

## Minorities in the Barometer, 1987

Page	Title and Date
1	Table of Contents
2	Table of Contents
3	Table of Contents
4	“King birthday honored today (pt.1)” January 15, 1987
5	“King birthday honored today (pt.2)” January 15, 1987
6	“Vivian acclaims King's spirit (pt1)” January 16, 1987
7	“Vivian acclaims King's spirit (pt2)” January 16, 1987
8	“King was impetus to U.S. Civil rights movement” January 19, 1987
9	“El Salvadoran refugee now in Corvallis 'sanctuary” January 26, 1987
10	“ICSP fosters international understanding” January 27, 1987
11	“Campus ideal for enhancing cultural awareness” January 30, 1987
12	“OSU has exchange programs with 11 countries” February 2, 1987
13	“Maya Angelou's talk kicks off Black History Month (pt.2)” February 3, 1987
14	“Maya Angelou's talk kicks off Black History Month (pt1)” February 3, 1987
15	“Maya Angelou shows the emotion of black literature” February 5, 1987
16	“Tea ceremony teaches being a proper guest (pt1)” February 12, 1987
17	“Tea ceremony teaches being a proper guest (pt2)” February 12, 1987
18	“Chinese delegation pays reciprocal visit to OSU (pt1)” February 18, 1987
19	“Chinese delegation pays reciprocal visit to OSU (pt2)” February 18, 1987
20	“Chinese delegates, OSU sign exchange agreement” February 20, 1987
21	“United Nations simulation draws 200” March 2, 1987
22	“Guatemalan relief campaign to make OSU visit” April 3, 1987
23	“Subject of 'The Killing Fields' calls for end to slaught (pt1)” April 6, 1987
24	“Rally Supports Civil Rights” April 13, 1987
25	“Plan to Attract Minority Students pt. 1” April 20, 1987
26	“Plan to Attract Minority Students pt. 2” April 20, 1987
27	“Full tuition waivers may be used in plan to recruit minorities” April 30, 1987
28	“Nicaraguan dance troupe to perform at LaSells tonight” May 4, 1987
29	“Two talks today for 'Cinco de Mayo” May 4, 1987
30	“Racism, sexism focus of cultural awareness program” May 11, 1987
31	“EOP agree racism is problem OSU must work on” May 14, 1987
32	“A Taste of Thailand” May 18, 1987
33	“ISO chalk up a successful year” May 18, 1987
34	“Sixty Korean students, families march through campus” May 22, 1987
35	“EOP to produce racism videotape” May 27, 1987
36	“Northwest natives celebrate kindship, values at Pow-wow Part. 1” June 1, 1987
37	“Northwest natives celebrate kindship, values at Pow-wow Part. 2” June 1, 1987
38	“Byrne, no discrimination occurred” June 2, 1987
39	“College in U.S. major challenge for foreign students Part. 1” June 3, 1987
40	“College in U.S. major challenge for foreign students Part. 2” June 3, 1987
41	“Commitment to women, minorities, faculty, staff” August 25, 1987
42	“Federal grant to benefit low-income, minority students” August 25, 1987

43 "Federal grant to benefit low-income, minority students" August 25, 1987  
44 "Internationalizing OSU main objective of Wilkins Part. 2" August 25, 1987  
45 "Internationalizing OSU main objective of Wilkins Part 1" August 25, 1987  
46 "New hiring laws to overload personnel department" August 25, 1987  
47 "New year's resolutions confirm vice presidents part 2" August 25, 1987  
48 "New year's resolutions confirm vice presidents part 1" August 25, 1987  
49 "Slater aims to improve internal, external relations" September 24, 1987  
50 "Top administrators announce goals for year" September 24, 1987  
51 "Trow to work on needs of minority, non-traditional students" September 24, 1987  
52 "Conference to teach skills on implementing peace" September 24, 1987  
53 "Experimental College Foreign Language and Culture" September 24, 1987  
54 "Experimental College Ikebana Japanese Flower Arranging" September 24, 1987  
55 "Experimental college Native American and African beading" September 24, 1987  
56 "Experimental College Techniques of Non-Violence of M.K. Gandhi" September 24, 1987  
57 "President discusses near-future priorities for OSU part 1" September 24, 1987  
58 "President discusses near-future priorities for OSU\_part 2" September 24, 1987  
59 "President discusses near-future priorities for OSU\_part 3" September 24, 1987  
60 "Affirmative action director sought to replace Gray" September 30, 1987  
61 "Exchange students return more interested in world affairs" October 1, 1987  
62 "Gandhi Celebration" October 1, 1987  
63 "ELI provides opportunity to share cultures" October 2, 1987  
64 "Spanier addresses faculty page 1" October 2, 1987  
65 "Spanier addresses faculty page 2" October 2, 1987  
66 "3rd annual Gandhi Celebration" October 5, 1987  
67 "A warm wind is blowing for Affirmative Action" October 5, 1987  
68 "Minority students issues focus of advisory council" October 5, 1987  
69 "Hispanic Culture Center" October 7, 1987  
70 "ISO council meeting today" October 7, 1987  
71 "Help wanted Hispanic Cultural Center" October 9, 1987  
72 "Op-Ed on Affirmative Action" October 9, 1987  
73 "An open letter to Greg Newton" October 13, 1987  
74 "MLK holiday has come a long way" October 14, 1987  
75 "Craft center workshops offered" October 16, 1987  
76 "Late bloomers column in search of a name" October 19, 1987  
77 "Sanctuario para Regufiados" October 22, 1987  
78 "Garrison elected to board of national lobbying group" October 23, 1987  
79 "Halloween party for foreign students tomorrow" October 28, 1987  
80 "Historian Constitution 18th-century culture (1)" October 28, 1987  
81 "Historian Constitution 18th-century culture (2)" October 28, 1987  
82 "Retention of minority students first concern of new council" October 28, 1987  
83 "Letters-Can't understand the instructor" October 30, 1987  
84 "ISOSU to hold Food Day Thursday" November 3, 1987  
85 "Plaudits from Tunisia" November 3, 1987  
86 "Health program targets minorities" November 4, 1987

- 87 "OIE requests copy of I-20 Identification" November 4, 1987
- 88 "Minorities are being given more empty promises" November 6, 1987
- 89 "Minorities Networking aims at bridging racism" November 6, 1987
- 90 "Native Americans say AIDS ed. Needed" November 11, 1987
- 91 "Sixty-one apply to head affirmative action" November 11, 1987
- 92 "Anti-apartheid from S Africa to speak" November 16, 1987
- 93 "India Nite offered" November 20, 1987
- 94 "Pre-holiday gathering" November 23, 1987
- 95 "Foreign GTA's tested for English proficiency" December 2, 1987
- 96 "Foreign student enrollment as all-time high" December 2, 1987
- 97 "Controversy amidst AIDS testing for immigrants" December 3, 1987
- 98 "English Exam will reduce linguistic gymnastics" December 3, 1987
- 99 "Respect for lasting art" December 3, 1987
- 100 "United Black Student Assoc. tournament" December 9, 1987

# King birthday honored today

By GABRIELLE YANTONE  
of the Barometer

A civil rights activist who worked with Dr. Martin Luther King Jr. in the 1960s will speak in honor of King's birthday tonight at 8 in the LaSells Stewart Center.

Dr. C. T. Vivian, a man who has been in the front line of the civil rights movement for the past 41 years.

Back in 1945, Vivian was involved with non-violent demonstrations for black rights in North Peoria, Illinois. He had already led two movements when he got involved with King.

Vivian not only worked closely with Dr. King, joining him in freedom marches and other activities, but shared and continues to share his philosophy of struggle and brotherhood.

"The issue is who interprets Martin Luther King for the public—who defines the myth. The idea of the general culture is to define Dr. King as a nice fellow who went around making speeches. They say he's not violent, so don't do anything back even when we slap you around," Vivian said.

"He (King) was a man of action, the greatest man of action to mastermind the perfect non-violent movement in the South, because he reached the consciousness of the nation and mobilized it, so that it (America) could keep its own sense of dignity."

Vivian's own driving force, he said, comes from having watched people suffer.

"I can't see how anyone can take racism, oppression lightly and passively—watch suffering and not do something," he told members of the press who gathered to meet him Wednesday.

The New School for Social Research conferred a Doctorate of Humane Letters, Honoris Causa, on Vivian for "having been the



Dr. C.T. Vivian

vanguard of the struggle for racial equality for three decades as spiritual leader, apostle of social justice and strategist of the civil rights movement."

The same award was conferred upon such leaders as Jamie C. Velasco, former Chilean minister of justice and founder of the Chilean Commission for Human Rights; Lev Kopeleva, exiled leader of the Soviet human rights movement; and Adam Michnick, presently imprisoned historian and adviser to Solidarity Poland; and Helen Suzman, opponent of apartheid and member of the South African Parliament.

"Whatever the problem is, add Black to it and it intensifies. Ask yourself what happens if you awakened Black in the morning. What do you do? How do you feel? When you catch a cold, Blacks already have pneumonia.

"Since this Administration has come to power, the long-term unemployment of Blacks has gone up 72 percent. One third of Black children (in America) are undernourished.

"The Administration has tried to destroy any talk of racism, much less of civil rights. The White House hasn't invited any leaders of the civil rights movement to come and discuss matters, and who has been invited is virtually unknown to the Black people and without the support of the people.

"The Justice department refuses to uphold civil rights and adjust other wrongs of the past. The head of the justice department acts as though people are hungry because they want to be," he said.

"This is a difficult time for decency."

Civil rights should be the concern of all, not just blacks, Vivian emphasized.

"People are always in the movement, whether we see it or not. We think of it as not going on in relation to the 60's but people: blacks, poor whites and the middle class realize that they are only a few weeks from welfare.

"The people who told us love it or leave it, now come to us to

give speeches, they see the problem for what it is, government turns its back on you and acts as though you have no rights.

"Black movement has always been a movement for the common goals of people," he said. "They (blacks) are the most oppressed. There are more poor white people than poor black people. The system is made for white people—the white male in general—so they blame themselves. They bought the idea that 'anybody can make it' and they aren't making it.

"The attitudes and behaviors of those in charge is that they don't care about the average American as long as they've got their own."

In addition to tonight's presentation, Vivian will speak at Milliam 332 from 1:30-2:30 p.m. today about his career, the civil rights movement of the '60's (and since), and his recollections of Dr. King and then answer questions from the audience. This will be the only question-and-answer event that he will appear at during his visit to OSU.

# *Vivian acclaims King's spirit*

**By Gabrielle Yantone  
of The Barometer**

**While Martin Luther King is dead, the spirit, the visions and the Dream of the man still live.**

**Dr. C.T. Vivian, an associate of Martin Luther King, Jr., who has been in the front line of the civil rights movement for 41 years, spoke at LaSells Stewart center Thursday evening.**

**"He was a prophet that**

**America produced and he gambled his future for the nation, the community and the people he loved. He did more than love Black people. He was a great man in and of himself and didn't need nobody.**

**"He was welcomed internationally and could have not gotten involved with the problems of America against racism or for the poor people of the world against oppression. In spite of**

**the seemingly no-win situation, Martin did what he did because he cared".**

**Vivian said, "Martin believed misery had to end and injustice stopped, not just combated. He was a prophet who showed us what we were going to be like in the face of global realities. We have to be able to look back in order to look for-**

**(See KING, page 7)**

ward. Not only do we have to look at what Martin was like, but what we were like..."

Speaking of himself and others who struggled for human dignity in the civil rights movement, Dr. Vivian said, "We all moved together to reach the consciousness of the nation; we made the American dream cry out for justice. We created the Voting Rights Act, we created the Civil Rights Act. But it was Martin who kept that rock rolling up the hill for 15 solid years."

"Martin made the civil rights movement come alive, he made it real. He had a means and a method, and in the final analysis all great truths must come..."

"Martin, gave us compassion, gave us creativity that was pushed by passion, that was pushed by compassion. He freed a lot of people, more people on crucial issues than anyone in our time."

Vivian added that King freed black people from the oppression of self-hatred and freed white people from assumptions associated with the psychological and mental dimensions of racism. "Martin

was a symbol to people everywhere that they didn't have to be under the foot of oppression. Something in him moved their hearts to redeem themselves."

Dr. Vivian quoted Gandhi's reflection of America saying that proof of the beauty of non-violence would come with the Black masses in America solving human problems without violence.

"When a nation doesn't listen to its prophets, it deserves what follows," Vivian said. "What followed the black movement was the red, the brown, the youth, the old folks with grey power. It was not an accident."

"Martin gave us faith in the Constitution and showed us how to use the laws for our benefit, necessary tools for the 21st century."

Vivian said King knew America would not be a fit society and face a world with dignity when that world is three-quarters black, when America is an oppressive society, and for no other reason than on the basis of color.

The fact that "our humanity is not negotiable" is something that America had to deal with

and is something that white people, generally and basically raised as racist must contend with, now, was emphasized by Dr. Vivian.

He said, "Martin is etched on the calendar of the American experience. He returned us to a moral and spiritual basis for life, based on the philosophy, and as the brothers on the streets say, 'everything that goes around, comes around,' the nature of the universe will be served in spite of us..."

Vivian explained that "Martin gave us faith in our faith, he loved us and knew the cost was death. In spite of that fact, he was human and his belief in others was more important. Somehow the best of living is when you're fit to die."

"Martin was a man of steel reserve, the greatest intellectual genius of the 20th century. He had a dream, a vision for those who are willing to die for a cause that lifts a nation."

"He cared enough, believed enough that we were worth dying for."

Vivian closed with words from "The Mourning Song of My People" Martin if we had just known who you were..."

# King was impetus to U.S. Civil rights movement

By SUZANNE DOWNING  
of the Barometer

If Martin Luther King Jr. was alive today, he would be 58 years old. The civil rights leader was the voice of the non-violent black movement of the 1960s and 60s. He was shot and killed in 1968 by James Earl Ray.

His life and work is now honored the third Monday in January. Congress, after a long and sometimes bitter debate, mandated that day to be set aside as a federal holiday. Many states, including Oregon, also observe the holiday, and last summer, after some debate, the Corvallis City Council also recognized the day as a holiday.

Although classes will still be in session today, most classified employees at OSU will have the day off. Those who are needed to work will be paid at a time-and-one-half rate.

"In general, most non-essential offices will be closed," said Edwin Coate, vice president for

finance and administration. "It will be up to the manager whether to close his office or not," he added.

The business office and registrar will be closed, but no late fees will be accumulated today, said Diane Howard, supervisor of the cashier's office. In addition, the last day to add or drop classes has been extended to Jan. 20.

King was launched into his activist role during the Montgomery, Alabama bus boycott when Rosa Parks, a black seamstress, refused to give her bus seat to a white person.

King quickly became the leader of the civil rights movement, leading 250,000 people on a march to Washington D.C. in 1963, where he delivered his famous "I Have a Dream" speech. *Time* magazine named him "Man of the Year" in 1963, and he was awarded the Nobel Peace Prize the following year.

Considerable controversy surrounded adding Martin Luther King Jr. Day to the nine holidays

already observed by federal employees. North Carolina Senator Jesse Helms alleged King had "association with far left elements."

President Reagan also gave the idea a lukewarm reception, and last year Oregon Governor Vic Atiyeh argued against the state paying workers for another holiday, due to the state's money woes. The classified employees' bargaining agreement forced the state to allow the holiday, however.

Members of the administrative services com-

mittee of the Corvallis City Council were reluctant to acknowledge a King holiday when the issue came up for debate this August. Councilor Kathryn Brandis suggested an "after-five" celebration be substituted for a paid holiday for city workers, while Charles Vars Jr. suggested a two-hour extended lunch break. Councilor Tom Koehler was the only member to support recognition of the federal holiday in that meeting. The full council eventually voted for a paid holiday for city workers, to be held on the third Monday of January.

## OSU-OHSU to offer professional doctoral degree in pharmacy



# El Salvadoran refugee now in Corvallis 'sanctuary'

By THOMAS BENNETT  
of the Barometer

The first member of Corvallis' "Sanctuary" was officially welcomed to the city Sunday at the First Methodist Church, where he related sobering experiences of the terror that led him to flee his home in El Salvador.

José Lopez left the Central American country last April, following his abduction by members of the military and threats against his life. He crossed the U.S.-Mexican border at Texas last April, but was arrested by immigration authorities and sent back to Mexico. Three attempts later, he was arrested again in August while attempting to find work in Texas.

He was held in detention — awaiting deportation to El Salvador — until December, when the newly-formed Interfaith Sanctuary Committee, a collection of several Corvallis churches, secured Lopez' bond and had his case transferred to Portland. He arrived in Corvallis just before Christmas.

At the Sunday night service, Lopez was officially welcomed to Corvallis with song and prayer. Mayor Charles Vars and ASOSU President Nick Van Vleet, as well as ministers from the participating churches and other local officials, gave Lopez personal greetings. Following the service, a procession made its way from the church to Westminster House, home of United Campus Ministries, where Lopez will stay.

During the walk, the young El Salvadoran concealed his face with a bandana. The practice is common among sanctuary refugees, who, like Lopez, claim their families back home could be subject to persecution should their identities become public.

According to Lopez, "disappearances" are common in El Salvador — people are simply grabbed off the streets or taken from their homes in the night. Their bodies may be found miles away, lying by the side of the road, or floating in rivers and canals.

Speaking through an interpreter, Lopez explained some of the perils he encountered during his job as an ambulance driver for the Red Cross.

"The Red Cross takes care of both the military and the guerrillas, but the government won't let

the Red Cross take care of the guerrillas," he said. Volunteers are harassed by the military, he said, and are sometimes taken away when the other workers are out on calls.

Lopez' own treatment at the hands of the government involved 24 hours of interrogation and beatings. Fortunately, he said, a small child witnessed his abduction by members of the national guard, and since the government prefers to work without witnesses, he said, he was released, following mediation by the Red Cross.

Corvallis took the first steps toward becoming a sanctuary for Central American refugees last winter, when seven local churches formed the Interfaith Sanctuary Council, hooked up with a national sanctuary movement, and began the search for a refugee. Volunteers heard of Lopez' case and decided to arrange for a change of venue.

The national sanctuary movement has its roots in the U.S. government's policy regarding refugees from Central America. Sanctuary workers claim people fleeing persecution in El Salvador and Guatemala have been denied refugee status in the United States because of their governments' ties to America. Refugees fleeing leftist and communist regimes, however, are readily welcomed into this country, they claim.

Lopez faces heavy odds in his case, according to Erwin Barron, assistant minister at the First Presbyterian Church. Ninety-eight percent of Central American refugees seeking asylum in the Northwest are denied, he said. Lopez' deportation hearing is scheduled for March 5.

"They (Lopez' attorneys) will attempt to show that Jose has a legitimate fear of persecution," Barron said. He added that Lopez' case will be appealed if necessary.

Lopez declined to give detailed information regarding his family members, for fear of reprisals against them.

"From 1980 to the present, many young people have had to leave for fear of being tortured, of vanishing, of being assassinated," he said. "Just the fact that we are young brings us under suspicion of the military."

While he is sympathetic to the cause of the leftist rebels, who have been battling the government for seven years, he has no desire to join them, he said.



Photo by Ann Mohney

José Lopez, an El Salvadorian refugee, prepares a candle for a procession welcoming him Sunday night. Lopez hides his identity to protect his family still in El Salvador. He is being offered sanctuary in Corvallis by a coalition of local churches and religious groups.

# ICSP fosters international understanding

By KATHERINE JOHNSON  
of the Barometer

Cultural awareness is what the International Cultural Service Program (ICSP) is all about.

According to ICSP Coordinator, Susan Clinton, ICSP students bring a piece of their culture to OSU and to the Corvallis community.

ICSP is a statewide program originated at OSU, in which students from other countries who have financial need and a high grade point average can pay in-state tuition rates in exchange for providing educational and cultural service to the state, Clinton said.

Twenty-four students from approximately 21 countries are

in the selective program this year.

The countries represented tend to reflect the geographical distribution of students at OSU, Clinton said.

The purpose of the program is two-fold, according to Clinton. First, the program is designed to increase local citizens' cultural awareness

through educational programs the international students present about their countries. Secondly, ICSP helps these international students learn about the United States.

"It is imperative that we learn more about other cultures so we develop a greater sensitivity to them," Clinton said.

She said ICSP helps break through ethnocentrism—the attitude that one's own ethnic group, culture or nation is superior.

"Misconceptions and stereotypes are corrected on both sides," Clinton said.

Americans must learn that the ways of other cultures are as appropriate as those in this country, Clinton said.

The program also helps to correct the biased and often inaccurate view the media sometimes projects, she said.

The ICSP students are "cultural ambassadors" who give special presentations such as slide shows and language presentations to elementary and secondary schools, churches, civic organizations, Linn-Benton Community College, and other various organizations throughout Linn and Benton counties. Many students also teach or tutor in their own language.

The ICSP involvement with the community is a very "enriching time" for the community, Clinton said.

"ICSP students are very warmly received by the community and by other students."

The interest shown by school children and members of the community is "very supportive" to the ICSP students, Clinton said.

Bisi Amoo, graduate student in home economics from Nigeria, spent two years and one term of her four years at



Photo by Dan Saddler

Bisi Amoo, of Nigeria, a former International Cultural Service Program member, displays a fan from her homeland. Students in ICSP discuss the culture of their homeland with high school students in the community.

