University.

"This term we will be trying to establish policies and procedures that presently do not exist," McClain said. "We want to be able to identify and implement programs that will aid minorities at Oregon State," he added.

Serve in an advisory capacity

"One of the things going on right now is an attempt to establish an identity with the various schools and departments on campus," McClain said. "We need to determine how best to act in an advisory capacity to these disciplines."

Recruitment of minority students in the past and at present is not as developed or as comprehensive as it should be, according to McClain.

"In our recruitment plans, we hope that all departments within the University will do more than just send a flyer to satisfy minority recruitment requirements," said McClain. "It will be advantageous to identify a "target population" to increase the chances of getting someone interested in coming here."

McClain believes that one of the biggest drawbacks to recruiting minority students, particularly blacks, is the reputation of past minority treatment and opportunities for minority students at the University.

"There are very limited social activities available to satisfy the needs of minority students in and around Corvallis," commented McClain. "Little opportunity is available to relate with minority instructors on campus. Positive attitude is needed within the community and among merchants and real estate agents if minorities are going to accept Oregon State as a favorable place to go to school," McClain added.

More minorities in the work force

McClain wants to see more minorities hired to the work force at the University, but said that there first needs to be an increase in the number of minority applicants at the University.

"To change the distribution of the work force, there will have to be more people to draw from," said McClain.

"The whole University is feeling a budget squeeze at the moment and this will not help minority recruiting," he said. "We do need more money and will have to look to the President (Robert MacVicar) for more help."

"All minorities are in insignificant numbers here, and that is what is important to think about," McClain said.



Ron McClain

Native American group plans survey of students

Are you interested in Indian activities? What tribe are you a member of? What is your percentage of Indian blood?

These are some of the questions being asked by the Native American Student Association (NASA) in a current campus census of American Indian students.

The purpose of the survey is to locate and count the Indian students currently attending the University. The information will be used by the NASA in planning activities, according to club member

David Hudson.

Hudson said, "We estimate there are about 50 or 60 Indian students on campus, but we need to know who they are and whether they are interested in participating in our activities."

Participation in club activities is not limited to Indians, Hudson said, but is "open to anyone interested in Indian culture." The next meeting is Wednesday at 7 p.m. in the Cultural Center, room 5 of the Home Ec. building.

Among the events planned for spring term is a salmon bake to be held on May 12.

The NASA was set up in 1969 and is primarily a social and cultural organization. Its purpose is defined as "the furthering of Indian education, the preservation of Indian culture and Indian identity and the upholding of Indian rights," according to the OSU Student Handbook.

"We try to promote Indian activities and give Indian students an organization to identify with," Hudson said.



Photo by Chris Johns

The newly-established Cultural Center in Home Ec 5 serves as the classroom for a variety of classes dealing with minorities and the mass media. Here, Elaine Copeland (left)

instructs students in how to guide and advise minority students who are new to the University.

Cultural center opens doors to all students

By Hilary Smith
Barometer Writer

If you're in the mood for some cultural diversity in the way of books, music, magazines, art, and people, there's a place you can go.

The Cultural Center in room 5 of the Home Ec building is a student controlled center which reflects the uniqueness of various cultures.

Organized by representatives from the Black, Chicano and American Indian student organizations, and funded by the Danforth Foundation, the Center is open during all building hours to anyone who wants to drop by.

The lounge has a record player and records, plus a variety of books, magazines and posters all chosen by the students.

The purpose is "to help the students feel less isolated from each other and less alienated from the University," according to the student proposal for the grant.

"Since the Center is open to anyone, people from all cultures have a chance to interrelate, not just the three groups who govern the Center," said Lonnie Harris, director of Educational Opportunities.

Aside from its function as a social center, the area provides a relaxed atmosphere for various classes and meetings as well as for study.

The Experimental College class entitled Education of the Chicano meets in the center, as well as an honors colloquium on Martin Luther King Jr. and a Student Counselor Orientation class.

International night scheduled

The Foreign Students Association (FSA) of OSU will hold its fourth annual International Night program on Saturday at 8 p.m. in the Home Ec auditorium.

The program will consist of a cultural show followed by a reception in the MU ballroom with foreign snacks and desserts prepared by the various national groups represented on campus.

Tickets for International Night are \$1.75 for adults and \$1 for children under 12. They may be obtained at the MU ticket booth, the Office of International Education, from FSA members and at the door.

In conjunction with the International Night, FSA will sponsor an arts and crafts display Monday through Friday from 1 p.m. to 5 p.m. in MU 208.

Sexism discussion scheduled

A discussion on "Sexism in our Education?" will be presented Wednesday at 3:30 p.m. in Ed hall 301 as part of the Women's Studies Center and Experimental College weekly seminar series.

Participants have done extensive research on sexist discrimination and will share their findings. Student involvement in education, the education of their children and teaching careers will also be featured.

International night to feature dances

Music, dances and entertainment from 12 countries will be presented at International Night Saturday at 8 p.m.

Slides of Saudi Arabia will be featured in addition to a variety show in the Home Ec auditorium.

A snack tasting party will be held in the MU ballroom following the show, and an art exhibit will be in MU 208.

The art exhibit includes art and crafts from foreign students' own collections, some of which will be for sale.

Lily Tavakoli, president of the University's Foreign Student Association, said the event is one of the biggest activities sponsored by the

"We hope to make it even bigger, with American input and representatives from even more countries in the future," she said.

Tavakoli said there are over 67 countries represented by about 650 students at the University.

It is hoped that the event will attract over 700 persons, according to Tavakoli. She emphasized that the event is for the entire University community and not just for foreign students.

"The evening is specifically for an interaction of cultures," she said.

Tickets are \$1.75 for adults and \$1 for children, and are on sale in the MU ticket booth.

Money for counselor *Indians hope for grant*

By Hilary Ellen Smith
Barometer Writer

The Native American Indian Club is looking forward to the passage of a \$55,800 allotment for personnel to initiate an American Indian Studies program, according to David Hudson, club president.

The fund, which is part of the OSU budget in the legislative Higher Education Bill, is currently being reviewed by a subcommittee of the Ways and Means Committee. It should be voted on in May, according to Barbara Bowman, graduate assistant counselor with the Office of Educational Opportunities.

Bowman said the grant provides for "a full-time American Indian counselor and recruiter to supervise a fledgling American Indian Studies program at OSU."

Stuart Knapp, dean of undergraduate studies, said the funding was in relation to a proposal made last spring by the Indian Education Seminar, Ed 407.

Students in the class formulated a proposal with the following three requests: a full time American Indian counselor-recruiter, an American Indian cultural center on campus and the initiation of an American Indian Studies program.

Although the counselor-recruiter is the only provision of the students' proposal to reach the legislature, Knapp said he feels

confident that if this provision does come through, the other changes will follow.

"Once there is someone whose job it is to be interested in the Indian students, the other changes will come much easier," Knapp said.

Hudson expressed optimism about the proposed changes as a result of two recent surveys conducted on campus.

An American Indian Census conducted two weeks ago "not only revealed a great deal of interest in Indian culture, but also generated interest where there was none," Hudson said.

As an example he noted the enrollment success of the new course History of the American Indian, History 367X. The class enrollment has gone up from its projected total of 75 to a total of 280 students.

In a survey taken during the class, Hudson noted that "90 per cent of the class is taking the course to become more familiar with the Indian culture because of concern for current Indian affairs."

"We see a definite trend of increased interest in Indian culture and a thirst for more familiarity with and exposure to the subject," Hudson said, "not only among Indians, but among many non-Indians as well."

Chicanos to sponsor 5-day seminar

"La Fiesta Del Cinco de Mayo," a symposium which will be held May 1 through May 5 will deal with identity, politics and education of Chicanos. The meetings are sponsored by the Chicano Student Union.

Speakers from Oregon and the US will be featured with roundtable discussions, films, art, book displays and a fashion show.

The keynote speaker will be a former University political

science instructor Fred Cervantes, who is now with the University of Texas. He will speak on the identity and the future of Chicanos, at 9:30 a.m. in MU 105 on May 2.

Ramsey Muniz, a 1972 candidate for governor of Texas and an active speaker on Chicano rights in the southwestern US, will speak at 9 in MU 105 on May 3. He will describe La Raza Unida party activities in the US. La Raza Unida, which means the United Race Party, is an American organization for

Chicano rights and politics.

"La Fiesta Del Cinco De Mayo" is being funded this year by the Chicano Mobile Institute from the University of Utah, the OSU Foundation, the Council of Churches in Corvallis and the Moms Weekend Committee.

All fiesta events are free of charge. Further information can be obtained at the Educational Opportunity Office, 302 Waldo hall, at 754-3628.

Tues., April 24, 1973



James Noble



Lorenzo (Bugsy) Poe



Luther Hall

New student leaders seek change

Minority awareness goal of Blacks

By Gwen Miller
Barometer Writer

"There won't be any drastic change from two individuals. People who are sensitive to what we want will make the change. We need help," said Lorenzo (Bugsy) Poe, new ASOSU second vice president.

He and James Noble, new MU vice president, are two Blacks who hope to combine forces to alleviate some of the problems associated with being a minority student at the University.

Both want to work on the OSU hassles" facing the minority student. Noble lists the lack of social life, student apathy and the conservative atmosphere at the University as paramount problems.

Poe, a junior in the College of Liberal Arts, feels many students are ignorant of minority relations.

"I used to think it was out and out racism but now I've found that a lot of it is ignorance," he said.

Poe wants to use his office to talk to people and to organize committees to push for better minority programs.

"Committees have a lot of power. Often times more so than ASOSU senate," said Poe.

Poe also criticizes the University's conservative, traditional educational style as a hindrance in minority recruitment and student involvement in general.

"The administration seems afraid of change. We are too traditional. Half the students are

apathetic and the other half only wants to get out and make money," said Poe.

He feels many students are so concerned with getting out of college that they don't care what goes on in student government and in other areas.

Noble, a junior in engineering, feels the University has a lot to offer the minority, especially in academic fields. However, he is concerned that minority recruitment is not being carried on at the level it should be.

"I would like to see a different type of minority student being recruited. In the past many have been out to fail and couldn't help it," he said.

Noble is interested in the recruitment of minorities with higher g.p.a.'s and who are interested in being active at the University. Previously an attitude of "not doing a thing for OSU" was prevalent among Blacks, according to Noble.

Noble also wants to help bring in more activities and entertainment for minorities. Many Blacks simply leave Corvallis on weekends for lack of anything to do.

"Lots go to Eugene for entertainment and some will go as far as Seattle to attend a dance."

He said he feels the University's 100 Blacks couldn't be here for the social life.

However, there are other problems at the University besides entertainment, according to Poe. He cites Washington State in Pullman as having three times the number of Blacks as OSU.

"That's the end of the world as far as I'm concerned, yet they recruit more minorities," he said.

He feels the University's racist image needs to change before serious recruitment can take place.

"You go to any school and say OSU and the feedback is negative. The University has gotten bad publicity and now needs some positive coverage," he said.