# Campus ideal for enhancing cultural awareness

By JOHN ROBBINS  
of the Barometer

Encouraging Oregon State University students to become more aware of their culture has become the primary concern for one OSU student.

Audrey Bliven-Gonzales, a senior in Liberal Arts, sees a need for greater "understanding" of the different cultures present at OSU. As coordinator of the MUPC's Cultural Programs Committee, she is devoting much of her time to make that happen.

"The USA is like a melting pot, and we have tendencies to forget the cultures we came from," Bliven-Gonzales said. "The OSU campus used to be a white, middle-class school, but now there are a growing amount of minorities. That's where cultural awareness comes up."

Bliven-Gonzales defined cultural awareness as the ability to communicate comfortably with members of a different ethnic or cultural background. Her job permits her to provide help to the various ethnic and cultural groups on campus, such as the Hispanic and Native American Student Unions and the United Black Students' Association.

These groups organize cultural events throughout the year including such events as the traditional Martin Luther King, Jr. Peace Breakfast. They also schedule dances and invite speakers to speak on campus.

February is Black History Month, one of the programs that Bliven-Gonzales will be helping.

"Black history is American history," she said. "Everybody should be interested. The same goes with any of the other events. Everything is intertwined."

Helping out with the Native American Student Union's Powwow in April will be on Bliven-Gonzales' upcoming agenda. Then in the first week of May, Hispanic History Week begins. The week will open with a show by cultural ambassadors from Nicaragua, and close with the Cinco de Mayo celebration.

Planning and organizing these events is what Bliven-Gonzales and her three assistants do while helping out with other programs. Her job is to get the ball rolling.

"They (other ethnic committees) will come in with an idea, register it, and I'll help them make the decisions and cut through the red tape," she said. "Things like campus location for an event, the best day for the best turn-out, and the amount to charge. We don't want to exclude students on a tight budget. And I give help with flyers, Barometer ads— any kind of public relations."

According to Bliven-Gonzales, one of the problems in staging these events is that people seem to think ethnic-sponsored events are for ethnic groups only. That is the main reason why she changed the name from Ethnic Programs Committee to Cultural Programs.

"Hopefully, it will reflect the new course we've taken," she said. "It seemed that Ethnic Programs scared people away. Everybody wants to be cultural, but the word 'ethnic' makes certain people scared. I want to spread the news that these events are not limited to a specific group. They're open to everybody."

Spending winter and spring term of 1986 in Seville, Spain, made Bliven-Gonzales more aware of the lack of culture many Americans have. She noted that not all American schools require a second language, while in Europe it is mandatory.

The attitude in Europe is to recognize other cultures, and they encourage another language," she said. "The American attitude is that everyone who comes here ought to speak English."

But what makes her devote so much time to a non-paying, volunteer job?

"It's my personal intention to make this happen at Oregon State," she said. "It is hard. There are so many programs going

on, and everyone is busy. But there is time. People find time for what they want to do."

Bliven-Gonzales and her three assistants, all of whom are seniors, would like to see the programs they have been working on continue. She is not sure if she will be back to fill the position next year, but is more than willing to train someone new. For the present, she remains optimistic.

"We want to get away from this ethnocentric (acknowledging one culture) thinking and open things up," she said. "It's up to our generation-- the students on campus. Are we going to be culturally aware?"

**YOGURT HILL**

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# OSU has exchange programs with 11 countries

By MARIE PARCELL  
of the Barometer

Students interested in a 15-week language-intensive program in West Germany this Spring should apply now, according to Irma Wright, foreign study adviser for the Office of International Education.

The deadline for applications was Jan. 31, but Wright said International Education will probably extend a grace period into this week.

West Germany is just one of the places students can study abroad through OSU exchange programs. Wright said the Office of International Education tries to develop programs of study for all majors so that every student potentially has the chance to study abroad.

"Programs of study abroad used to be only for wealthier students," Wright said. "We (at OSU) have a strong commitment to offering programs and possibilities that cost not much more than study at OSU and in some cases less."

OSU has exchange programs with eleven countries: Australia, Denmark, England, France, Hungary, Japan, Mainland China, New Zealand, Scotland, South Korea and West Germany.

Wright said her office presently administers no programs in a Spanish-speaking country. They are trying to develop one in Costa Rica, she said, and would like to have more exchanges with eastern European countries, but first they want to develop a solid foundation for the many new programs they have recently begun.

The qualifications for each of the programs is different, Wright said. For all of the one-year programs, students have to be juniors or seniors during the time they will be abroad. For some of the programs, a specific grade-point-average is required of participants. Some programs require language proficiency. Others are limited to certain majors.

The program in New Zealand is only for agriculture majors, while the one in Denmark is only for business administration majors.

New exchanges include a second program in France—in Leon, a large city in the southeast; a second program in Australia, for liberal arts majors; and two new agreements with colleges at new locations in mainland China. One of those programs is for education majors.

Students who qualify for financial aid can apply it toward any of the OSU sponsored programs, Wright said, and the credits earned are guaranteed transferable to OSU.

Cost varies with the country and also according to the exchange rate of American dollars and foreign currency, Wright continued. For the spring language intensives, students are billed for tuition, room, excursions and insurance, but must provide their own meals, travel and personal expenses. For the year long programs, students are billed for tuition, room and board. Both programs have an administrative fee, Wright said, and students have to provide their own transportation to the host country.

Wright said there is usually a regular pool of students who want to study in other countries, and some years there is a waiting list for some of the programs. The international rate of exchange affects the number of students applying, she said. In years when the American dollar is strong, it is relatively inexpensive to live and study abroad, and so more students apply in those years than in years when the dollar is weak.

Wright said she works with students to help them decide what they are looking for not only academically, but also in terms of environment. For instance, she tries to determine whether the student prefers a university that is small or large, in the city or the country, and what sports and cultural opportunities—such as skiing, beaches or museums—they would like access to.

Some of the programs are agreements between individual universities, and some are agreements between states, such as the one between the Oregon State System of Higher Education and the state of Baden-Wittenburg, in West Germany, Wright said.

Every country has its own pattern of study and its own term calendar, Wright said, but the Office of International Education is able to coordinate all of them with the OSU calendar.

The possibility of independently funded accompaniment by a student's family is at the discretion of the host country, Wright said. Some countries have housing shortages that make it impossible to give visas. Also, some countries set age limits for exchange students.

"Our society is more open, accepting the idea of life-long learning," Wright said. She said her office will work with students to help them find alternative ways to study wherever they want to.

Most of the programs are exchange programs, but each agreement is unique, Wright explained. Some have an equal number of students traveling in each direction and some have a ratio. The number of exchange students who come to OSU are "only a fraction" of the total number of foreign students at OSU, Wright said. Most foreign students come here independently.

Some exchange students go to other universities in Oregon, but OSU and U of O get the most, Wright continued, not just because they are large universities but also because they have the longest history of involvement with foreign exchange programs.

Living and studying in another country results in a student having a new perspective not only on that country but also on the United States and the things Americans take for granted, Wright said.

"There's a lot of interest in going abroad," Wright said. Students are becoming more aware of the need to be involved with other countries, she continued, partly because Oregon has international economic ties and partly because the Oregon State Board of Higher Education is planning to require two years of language for graduation from state universities. Once students start studying foreign languages they become interested in the places where those languages are spoken, Wright explained.

Already, more than 15 students have signed up for the program in West Germany, Wright said. The students will go to West Germany from early April to mid-July. At the end of that time they will have completed the second year German language sequence and be ready to go on to third-year German.

The program is for German language majors only, Wright said, and students have to have had at least two terms of first-year German to apply. Students also have to have a cumulative grade-point-average of at least 2.75 and a B-average in German.

A minimum of two years of German is required for the one-year program in West Germany, "but we can accept qualified students from any major who can study in their area," Wright said.

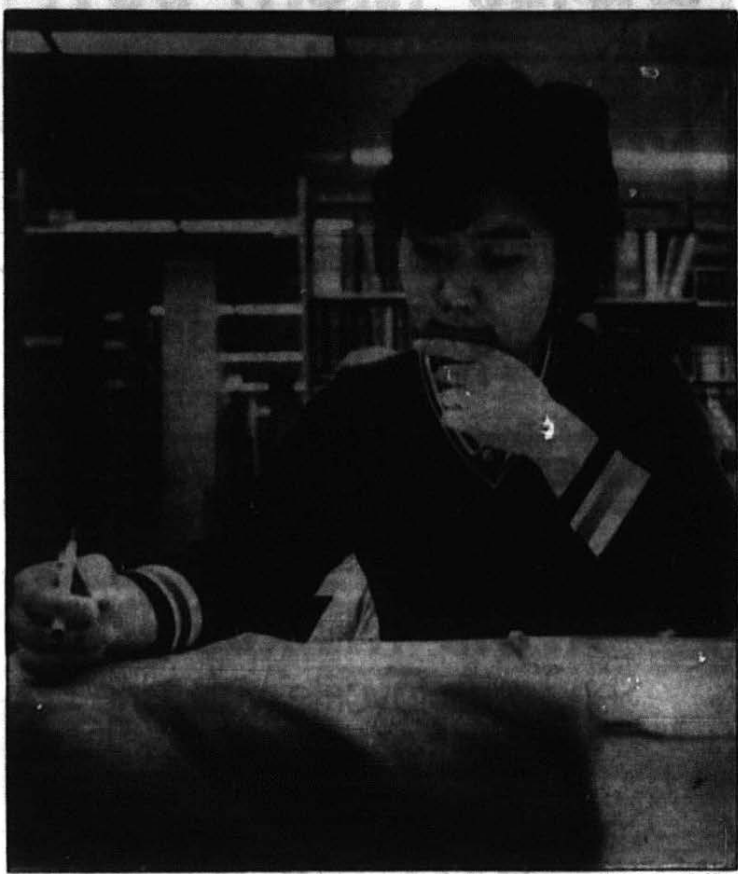




Photo by David P. Gilroy

Lee Myong Hwa, junior in English literature, spends much of her time studying in the library. Hwa is the first Korean student to attend OSU as part of a new exchange program.



## "Office hours in the Quad"

### February 2-6

 <b>Senator Office Hours</b> <b>Student Activities Center, MU East</b>					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00		Jim Scott Agriculture		Renee Jenkins Science	
9:30	Calvin Mordy Oceanography	Tyler Radtke Business	John Baxter IFC	Lanell Blatner Business	
10:30	Bisi Amoo		Bob Brown RHA	Mark Gould Education	Heidi Hanson Home Econ.
10:00	ISO	Jay Price			

## **BLACK HISTORY MONTH, from page 1**

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Sanderson, director of student activities, along with the Convocations and Lectures Committee. Dr. Proctor is the first lecturer in the Provost Distinguished Lecture Series and was brought to OSU by Spanier.

The goals and objectives of the UBSA (United Black Students Association) are, as indicated by the president, Yolanda Dalton, "to bring UBSA activities into the mainstream events of OSU and to provide an education on cultural activities that will enhance the Black community. The third goal is to correspond with the Anglo groups as well as other cultural organizations and clubs on campus and with other universities to keep the lines of communication open.

"The activities of UBSA during Black History month and throughout the year is not just for Black students but for everybody," she emphasized.

"In itself, Black History is permanent with the history of America and all-inclusive. Blacks have been here since before Columbus came and are still affecting the history of America. To moan

and groan about oppression, without doing something about it, is not enough."

To free ourselves, according to Dalton, we must equip ourselves with the weapons and tools of education. Dalton cited the example of Sojourner Truth, a Black woman who risked her life to help slaves escape through the underground railroad.

"Freedom is a metaphor in these times. There's no such thing as freedom. But philosophically, freedom is a social consciousness. Society always puts limits on individuals, but we have choices to go to school and not worry about superficial barriers of racism," Dalton said.

"OSU offers not one Black literature course—dear to my heart," she said. "I'm a part of this academic environment; they (the administration) can't see it."

An essential objective of the UBSA, Dalton said, is to unite people into an awareness of Black people—their distinctive cultures and their accomplishments in American society.

# Maya Angelou's talk kicks off Black History Month

By GABRIELLE YANTONE  
of the Barometer

The entire month of February marks the celebration of Black History throughout America. At OSU, several nationally acclaimed Black leaders from Oregon and from across the nation will give presentations on the significance of Afro-American contributions to America's history.

Maya Angelou, author, poet, playwright, journalist, singer, dancer, actress, producer and songwriter, will appear at 7:30 p.m. Feb. 4, at the LaSells Stewart Center.

In the '60s, at the request of Dr. Martin Luther King Jr., Angelou became the Northern Coordinator for the Southern Christian Leadership Conference. Angelou has received many honorary doctorates, as well as the Chubb Fellowship from Yale. In 1981 she was appointed the first Reynolds Professor of American Studies at Wake Forest University. She lectures there and around the world and has published five autobiographical bestsellers.

Later in February, Dr. Samuel D. Proctor, will speak on "Pluralism in Higher Education: Is Racial Harmony Possible?" Tuesday, Feb. 17, at 7:30 p.m. in LaSells Stewart Center.

Proctor has been pastor of the Abyssinian Baptist Church of New York City since 1972; from 1969 to 1984 he also held the King Memorial Chair in the Graduate School of Education at Rutgers University in New Brunswick, New Jersey. Upon his retirement from Rutgers in 1984, he was nam-

## Calendar of Events

Below is the complete schedule of Black History Month activities. Admission will be charged only for the Georgia Sea Island Singers performance and the rap contest and dance.

- |         |   |         |  |
|---------|---|---------|--|
| Feb. 4  | Maya Angelou, Black poet and writer, speaking at 7:30 p.m., LaSells Stewart Center.                                     | Feb. 18 | Historical Spotlight: Charles F. Drew showcase, Memorial Union Lounge.   |
| Feb. 4  | Maya Angelou, Black poet and writer, speaking at 7:30 p.m., LaSells Stewart Center.                                     | Feb. 19 | Thera Memory with the OSU Jazz Band, 12:30 p.m., Memorial Union Lounge.  |
| Feb. 4  | Maya Angelou, Black poet and writer, speaking at 7:30 p.m., LaSells Stewart Center.                                     | Feb. 25 | Historical Spotlight: Black American Aviators showcase, Administration Building.   |
| Feb. 5  | Black education and cultural video, "Story English: Black on White," 10-11:30 p.m. and 2-3:30 p.m., Memorial Union 208. | Feb. 26 | Brenda Lockett, assistant director, Oregon Department of Human Resources, speaking on "Black Management in a Super Agency-Image: Self Esteem, Self Image," 7 p.m., Millam Auditorium.                        |
| Feb. 10 | State Representative Margaret Carter speaking on past and present Black women in America, 7:30 p.m., Millam Auditorium. | Feb. 28 | Rap Attack II: Rap contest and dance, 7 p.m.-12:45 a.m., Memorial Union Commons. Registration required for contest. "Guest disc jockey," Graham B. Spanier, provost and vice president for academic affairs. |
| Feb. 11 | Historical Spotlight: Lonnie B Harris showcase exhibition, first floor, Administration Building.                        | Feb. 28 | Rap Attack II: Rap contest and dance, 7 p.m.-12:45 a.m., Memorial Union Commons. Registration required for contest. "Guest disc jockey," Graham B. Spanier, provost and vice president for academic affairs. |
| Feb. 15 | The Georgia Sea Island Singers, "200 Years of Afro-American Heritage," 8 p.m., Millam Auditorium, \$4.50 admission.     |         |  |

ed Martin Luther King Professor Emeritus and was awarded the Rutgers Medal of Distinguished Service.

He has traveled in the Far East, the Arab states, Scandinavia, Eastern Europe, the Soviet Union, England, Western Europe, Israel, Australia, New Zealand, the South Pacific, and in West, East and North Africa. He has also authored two books.

Proctor, a native of Norfolk, Virginia, is married to Beadie Louise (Tate) and has four sons. He is a member of honoraries Kappa Alpha Psi, Sigma Pi Phi, and Phi Delta Kappa; a life member of the NAACP; and a Prince Hall Mason, United Supreme Council, Southern Jurisdiction.

Proctor lectures on the status of Black Americans, higher education, civil rights and social issues in contemporary America.

Throughout the month, historical spotlights will be highlighted in the showcase exhibition, first floor, administration building.

On Feb. 28, Graham B. Spanier, provost and vice president for academic affairs will be the "guest disc jockey," for Rap Attack II, a rap contest and dance, 9 p.m.-12:45 a.m., Memorial Union Commons. Admission will be charged and registration is required for the contest.

Most of the events for Black History month are being organized by the United Black Students Association, with the exceptions of Maya Angelou, whose trip to OSU is sponsored by Don

# Maya Angelou shows the emotion of black literature



Photo by Ann Mohney

Author and poet Maya Angelou entertains a packed house at LaSells Stewart Center Wednesday evening. Angelou spoke of the compassion and emotion in black literature and the contributions of black authors to our culture.

By GABRIELLE YANTONE  
of the Barometer

Singing and a moaning, laughing and talking she came and conquered.

Maya Angelou, poet, author, singer, mesmerized an audience of over 1,000 in the LaSells Stewart Center last night.

Angelou, who served as Northern Coordinator for the Southern Christian Leadership Conference in the '60s at the request of Dr. Martin Luther King Jr., spoke at OSU as part of America's celebration of Black History Month.

"I remember when there was a negro history day, then a negro history month and now there's a Black History Month and pretty soon, five months from now, we'll be talking about Black history and then I hope we'll have the ideal situation where we won't have to have it at all."

Angelou poetically energized her message of the human condition and the need to share compassion for the audience.

"I will use Black literature because it is so beautiful and so rarely taught — a literature so real it will not indulge itself in the context of hate," Angelou said.

She said she speaks to the human condition through the Black experience. Black literature, she said, is one to be cherished, investigated, taught and understood. Angelou pointed out her works are required courses in all major universities.

"Black literature encourages us to stand erect, to be a little more kinder. Ask how did we survive, I believe it's in the literature — the written, the oral, the art, the body behavior — handed down from one generation to the next to survive, to thrive; to thrive with compassion, humor and style."

Angelou explained that Black people can talk without saying a word, with the utterance of varied meaningful sounds, with body language. She said there is instruction in that.

"Black male poets in the '30s were small in lyrics, large in content," Angelou said. "They used their genes to extract what every person in this audience can understand," Angelou said. "They asked themselves 'Am I worth it. Am I worth asking my friends, my family, my community for the best that they should give, the

best that they could give me. Am I worth asking myself. Am I worth saying no to the brute, the batterer, the bigot, even saying no to my friends when there is a party and I've got to study.'

"I believe people live with their own heroes and she-ros. The first Africans were brought to this country in 1619; that's one year before the Mayflower. This country belongs to me. No matter what the bigots say, my people's blood and tears moistened this earth. I will work to make America America again in honor of my great-grandparents who lived and died for me."

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*"I will use Black literature because it is so beautiful and so rarely taught—a literature so real it will not indulge itself in the context of hate. Maya Angelou*

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Angelou said no one should waste his or her life.

"Since life is our most precious gift and since we are all assured we only get one life, let us so love life, so we won't regret our inertia," she said.

Angelou said when non-blacks write about Blacks, their literature would make one believe white people make love and Black people just have sex. She asked the audience to look at Black literature like that of Georgia Douglass Johnson and Ann Spencer — 19th century Black poets.

"I want to die while you still love, while laughter is upon me and bear to that still bed your kisses...to warm me when I'm dead."

Angelou said people cannot live without love; love allows us to have the courage to build bridges to reach other humans. She said one needs self-love, so that one isn't so run-down as to have low regard for other human life.

"All my conscious life and energies are dedicated to the most noble cause, beginning with love, of liberty, the human mind and spirit beginning with my own.

"I open my mouth to the Lord and I won't turn back....No I will go, I shall go on and see what the end is going to be."



Photo by Gary L. West

Fujiko Koike teaches a class on the traditional Japanese tea ceremony through the Experimental College.

## Tea ceremony teaches being a proper guest

By PATRICK WONG  
for the Barometer

Every Wednesday evening, a group of students gather in MU 204 to learn a little about an ancient Japanese tradition—*bouyakyudemaie*, a type of Japanese tea ceremony.

Fujiko Koike, 30, teaches the 10-week course offered through the Experimental College at OSU.

"The purpose of the tea ceremony is to train one's mind, and to respect the minds of others," Koike said. "Because of this, many Japanese depend on the tea ceremony as a means to better

their mind."

The actual meaning behind the ceremony is best expressed using the Japanese characters *WA KEI SEI JAKU*. These characters express harmony, respect, purity, and tranquility.

The course instructs not only how to host a tea ceremony, but how to be a proper guest.

"In Japan, it is better to know how to be a guest rather than a server," Koike said. "I feel that it is important for all VIP's to know how to be guests at a tea ceremony."

The students learn firsthand the intricate steps involved in conducting a ceremony. There

are specific steps to follow in folding a napkin or holding a bowl. There is also a correct, unique manner in which to drink the tea itself.

Most of the steps involved in the tea ceremony take much time and practice, so students usually learn only one step at each class meeting.

"It takes a lot of time to do it gracefully and beautifully," Koike said. "To see it is easy. To do it is very difficult."

Koike was first introduced to the tea ceremony at a cultural center in Japan at the age of 20. She said that most tea ceremony teachers are at least 50-years-old. Koike believes that she is one of the youngest tea ceremony teachers in Japan.

One of the students, Debbie Conrad, personnel officer for Community Services Consortium, signed up for the class mainly because it sounded like a lot of fun.

"It's a great stress reliever,"

### *Kappa Alpha Psi dance moved*

A dance sponsored by Kappa Alpha Psi on Feb. 14, originally scheduled to be held at the Armory has been moved to the Fall Quarters Recreation Room located at 1300 Southeast "E" Street. The dance is scheduled to begin at 9:30 p.m. and will last until 2:30 a.m. Any questions may be answered by calling Craig Galloway, president of Alpha Kappa Psi, at 754-1534.



## ***TEA, from page 3***

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Conrad said. "I really enjoy it; it's my priority for the week."

The class will finish the term with a tea ceremony party on March 11.

By the end of the term, students should know the fundamentals of conducting the ceremony. However, both the students and Koike know that

their technique will not be perfect.

"It's taken me 10 years," smiled Koike.

Fujiko lives in Corvallis with her husband, Akifumi, who is at OSU for his master's degree in business.

"We'll be going back to Japan in June," Koike said.

# Chinese delegation pays reciprocal visit to OSU

By SUSAN LAIRD  
of the Barometer

"Friendship first, business second," says a Chinese proverb.

With this thought in mind, a four-member delegation from the Shanghai Second Polytechnic University (SSPU) in the People's Republic of China has come to OSU to see and learn about Oregon and OSU for four days this week.

After celebrating the Year of the Rabbit, SSPU sent the delegation to explore possible future ties with OSU, thus "starting the New Year off right." This follows the Chinese belief that good work begun at the Chinese calendar year's beginning will flourish throughout the year.

Their visit follows a visit by OSU President John Byrne to their university last spring.

"When President Byrne (and his delegation) visited, our university decided we must visit, too," said Yao Chi-mei, head of the delegation and vice-president for teaching, continuing education, and student and foreign affairs for SSPU.

The purpose of the visit is to strengthen SSPU's relationship with OSU and to identify the details of the next phase of the relationship.

Also key to the delegation's visit this week are the efforts of Dr. Henry J. Sredl, professor and head of the Industrial Education Program in the department of vocational and technical education at the school of education.

Sredl has been to the People's Republic of China eight times and met members of the faculty at SSPU four years ago. He came to OSU in 1963, but has been attempting to get a delegation from China to the United States since 1960, when he was a faculty member at the University of Illinois.

"We had heard a lot (about OSU and Oregon) from your representative (Sredl)," Yao said. "But we Chinese have a saying: to see is to believe.

"Our first goal is to see and to learn from your university," he said.

"United States education is famous in Chinese education," Yao said. "We have many scholarships for Chinese students to visit the United States and learn," he said.

"Your principles are teaching, research and service," Yao said. "At my university, (our) principles are also teaching, research and service.

"We can see and learn more from OSU," Yao said. "OSU can also see and learn more from our Shanghai University."

Step by step, OSU and SSPU can exchange information and faculty, Yao said.

A current motto in China is "Look to Shanghai."

The Chinese are being encouraged to look at Shanghai and how it is managing such problems as industrial growth, management policy, foreign trade, economic prosperity and educational



Photo by Kelly Williams

Dr. Henry Sredl, Shanghai Second Polytechnic University project initiator, and a delegation from SSPU, Yao Chi-mei, vice president for teaching, Huang Lan, associate professor of applied electronics and Jin Jiazhen, chairman of the SSPU mechanical engineering department, watch CMC Director Dr. Jon Root prepare for a demonstration of television teaching techniques in the Communication Media Center Tuesday.

reform.

"SSPU has been designated as a model school in China for training and re-training China's adult workforce," Sredl said.

"We are the biggest adult university in China," Yao said. "There are also many others, but we are the key university."

SSPU offers academic programs mainly in the area of engineering, together with supplementary programs in management and liberal arts for in-service adults.

One of the entrance prerequisites to SSPU is industrial experience. Students are workers who are sponsored by their factories. Apart from two- or three-year programs, SSPU also of-

fers regular undergraduate programs and confers bachelor's degrees to graduates.

Students live at home and commute to school by walking, biking, motorcycling, riding mopeds or by taking a trolley bus.

The People's Republic of China has a workforce of 500 million people. Both OSU and SSPU share a common goal in terms of human development, according to Sredl.

"My personal goal is to put together an OSU-led consortium on SSPU which will utilize the many resources we have in the state

## **CHINESE DELEGATION, from page 1**

of Oregon to train and re-train China's workforce," Sredl said. "This includes Oregon's excellent system of community colleges, businesses, and industry."

"Oregon has an excellent opportunity to maximize its potential in fulfilling the thrust towards the Pacific Rim markets, and OSU is in an excellent position to provide leadership to coordinate Oregon's resources," he said.

Yao said he found the American people to be "very kind and polite. The American workers' work is excellent."

"The people in China work very hard," Yao said. "I think people here also work hard."

Yao believes college is more difficult for adults than it is for students just out of high school.

"Our university is for workers. A lot are part-time students," he said. "Many have families. They must work, do housework, and study hard."

As a result, SSPU students are very disciplined. It is not unusual to find students reading until midnight, according to Yao.

Huang Lan, delegate and associate professor for the department of applied electronics at SSPU, said he is impressed by American students' efficient use of time.

"American students study very hard," Huang said. "Many will eat a simple lunch to save time."

"American students will do things fast even though they will go to parties on the weekends or on vacations during the spring," he said. "But during study time they will study and learn very

hard.

"You can find many students studying late at the library or at home. It is the same in Shanghai," Huang said.

Huang said he too found the American people to be very friendly.

"Most American people — maybe 99 percent — are very friendly," Huang said. "I was very surprised."

"If I needed help, I could find help."

The delegation is seeing as much of OSU and of Oregon as it possibly can in four days.

Sunday, it toured part of the Oregon coast and later attended the International Food Fair sponsored by the International Student Association at OSU.

Monday, the delegation met Dr. George H. Keller, vice-president of research, graduate studies and international programs, and attended seminars on "The Oregon Alliance for Program Improvement," "The Oregon-based Consortium for SSPU Affiliation," "The Dept. of Vocational & Technical Education," "Principles of Technology and the Adult Learner," "Community Adult Education" and "The Training and Development Model."

Tuesday, the delegation toured the international education office in the administration building, the Communications Media Center and the Milne Computer Center. It also toured the facilities at Linn-Benton Community College (LBCC).

Today, the delegation will travel to Portland to see Oregon's industry and education systems at work together. They will tour

# Chinese delegates, OSU sign exchange agreement

By **THOMAS BENNETT**  
of the Barometer

A four-man delegation from a university in the People's Republic of China ended its tour of OSU and the state of Oregon with the signing of an agreement designed to foster exchanges between the two schools.

The officials are from the Shanghai Second Polytechnic University (SSPU), a technical school which offers advanced education for in-service adults. The university's relationship with OSU began last summer when President John Byrne stopped at the school during a tour of China.

The agreement, signed Thursday in the office of Vice President for Research and Graduate Studies George Keller, called for the two universities to "conduct lectures, short term observations, graduate study and joint research," in addition to student and faculty exchanges.

OSU's latest exchange agreement will now give it a total of 49 such agreements with Chinese universities and research institutes.

"All have slightly different degrees of intensity and involvement," Keller said of the exchanges. Some faculty exchanges with SSPU could begin within a year, he added. "(This agreement) is a usual first step."

The agreement, signed by Keller; Henry Sredl, head of the Industrial Education Program; and SSPU Vice President for Teaching Yao Chi-mei, also designated delegates from both universities to act as representatives in all future dealings. Sredl, who acted as guide for SSPU's delegation and who has visited the university in the past, will be OSU's delegate.

Sredl has been to the People's Republic of China eight times and met members of the faculty of SSPU four years ago.

Students at SSPU are workers with industrial experience who are sponsored by their factories. The university focuses on engineering, but offers supplementary programs in management and liberal arts.

Delegation members Yao; Huang Lan, associate professor of applied electronics; Jin Jiazhen, chairman of the SSPU mechanical engineering department; and Xu Shi-Xi, visiting scholar at OSU from the SSPU computer science department, were also given gifts at the signing, and expressed their pleasure for Oregon and OSU.

The visitors began their tour Sunday with a visit to the coast. The four attended seminars, toured buildings on campus and at Linn-Benton Community College, and visited areas in Portland. The delegates left Thursday evening.



Photo by Deb Weathers

George Keller, vice president for research and graduate studies at OSU, and Yao Chi-mei, vice president for teaching at the Shanghai Second Polytechnic University, complete an agreement between the two schools that will mean the exchange of information, faculty and students. Dr. Henry Sredl, SSPU project initiator, observes the formalities.

# United Nations simulation draws 200

By BARBARA HIGHFIELD  
of the Barometer

"Delegates" representing 30 countries met together at OSU Saturday to discuss important world issues and pass resolutions just as delegates at the United Nations would.

The "delegates" were students who took part in a the Model United Nations Far West Northern Regional Conference held once every term, and hosted by OSU this term. Nearly 200 students and advisors from 11 colleges and universities attended the all-day conference Saturday.

Rod Cross, senior in political science and Secretary General of the Conference, gave the welcoming remarks after registration. This is Cross' second year of participation in the Model U.N. activities.

"This is the only activity I've found that allows me to put to use skills learned in political science, speech, aspects of forensics, politics and research. It encompasses the whole spectrum," Cross said.

One difficult aspect, according to Cross, is that the students must research and portray the country they are assigned to regardless of their own beliefs. Each student must have one prepared speech which expresses the position of that country but also must be able to define positions through impromptu comments and short speeches in response to other "delegates."

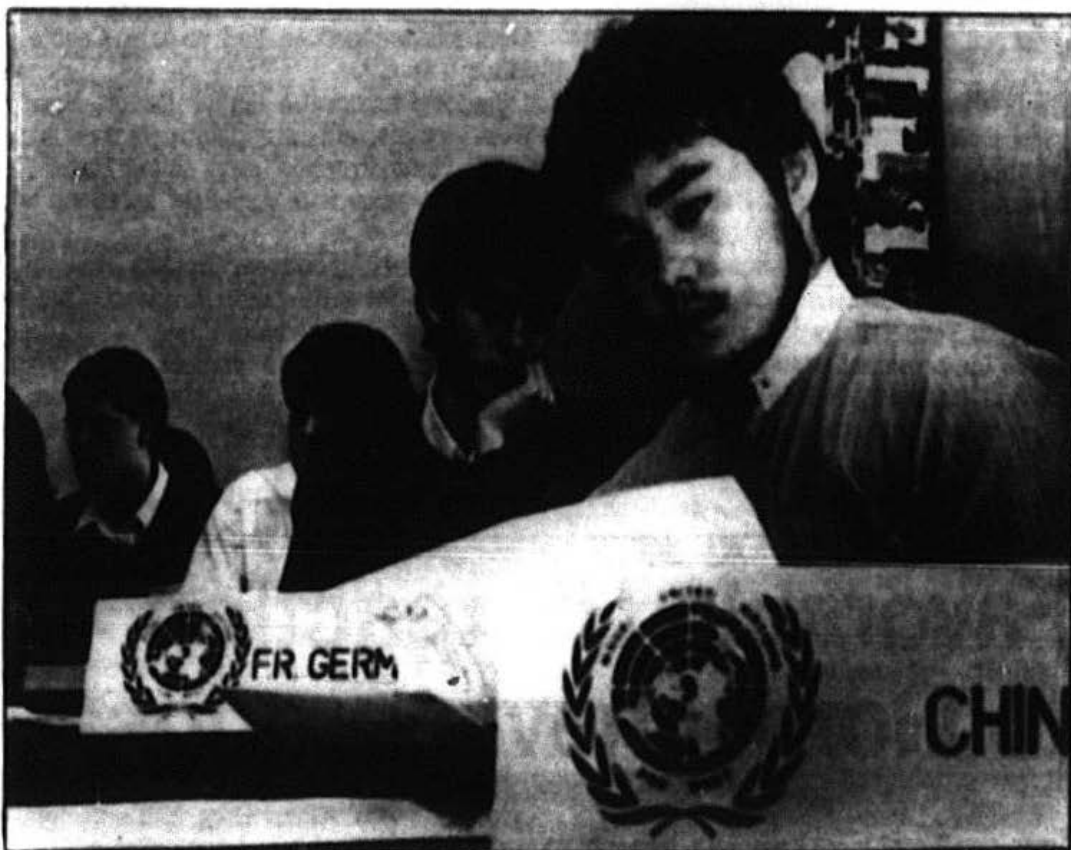


Photo by Ann Mohnney

OSU junior Marc Akita, Model United Nations delegate from China, participates in the M.U.N. Far West Northern Regional Conference Saturday in the Memorial Union. "Delegates" representing 30 countries discussed world issues dealing with the arm's race, economic cooperation and Central America.

In the morning, four groups met separately. The General Assembly discussed "The question of Palestine." The First and Second Committees discussed, "Prevention of an arms race in outer space," and "International economic cooperation." The topic for the Special Political Committee was, "The situation in Central America."

"Delegates" displayed their country names on placards in front of themselves. Standard United Nations procedures were

followed. "Delegates" were required to speak only under strict rules following "points of order," which at times became more of an issue than the content of the exchanges. The meetings were led by chairpersons from the University of California who will be hosting this year's final event in San Diego.

The next Far West Regional Conference is planned for April 2-5 in Regina, Saskatchewan, Canada but these term conferences are only practices for the year-

end event, according to James Foster, assistant professor of political science and an organizer of the Model U.N. for OSU.

OSU brings about 25 "delegates" per year to the final competitions. This is OSU's 26th year of participation and, according to Foster, this school has a good reputation for well prepared "delegates." Last year, 1,000 students representing 69 colleges and universities took part in the Far West Finals Conference.

# Guatemalan relief campaign to make OSU visit

"Caravan for the Forgotten," a campaign to boost public awareness of human rights violations in Guatemala and raise funds to aid refugees from the violence, will stop at Oregon State University April 9.

The traveling multi-media event includes speakers, exhibits of handwoven textiles, photographs and children's drawings, and a benefit concert. The caravan is making a 4,000 mile, two-month journey from Vancouver, B.C., south along the West Coast and then east to Laredo, Texas. Material aid for Guatemalan refugees will be collected as well as funds. A truck accompanying the caravan will pick up donations of medicines, food, clothing, weaving supplies,

educational materials, tools and other items.

The caravan's exhibits will be on display all day in the Memorial Union Ballroom, said Audrey Bliven-Gonzalez, MTU Program Council cultural programs coordinator. They include more than 50 pieces of Mayan Indian textiles arts; photographs from Guatemala and Guatemalan refugee camps in Mexico; the "Children of the War" collection of drawings done by Guatemalan children exposed to bombings and fighting; and the "Granddaughters of the Corn" exhibit of photos with text.

From 4-5 pm, the public is invited to a potluck dinner with caravan members at Westminster

House, 101 NW 23rd. Caravan speakers are scheduled from 6-8 pm in the MTU Ballroom. Planned are talks by Curt Wands of the Guatemala Health Rights Support Project, on health and health conditions in Guatemala; William Castaneda, a Guatemalan campesino, poet and schoolteacher forced out of the country by violence, describing social and political conditions in the country; and Jose Quinones, a painter and environmental engineer who fled Guatemala in 1981.

At 8:30 pm, a benefit concert in the ballroom features Obo Addy and his band, Kukurudu, playing traditional and contemporary music of Ghana, West Africa. Admission is \$3 at the door.

Event sponsors from OSU and Corvallis include the MUPC cultural programs committee, the Central American Task Force, Central American Project and the native American, black and Hispanic student associations. For more information, contact Bliven-Gonzalez at 754-2101.

# \$50

# Subject of 'The Killing Fields' calls for end to slaughter



Photo by Gary L. West

Dith Pran takes a question from a member of the audience at the LaSells Stewart Center Saturday night after his Student Summit keynote address. Pran's life was chronicled in the movie "The Killing Fields", and he spoke of his experiences in Cambodia during the Vietnam War.

By SUSAN LAIRD  
of the Barometer

The superpowers of the world should join together to force third world countries to stop the killing and torture going on within their borders and to create a peaceful global society, according to Dith Pran.

Pran described his life and experience in Cambodia, which was the basis for the movie "The Killing Fields," for about 255 people at the LaSells Stewart Center Saturday night. Pran's was one of four speeches presented as part of the Residence Hall Association's Student Summit this weekend.

"The movie, 'The Killing Fields', is not easy to watch," he said. " 'The Killing Fields' did not entertain you at all. It shocked you. But because you cared, you learned something, and realized we have to do something. "

Pran said the movie is not as strong as the reality that he lives through. "In order to get the message out, you must minimize brutality," he said.

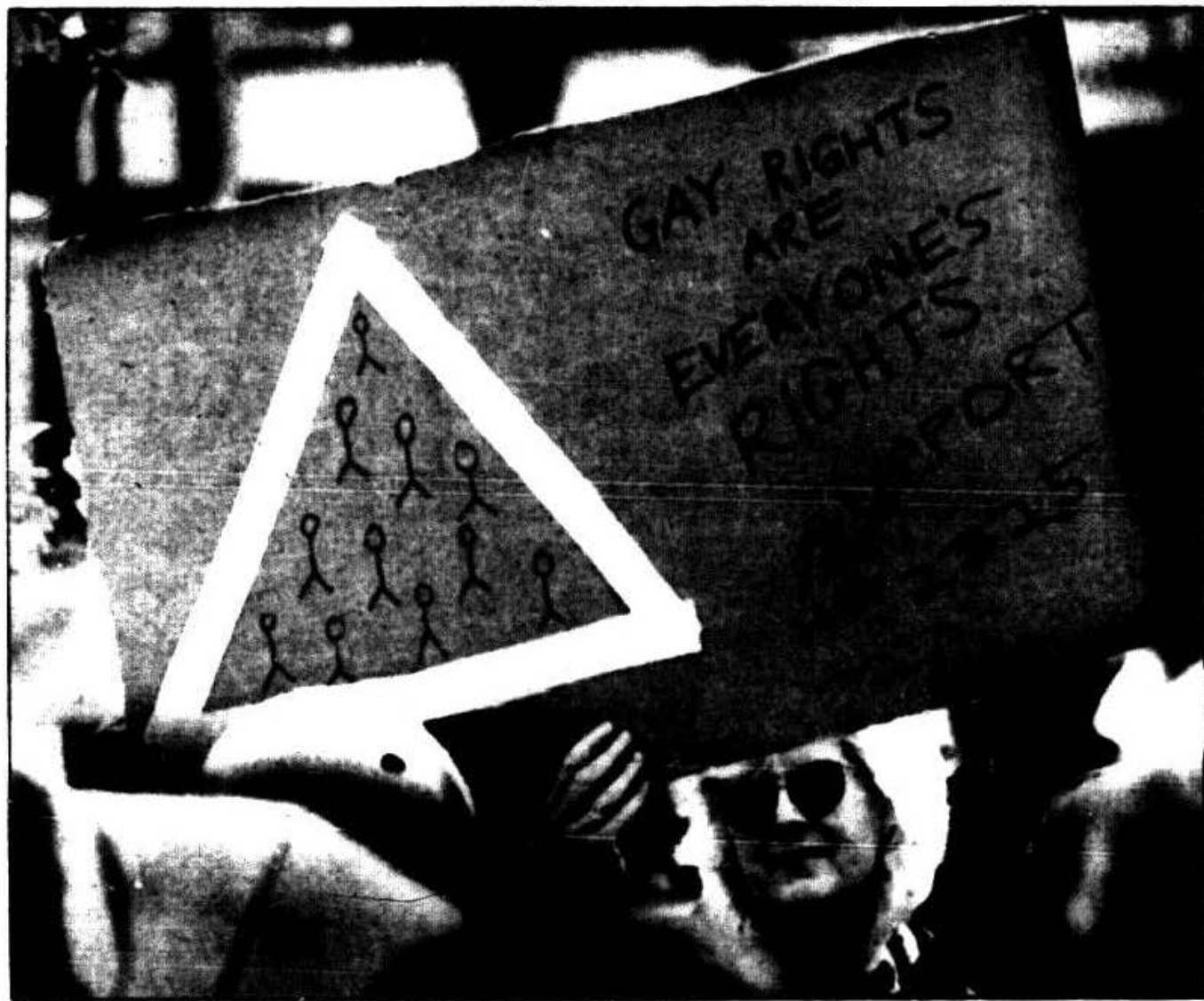
"The Killing Fields" is the story of people trying to survive according to Pran, but it does not show the ugliness of the struggle.

"You westerners like to read the newspapers and magazines but you don't like to see the ugly pictures," he said. " 'The Killing Fields' is still going on — around the clock, around the world. "

Pran said that when he was still in Cambodia, he had sworn that if he survived and made it to the United States, he would learn to fly and drop bombs on the Khmer Rouge. But Pran said he changed his mind because "if you keep killing, that is not right. "

(See PRAN, page 7)

# Rally supports civil rights, not just gay rights



Photos by Mark Crummett

Corvallis resident Sheila Smith holds a sign showing the sentiments of the 80 people who gathered on the steps of the Benton County Courthouse Saturday morning to show support for House Bill 2325.

"This is a civil rights bill, not a gay rights bill," said Rep. David Dix of House District 41 in Eugene. The bill would prohibit discrimination in housing, employment, and public accommodation based on sexual orientation.