One of the University's major public relations problems concerning minorities dates back to winter term 1969. There was a walk out by Black students over Dee Andros' ultimatum concerning football player Fred Milton's beard.

One of 45 Blacks at the University at the time was Luther Hall, now a graduate student in education.

"The walk out came down to a human rights

issue. I walked out, or rather took some time out to think of the alternatives," said Hall.

He decided that if he left it wouldn't help minorities who were coming in following years.

Hall later ran for ASOSU second vice president and won but became frustrated because not many were willing to implement programs for minority students.

"There were very few people around to help out," he said.

Hall felt many people during his term of office failed to see him as an individual and were often overaccommodating or negative toward him.

"Things are improving but the pace is not positive enough to change the image of OSU. The programs that are offered are not reaching the ones who need it," said Hall.

Why women need less pay (and other myths)

Inhabitants of the academic world who pride themselves on objectivity and unbiased, critical thinking are not immune to myths and irrational views when it comes to issues concerning women. Some of the following are still making the rounds in the hallowed halls of ivy:

Married women faculty members don't need as much money, so it's all right to pay them less. On the other hand, unmarried women faculty members don't need as much money, so it's all right to pay them less. Is anyone anyone seriously suggesting that we stop paying people on the basis of merit but begin to pay them on the basis of need? Should we pay fathers (or mothers) with large families more than we pay bachelors? Should men with independent incomes (or working wives) be paid less?

Part-time appointments for women will never work. Yet no one objects to men who have two part-time jobs, i.e., a joint appointment. No one objects to a man with one part-time job, i.e., a consultancy. No one complains about medical schools where a substantial portion of the faculty is part-time.

Education is wasted on women. Another myth. Helen Astin's study of women doctorates indicated that 91 per cent of women with doctorates were working. The more education a woman has, the more likely she is to work.

Women who have been out of school are poor risks as students. Yet their dropout rate is lower than that of younger students, and their grades are higher, too. Contrast the welcome given to a draftee returning to school after a two-year absence with that given to a woman who took two years off for child-rearing. Contrast the welcome given to retired military men about to embark on a second career with that given to a woman whose children are older and who wants to start her "second career."

Women shouldn't compete with men for jobs when there aren't enough jobs to go around. If the 32 million women who are working quit, so that the 2 million men who are unemployed could have their jobs, there would be 30 million jobs left unfilled. Men don't want to be nurses, secretaries, or charwomen, no do they really want women to compete with them for the better jobs.

Women's place is in the home. This is the underlying myth that probably hurts women the most. If women's place is in the home, then why are women, in rapidly increasing numbers, leaving the home to work? Women are nearly half the work force (more than 40 per cent), and half the mothers of school-age children now work. How many people are really willing to have their secretaries and the women who clean their office return to the home? Women are somehow welcome to work, provided they know their place: behind a typewriter or a broom, and in a job that men do not want.

Women work for pin money and luxuries. Study after study confirms that most women work for the same compelling economic reasons that men do.

Women get married and quit their jobs. This, too, is a myth. The average woman worker today is married and 39 years old. Although many women will take some time out for child-rearing, the large majority of them return to work. Women are

spending less time on child-rearing and returning to the labor force after shorter intervals. Most women will work 25 years or more.

There are no "qualified" women for most academic jobs. Somehow women are qualified enough to obtain the doctorate but not qualified enough to be hired. Studies suggest that women doctorates are somewhat better-qualified than men doctorates-not because women are smarter but, as a result of the greater difficulty they encounter, generally only the exceptionally well-qualified women have been able to earn the degree.

Academic women don't publish. The facts: Married women publish slightly more than men doctorates, married or not; unmarried women publish slightly less than the men.

Academic women earn less than academic men because they aren't as well qualified. Virtually all investigations by the Department of Health, Education, and Welfare have uncovered cases of women who were underpaid although their qualifications--using criteria set by their own departments--exceeded those of better-paid male colleagues. Numerous studies, examining a variety of criteria such as publications, honors, and quality of institution where doctoral work was done, confirm that an academic woman's sex costs her approximately \$1,000 a year, when her qualifications are contrasted with those of an equally qualified male.

Academic women have a higher turnover than academic men. To the contrary, several studies show that academic women are less likely to change their jobs than academic men. In one study, 45 per cent of the women doctorates had the same job in the first 10 years after they received the doctorate; 30 per cent had changed their job only once in the 10 years.

Women in academia aren't ambitious and just don't want better jobs. If this is true, then who is filing all those charges of sex discrimination?

Bernice Sandler
Chronicle of Higher Education



Club sponsors Hawaiian evening

A luau featuring traditional Hawaiian foods, entertainment and dress will be held Saturday at 6:30 p.m. in the MU ballroom. The Hul-O-Hawaii (Club of Hawaii) clubs of OCE and OSU are sponsoring the 18th annual event.

On the "Islands of Aloha" menu are traditional Hawaiian foods, including poi, Kalua pig, coconut pudding and fresh pineapple; plus a number of contemporary Hawaiian foods such as passion fruit punch, lomi salmon and teriyaki chicken.

Entertainment following the dinner will include songs and dances of old Hawaii and the hapa-hade numbers most familiar to Hawaiian tourists.

Tickets are \$3.50 for adults and \$1.75 for children. They may be purchased in the MU ticket office or at the door.

Hawaiian wear or casual dress may be worn.

Chicanos sponsor awareness week

By Barb Reynolds
Barometer Writer

Dave Valencia stood before the Faculty Women's lunch wearing a suit and tie and a wide smile on his dark Mexican face.

"I want you to call me a Chicano," he said.

"Several years ago, it was a bad word--a 'chicano' was always a thief, a pusher or a militant rabble-rouser-- but we are here to change the meaning. We are proud of our name," said Valencia.

Valencia, assistant director of the University Educational Opportunity Program, was accompanied by University counselor Vina Kleeman and two University students, in a panel before the faculty women Friday.

They invited the women to participate in "Ayer, Hoy y Manana," this year's conference for Chicano awareness at the University May 1-5. The conference coincides with the May 5 Chicano festival, "La Fiesta Del Cinco De Mayo."

The panel discussed "Ayer," Chicano history, "Hoy," their present status and the need to change it, and "Manana," their future direction.

"Our history is deep in the magnificent Aztec civilization" said Gil Beanes, University student. "And we are rooted with Spanish history. When they intermarried our race became mestizo, or Mexican. In the US we are Chicano.

"Cinco De Mayo" commemorates the day the tide turned in the mestizo battle for independence from France. On May 5, 1860, Mexican forces behind Juarez, outnumbered by over 2,000 drove the French to the ocean's edge."

"But for the Chicano, the main emphasis in the 'Cinco De Mayo' celebration is unification. Our movement is to improve the conditions of the Mexican-American in the society and the system.

The University conference will examine Chicano identity, education and politics in a series of speeches, panel discussions, films and entertainment.

The open sessions will start at 9 a.m. daily in MU 105.

The keynote speaker will be a former University science instructor, Fred Cervantes, now with the University of Texas. He will speak on the identity and the future of Chicanos, at 9:30 a.m. in MU 105 on May 2 preceded by a welcome by President MacVicar.

An active speaker in the southwestern US for Chicano rights, Ramsey Muniz, will describe La Raza Unida (The Race United) activities in the US. La Raza Unida is an organization for Chicano rights and politics. Muniz' address is at 9 a.m. May 3.

Complete schedules and further information can be obtained at the Educational Opportunity Office, 302 Waldo hall, at 754-3628.

Keynote address launches Chicano awareness conference

If Chicano students dwell too much in the romance of returning to the past, said Fred Cervantes former university political science instructor, they will be left behind by the Chicano world.

Cervantes, now with the Center for Mexican American Studies at the University of Texas, gave the keynote address for the "Ayer, Hoy, y Manana" (Yesterday, Today and Tomorrow) Chicano awareness conference, at the University.

"The most articulate, educated, acculturated Chicanos are saying 'go back--reclaim the past,' but their academic environment is rarified and false."

Cervantes said that most Chicano people are

not necessarily with them. Rather, he said, the Chicanos have become one of the most proletariat ethnic minorities in the US.

"The Chicano race is over represented as farm workers. They actually have the largest percentage of factory workers than any other ethnic minority," he said.

This trend is accompanied by a concentration of Chicanos in highly populated areas. Fifty per cent of the Chicano population is found in large cities, he said.

The Chicano awareness conference is being sponsored by the University Chicano Student Union. Events through Saturday will include entertainment and movies as well as further addresses and roundtable discussions.



Dave Valencia



Fresh Columbia River salmon will be served at the Indian Salmon Bake Saturday at Avery Park. These Yakima Indians are dip-netting salmon at Celilo Falls near The Dalles. The pictured area is now flooded out and Indians use the gill-netting method instead.

Salmon bake sponsored by Native Americans

Over 200 pounds of fresh Columbia River salmon will be the featured entree Saturday at the Native American Indian club sponsored Salmon Bake at Avery Park.

Complementing the event will be a potluck dinner and Pow-wow in the evening at the Adair Field Station Service Building. Adair is 8 miles north of Corvallis on Highway 99.

The Salmon Bake will begin at 11:30 a.m., and offer corn on the cob, cole slaw and Indian fried bread with the salmon. Also on the menu are baked eels, dried venison, roots, oysters, and dried and kippered salmon.

Live entertainment will begin at 1 p.m., with Indian drummers, singers, dancers and a special performance of the Lummiette Drill Team.

Northwest Indian arts and crafts will be on display at the park until the closing of the event at 5:30 p.m.

Children under 12 will be charged half price for all items on the menu.

The evening program at Adair will begin at 6 with a potluck dinner. The main course will be venison. Visitors may pay their way with a loaf of bread or a "specialty" they may wish to share.

The Pow-Wow at 7:30 will feature entertainment, door prizes and contests. There will be a blanket dance with drummers and a war dance contest at 10:30. Prizes will be awarded contest winners, with plaques donated by the Corvallis Jaycees.

A salmon and a Chief Joseph, Pendleton wool blanket will be given away during the evening.

Proceeds from the Salmon Bake and Pow-Wow will establish an Indian scholarship fund at the University. The weekend events will become annual happenings.

The Native American Indian club, founded at the University in 1969 and chartered a year later, has members from 24 tribes. Most of the members will help run the Saturday feed and Pow-Wow.



Photo by Chris Johns

The Native American Indian club is sponsoring a Salmon bake and a Pow-Wow. Coordinators of the event are from left, Barbara Bowman, Arlene Stevens and David Hudson. The Pow-Wow following the bake will be at Camp Adair.

Friday & Saturday—

**Test Drive the '73 Subaru -
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African students schedule weekend films, discussions

An African Unity Day has been planned for Friday and Saturday by the African Student Association (ASA).

The activities will begin on Friday at 8 p.m. when ASA presents a film on Africa in the Earth Sciences auditorium.

On Saturday an African slide show and an African drum will be featured in the MU ballroom from 2 to 5 p.m.