Another speaker at the rally, Burton White, from the American Civil Liberties Union, received cheers from the crowd when he pointed out that "the stereotype is that homosexuals are not good for national security—tell it to the Marines!"



# Plan to attract minority students

By PAT FORGEY  
of the Barometer

Calling the enrollment rate of minority students in Oregon State System of Higher Education schools "appalling," Chancellor William Davis proposed a recruitment plan for minorities which will eventually cost \$800,000 per year.

The Oregon State Board of Higher Education gave Davis approval to proceed with formulation of the plan when it met Friday at Portland State University.

The plan, which would use a combination of merit and need grants to induce minority students from Oregon high schools to attend OSSHE schools, could be implemented as early as next year.

Only half the percentage of blacks as whites who graduate from Oregon high schools go on to enroll in state system schools, Davis told the board.

According to Davis, 16 percent of white students who graduate from Oregon high schools enroll in OSSHE schools, while only 8 percent of all graduating blacks do. Ten

percent of hispanic graduates enroll in state system schools.

The plan would involve tuition waivers for minority students who enroll as freshmen. Davis' proposal would cost \$200,000 per year for tuition waivers, which could be continued for four years, thus costing the state system \$800,000 per year after the plan gets fully underway.

"I definitely believe this will have an impact," said George Richardson, board member from Portland, agreeing with concern about the low enrollment figures.

The number of American Indians enrolling as freshmen statewide dropped this year to 57 from last year's 76, while the number of blacks enrolling as freshmen rose from 78 to 95, and the number of hispanic freshmen who enrolled rose from 86 last year to 103 this year.

That compares to the 6,302 white freshmen who enrolled this year and the 6,157 who enrolled last year.

No new funding will be

(See OSBHE, page 6)

## **OSBHE, from page 1**

sought from the legislature, Davis said. Rather, a reallocation of existing resources will be sufficient to fund the program.

The state board unanimously endorsed the concept, and state system staff will now draft the full plan.

The state board also heard progress reports on the 1987-89 budget in the Oregon Legislature.

Money for the specially-created Centers of Excellence around the state again looks likely, Davis reported.

Although officials of the State System of Higher Education have repeatedly said that they feel it is more important to preserve the base budget than provide additional funding to the Centers of Excellence, the legislature feels the centers are a priority, Davis said.

The House Ways and Means Committee's Education Subcommittee is currently working on the higher education budget.

"The committee is very favorably impressed and anxious to support the Centers of Excellence," Davis said.

Earlier this week the Legislative Fiscal Office had suggested specific cuts of \$3.5

million in the state systems budget. More than one million dollars of those cuts were to be made at OSU, and included all of the nuclear engineering budget, as well as cuts in the health and physical education department, university publications and the department of information and campus security.

Though those specific cuts are no longer being considered, state system officials spoke out against naming specific programs to be cut. If cuts in the base budget have to be made, officials said, it would be best

to have each institution make the cuts where they would "do the least damage to academic programs."

Earlier in the budgeting process state system officials also objected to specifying where cuts could be made, Davis said.

"If you identify a program as a cut area, you are better to shoot it in the head," Davis said.

The problems created with recruiting faculty, attracting grant money, and majors were all listed by Davis as negative consequences of naming specific programs.

## **SEMESTER, from page 1**

concerns about the more limited flexibility of the semester system had not proved to be serious problems.

"They had been able to adapt without any significant problems," Olsen said.

Most of the people asked were surprised by the questions, Olsen said, and did not think any additional problems had been created.

Most schools were able to complete the change with money already available, Olsen said, and in only one instance did a legislature provide additional money for the conversion

# Full tuition waivers may be used in plan to recruit minorities

By JEFF HEDGES  
of the Barometer

Minority enrollment in Oregon's universities and colleges could be increased if a plan granting qualifying students full tuition waivers is accepted by the Oregon State Board of Higher Education.

William E. "Bud" Davis, chancellor of Oregon State System of Higher Education, will present his plan to increase minority enrollment to the Oregon State Board of Higher Education May 15 at Western Oregon State College.

Davis was given approval to create the plan at the Board's April 17 meeting.

According to Gary Christensen, director of school relations for state colleges and universities, students would have to be Hispanic, Native American or black Oregon residents to qualify for tuition waivers under the plan.

Furthermore, the waivers would be based on academic merit as well as financial need. As first-time freshmen, students would have to earn a 2.75 grade point average and complete 14 units of subject requirements in high school.

"Their rate of enrollment at state colleges and universities is less than half that of whites and Asians," said Christensen of minorities. Only eight percent of those minorities that graduated from high school in 1986 went to a state college or university. Christensen said he would like to see that number doubled.

According to Christensen, only 145 minority students from Oregon's high school class of 1986 are attending state colleges or universities. Forty are enrolled at OSU, which has more than any other state school.

Of the 40 minority students, 23 are Hispanic, 10 are Native Americans and seven are black.

According to Jo Anne Trow, vice president for student services, OSU, Portland State and U of O would give the same number of grants. The state colleges would give fewer grants than the three major state universities.

The cost of the program is estimated at \$219,000. Christensen said that the cost would be in tuition not collected per year. Because the waivers

could be continued for four years by each student, the state system might pay as much as \$800,000 in tuition waivers per year once the plan gets fully underway. Christensen said, however, that some of the students wouldn't be at college or paying tuition without the program anyway.

"It will help get a lot of Indians in areas that are important to their society," said Robert Cline, junior in history and anthropology, and secretary of Native American Student Association. He said that many of the Native Americans that come to college go into forestry because the reservations are more likely to give a scholarship to a forestry major than someone interested in liberal arts, for example.

"It will open opportunities for students who have talents in other areas," he said.

There are about 15 members in the Native American Student Association at OSU.

"A lot of the Indian students are older," Cline said. "There is a lot of prejudice around Klamath Falls and Siletz. They can't get a job so they come to college."

Cline said 80 percent of all Indians that leave reservations after high school return by their early 30's.

"Fee waivers are great because minority students don't have the money to attend college," said Stephanie Pittman, senior in political science and vice president of the United Black Student Association. "The fee waiver will give them an opportunity to attend college."

If more blacks attend college, "it would make the white community more aware of our culture," Pittman said. "Communication can start there."

"I'm supportive of it," said Graham Spanier, vice president for academic affairs and provost. "It's consistent with OSU's plan to increase the number of minority students."

OSU has set a goal of increasing minority student enrollment 2 percent by next year, according to Spanier. "Having a scholarship program will make it easier for us to reach our goal."

"I think it's a very fine program and one which I hope will encourage more minority students to come to Oregon State," Trow said.

# Nicaraguan dance troupe to perform at LaSells tonight

By GABRIELLE YANTONE  
for the Barometer

The diverse aspects of Nicaragua's culture will be on display when "Flor de Sacuanjoche", a Nicaraguan folkloric dance troupe and official cultural ambassadors from the city of Managua, visit OSU tonight.

The highly acclaimed troupe consists of 20 high school and college aged dancers plus three musicians, and their visit to Oregon will run from May 1-7.

"In Nicaragua, they took the time to go around to the different regions and talk about past festivals, learned the customs and ways of the intricacies of dress and folklore," says Robert Guitteau of the Council for Human Rights in Latin America. "These students, artists and dancers are active in the rescue of their own culture."

As cultural ambassadors, the troupe will present programs of regional dance complete with marimba music and colorful costumes.

They are on a three week tour which includes Washington, Idaho, Oregon and California.

"In Washington, they are being promoted through groups that have a sister city relationship with cities in Nicaragua," Guitteau says, adding that in return, schools "are giving something they need, new school supplies, in a small manner for us to express our desire for friendship"

OSU'S MUPC Cultural activities, in conjunction with the Council for Human Rights in Latin America, are asking students, faculty, administration and the community to donate new school supplies, which will be presented to the troupe to take back to Nicaragua with them.

Guitteau related some basic facts about education in Nicaragua, which include

- Since 1979, the illiteracy rate dropped from 53 percent to 13 percent.
- Student population doubled from 1978 to 1984;
- Currently one-third (1,000,000) of the population are students, and
- Due to the Contra war and the US embargo, extreme shortages in school supplies exist.

Lack of new school supplies limits available resources to promote what they see as their necessities in expanding education for everyone in Nicaragua. Guitteau explained

Donated school supplies can be brought to the Student Activities Center

"Flor de Sacuanjoche" will perform tonight, May 4, at 7:30 p.m., at the LaSells Stewart Center

Tickets for the performance are \$3 general admission, \$2.50 for students and \$1 for children thru age 12. Tickets are available at the Student Activities Center, Grass Roots bookstore and the Inkwell

The Deputy Mayor of Managua, Pedro Ortiz and Maria Teresa Illecas, international relations representative, will also be traveling with the troupe

For more information about "Flor de Sacuanjoche", contact Audrey Bliven-Gonzalez at the Student Activities Center, 734-2101.

# Two talks today for "Cinco de Mayo"

In recognition of "Cinco de Mayo", one of Mexico's principal holidays, two talks are scheduled on Mexico and its international relations.

At noon today, in MU 105, John M. Hart of the University of Houston will speak on "United States Economic Interests and Intervention in Revolutionary Mexico". Professor Hart, an expert on Mexican Labor and economic history, will examine the role that US financial interests in Mexico played in shaping Mexican history, 1880-1920.

"Mexico: Revolution, Immigrant, and Petro Pains" is the title of a talk to be delivered by David G. LaFrance of the OSU History Department. Dr. LaFrance, who specializes in Mexican political and social history, will speak in the MU Council Room at 8 p.m.. His talk will focus on Mexico's current crisis and how it fits into the on-going US-Central America conflict.

The Convocation and Lectures Committee is co-sponsoring the Hart lecture. In addition, both events are being sponsored by the OSU History Department and the History Club.

# Racism, sexism focus of cultural awareness program

**On May 15 and 16 the OSU Women Studies Program will sponsor the Cultural and Gender Awareness Program.**

**This event includes a concert both nights plus educational activities between 2 p.m. and 6 p.m. on Saturday May 16.**

**The activities will consist of two workshops, one on racism and the other on sexism. There will also be an opportunity to view objects that represent different cultures and womens' interest groups. This portion of the event is free and open to the public. Tables are available for groups and individuals wanting to take part as well.**

**The purpose of this event is to reveal a sample of the diverse make-up of the campus and the city which can be enjoyed by young and old alike.**

**Friday night's show presents Linda Hirschhorn, a Jewish singer and song writer, plus Chrystos, a Native American poet.**

**Saturday night's concert will feature Linda Tillery, a black woman who performs jazz, R & B, and other styles of music together with Sabia, a Latin-American band.**

**Concert tickets may be purchased at Grassroots Books on 2nd Street and at the door. For more information, call 752-0595.**

# Byrne, EOP agree racism is problem OSU must work on

By GARNEY MARSHALL  
of the Barometer

That racism and prejudice are present on the OSU campus was the consensus as OSU administrators, counselors and students discussed the issue on KBVR-TV's Community Spectrum Wednesday night.

A panel comprised of OSU President John Byrne, Marshall Jennings, assistant director of financial aid, and Thomas Krueger of the Educational Opportunities Program discussed the issue of racism on campus, answering questions and highlighting their views on ways to prevent discrimination.

"The administration wants to make this a more open university with regard to minorities," Byrne said. "We are taking steps to improve the situation, but it isn't going to happen overnight."

"Our focus is to change the environment so that we have some success in attracting minority students and faculty," he said.

OSU currently has approximately 1,400 foreign students and about 500 American minorities enrolled, Byrne said.

Krueger defined racism as a philosophy, a concept that people have against other people.

"Racism is a belief that people have that others aren't good enough," Krueger said, adding, "all this is partly the result of not enough education—the community is shrouded in ignorance."

"We have to combat it (racism) by doing," said LaVerne Woods, a counselor at Educational Opportunities Program (EOP).

"You can't wait on the privileged and the powerful to give us a break, we have to take our break ourselves."

Students in attendance agreed that racism won't be stopped overnight, offering their own views on how to deal with what they are faced with at the present.

"Regardless of racism you should do what you got to do and do it," said Robert Foxx, a sophomore in philosophy. "I think that sometimes people let racism stop them from doing things, like sitting on one side of the class."

"But who tells you to sit on one side of the class except you?" he said.

Many students feel racism on all sides of the circle — educational, social and athletic — and find it hard to compact the racism they feel by instructors, peers, and administration.

"I always say that a person who makes it through this university, I compliment, but I double-compliment the minority, because of the struggle that we have to go through," said Stephanie Pittman, a senior in political science.

"I had to deal with professors telling me that, 'Yes I am prejudiced and that is something that you have to deal with,'" she said.

According to many of the students, racism won't be removed from the campus or society until society in general, becomes more educated.

"If we want to change what we are faced with," said Oscar Montemayor, senior in liberal arts. "if we want to educate anybody, I feel we, as minorities, have a partial obligation to make them educated."

"If we are doing these things we can change those problems that we are faced with," he said.

Many students cited overwhelming feelings of prejudice within the classroom, and said that this fact made it harder for them to get needed help.

Among the suggestions made to help solve the problem of racism included a cultural awareness program for new and returning students fall term.

"If we could get minorities together before school starts, it would increase their knowledge of each other and different cultures," said Audrey Bliven-Gonzalez, MUPC and Cultural Programs coordinator.

"Another idea would be to have a place on instructors' evaluation sheets where we could state how they treated us as minorities," she said.

"I want to see this problem solved," said Kevin Colts, who is running for president of United Black Student Association.

The show was produced by Chris Beringer and Julianna Lukasik of KBVR-TV "because of the need of discussion of the subject," they said.

# A Taste of Thailand



John and Shirley Byrne eye a display of traditional Thai foods on their way to sample some of the real thing during Saturday night's Taste of Thailand program in the MU East Forum.



Ruchdaporn Chosombatchai, left, and Gesinee Sudasna Na Ayudhya perform a classic Thai dance, "Duang Dern Dance," a dance of lovers on a full moon night. The performance was part of "A Taste of Thailand," sponsored by the Thai Students Association.



Bunjong Lerdwitrong demonstrates traditional Thai sword fighting.

"A Taste of Thailand" was the theme of a Saturday night banquet sponsored by the Thai Students' Association.

According to Thanitthar Pobsook, president of the club, last week was "Thailand Week." The purpose of the week was to promote understanding and improve tourism between Thailand and the U.S. "A Taste of Thailand" was a brief encounter with a different culture.

After guests were seated and adjusted their palate with an appetizer, a short slide presentation of Thailand and Thai dinner customs was shown. Immediately afterwards, the Thai students hosting the event tied strings around the guests' wrists, a Thai custom showing "welcome and respect."

The dishes appeared to be closer to art than food, featuring intricately carved grapefruit, melons and sweet potatoes. The extensive preparation, it was explained, is possible because of the amount of time Thai wives have in the home when the husbands are working.

Typical main courses displayed included *khai-look-khoai* (fried eggs with sweet and sour sauce), and *pla-sam-rod* (deep-fried trout with curry paste). The courses served differed from these.

Pobsook said that last year students did an exposition of Thai art and literature, and although only a small amount of art work was arranged at this year's banquet entrance, she hopes to combine both at next year's event.

The banquet was attended by approximately 150 people, including President John Byrne. The event was sponsored in part by the International Student Organization, and tickets for the non-profit dinner sold out the previous Monday.

The banquet was completely catered by the club's approximately 50 members.

Following the meal, live Thai music was performed and exhibitions of folk dancing and sword fighting were given.

Pobsook said she felt the evening was a success, saying that the club was "glad to be part of the community."

## Graduating and/or Transferring Students

**ARRANGE NOW TO HAVE YOUR BEAVER MAILED WHEN IT IS COMPLETED.**

The University Student Media Committee has authorized the mailing of a copy of the yearbook for \$3.00 to each graduating and/or transferring student, provided that the student requests in writing that a book be sent and supplies an address which will be valid September 15, 1987.

The following form may be used by graduating and/or transferring students to request that a copy of the BEAVER be mailed for \$3.00. All other students will pick up their copies of the annual when they return to campus in September.

### BEAVER MAILING REQUEST

I will graduate and/or transfer before or during June 1987, and will not be on campus to pick up my copy of the BEAVER when the yearbooks arrive in September. I paid the \$15 fee to make me eligible to receive a 1987 BEAVER and am enclosing \$3.00 for postage and handling. I request that you mail it to me at the following address:

Full Name .....

Story and Photos by Mark Crummett



# ISO chalks up a successful year

By THOMAS BENNETT  
of the Barometer

A year of successful cultural events plus concern about discrimination were discussed at the the final meeting of the International Student Organization Sunday.

ISO treasurer Ali Hakimi announced that about 500 tickets had been sold for last week's International Night, the organization's largest event of the year.

Praise for the show's performances, in which 16 countries were represented, was tempered with concern for the program's length, and the fact that some in the audience somehow got in free.

Also discussed was the complaint filed by three Korean students who claimed they were discriminated against when they were accused of plagiarism and given failing

grades by their graduate school business class professor.

Two of the students agreed to rewrite the term papers they were accused of cheating on, but one, according to a member of the Korean Students Association, has challenged the professor and the school.

"The school is totally ignoring him," he said. "We have to show the school that we have an interest in him."

Bisi Amoo, ISO senator, noted the amount of discrimination evident among some OSU faculty, including suspicion about foreign students' grasp of English.

"What a lot of professors don't know is that many countries (that OSU's foreign students come from) were British colonies, and so they are suspicious of foreign students who are only here one year and know the language so well."

Amoo called for ISO to become active in defending and aiding foreign students who have such difficulties with the university. ISO president Mohammed Shabbir said he would accompany the Korean student to the meeting he has scheduled with the OSU administration.

Following the meeting, certificates were given out to ISO members for their work with the organization this year. Advisor Rick Finnan, instructor with the English Language Institute, who leaves next year to work overseas, remarked on the pleasure he gained working with the group.

"I've really looked forward to working with foreign students outside the classroom," he said. "Seeing you students from so many different countries overcoming difficulties between you has been inspiring to me."

# Sixty Korean students, families march through campus

By THOMAS BENNETT  
of the Barometer

Protesting what they feel is discrimination on the part of an OSU business professor, the Korean Student Association led a procession through campus Thursday afternoon.

Carrying signs that read "Fair treatment for foreign students," about 60 students and family members walked from the MU Quad to the Administrative Services building to Bexell Hall, where the College of Business is located.

The demonstration stems from the charges of plagiarism leveled against three Korean students in a graduate-level business class Winter term. John Drexler, associate professor of business administration, gave each of the students an "F" on the grounds they copied too closely much of the research material they used.

While no evidence of deliberate plagiarism was found by the Graduate Council Grievance Advisory Committee, which reviewed the charges, neither was it concluded by the committee that Drexler discriminated against the three.

Director of Affirmative Action Larry Griggs also found no evidence of discrimination, but said in a letter to Vice President for Academic Affairs Graham Spanier that the students were "treated differently" by Drexler.

"What's the difference?" is the opinion of Jae-Hyun Yum, one of the three students, who said the administration is dragging its feet in the face of his claims of discrimination.

According to Jae-Hyun, Drexler accused him of dishonesty and recommended he leave the College of Business's MBA program, which he found "insulting."

"Dishonesty—I have never heard that word," he said.

Several means of reconciling the problem were presented by the grievance committee, including waiving the class completely for the three, having Drexler reevaluate the papers taking into consideration the students' apparent misunderstanding of some standard techniques for attribution in research papers, or requiring the students to write and submit different papers.

Spanier, in a letter to three students dated May 7, said that while Drexler may have subjected their papers to greater scrutiny than others in the class, this action in itself did not "warrant a sufficient basis for a finding that discrimination has occurred." Spanier then said that due to the original flaws in the papers, they should be redone.

"A tremendous amount of attention has been given to this matter," Spanier said Thursday, adding that the administration is at a disadvantage in the controversy. "He (Jae-Hyun) can tell



Mark Crummett/Daily Barometer

About 60 Korean students and family members march out of the MU Quad Thursday afternoon on their way to the Administration Building and Bexell Hall to protest allegations of discrimination by an OSU business professor.

you anything he wants, but we're kept from revealing other information because of restrictions regarding school records," he said.

While all three students claim they are innocent of plagiarism, two have indicated they will submit new papers. Jae-Hyun, however, claims he should not have to redo the work

# EOP to produce racism videotape

By MARIE PARCELL  
of the Barometer

OSU's Educational Opportunities Program is producing a videotape on racism through the theater arts department's Minority Perspectives class, taught by Tom Krueger, counselor and director of Special Services for EOP and veteran teacher of five years of multi-cultural awareness workshops.

According to Krueger, students, faculty and staff at OSU have relied on EOP to work with minority issues and deal with blatant and subtle racism, but he said he believes it is important for people—at this school and in the community—to have knowledge of the concerns and feelings of minorities. Those feelings need to be shared with the entirety of OSU, he said, a goal which the videotape can help achieve.

The videotape consists of filmed interviews with students who, in a safe environment, talk about their experiences, issues they are concerned with, readings they have done and their ideas on how to eliminate racism. The students also perform dramatic readings.

Krueger said he is very impressed by the amount of talent and risk-taking the students have demonstrated.

The videotape will be part of the multi-cultural awareness workshops produced by EOP staff and students, Krueger said. The workshops include role-playing, small group discussions and "general closure" with a commitment chosen by the group—to stop listening to racist jokes, for example.

Krueger said the videotape is a vehicle by which to generate discussion and educate and re-educate the university and the community.

"We don't want to change anyone's values," Krueger said. "We just want people to re-evaluate their values."

"Racism and cultural differences are such a volatile subject. Passions get involved right away," he said.

The videotape is an attempt to share the perspective of minority students in a non-threatening manner and environment, Krueger explained, saying, "All of us have had bad experiences."

Racism involves the stereotypes people have and the "behaviors that they do," Krueger pointed out. Racism doesn't have to be blatant; it can be subtle, as when people assume that all male black students are athletes, or a teacher expects a minority student in a classroom to represent the viewpoint of that entire minority when discussing an issue, he said.

"If you have ever been in a situation where you are in a minority, then you can imagine what a minority student feels every day in classrooms, at social functions and in the community," Krueger said. "You stand out, you are isolated, and you feel you can't let down your guard."

Addressing insensitivity to other cultures does not seem to be a high priority at OSU or in the Corvallis community, Krueger said. Priorities are shown by the amount of time and money spent on solving a problem, he said, but people say there is no problem because of the small number of people involved.

Krueger said there is a need to educate students about multi-cultural awareness and sensitivity starting with the primary grades by changing policy, developing curriculum and hiring more minority teachers.

Krueger said he was drawn to produce the videotape because his background is in theater.

"Video and theater are excellent, non-threatening ways to communicate the message, with use of humor and stereotypes to define what we (mean)," he said.

"Our resources are our students; they have the answers. (With the videotape), I'm tapping into what they've got to say," Krueger said.

OSU is a microcosm of all other universities, colleges and junior colleges in the U.S., Krueger said. As a result, the videotape could be shown anywhere. Ideally, Krueger said he would like to present it locally, regionally, and nationally.

The videotape is being produced with the help of OSU's Communications Media Center, located in Kidder Hall.



Photo by Carolyn Brunoe

Tom Murphey, associate professor of psychology, joins in the celebration during the Native American Students' Association's 10th annual Pow-Wow. Indians from throughout the Northwest gathered Saturday in the MU Ballroom as a celebration of their culture and heritage.

## Northwest natives celebrate kinship, values at Pow-wow

By RAY HESSEL  
of the Barometer

Native Americans from all over the Northwest gathered here Saturday for their 10th Annual Pow-Wow, a campus celebration of culture and heritage.

"Honor mother earth, honor our mother, without the earth we have no people, without real people the earth will die," said Robert Cline, a junior in anthropology and history.

Cline described the pow-wow as a gathering of the people; a kinship — to let people

know who they are and that they are not alone in their feelings and that there are others with similar values.

Pow-wow festivities began at 11 a.m. Saturday morning in the Native American Longhouse and consisted of story telling, the reading of a legend, a display of Oregon herbs and an opportunity to watch students make traditional jewelry and clothing.

A dinner was served in the MU ballroom between 4 and 5:30 p.m. The meal, which has

(See POW-WOW, page 6)

## **POW-WOW, from page 1**

always consisted of traditional Northwest Indian foods such as salmon, venison, berries and roots, was not to be had this year because of USDA regulations concerning wild foods. However, the meal and pow-wow moved on, undaunted.

Another tradition of pow-wow is that there is no charge for admission, for entertainment or for dinner.

Carol Brunoe, a junior in liberal studies, said it is important that the meal is free, and that it is eaten with whoever sits at your table — as this is a symbol of peace and friendship.

Brunoe said pow-wow carries on tradition by bringing together the tribes and representing peace.

"It takes me home, I feel back among my

people," she said.

Besides the general theme of pow-wow, each year has a specific theme. This year's festivities honored the student. Last year's pow-wow honored the elders and the year before honored the children.

In keeping with this year's theme, gifts were presented to Native American students ranging in age from elementary school to the university level.

Arliss Chatterson, a freshman in liberal arts, and Cline were both presented gifts for academically high standards.

The Grand Entry began at 7 p.m., when dozens of Native American men, women and children dressed in full regalia passed in front of a crowd of spectators moving to a slow

cadence provided by teams of drummers. Over a dozen tribes were represented by spectacular raiment that included feathered headdresses, buckskin, sea shells, feathers, beaded clothing and moccasins.

The first dance of the evening was a welcome dance that everyone was encouraged to join. The dance consisted of two enormous circles, an outer and inner circle of people that moved in opposite directions around the ballroom. As people moved slowly by each other they shook hands. The dance was repeated three times during the evening to introduce new people who had just drifted into the pow-wow, or had relaxed enough to join in the fun.

Welcome dances were interspersed by owl dances — a social dance for men and women,

where women ask the men to dance and the men should not refuse — and by exhibition dances that display dancing ability. All dancing was accompanied by four teams of drummers who took turns singing songs of their tribes and providing an incessant beat for the dancers.

In addition to dancing and dinner, craft tables were set up throughout the ballroom displaying silver and turquoise jewelry, ribbon shirts, shawls, natural wool and dye weavings, headdresses, beaded jewelry, drawings, posters and more.

Gabrielle Yantone, junior in journalism, said of the Native Americans, "their spirit is not dead and it cannot be killed."

# Byrne: no discrimination occurred

By **THOMAS BENNETT**  
of the Barometer

President John Byrne handed down his rejection Tuesday of three Korean students' claims they were discriminated against by an OSU business professor.

Jae-Hyun Yum, graduate student in business who filed the complaint, said he is "disappointed" with Byrne's decision in the case, claiming the letter he received from the president simply echoed the recommendation of Vice President for Academic Affairs Graham Spanier.

Spanier, in a letter dated

May 7, had also ruled no discrimination was involved in the case of Jae-Hyun and two other Korean students, who were accused of plagiarism in their term papers for a graduate-level business class. The vice president said he found no evidence of discrimination on the part of Professor John Drexler, who failed the three students because of the alleged cheating, and recommended that the students re-do the papers.

According to Jae-Hyun, who has refused to rewrite his paper, the recommendation by Affirmative Action director Larry Griggs would be more satisfactory. In his May 4 letter

to Spanier, Griggs suggested that Drexler apologize to the students, remove the "F" from each's transcript, and review the original papers again.

Griggs' opinion was entered because of Jae-Hyun's accusation of discrimination on the part of Drexler, who he claimed treated his and the other two students' papers differently because the students were foreign.

While the original charge of plagiarism was dropped by a graduate school committee, the accusations of discrimination have not been accepted by the university.

Jae-Hyun said his next

course of action will be to set up another appointment with Byrne. He said he will also meet with ASOSU Legal Advisor Audrey Bach, and that there is the possibility of legal action against the university.

"My main point is that I want them to investigate this case," he said. "This case is about fairness and unfairness."

Members of the Korean Student Association marched through campus two weeks ago protesting the students' treatment. Other OSU students have supported Drexler, who received the Teacher of the Year award in the College of Business last year.

# College in U.S. major challenge for foreign students

By CHRIS DRAGICH  
for the Barometer

Imagine yourself in class—Chemistry 104, maybe—on the first day of the school year.

But this Chem class isn't like any other class you've ever been in before. The lecturer is using a language you learned in school, but have never really used. All the other students are speaking in that strange language, too, and they use it in ways you've never heard.

In fact, this class is in a foreign country. You arrived in this country just a week ago, and so many things are different: the food, the weather, the people.

The money here is different, of course, and everything seems expensive. Not only that, but changes in currency exchange rates might suddenly cut in half the amount of local money that you can get for your life savings in your own currency.

There. You have just imagined yourself as a foreign student at OSU.

OSU had 1,411 foreign students enrolled this year, and each one must deal with problems like these.

Every foreign student coming to OSU must meet three qualifications, including suffi-

cient financial resources, a score of at least 520 on the Test of English as a Foreign Language (TOEFL), and a previous academic record equal to at least a 3.0 grade average. But meeting these requirements doesn't guarantee foreign students an easy time at OSU.

"There are a large variety of problems students can encounter when they go to another country," according to William Smart, assistant director of the Office of International Education.

Smart said language is one of the biggest problems foreign students may find.

"If they aren't good at spoken English, then they are going to have trouble when they go out shopping," he said. "They'll have problems with academic courses if their reading and writing skills are not up to standard."

Although these troubles are important, Smart said other differences in language, such as slang, can also be difficult for foreign students.

"There are a lot of informal language differences—the way we speak, the vocabulary we use, the slang we use, and even the type of invitations," Smart said. "We say to someone, 'How are you?' If a person

takes that literally then they expect to be able to go into some detail, but then they realize that Americans aren't really concerned about how the person is, even though the question is asked."

Jean Vander Woude, foreign student advisor, said even those students who have a good knowledge of English often have trouble being understood by Americans.

"The two Honduran students that I was just talking to, I can understand very well, because I worked in that part of the world in the Peace Corps. But someone else wouldn't have any idea what they were talking about," Vander Woude said. "A lot of people misunderstand accents for an inability to speak the language."

Smart said other simple cultural differences can create problems for foreign students.

"Here in the United States we feel that eye contact is very important, and if a person can't look at our eyes when we're talking then that person is not honest," Smart said. "Yet in other countries the person is taught that to respect an individual you not look that person in the eye."

The importance of family is another factor foreign students

must deal with. Mohammed Shabbir, outgoing president of the International Student Organization, said he was surprised at family life in the United States.

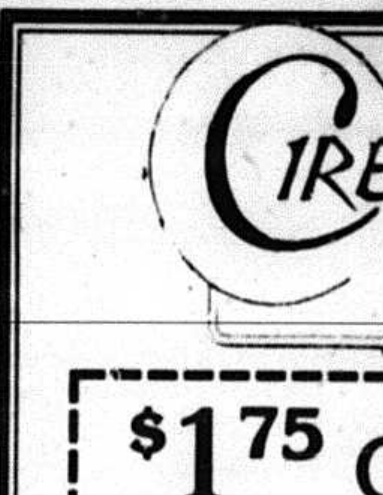
"Relationships between family and relatives here are not what I really expected. It's not as close," he said.

Shabbir, who is from Bangladesh, even found differences in the way friends are treated.

Shabbir said, "Friendship here in the U.S. is kind of artificial. If two people are friends in a class, or in the place they work, then only during that time do they stay as friends."

"Friends here also must be at about the same level," he said.

(See FOREIGN, page 14)



## FOREIGN, from page 13

"In my country, even if one becomes very rich and the other is very poor, they are still friendly."

All of these factors add up, and can cause quite a culture shock for someone coming to the U.S., but Shabbir said this is unavoidable.

"If you leave a culture and go to another, there's always a culture shock," Shabbir said.

Money can be a problem for every college student, and foreign students are no different. OSU requires potential foreign students to show that they will have sufficient funding from at least one of three sources: private money, such as family savings, foreign government scholarships, or money from OSU in the form of scholarships or assistantships.

Once a source of funds has been found, foreign students still must deal with fluctuations in exchange rates.

Smart said, "A student may have enough money to come here to the United States, but if the currency at home is

devalued 50 percent or 100 percent, then the student winds up with only three quarters or 50 percent of the amount of money that is needed for the education."

Vander Woude cited an example of a student from Brazil. Her money in Brazilian banks was worth \$9000 in January of this year, but was worth only \$4900 by May.

Many services and organizations exist at OSU to help foreign students make adjustments and overcome problems. The Office of International Education is one of the most important of these services.

"We provide referral for foreign student problems and services that are needed, from looking at financial certifications for students to helping them with their arrival, introducing them to the university and to classes," Smart said.

"We help with any problems that they have with the overall transition from one country to another."

The International Student Organization is also important. Politically, it is a council that includes 22 individual-nation student groups and provides these groups a voice in ASOSU and MUPC matters. The ISO also has social concerns, and sponsors cultural events throughout the year, such as International Night.

Shabbir said attendance at these events has been increasing through the years, and "every year we get better responses from Corvallis and the OSU community."

Shabbir has found the experience of study in a foreign country both educational and surprising.

"I though it would be adverse in every way, like anyone might think," Shabbir said. "But the very first day I moved into my dorm I found two roommates who were very friendly.

"Everybody should appreciate other people's cultures," Shabbir said. "No culture is inferior to another."



# Commitment to women, minorities, faculty, staff . . .

♦ ♦ ♦ ♦

and would be linked with a statewide network of similar systems. The collection would be referenced by subject, author, title and key words to provide a wide range of access possibilities.

● Further automation of faculty records  
OSU's personnel records system is paper-intensive and this goal is to automate and update the systems and programs that handle them.

● Establishment of modernized and efficient office procedures for Academic Affairs

● Coordinate audio visual purchases in Communication Media

● Establish fall cycle for budget hearings  
OSU's budget hearings have usually been in the spring and the resulting budget would come out too late for the various departments and offices to adequately plan for the next fiscal year, beginning July 1. This proposal would be to do the bulk of the budget planning in the fall, to allow more preparation for the next fiscal year.

● Work with Ed Coate on new systems of monitoring academic budgets in real time format

The present system of monthly budget updates of university spending is sluggish. As of August 14, Spanier said he had not yet received the report for July.

The new system would be capable of generating daily financial status reports.

● Preliminary planning for OSU library addition  
● Establishment of town hall meetings (affirmative action, calendar conversion, and retention are the three topics proposed)

"What we hope to do is bring the administration to the people and vice-versa."

Spanier wants to try a series of meetings for a year at first, "to put before the entire university community some of the most important topics...and give everyone an opportunity to come forward and testify. They would give a five-minute statement and have on the stage, listening to them, the key people who, for that particular topic, need to hear what they have to say."

● Establish use of new teaching evaluation instrument

● Look for opportunities, in consultation with President, to further assist President with day-to-day management of university

● Look for opportunities to further delegate some of the substantial workload within Academic Affairs

● Seek opportunities to comment more broadly on campus on issues of substantial importance to the mission of OSU (an address on "Undergraduate Education in a Research University" is anticipated initially)

Vice President for Finance and Administration Edwin Coate's office is A 622 in the administration building. His phone number is 2447. Coate's goals, as submitted to the Barometer, are as follows:

● Implement a real training program for classified employees  
"We've never had a real training program for classified employees. We have encouraged training and people have been on their own. We've set aside funds for a full-time training officer who will provide training plus arrange for a more systematic program."

● Implement an Employee Assistance Program  
This would be a service for advice and counseling.  
"We're basically looking at people who have problems with alcohol, drug abuse, emotional conditions, or a loss in the family."

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*"We're here to serve the faculty and student body. I don't think we do as good a job as we can. I want it so that when we do things for people, we call them and find out if we can do it better and learn from it."*

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● Create a Human Resources Council  
"It will be a kind of council that will come up with ideas and pass them on to us in the administration to implement or to help implement."

● Develop a new Campus Beautification Plan and begin implementation

"What I want to do is to have a campus beautification committee to look at how to get the most out of the buildings and grounds that we have."

"There are just a million things that we could do that don't cost a lot of money. I think if we had a plan, we could find ways to accomplish a little bit at-a time and make a difference."

● Rewrite and implement our University Strategic Plan  
"The strategic plan is a beginning. A strategic plan that is implementable is the next step. We need to have dates, names...really pin it down for the unit directors and say, 'These are the things that are in the strategic plan in your area and we'd like you to complete it on the following schedule...'"

● Create a new Management Information System  
"I want to establish a management system that does several things: one is to track accomplishments and goals and objectives; another is to track financial systems—to let people know when their budgets are in trouble. If we have a concern, then we can do something about it in plenty of time."

● Develop a first-class Institutional Research Unit  
"An institutional research unit is a unit that develops data about the university itself to help managers make the kind of decisions they need to make—enrollment trends, hiring trends—and they also keep abreast of what the other universities are doing. They are a source of information for everyone in this university to draw from."

"We're probably the only university that I've ever dealt with that doesn't have one."

● Initiate a new building program for the next biennium  
"We need to begin planning now...I think that we can use a combination of donors and state money to get some more buildings that we desperately need."

● Publish an OSU Budget and Financial Statement  
"What I'm trying to do is put together the university's financial information in a document that people will read. Our budget is \$228 million and only \$60 million of that comes from the state. We do incredibly well for the size of the student body and the amount of funds that we get."

● Develop a Campus Repair and Maintenance Program  
"One of my biggest problems is the repair and maintenance of the facilities that we have already. What I'm trying to do is get a list of everybody's needs and put that list together in some kind of a priority order so that the people that have the problems can have some sense of when we will be able to help them, or whether they are going to have to do it on their own, or whether we can do it together."

"People can have an opportunity to comment on it and we'll make changes as appropriate."

● Develop a Customer Service Program  
"We're here to serve the faculty and the student body. I don't think we do as good a job as we can. I want it so that when we do things for people, we call them and find out if we can do better and we learn from it. Everybody benefits and it doesn't cost that much."

## RESOLUTIONS, from page 15

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"Space is probably the most precious thing in anybody's working environment. Some people feel they've been unfairly treated, so we're taking a look at it and coming up with new formulas for allocation and a new, open process where everyone can participate."

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Coate envisions an integrated network of campus computers.

"The name of the game to-

day is connectivity and capacity. It isn't important to me whether the capacity is in the computer center or the dean's office or in the computer science department. What is important is that we're all connected and individuals have the computing power they need.

"We don't feel there's adequate access to computing for the students and we're trying to figure a way to provide that."

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"We've got wonderful people here, but they get very little recognition. I want to develop a program where we recognize them because they are outstanding, but I don't think at times that our faculty or our students appreciate them...I want to help blow their horn."

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An expert system is a computerized process of analysis and identification used for problem resolution.

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● Oversee the process to design the Agriculture II building

It's a \$25 million, three- or four-year project. The architect is being selected and the site has been chosen.

"It's the biggest building that I'm aware of that we've had in many a year on campus."

## TUITION, from page 3

however, come when football revenue no longer is sufficient to carry the total load."

Davis said he made his proposal because "the fact remains that our football teams are getting the hell kicked out of them."

"Cutting more sports is not the answer to meeting the budget," said Davis. "Both the universities are near the minimum number of sports to maintain membership in the Pac-10 or Division I of the NCAA."

The new policies include provisions that all transfers from student funds to athletic budgets must receive prior board approval and that an annual review of this program will be conducted to determine its effectiveness.

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# Federal grant to benefit low-income, minority students

By ELISE HARGREAVES  
of the Barometer

One hundred and thirty minority and low-income students at OSU preparing for careers in health care will benefit from a new \$230,000 federal grant, said Miriam Orzech, assistant vice president for academic affairs.

The grant is not direct student financial aid, Orzech said. Instead, she called it a program to ensure academic success and build a strong math and science base for students in health-related areas of study, for careers in such areas as medicine, optometry, dentistry, pharmacy, health care administration and veterinary medicine.

The grant also includes a subcontract with Northwest Portland Area Indian Health Board to recruit and counsel Indian students. In addition, the program will assist in identifying and recruiting minority and low-income students interested in health fields to OSU.

The university's Equal Opportunity Program is in the process of hiring three full-time staffers for the program: a program coordinator, a counselor and a secretary. Also, a part-time science instructor will be hired. The four will work out of the EOP office.

This fall, the coordinator will identify minority and low-income sophomores and juniors enrolled in OSU's health care areas, choosing 50 or so for the beginning stages of the grant program, Orzech said.

Later, the program will recruit from high schools and community colleges to bring the total number to 130.

The program will provide students with career and financial counseling, tutoring, health care seminars and visits to other professional schools.

Orzech said that OSU has plans for summer workshops that would give students a chance to spend a summer studying in the health care field with some of the finest instructors. The grant

would provide room and board for summer workshop students.

"Our ultimate goal is that we are hoping to increase the number of minority health care practitioners in the state of Oregon," Orzech said.

But to do this, the program must retain funding, a task that Orzech admits is difficult.

"The Reagan administration is not terribly enthusiastic about funding any educational programs," Orzech said.

Orzech said she hopes OSU will continue to win grants that will stabilize programs like this to benefit minority and low income students.



students, is adopting a two-year foreign language entry requirement. Oregon universities are going to put at least a one-year foreign language proficiency exit requirement into effect in 1989. Hawaii already has a two-year exit requirement.

"It has been a marvelous learning time," he said of his months with WICHE. "At place after place, I've found so much going on—so much activity in international education. I've come away with a lot of neat ideas that I'm anxious to try."

Some of those ideas will almost certainly place the CLA in a major role of "interna-

tionalizing" the campus.

"It's where my mind is," he said. "It's where my own training leads me and I am firmly convinced that it is the wave of the future."

Wilkins said he will work hard with other faculty groups around campus to make sure the CLA will fit their needs as they direct their curriculum toward a more international direction.

He took exception to those who would argue that there is no room for liberal arts in a technical school such as OSU. He explained that the University of Oregon has, over the

years, developed into "a good science university by anyone's standards."

"It's absurd to think that you could have a university without science," he said. "It's equally absurd to think that you could have a great university without having strong programs in the arts, the social sciences and the humanities. It's the humanizing part of the university—that's how we understand how people are, how society works, how beauty is, and how we express ourselves."

"That's the College of Liberal Arts and I will do everything in

my ability to strengthen those programs."

CLA faculty members have some of the heaviest teaching loads on campus and Wilkins expects to lighten those, "especially for those who are continuing or pursuing some creative or research-intensive work."

"Teaching occurs in a number of different ways. People tend to think the only way faculty members teach is by going into the classroom and lecturing. That's a restrictive and immature way of thinking about it."