Issues to be featured at a panel discussion in MU 105 at 2:30 p.m. include: development trends in Africa, problems of independence and problems dealing with economics, social attitudes and education.

"Nigeria in the 70's." an

analysis of the economic development and foreign policy, will be the topic of a speech given by E. Kolade, from the Nigerian embassy during a 5:30 p.m. banquet at the Methodist Church on 11th

and Monroe Streets.

Tickets are \$1.50 for students and \$2 for non-students. Tickets may be purchased at the International Education Office or by calling 753-7934.

Salmon bake, powwow planned for Saturday

Fresh Columbia River salmon will be served at the first annual Salmon Bake beginning at 11:30 a.m. Saturday at Avery Park. The Native American Indian club is sponsoring the event.

At 6 p.m. there will be a potluck dinner with the club at the Adair Field Station Service building. Admission is a loaf of bread or a favorite dish.

A Pow-Wow with a war dance contest will be held at 7:30 p.m. at Adair. Admission is \$1 for adults and 50 cents for children. Adair is 8 miles north of Corvallis on Highway 99.

Proceeds from the day's activities will help start an Indian scholarship fund at the University.

Culturally crippled

Minority school children suffer

By Pete Ogle
Barometer Writer

The cultural crippling of minority children in schools is often caused by teachers who do not know how to react and communicate with culturally different children, according to Gilberto Anzaldua, director of Compensatory Education, Oregon State Board of Education.

Anzaldua was one of three speakers last Thursday at a panel discussion sponsored by the American Minorities Symposium. Other participants were Richard Yates, staff psychologist from Colorado State University and Ron McClain, University Affirmative Action officer.

"How do you teach teachers to feel comfortable with culturally different children?" Anzaldua asked. "You have to redesign teaching programs and take them to the teachers," he said.

"Teachers need new skills to work with all children. They need problem solving skills and, most importantly, they need to know something about

their student's cultural background," Anzaldua said.

Citing an example, Anzaldua said that many teachers try to change the manner in which a minority student speaks.

"Most people are faithful replicas of their language," the director said. "Take their language away and a little emotional crippling takes place," he said.

Yates spoke about minority students on a University level and what effect recruiting these minorities has on primarily Anglo-Saxon Universities.

"Many Anglo students feel they are being discriminated against when Black students are recruited to a University; they charge reverse discrimination," Yates said. "They say minorities are displacing more capable Anglos by lowering admission standards to recruit them."

"It is my contention that the quality of education does not go down with open recruiting."

"Simply because you open the door at the bottom end does not necessarily

mean you are lowering the quality going out the top end," Yates said.

Yates charged that SAT scores are culturally biased and that new ways of determining college qualifications may be needed.

The need for minorities to recognize their identity and to struggle against accepting the norm, was covered by McClain.

In order to survive, minorities must not sacrifice their life-style, McClain said.



Through EOP, Upward Bound

Minorities recruited to University

From the Indian reservations of Eastern Oregon and the streets of Portland, native minority students come to the University for an education.

When they arrive in Corvallis they too often find that although the University boasts 14,500 students and a city of 35,000, their community is limited to a handful.

Altogether only about 190 Chicanos, native Blacks and Indians attend the University. Of these approximately 95 are Blacks, 60 are Indians and 35 are Chicanos.

According to a report released Dec. 31 this year by the University's Budgets and Personnel Services, minorities also make up a very small part of the University's workforce.

The reports shows that of 2,580 academic appointments, only 36 are Chicanos, Indians or Blacks. Academic appointments include research personnel, teaching staff and administrative personnel. Only 89 Chicanos, Indians and Blacks are on the University's workforce.

By Dennis Roler Barometer Writer



The majority of the minority students are enrolled in the Educational Opportunities Program (EOP) funded by the state. The program has 131 students this year including some disadvantaged white students.

The program which started on campus in 1969 has been the major vehicle by which minority students are recruited. According to the program's director, Lonnie Harris, various minority students, himself and assistant director David Valencia visit high schools all over the state to recruit members of various ethnic groups.

"They get it better when they hear it from students instead of an administrative person," according to Harris.

The program is allowed to recruit a specific number of students who do not meet University admissions requirements. According to Harris, this number was limited to a total of 3 per cent of the incoming freshman class, but this figure has been discontinued as a guideline. Students must be from Oregon, however, to enter the University under these conditions.



Lonnie Harris

Once they are on campus, the program assists those students who do not meet University admission requirements and those who are financially disadvantaged, or both. Staff members also help EOP students obtain University or off-campus housing and assist them in academic advising and counseling.

Services include arranging for tutorial assistance and recommending courses which will help students adjust to college life.

EOP staff members in addition to Harris and Valencia include an academic coordinator, an instructional coordinator, a counseling coordinator, a part-time Indian counselor and six graduate assistants who also counsel. The majority of these staff members are ethnic minority members.

Miriam Orzech, EOP academic coordinator, arranges for any course work incoming freshmen might need in order to catch up. She said this amounts to about a term's work. After this she sets up a tutoring system by which students may receive additional help if necessary.

"As a general rule EOP students have not had the same college preparation which most white students have had," according to Orzech. She said most minority students lack preparation in science and math.

Tutors, according to Orzech, are volunteers and are usually students in education who are working on projects. She added that it's sometimes hard to keep an adequate supply of tutors for EOP students.

"Most of the students are only interested in tutoring for one term. It's hard work. Also most of them are seniors or graduate students who are only here for a short while."

Orzech and a Crescent Valley High School teacher have initiated an ethnic minority studies course at Crescent Valley this year. For nine weeks all the participating students take a course on the nature of prejudice and then are free to choose either a Black, Chicano or Indian studies program for the remainder of the semester.

According to Orzech, "One of the problems in a town like this is that there are no minorities. The high schools don't have a chance to know minority students."

Assisting Orzech are several ethnic minority students. Orzech rated the program very successful with about 225 out of the high school student body of approximately 700 involved in the course.

"It's not part of my job, but I thought it was important so I did it."

Harris said that although the number of students in EOP has increased from 26 in 1969 to 131 this year he feels it's not up to where he thought it would be by now. He cited lack of funds and adequate staff as the program's major problems.

Another problem that the program has encountered, he said, is the lack of awareness by faculty members. Harris said that most staff members are not aware of his office and what the program is attempting to do.

"Awareness and communication are very important aspects of this program," according to Harris.

Another program on campus which has helped bring minority students to the University is the federally-funded Upward Bound program.

Minority students in high schools are selected for the program on the following criteria: 1) they must have college potential; 2) have a genuine interest augmenting career opportunities through higher education; and 3) family income must meet federal poverty guidelines.

Students selected are visited in their high

schools every two weeks during the academic year by Upward Bound staff members. If a student is experiencing difficulty in a class, tutoring help is arranged until the problem is resolved.

During the summer the students are brought on campus for an eight week session. During this period they attend classes and learn about University life in general. They live in a dormitory with Upward Bound staff members and receive a stipend of \$7.50 per week to partially make up for the income they miss by not having a summer job.

In addition, the students receive \$5 per week during the academic year.

The program aids native Blacks, Chicanos, Indians and disadvantaged whites. According to the program's director, Ramon Chacon, the program in the past has been more of a white and black program, so they are now at

their recruiting, however, by guidelines set up for their operation. EOP may assist a limited amount of out-of-state minority students who have at least a 2.75 high school cumulative, but it cannot recruit out of Oregon because of its state funding.

Upward Bound has a "pretty heavy guideline" to recruit only within a 50-mile radius of campus, according to Chacon.

The out-of-state minority student recruiting picture has been brightened though by the hiring in mid-March of Milt Jackson as a minority recruiter by the Athletic Department.

"I'm being paid by the Athletic Department to recruit athletes, but when I'm in the area I also recruit good students," said Jackson, a 29 year old Black.

"A lot of students have shown a lot of interest," according to Jackson, and there have been



Ramon Chacon



Milt Jackson

tempting to gear it more for Indians and Chicanos.

This summer, according to Chacon, the program will have more Chicanos and Indians than members of the other two groups.

Similar Upward Bound programs are located on four other Oregon campuses. Oregon State's program is under the supervision and direction of the dean of undergraduate studies.

Federal interest with its accompanying dollars may be waning, however. When Upward Bound began on campus in October, 1966, 80 students participated in it. The peak, according to Chacon, came in the 1969-70 school year when about 90 students participated in the program. Since then the number has been declining, according to Chacon.

He said the program proposed a budget for 90 students for the 1972-73 year and had money for 62 approved. For next year the program proposed 70 and the Seattle office of Student Special Services recommended 50. Next year's figure and budget though are still being negotiated, according to Chacon.

The amount of money per student has also been tentatively cut from \$1,350 per student (\$81,000 for 60) to \$1,200 per student (\$60,000 for 50) for next year.

Accompanying the student cuts were tentative cuts in staff. The program had proposed 10 tutor-counselors, 6 instructors, a head resident couple, a head counselor, a director, a secretary and an assistant director. The Seattle office's recommendations would cut 3 staff members, 6 tutor-counselors and the assistant director for the 73-74 academic year.

"This doesn't help the institution a bit. It's like sending a carpenter to do a job without enough nails and boards. He can't do the job no matter how good he is," Chacon said.

Both EOP and Upward Bound are limited as to

about 70 requests for information as a result of his recruiting.

Jackson said he has managed to have the out-of-state fees waived on 12 California minority students through the EOP. Only one of these is an athlete and all have 3.00s or better.

"Of these 12, two or three are Chicanos, one is Oriental and the rest are Blacks.

Unlike the majority of minority students now on campus, these students have received the science and math training necessary to enter the University's professional schools such as Pharmacy, Engineering and Forestry. In fact, according to Jackson, three of the 12 have been awarded scholarships by their departments.

In his promotion of the University, Jackson said he emphasizes the educational aspects of it and is truthful about the size of the minority population on campus.

"It's a good educational institution. A lot of people forget what they're supposed to go to school for so you'll lose the student who really likes to party or the guy who doesn't have the direction academically."

Jackson said he has been aided in his recruiting by minorities who have graduated from the University. He said they generally want to help build up the number of minorities on campus.

Jackson said he wants to build the number of minorities up not only to create more of a community for students from different cultural backgrounds, but also for its educational benefits for the University as a whole.

"One of the biggest parts of education is learning to get along with other people. I think that's part of associating with different people and ethnic groups, so it's an injustice not to have these groups on campus."

Tomorrow: How Blacks view white community.

barometer

Minorities encounter trouble with housing, police harassment

By Dennis Roler
Barometer Writer

Since white men first came in contact with minority groups, they have socially defined them by their skin color and treated them accordingly.

The rule of thumb has been the darker, or further from white, a group is, the more they have been singled out for differential treatment. This appears to be the case for University minorities also.

The University's approximately 95 native Black students have generally experienced more social problems than Chicanos or Indians. Problems have especially been encountered in housing and police treatment.

'I've gone into stores ...and can tell people are following ...me.'

According to Lonnie Harris, Educational Opportunities Program (EOP) director, he and several other students have been stopped at times by the police without justification.

"We get it all the time. It's more harassment than anything else."

Harris said he also gets special attention from store floor-walkers and other store personnel when he's in a store.

"I've gone in stores and walked from one end of the store to the other and can tell people are following or eyeballing me."

The fact that there is discrimination of one sort or another in Corvallis is attested by the more

than 200 complaints received by the city's Human Relations Committee since it was set up in 1967.

The committee, which is appointed by the mayor, recently ruled that a Corvallis landlord had discriminated against two Black University students.

Harris, who is the chairman of the committee, said the committee can only recommend action to the city council. The applicant, however, may file his case with the Civil Rights Division in Portland which reviews and takes appropriate action.

Sometimes these cases may take a year or two to resolve though, due to the Civil Rights Division's large backlog of cases, according to Harris.

Similar in function to the Human Relations Committee on campus are the Human Rights Commission and the Anti-Discrimination Committee, as well as the Affirmative Action office which deals with the hiring of minorities and women on campus.

On campus the matter seems to be one of insensitivity, even in minority-oriented courses, according to Robert Phillips, a senior in sociology.

"Most of the Black students have to stay away from them (minority-oriented classes) because most of the instructors are paranoid. They look for things for you to be for and things for you to be against. They pretend like they're color blind, then they single out minority students."

In order to change the situation, more Blacks are becoming involved in student activities,



according to Harris.

"How else are we going to change things? If we sit outside and grumble we're not going to get things done. We've got to get in and be part of the action."

Harris pointed to the recent election of two Blacks, James Noble and Lorenzo (Bugsy) Poe to ASOSU offices as an indication of increasing participation.

In addition, he said, Blacks and other minorities are working on committees, helping with recruiting and sponsoring more activities than before.

"We're trying to open it up so they (minorities) can be a full part of the community," according to Harris.

Phillips, who is chairman of the Black Student Union, agreed that there is increasing involvement, but said he feels that it is somewhat limited in helping minorities. He said most minorities enter student activities to further minority positions, but other responsibilities to the entire student body limit their activities in this area.

Phillips said BSU now is trying to organize internally and is sponsoring Black education programs.

"The Black education courses are offered mostly through BSU now, but maybe we can branch out later," he said.

The major problem encountered by Blacks, as well as Indians and Chicanos, is the lack of numbers and thus a community to relate to. Blacks make up about 11 or 12 per cent of the US population, but there is only about 1 American Black for every 1,450 students at the University.

Also there are only a total of 37 Blacks on the University's workforce, according to a Dec. 31, 1972 report from the University's Budgets and Personnel Service.

Blacks, according to the report, make up only 18 of the 2,580 academic appointments on campus. Academic appointments include research personnel, teaching staff and administrative personnel.

"White students take community for granted when they come here. When minority students come to the campus they're leaving a friendly environment and coming to what I consider a hostile or at least unfriendly environment," according to Miriam Orzech, EOP academic

coordinator.

"The numbers don't even give kids dating. If you don't like half a dozen people you've eliminated all your possibilities. We need lots more minority students, I think, in order to do justice to the students we have now," Orzech said.

Phillips was the first student recruited by the EOP in 1969 when the program began. Phillips, coming from a predominantly Black area in Portland, said this lack of community frustrates him.

"Personally I find it (the University) lacking in providing any kind of social and academic environment in which to live. If you get tired of reading you can't find anything to do. Or if you go out for a walk you can't find anybody you

'How else are we going to change things? ... We've got to get in and be part of the action.'

can relate with. I'm always getting insincere smiles. It's kind of frustrating being around people here."

Adding to the frustration of Blacks is the lack of entertainment offered in Corvallis. Many Black students leave on the weekends and go to larger cities such as Portland and Seattle to find entertainment. Phillips said he used to leave on weekends too, but now mostly visits other Blacks in Corvallis.

According to Milt Jackson, Athletic Department minority recruiter, "There is no entertainment in town for an undergraduate and it's going to take minorities a lot of organization to get things going for themselves. Even when something is happening Blacks don't hear about it because they're so spread out in Corvallis."

Jackson is now aiding the Black Student Union in finding a house to serve as a sort of "common ground" for Black students. Phillips lists this as BSU's first goal.

Jackson and the BSU had hoped to obtain the former fraternity house on the corner of 9th and Harrison, but it was taken over by the state as a half-way house for prisoners on work-release. Jackson said he now feels it will take at least until fall to obtain a house large enough.

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Frustration marks Chicanos

Bilingual language, culture misunderstood

By Dennis Roler
Barometer Writer

"Whenever Anglos hear about a Chicano they think of a fiesta. They think that the Chicano culture is all wine, dance and women. But Chicanos are here to help themselves and their brothers," according to Leo Guerrero, a Chicano student at the University.

This misunderstanding of their culture, their lack of numbers and a lack of communication are the main factors frustrating University Chicanos.

According to David Valencia, assistant director of the Educational Opportunities Program (EOP), there are approximately 48,000 Chicanos in Oregon with an average age of 18. At the University, however, there are only about 35 Chicano students, making them the smallest of the native minorities at the University.

'You don't hear so much about us; we're not as vocal as other groups...'

Most of the University Chicano students are from the Willamette Valley, especially Portland and the Salem area, but some come from Eastern Oregon, according to Valencia.

Juan Mendoza, a junior in liberal arts, said most Chicanos planning to attend a larger college prefer the University of Oregon because it isn't as conservative as Oregon State.

"This place is so conservative that this conservatism can't help but permeate the students. I think it's mostly due to the

location," according to Gilberto Cavazos, a freshman in political science.

Their lack of numbers, according to Valencia, limits the Chicanos' ability to participate in activities.

"They're definitely wanting to get more involved. You don't hear so much about us because we're not as vocal as other groups, not as socially aggressive. One of our drawbacks is that we don't have the numbers."

Valencia, who is the Chicano Student Union (CSU) adviser, said about 30 Chicanos belong to CSU and rated about 15 or 16 as "very active members." Chicanos tend to be close to each other and shun outside activities in general because of their lack of numbers, he said.

Another problem encountered by Chicano students, according to Valencia, is misunderstanding about their culture. Some of these cultural problems stem from white society's unwillingness to accept their use of both Spanish and English.

A Chicano usually speaks Spanish at home, but when he enters the school system he is expected to speak and think in English exclusively. This is a deterrent to the Chicano student's progress, according to Ramon Chacon, Upward Bound director.

'I will associate with that individual who will take me for who I am, what I am and what I stand for.'

In high school, Valencia said, teachers tend to stereotype Chicanos as manual laborers and put them in shop classes instead of giving them proper preparation for college.

By the time they reach college, according to Chacon, it is too late to give them the necessary background to reverse this trend. Thus most Chicanos at the University lack the science and math background and enter fields such as education and liberal arts.

Instructors at the University level are also insensitive to Chicano students at times, said Valencia.

"The faculty could be more receptive to Chicano students, but I don't think they're really anti-Chicano. There are some though that feel you make it or you don't. They don't make any effort to work with the students."

Most University Chicanos are unhappy with the administration because they feel it is not making any effort to increase the number of minority students and instructors at the University, according to Valencia.

Robert Gutierrez, assistant to University President Robert MacVicar, disagrees, however.

"There's just no money. On the whole though Oregon State's got more hard money committed to minority programs than most other schools in this region. We got this directly from 'HEW.'"

Most Chicanos consider the University and Corvallis an uncomfortable environment in which to live and study because of the lack of numbers and the community's lack of understanding.

"I generally feel this isn't the scholarly and friendly campus it's painted up to be. At least not friendly," Mendoza said.

"Part of it is stereotyping," according to Cavazos. "There's too many movies where the Mexicans are portrayed as the bad guys and the Anglos are victorious."

The Chicanos I talked with stressed that they wanted to relate to other people as individuals, not as part of a stereotype.

"I will associate with that individual who will take me for who I am, what I am and what I stand for," Mendoza said.

Chicano students, like the other native minorities on campus, usually have to leave town to find their entertainment. According to Cavazos, "We prefer Chicano music, so we have to go to Woodburn, Eugene or Portland to get it."

Because of their different cultural background, Chicanos tend to be louder than whites when they're enjoying themselves, the students said. This has also caused problems for them when they have sought entertainment in Corvallis.

Communication with the other minorities has also been somewhat lacking, he said.

"I don't think we communicate as much as we can. All the minorities tend to stick together in their groups doing their own little things."

He added though that he feels the minorities could come together fairly easily if the need arose.

Scotch

LOW NOISE DYNARANGE

90

MAGNETIC TAPE 21

Gay people find city suffers from homosexual fear

By Peggy Jo Nulsen
Soph. Science
Guest Columnist

The time has come for me to say something publicly to my gay brothers and sisters, and to all other people, regarding being gay and living in Corvallis.

I have tried via the P.O. Box and personal ad route to get gay persons together to help each other, to share, to talk. No way. Gay people in Corvallis are isolated and paranoid. They won't come out of the closet, not even to write a letter.

To a certain point I can understand. There is a lot at stake, even in writing a letter. There are those who have jobs they stand to lose. There are those who have friends to lose. There are those who would probably be kicked out of dorms and other living groups. I live in a dorm; I have friends who will turn their

backs on me; and someday I will have a job where I would probably be fired if it were known that I am gay.

It has been called to my attention by a gay woman friend that one of the reasons why gay people are so scared and mixed up is the response they receive from the psychologists and psychiatrists at this University.

The professional 'treatment' for homosexuality some of my friends have received is not new. It's called, 'It's only a phase,' and 'all you need is a good lay'. These professionals seem to feel that indulging in heterosexual intercourse can or will change a gay person's orientation.

For a person seeking help with personal problems relating to his or her gayness, this approach is the best possible way to compound the problem of self-acceptance.

Homosexual experimentation may be a phase at 8 years old, but it is not at 18.

A gay person's needs, like any other human being, to be socially and intellectually accepted by a peer group; acceptance without pretense or deceit. Gay people need one another for the same reasons other minority groups need one another. They have a common need to share ideas and problems, consider solutions and give each other support and understanding in a hostile society. Gay people need to have someone accept them for what they are and not try to change them into someone they are not.

I'm tired of the paranoia, the loneliness, the isolation. I'm tired of always living in fear of someone 'finding out' and rejecting or degrading me for something which is as good and natural for me as their sexuality may be for them.

I'm tired of the sick jokes, of the grossly untrue stereotypes, of self-righteous religious doctrine and token liberal patronization.

I've just gotten to the point where I cannot be a hypocrite any longer. The tug of war going on inside my head, and I suspect in most other gay peoples' heads, must come to an end; so that I can concentrate on something beside my unacceptable sexuality.

Accepting one's sexuality is something everyone must do. Sex must be put into proper perspective in relation to the rest of a person's personality and interests.

I refuse to be defined as a person by my personal choice of a partner. As long as I and other gay people are forced to play heterosexual games where pretense and dishonesty are required to survive, our sexuality will always be blown out of proportion.