"Teaching occurs as people involve themselves in the core of their disciplines and learn and share their excitement with their colleagues and students," he said.

The present administration is actively supporting the CLA, Wilkins said, and he expects to see more opportunity for faculty research and more hirings, as the budget will allow.

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# Internationalizing OSU main objective of Wilkins

By DAVID FURR  
of the Barometer

In Bill Wilkins' office a sculpture of the world hangs above the boxes and cases waiting to be unpacked after his two-year absence as Dean of the College of Liberal Arts.

The globe seems symbolic of his source of inspiration for the tasks that awaited him as he resumed that position this

summer.

Wilkins, a professor at OSU since 1961 and CLA dean since 1982, has left campus on several occasions to keep his finger on the pulse of the rest of the world.

He has taught at the University of Mexico in Mexico City. He was on Capitol Hill in 1975-76 as staff economist for the Al Ullman-chaired Ways and Means Committee. In 1979 he

was with the FAA as Associate Administrator for Policy in International Aviation.

In 1985 he left his job as dean of the CLA to serve as acting vice president for academic affairs and provost at OSU. The office was created when President John Byrne reorganized OSU's central administration. Wilkins was appointed to establish the office on an interim basis while the search for a continuing vice president was conducted.

Filling the new position demanded such tasks as securing necessary office space and staffing those offices with clerical, managerial and faculty personnel. Also, new relationships had to be initiated and nurtured with the other vice presidents, and with deans and faculty groups from each of OSU's colleges.

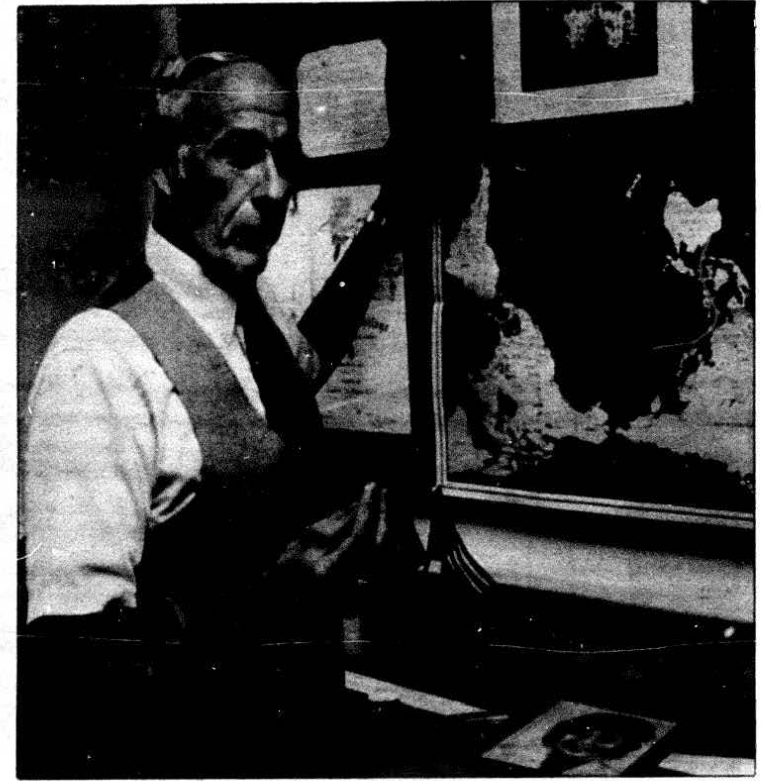
"The year as academic vice president was a marvelous experience for me," he said.

"When I went into the job, I felt that I knew the university as well as anyone, with a couple of exceptions. Coming out of the job, I have a greater appreciation for the capacities, the skills, and even the weaknesses of OSU. The year on the job attuned me to the opportunities of the university and, therefore, to strengthening the quality of Liberal Arts."

Graham Spanier was named to the permanent position in 1986. After the transition was complete, Wilkins asked for, and was granted, permission to temporarily leave OSU to pursue other interests.

In January of this year, Wilkins began working in the "Education for International Leadership" program of the Western Interstate Commission for Higher Education (WICHE).

WICHE is a cooperative association of Western universities sharing various pro-



Steve Wilkowske

An "Australian world map" adorns one wall of Bill Wilkins' office. Wilkins, returning dean of the college of liberal arts, had left that post to serve temporarily as Vice President for Academic Affairs and Provost.

grams and courses of study among themselves.

"Higher education, like the rest of the country, has recognized that we're going to have to be more internationally minded than we've ever been before. We're going to have to understand the peoples of the world better. We're going to have to speak to them in languages other than American English. Higher education has a vital role to play in that," Wilkins said.

"We have a whole new generation of people coming along," he added, "who simply have to become more aware than the previous generation of the inter-connectedness of the world in which they live."

Two years ago WICHE began its international leadership pro-

gram in an effort to enhance the growth of international understanding in western universities. A survey of international programs was made at these schools and a cooperative movement was begun, emphasizing instruction of languages and trade.

"I've been on about two dozen campuses in the West," he said, "asking them what they're doing in this area." His survey is admittedly not scientific, but he was not looking for traditional types of programs, he said.

He asked university officials about their foreign language programs, the degree of international flavor in their general curriculum, and what they were doing to internationalize the experience of the faculty,

their research programs and their service programs.

"It's been a wonderful, eye-opening, learning experience," he said, "to see what's happening all across the West."

He noted what he called a "groundswell of interest in language." He said that 80 languages are being taught at UCLA, with almost that many being taught at Stanford. The University of Washington now offers almost 40 languages.

"Everywhere you go there is excitement and a growing pressure that is substantially student driven, but there's also a pressure that is administratively driven," he said.

The University of California system, which has 330,000

(See WILKINS, page 22)

# New hiring laws to overload personnel department

By MARIE PARCELL  
of the Barometer

Campus departments and employees have some extra paperwork to do this year to prove that OSU employees are legally eligible to work in the United States.

The changes are due to an immigration law enacted in November, 1986, under which all employers in the country are required to demand proof of identity and employability of anyone hired after that date, according to Linda Nealy, assistant director of OSU Personnel Services.

Proof of identity can be established by a state-issued driver's license or I.D. card, a U.S. military card, or some other form of identification, according to the Employment Eligibility Verification form (form I-9). Nealy said OSU will accept student I.D. cards and voter registration cards.

Proof of employability can be established by an original social security card, a birth certificate bearing a seal or other certification, or an unexpired INS (Immigration and Naturalization Service) Employment Authorization.

Both identity and employability can be established by a U.S. passport, a certificate of citizenship, a certificate of naturalization, an unexpired foreign passport with employment authorization, or an alien registration card with photograph.

Employees have to complete one part of the I-9 form and employers have to complete the other part, Nealy said. Employees have to show documents to every employer when seeking a job.

She said that OSU's Personnel Services office is requiring all departments to make copies of the documents presented by employees, including the I-9 forms. The paperwork for classified employees and academic faculty is handled by Personnel Services, but the paperwork for student employees is handled by the Payroll Office.

Students moving from one department to another will have to resubmit all registration materials, including the I-9 form, Nealy said. Each place of employment is required by law to check employees' documents, and copies must be kept on file for three years — or for one year past the end of employment. The INS — the agency that enforces the regulations — can give an employer three days notice, at any time, to inspect the documents, she said.

People entering employment have three days to provide

documentation or prove they have applied for it, Nealy said. Those who work one day will have to provide it by the end of that day. Those who have applied for documents have 21 days to provide them.

"Anyone we've employed previously had to supply a social security card," Nealy said. The only new stipulation is the I.D. requirement and the need to check documents and keep extensive records.

The new law will cause more paperwork for the payroll and personnel departments, she said. Each I-9 form has to be signed by

to provide additional documentation unless they change jobs.

The people most adversely affected will be those who have not kept identifying records, Nealy pointed out.

"I would be surprised if one or two persons out of ten (of those working in the personnel office) could go in to apply for a job with all the documents they need, right now," she said. It isn't hard to get those documents, but people have not kept their original copies of them, she said.

"Even if it's your neighbor who has lived there for 20 years, you will still need to provide documents for the I-9 forms," she said.

Marvin Durham, international education adviser to foreign students and scholars, said there are three provisions of the new law — any one of which could affect OSU.

First, the law grants amnesty to people who have been in the country illegally but continuously since before Jan. 1, 1982. OSU could have hired such people, particularly in the experimental stations of the Colleges of Agriculture and Forestry, he said, because the university has previously only required a social security card for employment.

Second, the law has a special clause allowing agricultural workers who enter the country to work for a specified period of time, he said. The law requires the employers to pay minimum wage, and limits the number of such employees who can enter the country to 370,000, he said.

Third, every employer and employee must fill out the two-part I-9 form proving the employee's identity and eligibility to work.

Foreign students, scholars and exchange faculty will all have valid passports but will need to get form I-94, a three-part document that classifies the kind of visa a person has, Durham said. Non-immigrants will also need to apply for social security cards.

There are three types of non-immigrant visas carried by people at OSU, he said: F for students—who also have I-20 I.D. cards, J for exchange visitors, and H for "persons of distinguished merit," such as professors who come to do research for two or three years.

Foreign students are authorized to work half-time — up to 20 hours a week — while attending OSU full time, Durham said. Exchange visitors need a letter from their program sponsors if they wish to work. The H-designated people have to work with the employer who filed the petition on their behalf, he said.

Durham pointed out that it is unrealistic for the new law to state that an employer cannot ask for specific documents because, in the case of a foreign student, the visa, passport and student I.D. would be the only documents acceptable.

OSU has required papers from foreign students and visitors all along, he said, but the individual departments have never had to fill out or verify any documents before.

(See HIRING, page 11)



the department doing the hiring, and Personnel Services will have to check to see whether departments are accepting the appropriate documents, she said.

They will also have to set up a system to get rid of the files after the time expires. Personnel Services is not getting any additional staff to do the extra work, Nealy said.

The new law went into effect in November of 1986, but INS needed time to train people and to print the I-9 forms, Nealy said. The personnel office received the forms two months ago and now has to go back and get the paperwork from anyone who has been hired since that date, she said. People hired before that date don't have

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## RESOLUTIONS, from page 15

- Develop a new Space Allocation Program supported by the deans

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"It's the biggest building that I'm aware of that we've had in many a year on campus."

## TUITION from page 3

# "New year's resolutions" confirm vice presidents'

By DAVID FURR  
of the Barometer

Computer centers for student use, attracting and working with more minorities, and public town hall meetings with campus administrators are among the goals outlined for the coming school year by two of OSU's administrative vice presidents.

This is the first of a two-part series presenting those goals as they were given to the *Barometer*, with comments and notes. This issue covers the goals for the offices of vice-presidents Graham Spanier and Edwin Coate. During the first days of fall term, we will present the goals for the offices of vice presidents Trow, Slater, Keller, and President Byrne.

Vice President for Academic Affairs and Provost Graham B. Spanier's office is in room A 600 of the administration building. His phone number is x2111. Spanier is second only to Byrne in OSU's administrative hierarchy. The list of goals he submitted are as follows:

● **Launch major new student retention initiative and focus on initiative as principal theme.**

*"Universities tend to emphasize recruiting students and we often lose sight of paying attention to the needs of students who are having difficulty once they're here.*

*"Every time you have a freshman that flunks out, that's a terrible waste of resources to the university.*

*"We have a philosophy that no student is admitted to Oregon State unless we believe they are 100 percent capable of graduating. So what does it mean when a student is failing?"*

*"We want to pay more attention to this in particular—to let the students know it's a priority with the university that they should always seek help when they need it. There is always some kind of intervention that can take place to make the difference.*

*"We also want to let faculty know that this is a priority."*

- **Intensive program review of weak and low-enrollment graduate and undergraduate majors and departments**
- **New criteria and guidelines for promotion and tenure**
- **Calendar conversion—key year of planning**

The Calendar Conversion Council is coordinating OSU's preparations for the change to semester academic terms in 1990. The process involves the review and redesigning of courses and degree plans, rescheduling classes and events, changing forms and manuals, and generally preparing the university for a smooth changeover.

● **Adoption of a new general education curriculum**

This project is being undertaken in conjunction with planning for the calendar conversion.

● **Second phase of push for affirmative action**

*"Universities have paid a lot of attention to recruiting new faculty, but you can't recruit minorities and women to the faculty if they aren't getting graduate degrees.*

*"We think we can make a big step toward progress in that area by Oregon State being a leader in affirmative action admissions at the graduate level. Then at the faculty level we feel we can do a better job also.*

*"A related goal has to do with the programming with the Equal Opportunities Program and special programming for minorities and women."*

● **Establish new campus grievance procedures consistent with Board guidelines**

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*"Universities tend to emphasize recruiting students and we often lose sight of paying attention to the needs of students who are having difficulty once they are here."*

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● **Development of new plan for academic computing**

This concerns the establishment of general use student computing facilities.

● **Publication of new faculty handbook**

The handbook is a university operations and policy manual for faculty. The current edition, according to Spanier, is about 10 years out of date and needs to be updated.

● **Launching of Distinguished Professor program**

● **Launching of this year's Provost's Lecture Series**

*"We sent out about 15 letters to some of the most exciting men and women in the country. We want to bring in some people who can really raise some social issues and broaden the social consciousness of the student body.*

*"We already have an acceptance from Morris Dees. He's the executive director of the Southern Poverty Law Center. He's the principal person in the United States monitoring the KKK and prosecuting them, fighting anti-Semitism, racism, and bigotry.*

*"We have invitations out to lots of other folks and believe that three or four of them will be able to work it into their schedules. I think it will be an exciting series."*

● **Launching of honorary doctorates**

● **Launching of several new grants and initiatives related to equal opportunity, minority recruiting, EOP, affirmative action**

● **Establishment of Superintendents Visitation Program**

This is a new program to host a series of small groups of Oregon public school district supervisors to meet with OSU senior administrators. Spanier feels it is important to improve the ties between OSU and the public school districts.

● **New orientation programs during "University Week" for new faculty, new and continuing administrators, and a program on effective teacher/student retention**

● **Hire new Continuing Education Director and first phase of forging new direction**

● **Establish modern cost accounting and budgeting procedures for the Office of Continuing Education; reduce overhead costs; explore and create new cost effective off-campus programs**

● **Review and assess OSU's Summer Term — marketing, promotion, tuition, non-cancellation policy, use of the 16 percent overhead income, MU services**

● **Encouragement of research and scholarship in colleges with modest research activity**

● **Launching of Dual Career Couples Project**

Spanier, whose wife became the subject of controversy when she was hired as an English professor at the time of his vice-presidential appointment, professed a "strong personal and professional interest" in this goal. He said the topic was "a major issue" at a recent national meeting of university academic directors that he attended.

*"We're a major university in a somewhat rural environment. We often find ourselves in the position of trying to recruit someone for a position without paying particular attention to the fact that their spouse is also a professional, and perhaps in a field where there aren't too many job openings here. We find this here every day when we're recruiting."*

He plans to present the issue in the context of faculty recruiting and affirmative action at the Oct. 1 Faculty Senate meeting.

● **Launch library automation initiative**

Kerr Library would have its collection in a computerized catalog

(Continued next page)



# Slater aims to improve internal, external relations

By DAVID FURR  
of the Barometer

Vice President for University Relations William Slater's office is room A524 in the administration building. His phone number is x3733. His office's goals center around five main areas.

- **Marketing Oregon State University**

One of University Relations' goals is to market OSU to constituents including the general public, the legislature, potential students, potential donors, and various segments of the federal government.

"I think we can always do a better job of generating more federal money," Slater said.

"We are an institution with many, many strengths. We need to identify those strengths and to provide more publicity for them. That might involve a promotional theme about the areas in the

university that we want to showcase."

- **Providing public relations counsel to senior administration**

"Providing counsel to senior administration simply means advising the president and vice presidents of possibilities of potential problems and dangers when they may exist related to the public image of the institution."

- **Enhancing relationships with state political, cultural, and economic leaders**

"We have been quite active in this area. We have an individual on our staff, Keith Mobley, who is legislative and public affairs liaison. He has been very active, spending a great deal of time with legislators, especially during the legislative session. We're in the process of developing plans for a legislative program while the legislature is not in session. We need to maintain those contacts at times other than when those people are in Salem, and we're in the process of doing that now.

"Keith also has been very active with the superconducting supercollider project, with the attempts to attract US West to this area, the southern Willamette research corridor, efforts to develop a research park in this area. Those are some of the projects that are being worked on now."

- **Raising Oregon State's public profile**

"We have been very successful in the last six months in getting a fair amount of national publicity as a result of some of the efforts that our researchers are making on campus. We get articles periodically in national magazines—science magazines.

"We've developed some very good contacts on the East Coast with the New York Times, the Washington Post, and with some of the national newspapers. We've been doing quite well with the Associated Press' newsfeatures. They like a lot of the work that we've been doing. We will periodically go to Washington or send a couple of our people to Washington to meet with these folks and we take with us a list of story ideas and there seems to be a great deal of interest in that.

"We see the Portland area as one where we would like to have a more visible presence. It's the largest city of the state—a significant amount of alumni live within that four-county area—and we need to have a fairly strong presence there. We are working toward the development of some sort of facility in the area that would provide that kind of presence.

"That presence would involve admissions people, an alumni office, and a development effort office. We need people to promote the university in general and to promote the university's programs, in particular the athletic program.

"We do have new and improved conference services operations. Dr. Sylvia Moore, who now runs conference services, also runs the LaSells Stewart Center."

Slater said OSU is now actively soliciting conferences. He said that this will provide visibility for OSU because of the national and international groups that will use the facility. This summer's Poultry Science Conference hosted 1,200 to 1,300 people from all over the world.

- **Internal communications**

"We're going to devote as much attention as we possibly can to internal communications. I think the staff newsletter is doing a fairly good job. It has undergone some revisions over the last six or seven months or so. It does a reasonably good job but I think we could probably do a little bit better also with our internal communications.

"The (Oregon) Stater is doing very well; in fact it will be up for consideration for an award—a regional award of the Council for the Advancement and Support of Education."

# Wendy's

## PRESENTS TO SCHOOL WINGS

"I WISH MOM COULD  
PACK WENDY'S FOR LUNCH."



GS WITH HOT 'N JUICY COUPONS.

# Top administrators announce goals for year

## *Spanier stresses improved curriculum, affirmative action*

By DAVID FURR  
of the Barometer

Vice President for Academic Affairs and Provost Graham B. Spanier's office is in room A 600 of the administration building. His phone number is 2111. Spanier is second only to Byrne in OSU's administrative hierarchy. The list of goals he submitted are as follows:

•Launch major new student retention initiative and focus on initiative as principal theme.

*"Universities tend to emphasize recruiting students and we often lose sight of paying attention to the needs of students who are having difficulty once they're here.*

*"Every time you have a freshman that flunks out, that's a terrible waste of resources to the university.*

*"We have a philosophy that no student is admitted to Oregon State unless we believe they are 100 percent capable of graduating. So what does it mean when a student is failing?"*

*"We want to pay more attention to this in particular—to let the students know it's a priority with the university that they should always seek help when they need it. There is always some kind of intervention that can take place to make the difference.*

*"We also want to let faculty know that this is a priority."*

•Intensive program review of weak and low-enrollment graduate and undergraduate majors and departments

•New criteria and guidelines for promotion and tenure

•Calendar conversion—key year of planning

The Calendar Conversion Council is coordinating OSU's

preparations for the change to semester academic terms in 1990. The process involves the review and redesigning of courses and degree plans, rescheduling classes and events, changing forms and manuals, and generally preparing the university for a smooth changeover.

•Adoption of a new general education curriculum

This project is being undertaken in conjunction with planning for the calendar conversion.

•Second phase of push for affirmative action

*"Universities have paid a lot of attention to recruiting new faculty, but you can't recruit minorities and women to the faculty if they aren't getting graduate degrees.*

*"We think we can make a big step toward progress in that area by Oregon State being a leader in affirmative action admissions at the graduate level. Then at the faculty level we feel we can do a better job also.*

*"A related goal has to do with the programming with the Equal Opportunities Program and special programming for minorities and women."*

•Establish new campus grievance procedures consistent with Board guidelines

•Development of new plan for academic computing

This is concerning the establishment of general use student computing facilities.

•Publication of new faculty handbook

The handbook is a university operations and policy manual for faculty. The current edition, according to Spanier, is about 10 years out of date and needs to be updated.

•Launching of Distinguished Professor program

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*"We sent out about 15 letters to some of the most exciting men and women in the country. We want to bring in some people who can really raise some social issues and broaden the social consciousness of the student body.*

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### Other interviews:

William Slater . . . . . A14

Edwin Coate . . . . . A16

George Keller . . . . . A21

•Launching of honorary doctorates

•Launching of several new grants and initiatives related to equal opportunity, minority recruiting, EOP, affirmative action

•Establishment of Superintendents Visitation Program

This is a new program to host a series of small groups of Oregon public school district supervisors to meet with OSU senior administrators. Spanier feels it is important to improve the ties between OSU and the public school districts.

(See SPANIER, page 18)

# Trow to work on needs of minority, non-traditional students

By DAVID FURR  
of the Barometer

Vice President for Student Affairs Jo Anne Trow's office is in room A608 of the administration building. Her phone number is 3626. The goals of her office are as follows:

- Initiate the Minority Affairs Advisory Council (advisory to the Vice President for Student Affairs).