This is my Declaration of Independence.

Resolved: I am a responsible, intelligent, concerned citizen of the United States, and accordingly shall have the same inalienable rights as every other citizen; without regard to race, religion, national origin, sex, or sexual orientation.

Especially in Benton County, Corvallis

... for outcasts, other forces

University hosts Japanese culture program

Twenty-three students and educators from Japan will arrive here Saturday, July 1, to spend three weeks at the University for a seminar on American culture and education.

The visit is sponsored by the Society for College Relations International, headed by Kazuo Seki, journalism professor at Kanto Junior College.

This is the sixth year the Society has sponsored groups visiting the University, according to Gordon Sitton, director of International Education.

An informal reception for the group is planned Saturday from 7:30 to 9:30 p.m. in Callahan Hall lounge.

The group will be busy during their three weeks here with classes in the mornings, discussions in the afternoons and various field trips. Carol Cole, assistant professor of speech communications, and Roger Penn, assistant to the dean of Students, will head

the team of instructors.

University classes will deal mainly with communications and the American education system and will provide the students with an opportunity to improve their competence in the English language. Eleven of the students will remain in the U.S. this coming school year to attend colleges and universities.

Special activities include attending the Foreign Student picnic, Sunday, July 29, the annual summer watermelon feed on campus, a "Clothesline sale" at The Art Center, and visits to Corner Museum, Marysville Golf Course, Oregon Museum of Science and Industry in Portland, the State Capitol Building, and the Marine Science Center at Newport.

Although the visitors will be staying at Callahan Hall, each will have a host family in Corvallis which will give them an opportunity to be in American homes.

Sitton said the group will be away from Japan for four weeks, permitting time for visits to Disneyland and Honolulu on their return trip.

Book Store refunds down from last year

People who have membership in the Book Store can expect a 10.0 per cent refund on their receipts this year. The figure compares with the 10.7 per cent returned last year.

Book Store Office Manager Stan Selfridge says that the difference comes partly because more money is being retained for the business this year and partly because of a difference between the number of receipts turned in and the number given back.

The refunds will be in the form of checks and will be mailed on July 31 to the address members wrote on their receipt envelopes.

baron

Hash isn't harsher

Governor Tom McCall for signing legislation to reduce the penalty of small amount

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McCall signed an announcement that matter of first priority session to make a change two drugs and place harsher penalties.

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Credit hours up to 50

Ethnic studies increase rapidly

By Wayne Baseden
Barometer Writer

When reading the OSU catalog, a minority student may ask himself, what can the University offer me academically?

It's obvious by looking at the catalog—nothing!

But that's not true, really. Actually, the University is adding to its minority studies program.

It's just that the catalog is outdated by an entire year.

In explaining the catalog procedure, Dr. Stewart Knapp, dean of undergraduate studies, said, "The OSU catalog is published a year in advance and does not have some of the present courses offered.

Education of the American Indian; 460-61-62 Anthropology of the Afro-American; 3 credit hours.

English: 211n Chicano Literature; 256 Literature of the Black Man in America; Advanced Studies of Black Writers; 3 credit hours.

History: 250x Chicano History; History of the Black American; 367x History of the American Indian; 3 and 4 credit hours.

Economics: 448 Survey of Latin America; 3 credit hours.

Music: 204 Folk Music in America (African & American Indian Folk music) 3 credit hours.

Geography: 328 Latin Studies; 331 Asian Studies; 332 African Studies, 3 credit hours.

Food and Nutrition: 416 Cultural Aspects of Foods; 3 credit hours.

Political Science: 328 Ethnic Politics in America; 5 credit hours.

Sociology: 437 Sociology of Race Relations, 3 credit hours.

Speech: 408 Minorities in the Mass Media, (a summer training class) 9 credit hours.

These courses are open to all students at the University.

Gordon Gilkey, dean of the college of Liberal Arts said, "With the now available ethnic courses, a student can major in ethnic studies under a liberal studies degree."

"A major program in Liberal Studies leading to either a BA or BS degree is available to students whose academic and career interests suggest greater curricular

breadth and flexibility than is available in other major programs of the school," said Gilkey.

However, Gilkey also stated that a student must meet the University requirements for graduation located on page 14 and the College of Liberal Arts requirements located on page 35 of the new catalog.

Educational programs in Portland and Warm Spring, Ore. and in various community colleges also aid OSU's minority image.

"Oregon State, in cooperation with the Portland School District no. 1, is providing a Teacher Education Program for minority students," said Dr. Stanley Williamson, dean of education.

The Portland Urban Teacher Education Program (PUPEP), under the direction of Richard Withycombe, is funded by federal and OSU monies to recruit, train, and certify 20 adults to work ef-

1969, with an average of 20 students a year, Withycombe said.

To qualify, Withycombe explained, a student may hold a bachelor's degree, and not be a certified teacher, nor have taught for one year prior to June 15, 1972.

The program is a twelve month training period with two weeks in the summer. All tuition costs for the entire twelve month training period are paid for by the University. Each intern is paid approximately \$4,228 for two-thirds teacher time under a District no. 1 contract.

"In addition, all benefits of a contracted teacher in Portland School District no. 1 will be offered to each intern," said Withycombe.

After a year of training, individuals may apply for a Master's degree program in Education.

According to Withycombe, job placement has been outstanding. Out of the 78 students who apply for the program, 38 accepted Portland educational community, including Portland State University, Northwest Regional educational Laboratory, and the Edgefield Lodge, plus several parochial schools, added Withycombe.

Withycombe also explained that at the conclusion of the training period, the student and the Portland School System becomes a free agent, where each can govern accordingly.

For further information, interested persons may contact Richard Withycombe, director, PUPEP, John Adams High School, 5700 NE 39th Avenue, Portland, Ore. 97211, phone, 288-7211 ext. 77

A similar program has been started on the Warm Spring Indian Reservation, under the direction of Morris Jimenez. Interested Native Americans can contact Jimenez, Warm Spring, Ore. 97761.



John Gartland

fectively with urban, disadvantaged young people in inner-city public school programs. It is a certification, not a degree program, said Withycombe.

The program is based at John Adams High School in Portland, and includes training at several Portland high and middle schools. It has been in existence since

A Special Services Project, under the direction of Ramon Chacon, in cooperation with the Community Colleges of Oregon, are conducting a Professional Schools Program for minority students.

The community colleges included are Lane Community, Eugene; Linn Benton, Albany; Chemeketa Community, Salem; Blue Mountain, Pendleton; and Portland Community in Portland.

"The main objective to this program is to get more minority students into and most of all through the professional schools, not only at OSU, but at other universities and private schools around the state," said Chacon.

Chacon also says that there is an extreme lack of minorities in the professional fields. Reasons for this problem are many, however, Chacon explained that one of the main problems was lack of information.

Many interested students are unaware of the best schools in a particular field or who to see, and how to get advising in undergraduate work, said Chacon.

One of the benefits of the program is that students do not have to leave their homes or communities to achieve their goals.



Gordon Gilkey

By entering one of the community colleges, a student can start undergraduate work necessary for their professional school. After

completing two years at one of the community colleges, a student can enter the professional school of their choice.

Counseling, advising and financial aids, are all taken care of by the community colleges, in care of OSU.

Another advantage of the program, said Chacon, is that a student coming from a predominately Black, Native American, or Chicano environment, does not worry about environmental changes because his education is taking place locally.

When a student does not have to make this type of adjustment, they can better concentrate on their academic goals.

Special current scholarships are offered to minority students in the Schools of Forestry, Business and Technology, Engineering, and Pharmacy. Interested students should contact the various professional schools. Three minority cultural centers are in the process of development, says John Gartland, student body president.

The purpose and objective of the three cultural centers, Gartland said, "Is that the three centers (Black, Chicano, and Native American) will be to establish and provide separate locations—and facilities for programming various academic, cultural, recreational, and social events related to the respective minority group.

"The facilities should also promote a greater understanding and awareness of the various minorities and their racial situation, life styles, cultures and history," Gartland said.

The location of the three cultural centers are, Black students, 2320 Monroe; Chicano students, Home Ec 205; and the Native American students, quonset hut, located at the corner of 26th and Jefferson Way.

The centers will be governed by the minority students, in cooperation with ASOSU, Gartland said. Hopefully, two of the centers, the Native American and Chicano centers, will be in operation by October, he added.



Ramon Chacon

"In recent years there has been an increase in minority students," Knapp explained, "and there has also been a substantial increase in the ethnic studies curriculum."

This year, ethnic studies courses have soared from 9 to over 50 hours of accredited courses.

The course listings are a follows:

Anthropology: 251x Chicano Culture; 407 Culture of Poverty; also under 407

Togo's Too

(downtown)

3rd & Jackson
Schlitz on tap:

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Director of EOP

Harris yields sensitivity to student problems

By Ray Hardesty
Barometer Writer

Lonnie B. Harris came to Oregon State in August 1969 as the first director of the Educational Opportunities Program (EOP). At that time the University had combined the two minority affairs programs into the EOP.

Harris has an extensive background of public service and a sensitivity to the problems of students from disadvantaged and culturally different environments.

The office of EOP director formally combined the previous minority program and a special services program, which supplied tutorial services to students from minority groups. The name of the program was changed to EOP to emphasize that it was designed to help all students from disadvantaged backgrounds.

Upon taking over the directorship of the program, Harris established procedures for admission of students who showed potential but did not meet entrance requirements of the University. He has faith in this approach, although it means screening and recruiting efforts on his part, to get the right students into the program. Part of his job—an important part—is the recruitment that he does in high schools, especially in the Portland area. When he makes these trips, he often takes along an OSU student already in the EOP program as an aide in recruiting.

Harris is quick to assert that many who have attended the University through the help of his program have become outstanding students. And, he says, some of the students whom the University thought would never make it originally, are graduating now. Since 1969, 22 EOP students have graduated from OSU.

"The program is growing slowly, but I would rather see it that way than grow too fast. We would like to emphasize the achievements and accomplishments of the students, rather than say that we have a large number of students at this time," Harris said.

This year at OSU the program is helping over 140 students in their educational careers.

Harris' own educational career began in 1946, when he attended Vanport College at the Oregon Shipyards. He subsequently attended Portland State University until 1953, working full time also at the Northern Pacific Terminal Company. From 1953 to 1955 he served with the Army, stationed at Ft. Lewis, Wash. In 1956 he returned to Portland State and Northern Pacific Terminal Company. He also managed to earn an All-Conference ranking for baseball while at Portland State. For his practice teaching, he worked at Boise



Lonnie Harris

Grade School, teaching 8th grade history, social studies and health.

His career in public service began in June 1958, when he went to work for the Donald E. Long Juvenile Detention Home. For seven years he counseled and worked with psychiatrists, parents and legal authorities in determining the cases of the boys in the home. He also held discussion and sensitivity sessions with groups of boys, ages five through thirteen, parents and guardians.

From June 1965 to June 1966, Harris was employed by the Federal Electric Corporation on their contract to supply transportation for the Job Corps. He assisted the Job Corps with public relations in setting up new Job Corps centers. Five new centers were established during this period. Harris spent much time traveling throughout California, Utah, Oregon, Washington and Montana, explaining the program to townspeople and to community organizations. He arranged with church groups and community leaders to place corpsmen in homes for holiday periods.

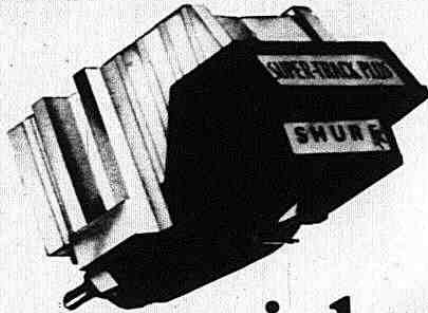
Harris then became head counselor at the Timberlake Job Corps Center in Estacada, Ore. In December 1966, he became a counselor at Mt. Angel College, with Upward Bound, an experimental program dealing with young people from hard core backgrounds and who had spent time in detention settings. In 1967, he served as the senior counselor for the Clearfield Job Corps Center in Utah.

In November 1967, he became assistant director of the Community Action Program in Vancouver, Wash. a position which included the duties of personnel manager and office manager. There he was involved in close contact with low income and underprivileged citizens in coordinating job placement with employers, and it meant establishing contact with employers and on-the-job training when available.

Barometer

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In Oregon

Effort to understand blacks needed

By Ricky Rivers
Barometer Columnist

It is time Oregonians began to make an honest appraisal of their past and present history in relation to Blacks so they can begin to understand and deal with the attitudes and prejudices that are pervasive in this state.

When one realizes that it wasn't until 1926 that Oregon removed its law prohibiting Blacks from taking up residence, then one should be able to understand some of the problems that Blacks encounter in this state.

Today Blacks are allowed to take up residency but there are many communities where they are not welcome and are discouraged from

staying by certain forms of harrassment. In other communities they are expected to follow certain procedures if they wish to remain.

The sundown laws south of Rosebush may be news to Oregonians but it is common knowledge on the Black grapevine. In case you are in doubt as to what the sundown laws are, they mean that Blacks are not to be seen on the street after sundown and preferably not at all. Historically, Oregonians have used law as a tool of oppression in relationship to Blacks or more accurately put, have masked their racism in legal paraphernalia.

To give an example of Oregonians' inability to understand the historical implications of racism, we can examine the recent racial clash of Madison High

School in Portland. Last year racial conflicts had occurred in other Portland high schools with the same racial composition as Madison; however, Madison officials refused to investigate the reasons behind the disturbances of the other schools so they could take steps to implement programs to stem such behavior in their own school. They did not feel it was necessary to meet the needs of Blacks until they began to interpret their desires in negative terms.

The incident which occurred at this University several years ago when all Blacks on campus left was a result of those in power being unable to understand the historical nature of prejudice. They obviously were willing to see only one side—the white side. As a result, OSU received nationwide coverage that

was detrimental to the institution's image.

What, then, must whites do? They must rid their minds of the belief that Blacks are happy if they are not rioting or that Blacks have nothing to offer unless it deals with Blacks only. Whites must begin to see from the Black perspective as well as their own. What, then, is needed to accomplish these ends?

First, there must be open and candid discussions between the two factions to remove preconceived misconceptions.

Secondly, there must be recognition by the groups involved that negative attitudes and prejudices exist so that viable means of combatting these problems can be reached.

OSU can help be making Black

History a requirement for all its students at the undergraduate level. Certainly if American History is required for Blacks then Black History ought to be required for whites. By showing students what the history of Blacks has been in this country we open the way for meaningful discussion.

It has been said that if you don't believe a people's history is worth studying, you don't believe their rights are worth defending. Then too, many people in Oregon have never had contact with Blacks and they assume that there are some inherent differences other than color. Those who enter this University in that category would benefit from such a requirement because it would open their eyes to the attitudes and prejudices they

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Activities director helps students to promote organize and develop various programs

By Ray Hardesty
Barometer Writer

"Student activities are laboratories to help students meet their educational needs," said Bernie Pitts, assistant director of educational activities.

The Activities Center also has copying services, mailboxes and desk space for student activities. It administers a legal advising service, the Y-Round Table, OSPIRG, a draft information service, and the model United Nations, all of which are downstairs in the MU. The Activities Center houses offices for ASOSU and the MU Program Council.

Good participation

"I'm really encouraged," Pitts added "with student participation in structured activities this year. Especially the participation of minority groups. A large part is due to the recruiting efforts of the University as a whole, and particularly of Lonnie Harris in EOP and Milt Jackson in athletics."

He indicated that the University is going through definite changes, with more minority students coming to OSU. This is where student services help create the best environment for an all-around student education.

"There is no question that the image of Oregon State is changing," Pitts said, "due to the new types of students coming here. It can only be healthy for the University."

Southern Illinois University

Born in Alton, Ill., Pitts played basketball in high school and attended Southern Illinois University with a basketball scholarship. While majoring in business administration, he played varsity ball, captained the team and was elected Most Valuable Player. After his graduation in 1969 he was invited to the rookie basket-

ball camp of the Chicago Bulls, but was one of the last rookies cut.

After a period of working for

the Illinois Equal Opportunity Program in East St. Louis, where he held basketball clinics for children in

disadvantaged neighborhoods, Pitts returned to Southern Illinois University as assistant program director.

He then moved to St. Louis University, where he was administrative assistant to the dean of student affairs.



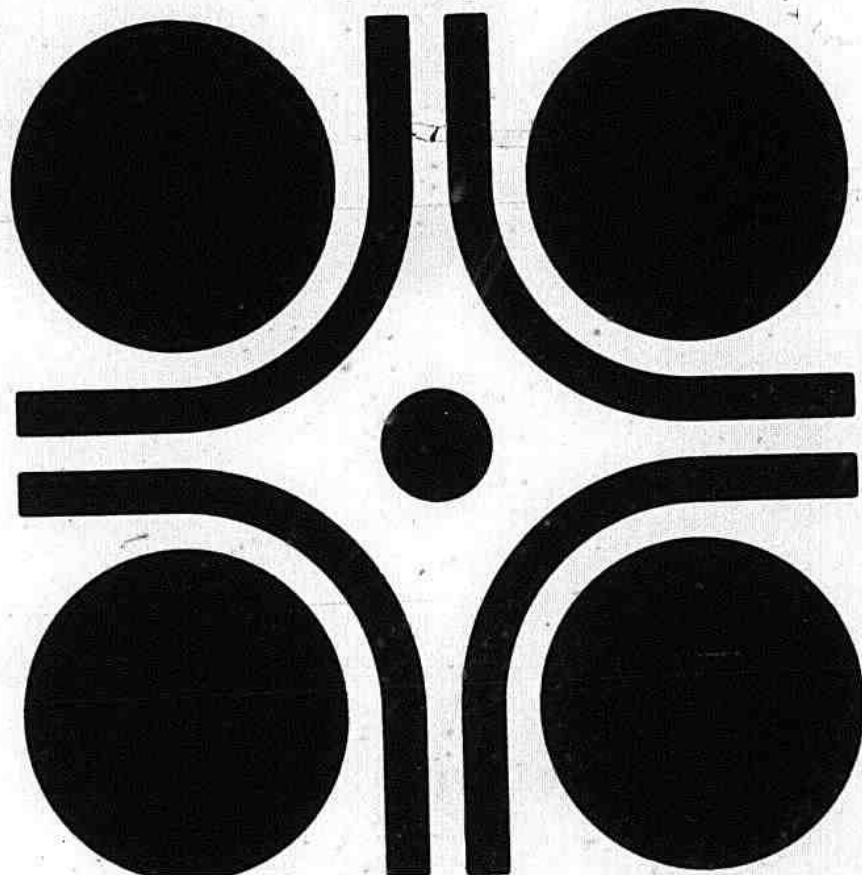
Bernie Pitts

Pitts came to OSU in 1971 as manager of student activities. This year he was named assistant director of educational activities and has an office in the Activities Center.

Pitts is responsible for helping students present programs that develop leadership and citizenship, and organize activities that further the educational goals of the students themselves. He also serves as an advisor to any student organization that may need help in its activities.

Pitts' office administers all recreational facilities under the Memorial Union, including McAlexander Fieldhouse, the Outdoor Recreation Center, the University handball courts and the Recreational Sports Club program.

NOW DURING TOAD HALL HI-FI DAY'S TV EXPANDAVERSARY SALE-A-BRATION



Minority B&T aid available

By Dave McKinney
Barometer Writer

Scholarships, available for disadvantaged minority business and technology students, may only require completing an application, according to Jerome Mayfield, B and T advisor.

At a B and T Minority Affairs Committee meeting Wednesday it was emphasized that numerous financial assistance programs are not being used. According to Mayfield, there are 1,700 business students and only 16 are minority. Because of a lack of communication, only three of the 16 collect financial aid. The others have been unaware of the available help. Oregon residency requirements must be met, with preference being given to minority students from Model City areas. The deadline for

winter term applications for this scholarship is Dec. 5.

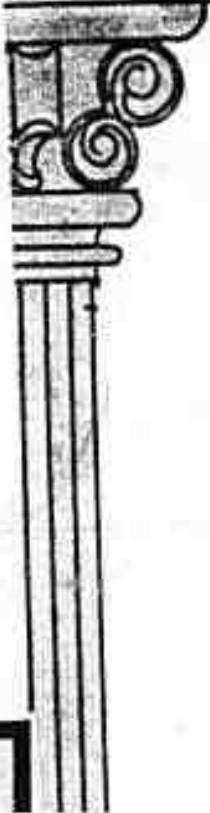
Mayfield reported that four companies on the West Coast have responded to the Internship Program at OSU by providing financial aid to minority business students.

The college student involved in the program is employed each summer by the specific company. The student is promoted each summer and at graduation becomes a full time employe.

BA 410 is an internship work-study program enabling any business student who meets the requirements to receive 1 to 6 credits for business related employment. Dr. Arthur Stonehill, marketing and financial production administrator, said students who go through internship are generally hired ahead of the average business

graduate due to their maturity, practical experience and employer recommendations.

Detailed information on financial aid to minority business students and for all business students is available in Bexell Hall 214.



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Minority symposium scheduled on campus

Vernon Bellecourt and Frances "Sissy" Farenthold will be the main speakers for "Current Perspectives from American Minorities," a two-week symposium at the University, Nov. 6 through 16.

"We will be using the University setting as a place to discuss the diversity and the fear connected to minorities," said Dr. Sam Cole, assistant professor of speech and organizer of the symposium.

"We will be informing ourselves as to what is currently happening with minorities," Cole said.