*"Late in the spring I sent letters to the presidents of all the ethnic student organizations and invited them to become a part of the advisory committee early in fall term. I will send out another letter setting up a meeting time and then plan to meet on a fairly regular basis with a group of minority students from different*

*ethnic areas to talk about issues of concern to them. The direction of the council will depend to a large part on their needs or upon their responses to issues presented to them by me, other vice presidents, or other staff members."*

- Increase minority/cultural awareness of staff and students.

*"I think there is a need to increase the awareness of staff and students to what happens to a person from an ethnic minority group when he or she comes into a culture that may be very different than one that they have been a part of before."*

- Continue consolidation of residence hall and Memorial Union food service operations.

*"We're in the process of consolidating these two food process operations and we're going to continue in that. We have consolidated the pur-*

*chasing operations and we're working toward the consolidation of the bakery operation. We'll eventually move to promote consolidation of some of the food preparation. We think it will be more efficient and provide better food service."*

- Expand and refine the student recruitment efforts involving more current undergraduate students.

*"We're hoping to involve more undergraduate students in recruiting efforts both through the programs of the student tours and the student programs. We're working as much as we can getting students back in the high schools from whence they came. We have certain rules that the state board of higher education says we must follow in terms of pestering the high schools to come to talk to their students."*

- Expand and strengthen the student orienta-

tion programs and classes to improve student achievement and retention.

*"The New Student Programs Office is working with (the Office of Academic Affairs) in expanding the student orientation programs in classes. We're hoping to ultimately affect retention because we will help people to see what programs they can use to keep them out of trouble—communication skills, how to use the library, how to talk to your advisor, how to take a test."*

- Find resources to build the child care center and develop the child care program.

*"We're working on this right now and we're hoping this year to be able to secure the resources to build a child care center."*

(See TROW, page 8)

# Conference to teach skills on implementing peace

Thirteen Southern Oregon peace and social justice organizations are pleased to announce "Unite for Peace," a conference to be held at Southern Oregon State College in Ashland on October 2-4, 1987.

The conference will include two days of workshops covering a wide range of topics, teaching specific skills to help participants implement their desires for peace. Some of the workshop titles include: Conflict Resolution in the Family, Community Organiz-

ing, Migrant Workers Rights, How to Lobby Through Effective Letter Writing, Developing Leadership in the Peace Movement and Native American Rights: Their Role in the Peace Movement. The workshops will be put on by the sponsoring organizations which are: Parenting for Peace and Justice, Sanctuary, Southern Oregon U.N. Association, Rogue Valley Society of Friends, Educators for Social Responsibility, Beyond War, and Catholic Peace Ministry.

Several guest speakers will be featured. Father Daniel Berrigan, Jesuit priest, poet, and long time peace activist will open the conference on Friday evening, Oct. 2, at 7:30, with a talk on "The Peacemaking Citizen in the Warming State." Jim and Shelley Douglass, co-founders of "Ground Zero" on Saturday evening, Oct. 3, at 7:30. Their talk will be followed by a performance by world-renowned folk singer, Pete Seeger, who will tell stories, play the banjo and lead community singing.

On Sunday, Oct. 5, at 11:30 a.m., Dr. Stephen Kull, author,

psychologist and fellow at the Center for International Security and Arms Control, will speak on "Overcoming the Psychological Obstacles to Arms Control." The conference will close Sunday afternoon with a talk at 3:30 by Janet McCloud (Yet-Si-Blue), founder of the Northwest Indian Women's Network, speaking on "The Circle of Light."

The fee for the conference is \$25 and includes dinner Saturday night and admission to all lectures. For those not attending the conference, there will be a \$5 admission to Daniel Berrigan's talk Friday night and a \$6 admission to the program put on by Jim and Shelley Douglass, and Pete Seeger Saturday night.

Childcare will be available throughout the conference and housing arrangements will be made for those people attending from out of the area. For further information regarding workshops, schedule of events or for a brochure, call 482-9625, or write: "Unite for Peace Conference," P.O. Box 524, Ashland, OR 97520.

## ENJOY SINGING?

### Join An OSU Choir:

Audition NOW For:

## 802 BACK FROM TRAVEL IN EUROPE

Instructor, Teresa Reinhardt

For those who took "Armchair Travel in Europe" in the spring, and all others interested in sharing their experiences, pictures, and so on. The instructor will mainly facilitate; class will be held by participants.

Mon., 7-8:15 p.m.

10/19-11/2

Max. Enroll: No Limit

Material Fee: None

## 803 BEGINNING STANDARD ARABIC AND CULTURE

Instructor, A. Karim Hamdy

A native Arabic speaker and experienced language teacher will conduct this course. Each session will comprise a short presentation on an aspect of Arabic culture (in English), and writing, pronunciation and vocabulary exercises. Reading materials will be provided in advance, and will support the class session. As time allows, free discussions on current trends in Arab countries will be included.

Thurs., 7-9 p.m.

10/15-12/10

Max. Enroll: 25

Material Fee: \$3

## 804 CASUAL FRENCH CONVERSATION

Instructor, Kim Henderson and Valerie Stein

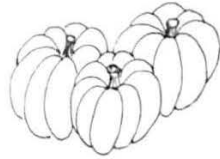
We are offering a French conversation group on two or more levels for beginning students and those ready for advanced practice. We have two group leaders offering vocabulary building exercises or just relaxed conversation. The purpose is to speak French as much as possible and learn from each other. Come join us and **PARLEZ FRANCAIS**.

Tues., 7-8:30 p.m.

10/20-12/1

Max. Enroll: 20

Material Fee: None



## 805 FRANCE ET FRANCOPHONIE: LANGUE ET CULTURE

Instructor, A. Karim Hamdy

An experienced French language instructor conducts this course with a creative, entertaining approach. Emphasis will be on improving conversational skills of students and their familiarity with cultural aspects of France and French speaking regions. Excerpts of classical and modern literary works in French will be provided to support the class.

Wed., 7-9:30 p.m.

10/14-12/16

Max. Enroll: 20

Material Fee: \$2.50

## 806 CONVERSATIONAL ITALIAN

Instructor, Rita Capocelli

"Parla Italiano?" If you can say "Un po," this course is for you. It's practice in speaking, hearing, and reading Italian for people with some background in the language. Topics will include Italian customs, food, schools, music, and regional differences. A great opportunity to expand contemporary vocabulary and to maintain or improve Italian language skills. The course is taught in Italian by a native Italian sharing her culture while visiting the U.S.

Wed., 7-9 p.m.

10/14-12/9

Max. Enroll: No Limit

Material Fee: None

## 807 MANDARIN CHINESE (BASIC LEVEL)

Instructor, Alice J. R. Song

This course in the Chinese language is designed to teach those who have learned the Chinese National Phonetic Alphabets and it will cover grammatical and lexical matters so that students can speak basic Chinese conversation. The instructor will convey the knowledge by films, slides, and drills. She has taught Chinese as the first language and has been trained to teach Chinese as a foreign language.

Sat., 9-11 a.m.

10/3-11/21

Max. Enroll: 12

Material Fee: None

## Foreign Language and Culture

### 801 ADVENTURES INTERNATIONAL: OREGON'S STUDY ABROAD PROGRAM

Instructor, Christine Sproul, Amy Rearden

**PACK YOUR BAGS!** Share your travel dreams with others. Discover the adventure of international study by learning about the many opportunities for Oregon students to experience the world. England, France, China, Australia, Japan, Hungary, Germany, Scotland and more. Discover a program just right for YOU.

Wed., 3:30-5:00 p.m.

10/14 OR 10/28

Max. Enroll: No Limit

Material Fee: None

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MATERIAL FEE: NONE

## 1304 IKEBANA: JAPANESE FLOWER ARRANGING

Instructor, Connie Ash

The first session will present a one-hour video beautifully illustrating the history and styles of Ikebana, with demonstrations by headmasters of various schools. Also, there will be an explanation of the Sogetsu style and demonstration. The second session will have participants complete one or two arrangements, learn secrets of achieving dramatic line, bending and trimming branches, and flowers. The instructor has studied Ikebana in Japan and also teaches classes at her gift and flower gallery in Philomath.

Wed., 7-9 p.m.

Max. Enroll: 15

10/21 & 10/28

Material Fee: \$4

1305 SOCIETY FOR CREATIVE

Tues., 7-8:30  
Max. Enroll

## 1310 MU

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## 1311 UL

INTRO

## **423 NATIVE AMERICAN AND AFRICAN BEADING**

Instructor, April Bault

This beading workshop for beginners features five different Native American and African stitches, and the use of weaves and patterns in creating beadwork. You will complete a pair of earrings or bracelet, and then take on a project using patterns and weaves. A great opportunity to learn the perfect holiday craft. The instructor, April Bault, is a local craftsperson who teaches beading to people of all ages. Most equipment and all materials provided.

Wednesdays 6:00-9:00 p.m.

10/14-10/28

Max. Enroll: 10

Workshop Fee: \$17.50

## 703 TECHNIQUES OF NON-VIOLENCE OF M.K. GANDHI

Instructor, Earnest Peacemakers

Through informal discussion the group will survey the life and techniques that helped India generate independence. Non-violence is an extremely powerful force that should be nurtured through discipline. These "Earnest Peacemakers" will look at the methods, implication, training, suffering and sacrifice, and possible applications to some of today's life situations.

TBA

TBA

Max. Enroll: No Limit

Material Fee: \$1



President discusses near-future priorities for OSU

# Updated curriculum, global focus top Byrne's list

**EDITOR'S NOTE:** This interview with Dr. Byrne is one of six conducted by Barometer staff member David Furr in an effort to determine this year's administrative priorities for OSU. The other five stories in this issue are based on discussions with Byrne's five vice-presidents: Graham Spanier, academic affairs (see page 10); Jo Anne Trow, student affairs (see page 10); William Slater, university relations (see page 14); Edwin Coate, finance and administration (see page 16); and George Keller, research and graduate studies (see page 21). Interviews with Spanier and Coate were featured in the Barometer's mail-out issue and are repeated here with the rest of the series.

By DAVID FURR  
of the Barometer

OSU President John Byrne's office is room A622 of the administrative building. His phone number is x2565.

His office is usually inaccessible to casual visitors as most of the day-to-day business is handled through the offices of the vice presidents.

He presented his expectations of the following areas:

- **Academic affairs**

"In the area of academic affairs we have a lot of big challenges coming up this year. To me, the biggest challenge is reviewing the curriculum so that we can prepare for the semester situation—general education requirements and so on. I think that at the same time, we're being given the opportunity to focus on language requirements for all graduates.

"We'll be looking at the relationship of Oregon State to Western Oregon State College with respect to the joint School of Education. We will probably do a review of that this year.

"I think that the most challenging things that the faculties have to contend with this year are going to happen this year. That is thinking in considerable depth about what it is we're doing educationally, and how we can do it better.

"It may be that, as a result of doing some in-depth thinking with regard to the curriculum, we will want to think about whether we are organized properly academically. We address the administrative organization, but we haven't addressed the academic organization of the institution."

- **Student affairs**

"We need to focus on the role of co-curricular activities in our whole educational program. How can we do a better job of making sure that

all students are involved in some way or another in those things that take place outside the classroom? How do you integrate the things that you are learning in the classroom with things as they normally occur?"

- **Research**

"In the area of research, we're focusing more and more on international and interdisciplinary activities. I think there are all sorts of great opportunities for us in this area."

- **Finance and administration**

"In finance and administration, we're still kind of finishing the initial phase of setting up our new administrative structure, folding the whole planning effort into ongoing activities, and generally becoming more effective."

- **University relations**

"I see the president playing a larger and larger role in university relations.

"What we see as we've done our planning is the need for more resources. We see the need for a different image for Oregon State, not to discard the things we're already recognized for, but to help people recognize some of the really outstanding things that are not specifically in agriculture, forestry and engineering, or whatever the traditional view is.

"So I think we have a lot of image-building to do; we can do lots of things with alumni that we haven't attempted to do. In terms of fundraising, we're in the early stages of looking at where we go after the completion of the foresight program.

"We know we have all sorts of major facility needs. We put emphasis during the past year on the infrastructure. We reallocated funds to help the library, to help computing, these sorts of things. We'll see more and more of that as we begin planning what's the next major thrust for Oregon State in terms of developing the campus and making sure that the equipment and the facilities are there for the faculty to really do what they ought to be doing at the end of the 20th century.

"One other area that we haven't touched on is the business of what we do with people-to-people relations. Minorities, classified, you name it—whatever the category is, we need to do a better job of making sure that everybody feels a sense of pride and purpose that involves them personally at Oregon State. We will soon get a report from our visiting board of minority affairs, and I know that will have some very specific objectives as to what we can do in that whole area."

- **Alumni**

"One of the things that we started a couple of years ago was to recreate alumni chapters—to

add some more elements of organization throughout the country to our alumni activities.

"One of the other things that we really need to focus on is our international alumni. To that end, we will be trying to reach them; to organize that better so that we can take advantage of the overseas alumni."

- **Internationalization**

"The community that we operate in is increasingly a global community.

"As we look at the role of education for, let's say, the citizen of Oregon, more and more op-

portunities are going to exist that are not just outside of Oregon, but outside the United States. We want people to reach out into areas of opportunity where they may in the past have felt uncomfortable because of international and cultural differences.

"It means more familiarity with foreign languages and customs, and with recognizing differences of opportunity that we might not recognize here.

(See BYRNE'S PRIORITIES, page 9)

•Implement and coordinate a campus-wide alcohol and drug education and resource program.

"This is not so much about implementing an alcohol and drug education program; the emphasis might be on 'campus-wide.' We already have an effective alcohol and drug education and resource program operated out of the Student Health Center. This also applies to the goal concerning AIDS issues.

"Campus-wide awareness and impact includes everybody who is a part of the campus community. We really need to do more for people who may need help with problems connected with these areas; who don't understand what some of the ramifications are for use and misuse.

"A committee, formed last year as a result of a conference that a number of students and staff attended, is called DART—Drug and Alcohol Resource Team. They are kind of in a stage right now where they are looking for ways in which they can truly become campus-wide.

"This is one of the things that we want to get more involved in at the faculty-staff level so there's total commitment."

•Initiate more campus activities for the non-traditional student, e.g. older-than-average, commuter, minority.

"We need more activities—more recognition of the non-traditional student. We need to direct more energy toward assessing the needs of this mass of people that don't have what are seen as traditional interests even though they may be a traditional age, for instance. They need to be involved with what goes on on campus, too.

"There's a lot of research right now that says that involvement is the key word for retention—for success in college. One can become involved whether it be through participation in student government, an interest club, working in a research lab with a professor, or having a really good part-time job. We need to look at all of these things and not just for the traditional student."

•Initiate additional programs on awareness of the AIDS issues.

"We need to have additional programs on the issue of AIDS. Cheryl Graham (health educator at the Student Health Center) is going to make that one of her major thrusts this year. I'm going to be talking to her about how to expand it this year—not just how do you get it, what are the implications, how do you cope with it, etc.; but what are some of the psychological things, and coping with death and dying. That's what AIDS usually leads to and there are all kinds of resources available on campus."

•Work to implement the plans for aquatic addition to Dixon Recreation Center.

"This is going to mean a number of things. The students have some questions about it and interests in it. People have to be fully informed about what it means so far as costs are concerned. We need to work very hard to get the board convinced to put it on their list so we can get the authority to sell the bonds to build it."

•More fully develop the program for learning disabled students.

"Learning disabled students are an increasing number of people. Because learning disabled problems are becoming more clearly identified, what used to be seen as 'dumb kids' are now seen as people who have some kind of a problem with processing the information. It's not that they can't eventually understand it; they just don't see it or hear it the right way. We have been working on programs for them and we have a policy that we want to put in place to help these students. It involves support services and special privileges for them. For instance, if it takes somebody three hours to read or to take what might be a one-hour test for somebody else, maybe we need to give them those three hours."

•Explore ways of additional cooperative ventures between the Counseling Center and the Career Planning and Placement Center.

"We need to do more in additional ventures with the Counseling Center and the Career Planning and Placement Center, particularly in working with the career planning area."

•Evaluate the West International House concept.

"A number of years ago, after it had been designated as a hall for students who were 21 years of age and over, it then, almost by default, acquired a large population of international students.

"We began to make a more formal recognition of this and had programs and staff that worked with international students. It developed as a center for international student activity.

"But the last couple of years, the population has really dropped off. In fact, a number of international students have moved from West down to McNary, which has become the quiet hall. So we're going to take a look at this whole concept. We're always evaluating the different halls..."

•Develop a plan for a regular outside review of Student Affairs departments.

"In terms of an authority in the field to come in and take a look at our operation and tell us either that we're wonderful or that we could improve."

## BYRNE'S PRIORITIES, from page 5

"We have international programs all over the world. We will expand internationally in terms of our activities overseas, both in offering educational programs for our students overseas, and also in economic and social development.

"On the other side of that are the opportunities that we provide and the efforts that we make to attract foreign students to this campus. This past year, we had the most foreign students that we've ever had. I don't foresee any year in the future where we won't make the same statement. I think that we're on a growth curve in terms of attracting foreign students.

"Most of the foreign students that we get here are graduate students, so I think that we are going to see some changes in our graduate programs. They may involve a little bit more recognition of things that go on overseas."

*"I noticed in the Chronicle of Higher Education there's a list of all the universities that mounted major fundraising campaigns. Oregon State isn't on the list, but we will be".*

— President John Byrne

### • Enrollment

"We're guessing that this year's enrollment is going to be around 15,400 or 15,500. We figure the optimum is between 16,000 and 16,500.

"The feeling is that most of the increases will occur in foreign students and graduate students.

"We don't intend to get bigger than that. If we see a big surge in enrollment, we're going to have to find ways of controlling it so that we can do an adequate job with the facilities that we have."

### • Extension

"If we could jump ahead ten years and look back, I think we would see some change in the kind of things that extension does and this will come about in part because the nature of the problems that we face is changing.

"As we see the whole evolution of this global concept taking place, I think we're going to see Extension's scope broaden somewhat. We already hear the dean of engineering saying, 'We've got to have an engineering extension,' and the dean of business wants a business extension. We've got to be able to deliver to those kinds of communities.

"I think you're going to see Extension playing a greater role in urban areas. The thing that limits the expansion is resources. It may be that what we're going to see are changes within existing resources sooner than we're going to see expansion of those resources—which means broadening the scope."

### • Curriculum review/semester conversion

The curriculum review was a part of the strategic plan even before the state board decided to switch to semesters. Byrne says he thought the decision to switch was made a bit hastily, but

asserts he is confident OSU will continue to provide a strong lead in the conversion.

"I don't have a strong bias as to whether we go to semesters or not, but one of the big arguments for doing it was the curriculum review. I would really be upset if the one thing that gets short-changed is the review just because we decided the conversion has to be in the fall of 1990. My concern is that we really spend some time thinking about what we ought to be teaching formally or informally."

### • Legislative relations

"Three years ago, we did very well with the legislature. This time it seemed to be uphill all the way, yet, when you look at the budget on balance, I suppose people would say it's not too bad.

"We got lots of construction money for higher education; that's good. We, the administration, didn't like the way the salary packages came down; we didn't like the way we had pieces cut out of our base budget to fund centers of excellence. We feel we have the responsibility to manage the institutions.

"On the other side of it, I think we have to recognize that we are state institutions and to some degree responsive to the perceived needs of the leaders of the state, as they perceive them. That's one of the things that makes the job 'challenging.'"

For the next biennium's funding, "...things will go much better. They will go better because we are going to spend a lot of time helping the legislature to better understand the value of higher education in the state, and, hopefully, to better understand the responsibility and the competence of higher education's administration.

"I'm not going to sit around and wait for the state board to come up with some plan for future legislative relations. We're doing it now because it's important for us to enable ourselves to do our job better for the people that they serve and that we serve."

### • More funding

"I think we haven't really done much more than just scratch the surface. I think that traditionally we've looked at the very obvious foundations; we've looked at the more or less local sources. I think that we've had a limited plan for fund raising. I think that we'll see that develop a much larger scope over the next several years.

"I noticed in the Chronicle of Higher Education there's a list of all the universities that mounted major fundraising campaigns. Oregon State isn't on the list, but we will be. This list is focusing mostly on the \$100- to \$150-million category. Stanford's got \$1.1 billion that they are focusing on.

"What's happening is that everyone is doing it. It is a competitive game. Our foundation has been relatively successful over the years, but we think we can move it a quantum—an order of magnitude or two.

"We'd like to see expansion of the library. We'd like to see the College of Liberal Arts, for example, perform in a new building instead of the oldest building on campus. We'd like to see more endowed chairs at Oregon State. We think we're worthy of them, and that we ought to be attracting and recognizing outstanding faculty. If they're here, fine; if they're not, we think they ought to be here."

Bunday

**CORVALLIS AREA FORECAST:**  
Sunny and warm with a high of  
87. Cool tonight with a low of 48.

B<sup>t</sup>  
B<sup>c</sup>

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Oregon State University, Corvallis, Oregon

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# Affirmative action director sought to replace Gray

By ROSS JESSWEIN  
of the Barometer

The search is underway for an energetic individual to become the new director of Affirmative Action at OSU.

"We're looking for someone who is proactive—not a paper shuffler," said Bill Wilkins, dean of the College of Liberal Arts and chairman of the search committee, "someone who can design and implement a program that will redress underrepresented minorities and women on campus."