Bellecourt, national field director of the American Indian Movement (AIM), will open the symposium with an address, Nov. 6 at 9 p.m. in the Home Ec Auditorium. He was chief executive officer during the AIM occupation at Wounded Knee, South Dakota, earlier this year. He and his brother Clyde are co-authors of the book "The Indian Wars of the 20th Century." Prior to his speech, Bellecourt will meet students in the MU lounge beginning at 8 p.m.

Farenthold will close the two-week event with a speech in the Home Ec Auditorium at 8 p.m. Nov. 16. The Texas lawyer sought the nomination for governor of Texas in 1972 and had her name placed in nomination for vice president of the U.S. at the 1972 Democratic National Convention, the first woman so honored. She is chairperson of the National Women's Political Caucus.

Two other events will take place between these speakers.

On Nov. 8 at 8 p.m. in Memorial Union 206, a panel will discuss "Why this stuff about minorities?" Participants include Gilberto Anzaldúa, director, Compensatory Education Division, Oregon State Board of Education, Salem; Ronald McClain, University affirmative action officer; and Richard Yates, staff psychologist, Counseling Center, Colorado State University, Ft. Collins.

Anzaldúa will discuss how to survive as a minority and McClain will indicate how the



Frances (Sissy) Farenthold

program is working at OSU. Yates will talk about developing minority awareness.

"The melting pot myth," is next on the program. This debate-forum of minority students will be organized by David Droge, OSU forensics director, and will be held Nov. 14 at 7:30 p.m. in Stewart auditorium of Peavy Hall.

All events during the symposium are free and open to the public. The symposium is presented by the University Committee on Convocations and Lectures.

"We hope the symposium will highlight and increase our awareness of minorities," said Cole, "and create a dialogue that will continue after the speakers have left. Minorities can't talk to themselves forever."

Feminist conference encompasses political, sexual orientation

By Barb Reynolds
Barometer Writer

"We don't want a piece of the pie, we want a whole new pie." Gloria Steinem, 1973

There were no heroines at the Feminism 1973 conference in Lincoln City last Saturday. There were, however, over 400 persons, young, old, mother and professional, hetero-and

Distributive Ed holds unknown major distinction

By Rich Addicks
Barometer Writer

If you had to fill out a questionnaire asking, "What is distributive education?" could you answer it?

Probably not.

Distributive ed, probably the most unknown major at the University, is a vocational program of instruction in distribution and marketing in all levels of education.

"On the record distributive ed is not a double major, but in a realistic sense it is," said Dr. Joe Hlebichuk, assistant professor in business education.

After getting a degree in Distributive Ed a person can go either into the field of education or into the field of marketing and distribution, he said.

Upon completion of undergraduate work a student is required to complete 4,000 hours of adequate business work experience before getting a teaching certification in Oregon.

After completing the program, the student will have a vocational certification, a distributive education

major, a business administration major with marketing emphasis and background for careers in either education or business.

According to the state, the University needs to graduate from 12 to 15 students each year in distributive ed. If there are no qualified distributive ed teachers available, the state hires unqualified instructors, said Hlebichuk.

"There are many teachers around," said Hlebichuk, "but for qualified distributive ed instructors we can not fill the great demand for them."

In addition, he said job opportunities are about four to one, meaning for every one person to fill a job there are four jobs available.

According to Hlebichuk, approximately 24 people enrolled in distributive ed are freshmen and sophomores.

Oregon State is the only school offering a Distributive Ed Teacher Preparation Program in Oregon, he said. A student majoring in the program can register in either the School of Education or the School of Business and Technology, he said.

homosexual, Chicano and Anglo who had just two things in common: they were female and they came together to design the "new pie."

The potpourri gave evidence that the liberation of American women was a very real need, carried not by the heroines but by women of all walks of life.

Covering over 20 topics about the women's movement, the three day examination ranged from political to sexual orientation.

But the variety of topics and the variety of women convening however made it almost impossible for the conveners to agree on just what that new pie was.

The panel on minority women illustrated the disagreement. Representatives of the Chicano and Black residents of Oregon made it clear to the conveners that women's movement still is a struggle for their respective races.

"The difference between the white women's movement and the minority women's movement is simply this," said a panelist. "Your movement is economical, and ours is social." But the third world representatives agreed that "a step for any woman is a step for all women."

In the "women and politics" workshop, the pie argument "cut everybody up quick before we could get off the ground," said a participant. But the workshop had, after a few hours, a resolution calling for the appointment of more women's representatives to governmental offices that pertain exclusively to women's rights.

Sponsored by eight Oregon organizations representing women of political, religious, educational and benevolent orientation, the conference boasted the participation of every outstanding Oregon feminist.

Among those prominent Oregon women were candidate for governor Betty Roberts, state legislator Vera Katz; Equal Rights Amendment lobbyist Gretchen Kafoury, founder of Oregon's first women's group Eleanor Davis, journalist Milly Wohlerk and Jeanne Dost, director of the Women's Studies Center at the University and president of the Oregon Women's Political Caucus.

Dost said over 100 resolutions came out of the exhaustive discussions.

One of the most important, she said, was the agreement that there should be government-supported, quality child care, "because child care is a social issue, not a women's issue."

And one of the farther-reaching resolutions was to cite a need for a watchdog group of independent citizens to monitor the Affirmative Actions programs of state agencies.

Incredibly, there was an a real aura of that magic "sisterhood" among the participating women, as diverse as they were. Most left the conference a little prouder, and with horizons that encompassed the needs of all women as well as their own.

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Indians explain delay in response

"The large quonset hut that was used to build kayaks was given the American Indian Movement which has failed to do anything with it." This statement was made by Randy Wood regarding an article he wrote on the Outdoor Program (Barometer Sept. 25).

First of all, we are not the American Indian Movement. We are the Native American Indian Club of Oregon State University. Let it be known here and now that we have made every attempt to acquire the key to the quonset hut promised us last May. The key was finally given to us

Tuesday night. This explains how we have "failed to do any thing with it" (the quonset hut).

Randy Wood should have checked his facts before implying incompetence and irresponsibility on the part of the Native American Indian Club. The press should have checked the validity of his statement before printing it.

The Indian Club is extremely happy to have finally received the key to the quonset hut following a battle with University "white" tape. We received no cooperation on the part of the University. A delay in University

procedures as such mentioned reflects how much Indian students are welcome here. It also reflects true minority importance in a line of student needs.

The importance of this rebuttal, though, has not taken 32 days to consider. The immediate day that the article was printed, we decided to defend ourselves. The reply took no more than an hour of our time to write. Unlike the University hierarchy, we know how to establish priorities and so placed pride at the end of our list. Now that we are the true receivers of the hut, we can turn to

rebuttal.

Perhaps in the simple statement written by Mr. Wood, one can see our setbacks at this University: the press, who did not show enough interest to check statements against reality (basis for bigotry); the University, whose inability to recognize the needs of minority students, may reflect the attitude of this University's administration; and the OSU students, none of whom came to the defense of a people who strive for a proper, unbiased education, a chance to fight cultural genocide, and a life higher than that which is

the breeding and feeding ground of every disease, physical and psychological, prevalent among the Indian population throughout the U.S.

We have not been nor are we waiting or asking for special attention, but only to be recognized in our construction of a strong productive Indian program. Receiving the key to the quonset hut is a confirmation of a cooperative relationship for future development of a positive minorities program.

Carey Vicenti
President of Native American
Indian Club.

Barometer: focus

Minorities look for improvement

Apathetic attitude felt by Chicanos

Articles by Kerry Eggers

Indian Club seeks more involvement

involvement and awareness. Those superlatives rate as primary goals of the Native American Indian Club. President Carey Vicenti, involvement does not mean merely involvement by 40 Indians on the university campus.

The club itself right now is Indian, but we would like to have white people in it," said Vicenti, an articulate sophomore in the College of Liberal Arts. "They would not be members in a voting capacity for legislative matters, I'm sure that can be worked out. But we'd like to get feedback from them as much as possible on any relevant matters."

The major downfall of many groups is a lack of organization; the Indian Club is no different. Only recently have the students combined forces and started getting things together.

"We are divided into two main groups," said Vicenti. One, for the setting up of scholarships and recruiting of five Indians, and two, the incoming committee for the students we intend to recruit give scholarships to, along with the developing of the cultural center."

Lack of awareness about the Indian's plight on campus by white students is shocking, Vicenti believes.

"I have met and talked to several people who say they are aware of Indians' problems here at the university," he said. "But in talking deeper with them they seem to not know as much as they thought."

Vicenti is critical of University President Robert MacVicar and the administration's role toward the achievement of an ethnic studies program here.

"One of the goals of the club is to initiate more classes relating to Indian culture, but I can't say it's the concern of only us. We're working together with other minority groups to get ethnic studies at this University."

Troubles? "The problem is we can't get the confidence of Dr. MacVicar, because he believes through the amount of failures there have been in ethnic studies programs at other schools, he couldn't let it go by here," said Vicenti.

"With that he tends to ignore the fact that there are many extreme successes like the programs of the University of Maryland and Howard University, which switched to a successful urban studies program pertaining to urban Blacks, Chicanos and Indians due to limited funds."

Vicenti feels students at Oregon State are apathetic. "Communication here at the University is extremely bad because of student apathy," he said. "Students don't want to pick up a Barometer or pay a dime to buy another newspaper. . . I guess that's the problem."

"We're trying to go out to the students. . . I'd like to try and clear up some illusions many students have."

The Indian Club wants help—both morally and financially.

"We're searching for financial backing," Vicenti admitted. "I'm working with out-of-state reservations. We would like to try to get out-of-state Indians admitted on an in-state tuition so the reservations could send more students on the same amount of money. In-state, we're gathering information on what scholarships Indians don't know about, and trying to make these available to such students."

"Moral support? Coming to activities and meeting with us," said Vicenti. "We want to see the death of apathy on this campus."

"With education, any student will know the problems Indians face and in that way will also be able to lobby for us; that is, talk to others about Indians and I'm speaking about Indians—but the same problems rise in each of the other minority groups, so it would be lobbying for them, also."

Vicenti and the Native Indian Club are serious in their efforts to increase awareness among University students, and to allow the students a chance for involvement through attending meetings and lobbying for their group.

"We've had one response from a white at our meetings," Vicenti smiled. "A guy started coming to our meetings and he really enjoys it."

"What is important is that he has the Indian spirit. . ."



CAREY VICENTI
Indian leader



GIL BEANES
Chicano president

Academic help sought by Blacks

Afro-Americans at the University are the largest minority on campus; between 125 to 250 in number.

But Blacks here are still a small minority, with problems culminating mostly in the academic area.

"Academically, there are problems," said Marcus Irving, Black Student Union president. "A lot of Blacks here come from ghettos, where the school's educational facilities can't be classed with those from middle-class areas. Teachers in the ghetto areas are not quite as qualified to teach as those in better economical areas."

"The Black person's thinking is kind of different many times," the sophomore in Liberal Arts continued. "Like, I went to Jefferson in downtown Portland, and a lot of students were of uninterested in school more than students from a school out of the ghetto-type areas. You know, kind of opposed to the structure of the school and with a negative attitude toward it."

"Most of these students who do make it to OSU or other Universities barely make it. They're somewhat behind scholastically, and that's what the Educational Opportunities Program (EOP) is about: introductory courses helping the new students to get started. We need more of this type thing."

Irving said that "academics should always be first" in the list of priorities for helping the Black student.

"At the end of this term they're giving each minority group a house...centered around academics," said Irving. "What I'm working on now is some kind of program so that Blacks can help each other academically. So that graduate Black students can help undergraduate Black students around finals week... that sort of thing."

Irving, like the heads of other minority groups, is very much in favor of an ethnic studies program at the University.

"I'd like to see a relevant ethnic studies program," he said. "To most Black students, the history of the United States is somewhat irrelevant, because the only thing taught concerning the Black man is slavery. And a Black doesn't want to hear about that all the time...there are other things the Black man has done in the past that is worthy of being mentioned in our history books."

"We need a program that would include the history and culture of Indians, Afro-Americans and Chicanos, not only for minority students but because it would also make Caucasian students aware of the different cultures and would help everybody know more about each other...an exposure-type thing."

Recruitment of minorities would be aided, he said. "I believe just one course in ethnic studies wouldn't be worth it, but an extensive program with an ethnic studies major would draw a lot of minorities," he believes. "If we can set up the right kind of academic studies program for the Black undergraduate it will draw minorities, also."

Irving also desires "more activities centered around including all students. There are a lot of functions in Corvallis that just don't interest Blacks, like some of the (musical) groups they bring in."

"There should be varied activities, so that Black students aren't excluded from having a good social life."

When Gil Beanes enrolled as a student at Oregon State University the first thing he noticed was the "general feeling of apathy...a feeling of 'so what, I don't care'."

To Beanes, a Chicano, the apathetic attitude extended to minority students at the University. As president of the Chicano Student Union (CSU) he believes that the minority viewpoint must be understood...by a white administration that doesn't want to help and by a white student body that doesn't care.

"I'd like to see an ethnic studies program established here," said Beanes, a senior in communications. "President MacVicar has said that it wouldn't work. He says that programs in California are failing."

"I have to disagree with MacVicar, because there are successful programs in ethnic studies (at other Universities). There are BA degrees available at schools like California at Northridge, Cal. State at Long Beach, and UCLA (in planning stages). I think the failure of some programs would be due to the fact that there isn't any definite goal set."

"Personally, I don't feel there is a sincere effort on the part of the administration to initiate various programs we are asking for. It's always excused by the administration, saying there is not enough money and various other things. But my feeling is that it is apathy...a great amount of apathy on their part."

Beanes also criticized an alternative to the offering of an ethnic studies degree.

"MacVicar said 'if you want to get an ethnic studies degree you can minor in it and major in science.'" Now where does science tie in with ethnic studies?" Beanes said.

The Chicano leader believes that an adequate ethnic studies program could be used for the recruiting of minority students to the University.

"Ethnic studies would draw future minority students," he said. "If we had a fairly good Chicano, Black and Indian studies program here at Oregon State I think it would draw more interest here. Right now, for a minority on campus, there is nothing to relate to...it's a very difficult situation at this point."

Beanes is disappointed at the rate of progress toward

rule is the Athletic Department, Beanes said.

"One of the exceptions to the rule is the Athletic Department, Beanes said. "If the entire University would make as much of an effort to help us as the Athletic Department," the situation would be a lot better," he said.

"One of the most important things about ethnic studies is that a white person can get an understanding of the way we are...our culture and our background," he said. "More students should look into the feelings of an Indian, or a Black or a Chicano."

"We also need more minority instructors. There are a lot of Chicanos and Blacks with Ph.D.'s and masters who haven't even been considered for a job here."

Like the Native American Indian Club, the Chicanos would like to have more involvement in their programs from white students.

"We have three or four white students in our organization now," said Beanes. "I would like to see more whites who are really sincere in trying to help us. But a lot of students are going to go on this trip 'I am the great white father.' We don't need those kind of people."

Beanes, like many Chicanos, is discouraged. To him, the University is ignoring the only chance it has to really relate to minority students.

"I can't emphasize enough the apathy that exists on this campus," Beanes said. "At the point it exists right now, and if the situation continues to be like the one I'm experiencing, I would discourage any minority student coming here."

"Unless the University makes a dedicated and sincere effort to work with the people who are working so hard to establish an ethnic studies program here, it won't draw any more minority students."

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Tempers flare

Students debate minority roles

By Dave McKinney
Barometer Writer

Tempers flared Wednesday evening between student minority leaders and an opinionated audience at Peavy auditorium during an ethnic minority panel discussion, "The Melting Pot Myth."

Representing the Experimental College program for the women's movement, Siri Jackman believes that the feminist movement is important.

"I am a fisheries and wildlife graduate, and the biggest gripe I have is that I'm not taken seriously by my colleagues. It seems you have to be hard and authoritative to get men's respect—I just won't be that way."

Jackman said if a woman cannot adjust to the female role, something is wrong with her. The female role does not mean complete submission to or independence on men.

"A total dependence on a male destroys women's confidence and self-respect, but on the other hand if she goes out on her own she is hardly given a chance for success," Jackman said. "It is nearly impossible for women to compete on the same level as men for employment."

Jackman says that for a white woman to be accepted in society, society has to really change to allow women an equal stand with men.

For Gil Beanes, Chicano Student Union president, the "Melting Pot Myth" does not exist.

"The Mexican Americans and the Blacks are the two largest minorities in the country. To actually believe that a melting pot of all races will relieve inequality is entirely false. We want to be equal and at the same time express our individuality," Beanes said. He hopes white people will respect minorities enough so all people can live a good life.

"White people have to quit putting

themselves on a pedestal. They (whites) stand up there and satisfy their egos by pretending to be liberal minded. But lies are what they say and no progress is made." "The white race is trying to take away our culture by putting it down," Beanes added.

Carey Vicenti, president of the Native American Indian Club, says the "Melting Pot Myth" is a reality.

"Let me illustrate my belief this way," Vicenti said. "If a German and an Irishman learn to speak English, they suddenly look alike. Employers see two whites, with only an accent to distinguish them. Minorities don't get off that easily. The myth is a cop-out and it won't work."

Vicenti suggests education about the different cultures as an alternative solution to the "Melting Pot Myth."

ASOSU Second Vice-President Lorenzo 'Bugsy' Poe chose not to speak on the "Melting Pot Myth." He believes many other problems are of more immediate importance and can be concerned directly with students at OSU. Poe opened the discussion to the audience for feedback.

An unidentified Black woman, vocally recognized throughout the program, lodged a complaint that there is no way white people can understand Blacks.

"If you aren't Black you aren't Black, and that's all there is to it. The thing that burns me up is white people who continually ask Blacks, 'what do you want? What is it you are trying to achieve?' Whoever asks these questions, I ask you this: Where the hell have you been all your life? The situation has been the same ever since Blacks were brought over from Africa. Open your eyes and look around," she exclaimed.

Poe is dissatisfied with the way committees work on this campus.

Everything is decided by committees, he said, but rarely with Black representation.

A suggestion by Poe to develop a group at OSU promoting the acquisition of more underprivileged minority students has a two-fold effect.

"Let's raise scholarship money for all minority students so they can have a better chance of being successful in life," he said. "Not only would it benefit minorities, but it would also help inflate the white man's ego."

Do white women have a valid a cause as ethnic minorities striving



Lorenzo 'Bugsy' Poe

for equality? This point created much debate among white women in the audience and ethnic minority representatives.

The equality issue between whites and minorities in the United States is perhaps best summarized in this exchange between Poe and Jackman.

Poe—"I don't want a piece of the pie when whites get a piece of pie and ice cream."

Jackman—"Well, how about a whole new pie altogether?"

Poe—"Just give me the recipe, then I can make as many pies as I want."

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'Course response excellent' MacVicar airs views on ethnic study

By Rich Addicks
Barometer Writer

"It's unlikely there will be a full-blown ethnic studies program at the University," said President Robert MacVicar during an interview Friday.

"Ethnic studies programs have been tried in a number of institutions," he said. "It is my understanding that by and large they have not been successful. Some institutions are having grave difficulties, because students are finding them not attractive."

On the contrary, courses at the University have been well attended not only by students of the minorities, but also by students of the dominant white culture, he said.

In addition, there has been a very substantial increase in the resources available to minority students in the Educational Opportunities Program (EOP) during the last few years, said MacVicar. The University has also been the recipient for several years in the Upward Bound programs and the current year (1973-74) is the recipient of a special services grant from the federal government.

"I think in a very real sense one could argue that the study of minority cultures is more advantageous to the white student than to a member of that particular minority," said MacVicar.

The three minority student unions have requested that the

University offer a major in ethnic studies.

"One of the things we have to realize in this country is that we are a multi-cultural nation," he said. "And because one doesn't un-



Stuart Knapp

derstand the other culture is an important reason to study it."

The response to courses that have been offered has been excellent, said MacVicar, but when you say a minorities study program, what do you mean? What minorities?

"It isn't particularly clear from

what is in the Barometer what is meant by an ethnic minorities program. To some people it means a program designed primarily for the ethnic majority to give them an insight into the culture; for others it is designed for the members of the group itself," he said.

If the numbers are substantial, if you've got adequate numbers of people who want a particular kind of offering, it is going to be much more easy to define than if the numbers are small, he said.

"We do have a significant Black minority and we are offering programs relating to Black literature, Black history and urban problems relating to sociology. The same can be said about most other minorities," said the president.

"I think the response to this has been very good; students have been taking the courses and have been benefited from them," he said. "Three years ago there was practically no offering at all and now there is and there ought to be more."

MacVicar sees this as a current trend that will continue to grow.

As the interest rises and the capability of the institution to offer more courses grows, the offering will grow, he said. "Up to now the response has been that these classes have had substantial enrollment increase, even larger than anticipated."

Most other schools offer a major in a field like Black studies and when you come right down to it the opportunities which are most advantageous to minorities students are, in my opinion, the professional fields, he said.

"I think the great future for ethnic minorities lies in this institution and in others as the regular discipline and becoming professional people in the regular areas of the nation," he said.

"I would really like to see somebody coordinate the present programs better," said Dr. Stuart Knapp, dean of undergraduate students. "I don't subscribe to developing a ethnic minorities program. I don't think it's that realistic."

It is very possible that the University could put more courses together and have some kind of certificate for someone taking enough hours, he said.

The University of Oregon does this, and Knapp thinks it's a very good idea.

"I don't see any recognition for what has already been done for minorities," said Knapp.

One of the things Knapp thinks the University should get recognition for is the Minorities in the Mass Media Workshop-Internship program held each summer term.

The program is directed by Dr. Richard Weinman, professor in speech communications. The workshop is directed at involving more minorities in the mass media: radio, television, and public in-



Robert MacVicar

formation. The program is an eight-week process in which the student gets training in all aspects of the media.

Besides this program there are others which deserve recognition, said Knapp.

Gilmore to conduct in Israel