Stephanie Sanford, associate director of Affirmative Action, is acting as interim director after the resignation of Pearl S. Gray. Sanford is a candidate to replace Gray, who had held the director's job since 1976, but left earlier this year to become provost for policy at the University of Virginia.

Whoever is chosen by the committee will certainly have a challenge on his hands, according to Wilkins.

"Our university is in a place not uniquely attractive to minorities. It takes effort to attract them and then get them to stay," he said in reference to Corvallis' isolation to minority population centers.

"Highly qualified minorities are in demand everywhere, so it's a difficult problem to recruit them. We compete in a national market," he said.

Wilkins also asserted that low faculty pay, which he termed "a disgrace," makes it hard for OSU to compete for top minority students.

Given those problems, OSU officials are looking to the new director to lead the way to increase the presence of women and minorities on campus.

According to OSU President John Byrne, "The new director will be a key person in an active campaign at OSU to increase the presence and influence of women and minority individuals on the campus."

The responsibilities of the director include developing programs that target women and minorities, serving as a liaison with minority communities and women around the state and region, educating students, staff and faculty on racial discrimination and sexual harassment, and bringing speakers on women's and minority issues to campus, according to Sanford.

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*"Highly qualified minorities are in demand everywhere, so it's a difficult problem to recruit them. We compete in a national market."*

—Bill Wilkins

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Other responsibilities include ensuring that all equal opportunity laws are upheld on campus, handling complaints regarding discrimination and sexual harassment, serving as an adviser to the president and administrators on affirmative action issues and recommendations to the president in case of violations of policy.

The process for choosing the director will begin immediately after the Oct. 30 application deadline.

Already a letter from Byrne has been sent out to all major university presidents, including black and hispanic universities. Advertisements have also been placed in the *Chronicle of Higher Education*, *Black Issues*, *Asian Weekly* and the *Sunday Oregonian*.

The applicants' resumes and references will be examined by the committee and eventually the list will be narrowed enough for individuals to be interviewed on campus.

After the interviews the list will be narrowed again to three to five candidates. This list will be given to Byrne, who will make the final decision. The committee hopes the new director will be able to start by Jan. 1.

# Exchange students return more interested in world affairs

By ROD HESS  
of the Barometer

Getting a feel for other cultures through first-hand experience while breaking down stereotypes is the aim of study abroad programs according to Christine Sproul, assistant director of Foreign Study Programs at OSU.

"I think it's critical that Americans have persons' contact with another culture," said Sproul, who recently returned from such a program to China and Japan with 31 other students.

The students who accompanied Sproul will return to the states in December.

Sproul and the students left at the end of August and first landed in Hong Kong, where they went sightseeing and shopping in the densely populated city.

After Hong Kong, the students traveled to Beijing, China to enroll in either the Oregon Educational Teacher Program (OETP) or the Foreign Language Normal College.

Many of the students are seniors who took classes in Chinese-Asian studies. Others took classes which combined full sequences of a particular course.

For instance, a history sequence at OSU such as HST101-103 would be combined into one class at the Chinese university. The most important courses the students took during their stay in China included those of language, Asian history and culture.

In Beijing, the students lived in high-rise college dorms with other Chinese students—a relatively new concept of living in that country. "They were really packed—six to eight per-

sons in the same space," said Sproul. "It really makes you realize the dynamics of space and how much we, as Americans, take space for granted."

From China, the group left for Japan in January where the students went to two universities in Tokyo: Aoyama University, a private school, and Waseda University.

*"These experiences break down stereotypes, you can't dump a whole country into one stereotype."*

—Christine Sproul

The schools they attended in Japan are very language intensive and therefore offer a good experience for the students to practice their foreign language.

The students experienced more than just the educational and living situations in China and Japan, however.

"They discovered what the problems are in the country and understand what things are different as well as the same," said Sproul.

Sproul directs these programs through the Oregon State System of Higher Education. OSU's Administrative Services building is the central location for these study-abroad programs, most of which have been in existence for the past 15 years.

"These experiences break down stereotypes," said Sproul, "you can't dump a whole country into one stereotype."

Sproul encourages students to come down to the Administration Building to look at these programs which not only cover China and Japan but other parts of Asia, New Zealand and a host of other countries.

Many of the resident directors now working in Japan and China are former graduates of Oregon universities. They include Prof. Zaher Wahav who attended Lewis and Clark College; Dr. Mary Ereaugh from the University of Oregon and Dr. Karen Gernant from SOSU.

"I notice when the students come back they are much better students," said Sproul. "They're more interesting and usually more interested in world affairs."

Sproul emphasized the importance for students to have this temporary change of lifestyle.

*"I notice when the students come back they are much better students. They're more interesting and usually more interested in world affairs."*

—Christine Sproul

"Experience abroad is an intense time for a student to do discovering...to step aside from regular life," Sproul said. "Students make friends and it makes a difference in how they view the news today. They find that even the most common things are memorable. It's probably the most significant part of one's education, whether it's just for three months or a whole year."



Paul Cone/Barometer

Christine Sproul, assistant director of foreign study programs, displays a bamboo scroll painting of the Great Wall of China near Beijing. The scroll was presented last week to OSU President John Byrne by the Chinese delegation of agricultural education.

## RICE'S ANNUAL SIDEWALK "GARAGE" SALE

Two big days of "SUPER-DUPER" specials -  
FRIDAY, October 2<sup>nd</sup> - 8 am - 8 p.m.  
SATURDAY, October 3<sup>rd</sup> - 9 am - 6 p.m.

COME AND GET IT!!

Welcome Students  
**THE HAIR FACTORY**

# **GANDHI CELEBRATION**

**Tuesday, Oct. 6, Westminster House**

**Indian Dinner, 6:00 p.m.**

\$5.00 per person, Reservations Required

Call 753-2242 by Friday, Oct. 2

## **Free lectures:**

**"Gandhi's Early Years" 4:30 p.m.**

**"Becomming Zero" 7:30 p.m.**

# ELI provides opportunity to share cultures

BY KRISTIN LILLIEBJERG  
of the Barometer

Learning about another country's culture is usually not easy without first-hand experience, but thanks to the English Language Institute (ELI) at OSU the opportunity is available right here on campus and it only takes one hour a week.

The ELI started in 1965 as a program for students worldwide to come to OSU to study English. However, through the conversant program, they are able to learn more than just how to speak English.

"The goal of the program is teaching English as well as teaching culture," said Lisa Ohlen, the conversant program coordinator at ELI.

Through this program, English-speaking students, or "conversants," are paired up with foreign students who want to improve their conversational English. For one hour a week each pair meets and speaks English.

Part of the program includes going to coffee shops on Monroe or going into the country. "It's really open," said Ohlen.

Students come from all over the world, but the majority of ELI students come from Asia and Japan.

"These students are really the cream of the crop," Ohlen said.

She added they are here to study because they are sponsored by their government or a company. In their countries they are considered important and their futures are promising.

Right now there are 85 foreign students at ELI. Applications are still being received from conversants who are either work-study students or volunteers, so the exact number is not known yet.

"I'd imagine there'll be 75 to 100, I hope," she said.

Ohlen says the program is a great opportunity for OSU students who are interested in going overseas, international business, history or just learning more about other countries. The ELI program can be used as a job reference, especially for those working in international programs.

Of course, being a conversant also helps people to learn more about foreign students.

"It is easy to walk around with a tunnel in front of your face and only see your friends. The Conversant Program is for people who are ready to open their eyes and see beyond America," she said.

According to Ohlen, the program has been successful because of its small time commitment and is growing mainly by word of mouth.

Interested volunteers should contact Ohlen at the ELI at 754-2464 or go to the Extension Hall Annex.

# Spanier addresses faculty, says curriculum top priority

By KEVIN WHITE  
of the Barometer

The Faculty Senate ushered in the new year Thursday afternoon by discussing Vice President for Academic Affairs and Provost Graham Spanier's goals and aspirations for the upcoming year, as well as hearing from the commissions on curriculum review and commencement for 1988.

In a 35-minute address, Spanier said he felt the past year had been a successful one in terms of accomplishing many of the goals that he had but elected to emphasize the task for the year ahead.

Of the 30 agenda items presented in his report, Spanier highlighted curriculum reform as the most important.

"I urge you to be open to the changes being proposed by the Curriculum Review Commission, and the Calendar Conversion Council, even though their proposals may mean significant curricular changes in some of your departments," Spanier said.

"We must take full advantage of this opportunity to introduce a forward-looking general education requirement... This is a unique opportunity that we may not have for many years to come," he said.

Another concern of Spanier's is affirmative action which, he said, must receive substantially more support and attention beyond just this year.

"I wish to go on record as saying that affirmative action in hiring is in the best interests of the university, and must take precedence over many other considerations," he said.

According to Spanier, the university can no longer be complacent about affirmative action. Problems of geography

and simple adherence to written rules are no longer acceptable excuses for failing to hire and recruit minorities and women.

"I urge each and everyone of you to aggressively recruit minorities for your graduate programs," he said. "Seek them out... Once they are here, help them to pursue opportunities and ask them to help you find additional graduate students."

In his address to the Faculty Senate, Dr. Frank Schaumburg, Chair of the Curriculum Review Commission, stated his enthusiasm for the plan his

*"We haven't made our final recommendations yet and that is why I'm here—to get faculty support and input."*

—Dr. Frank  
Schaumburg

group had come up with, but emphasized the dilemmas facing them and the need for a complete review of their proposal by the senate.

"We've come forth with an interesting and exciting model for you," Schaumburg said. "We haven't made our final recommendations yet and that is why I am here—to get faculty support and input."

Schaumburg illustrated the problem his commission was having regarding which classes to place in the core requirements by showing those present a core block made up of all the suggestions he had

received from faculty members.

The core block consisted of more than 100 credit hours, leaving only about thirty for the major field of study. While the illustration was made in jest, it served to show that, according to Schaumburg, "All these courses are important, but we only have thirty-four credits for the core block."

The commission's current model totals 35-37 credits, but does not include the State Board of Higher Education's mandate of a foreign language requirement.

"Not because it is not important," Schaumburg said of the omission, "but because it just did not make the cut of 34 credits in the core block."

The Commencement Planning Committee's voice was also heard at Thursday's meeting, as Robert Schwartz, associate professor of English, moved to have seniors treated the same as all other students regarding finals before graduation.

This was suggested to stand even if it precluded the giving of individual diplomas at graduation.

Bob Mumford, president of ASOSU, said, "We understand the committee's position on this issue and we will accept their decision."

Mumford said that research conducted by himself, some senior class members and the Morter Board revealed that students are divided on the issue.

"I was surprised by this," Mumford said. "Students seem to be more concerned about Monday and Tuesday finals than any other issues around commencement."

Sally Francis, representing

(See SPANIER, page 3)



**SPANIER**, from page 1

the Academic Regulations Committee, spoke to the senate regarding a change in wording under Academic Deficiencies.

AR-22-D was changed so that now a student suspended or expelled can not participate in on-campus Continuing Education courses.

A May 20 Memorandum from last year stated that the present situation of allowing suspended

students to participate in this program was disapproved of unanimously by the committee.

The senate vote was also in agreement, and the motion for change was passed.

RICE'S ANNUAL  
SIDEWALK "GARAGE" SALE

ipant wondered why said.

# **TODAY**

## **3rd ANNUAL GANDHI CELEBRATION**

Tuesday, October 6

Westminster House, 101 N.W. 23rd

**Two presentations by Davil Newhall, a Gandhi scholar and professor of philosophy at Portland State University.**

4:30 p.m. - "Gandhi's Emerging Political Influence"  
(including rare early film footage)

7:30 p.m. - "Becoming Zero: Gandhi's Approach to Self  
Realization"

# Editorial

## A warm wind is blowing for Affirmative Action

Affirmative Action is a lot like the weather—everybody talks about it but nobody does anything about it. But the university may have a weatherman who is ready to put the wind back in the sails of equal opportunity.

Last Thursday, in an address to the Faculty Senate, Vice President Graham Spanier voiced a strong reaffirmation of the university's commitment to women and minorities.

This was not the usual series of platitudes we are accustomed to hearing regarding equal opportunity employment for groups who are traditionally under-represented in the work force. In fact, Spanier underscored affirmative action as "one extremely important priority" for the coming year and he devoted nearly half of his faculty address to outlining the university's responsibilities in this area.

It was, perhaps, the strongest position ever taken by the administration in addressing the concerns of equal opportunity.

While most would intellectually agree that by taking a clear and decisive stand the university will improve its opportunity climate, there are those who would argue that affirmative action is better in theory than in practice. It is this very affirmative action ambivalence that has led OSU into its current hiring lethargy. Indeed, without the constant recommitment of the university administration, the program will lack teeth.

And, in addition to those who hem



and haw about equal opportunity, there are as many who are diametrically opposed to hiring a woman who may not be, on paper, as qualified as a male candidate. Although these provincial attitudes toward women and minorities are rarely voiced, they are, sadly, pervasive at OSU, as they are throughout

academia.

One needs only to look at the numbers. An overwhelming number of qualified women work as research assistants, instructors, or as part-time faculty. Many of these women are wives who have relocated so their husbands could pursue career opportunities.

Spanier, who is no stranger to the "dual-career couple dilemma," has met head-on the problems faced by such people by launching the Family Employment Program, which is intended to insure that spouses, usually women, find careers in this area—either at OSU or in the Willamette Valley.

This is a good start, and it addresses some of the problems of women, if not minorities. Spanier also issued a challenge program heads, deans and those who recruit faculty, to aggressively recruit faculty, to aggressively recruit minorities and women.

But herein lies the rub. There just aren't as many women and minority graduates with advanced degrees, and the salaries OSU is able to offer them cannot compete with offers from private industry and other research institutions.

Can we attract these groups to our graduate programs, as Spanier suggests, in hopes of cultivating faculty for the future? Or does an in-bred faculty result when we rely on home-grown talent, rather than the fresh ideas and inspirations of the wider pool?

Finally, will others involved in hiring share Spanier's responsiveness and sensitivity to the gender and race balance of our teaching and research staff? We hope the answer is a resounding "yes."

# meter

Monday

Vol. LXXXVII No. 15

October 5, 1987

## Minority students issues focus of advisory council

By TODD POWELL  
of the Barometer

A freshwater fish that's placed in a saltwater environment doesn't stand much of a chance for survival.

This principle sometimes also applies to minority students struggling to survive in the predominantly white culture here at OSU.

To address their problems, Jo Anne Trow, vice president for student services, has come up with the idea of a Minority Affairs Advisory Council.

*"This council would hopefully help staff become more aware of the issues that minority students face on campus."*

—Jo Anne Trow

"This council would hopefully help staff become more aware of the issues that minority students face on campus. It would also help us to know what we can do to help them have a better experience at OSU," she said.

According to Trow, the council would be made up of staff as well as various vice-presidents and department heads.

Last year, according to statistics accumulated through the fourth week of classes, there were 1,288 minority students enrolled at OSU including: Asian-Pacific Islanders, 725; Alaska-Native Americans, 239; Hispanics, 185; and Blacks 139.

Comparing those numbers to the overwhelming majority of whites on campus—last fall term there were 12,574—one can see the magnitude of the transition that's demanded on the part of minority students.

"I wasn't familiar with the kind of people here," explained Indonesian native Wayan Mathius, of his first introduction to American culture at OSU a little over two years ago.

Mathius, an OSU graduate student in animal science, said he had a very difficult time adapting to Oregon's weather as well as breaking through language barriers.

"You people have a different accent and pronunciation. It's hard to get used to," he said.

Although he was homesick for three months upon arrival at OSU, he eventually overcame the emotional attack by adapting to the new way of life.

"I still have a real problem with the food here," chuckled Mathius, "because in my country rice is the main food, but here we have to eat

bread and milk and my stomach has a sort of a problem with it."

Problems just like those of Mathius' were the reason Trow thought of the idea of a minority council.

"Getting a better understanding of the problems that someone faces when they come into a culture that is predominantly different from your own is important," stated Trow.

In attempts to form the new minority council, Trow sent letters last spring to each of the following clubs: United Black Student Association, Hispanic Student Union, Native American Student Association, International Student Organization, Hui-O-Hawaii, Cambodian Student Association, Vietnamese Student Association and the Asian-American Association.

In the letter Trow noted she would be contacting them this fall to determine student interest.

"At this point, it's uncertain how many times the council would gather because it's going to depend a lot on how much time the students want to give to it," she said.

Some OSU minority students have found their niche by becoming actively involved in various ethnic clubs which act as a form of support group, according to Trow.

"But this (new council) might meet a different need than what we already have. I don't know so we'll just have to see," she said.

The idea of having a minority council was impressed upon Trow in a two-fold revelation.

The primary reason, she said was, "the president (John Byrne) indicated one of the goals of Oregon State was to increase minority enrollment and increase the numbers of faculty and staff who come from various ethnic and minority groups," she said.

A second ingredient which helped spur the idea was a KVBR TV program she viewed last year. The program was part of the community spectrum series.

"This program focused on racism at OSU," explained Trow, adding "it was very good at pointing out what the problems were and the kinds of things that students face."

Trow said she is optimistically planning a meeting sometime in October to discuss the potential of the formation of the minority council and the direction it might take.

She encourages anyone who's interested in the formation of the new council to stop by her office located on the third floor of the administration building or to call her at 754-3626.

"We (Americans) also need to adapt and change in order to help other people from other cultures to have a better experience," she said.

room 130 at Gill Coliseum Wed., 10/7, 10:00 to 2:00, or call 754-2647

**The Hispanic Culture Center** facilities coordinator will be interviewing candidates for receptionists. Applicants, preferably work study, can pick up forms at MU East counter from Wed. Oct. 7 to Fri. Oct. 9

**MU Craft Center NOW** taking applications for staff. **MUST** have financial aid work

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# ISO council meeting today

The International Student Organization of Oregon State University will be holding its first council meeting for the new academic year today at 7 p.m. in MU 207.

All constituent organizations are urged to send at least one

representative for the meeting.

The meeting will discuss the events scheduled for the year, and other issues pertaining to international students.

Anyone having questions are urged to contact the ISO at the Student's Activity Center, 754-2101.

Support Your Local

**Special Olympics**

**BLOOM COUNTY**

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# Classified

## Help Wanted

Seeking Experienced Child Care Help for our 11 & 8 year old boys. 2:30 p.m. - 6 p.m., weekdays. Own vehicle required. Some cooking. References. Good Pay 745-7525—after 6 p.m.

**JUNIOR CHOIR DIRECTOR** Volunteer position at Church of Good Samaritan, 333 NW 35th. Contact Rev. Hardman, 757-6647.

College student earn \$10-\$14 per hour working part-time on campus. For more information, call 1-800-932-0528.

**VISTA volunteer** Energetic, resourceful person to coordinate self help Firewood Program for tri-county area. Apply by 10/14/87, Community Services Consortium, 413 SW Jefferson, Corvallis. 757-6868 AA/EOE.

**NEED STUDENTS** (LBCC/OSU) to work at Arnold Dining Hall. Various jobs and shifts available. Call student supervisor 754-3901.

**Typist needed for MU Craft Center** MUST have Financial Aid Work-Study grant. Flexible Hours. Call Barbara at 754-2937.

The Hispanic Culture Center facilities coordinator will be interviewing candidates for receptionists. Applicants, preferably work study, can pick up forms at MU East counter from Wed. Oct. 7 to Fri. Oct. 9.

## Wanted

**WANTED: Cash paid or trade for used CD's** up to \$7 or more. 344-4138.

**WANTED: 2 good Whitesnake/Cruel tickets for**

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**For Sale: Biking Helmet** Cycling classes—get an for much less! Call 752-3

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\$850. 757-2337 or 75

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miles. \$6,900. Evenings—

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Magal Exp

# Op-Ed

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By **STEPHEN M. POLLARD**

This summer I worked for the first time for the U.S. Forest Service as a temporary employee. I told my workmates that I was majoring in Forestry Management, and was considering a career in the Forest Service. The straight-faced advice I received from my workmates was to either find a contact in the private sector, or change my major, because the chances of me getting a job with them was slim to none, (approximately 20-25 percent of career opportunities for FM majors is in the public sector.)

Why? Because I am a white male. It was explained to me that Affirmative Action is nothing more than a numbers game. Employers are required to hire a given number of minorities based on a set percentage rate, regardless of qualification differences. In other words, if a minority is applying for a job and is minimally qualified, vs. a white male or a minority of a lesser degree, (i.e. a Hispanic female vs. a Hispanic male who is more qualified,) the employer is required to hire the minority until the time when the employer has met its set percentage rate.

The plain truth is that Affirmative Action is legalized

# Letters

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discrimination. I will demonstrate the injustice of Affirmative Action with a short story.

Here is the hypothetical situation: The KKK has just started becoming active in Corvallis. They are stirring up hatred, racism, bigotry and just generally being jerks. Everything goes from bad to worse. So the community that is being persecuted decides to do something about it. They all get together, gather weapons and ammunition and kill all the KKK members.

No one with intelligence denies that the KKK is a very obnoxious group of racists and bigots, but does that justify murder?

Apply this same principle to Affirmative Action, and you can see the injustice of this act. Even though minorities have been discriminated against in the job market, committing reverse discrimination is just as evil. There are laws that are supposed to prevent job discrimination, which include the Equal Employment Opportunities Act of 1972, the Equal Pay Act of 1963, and the Civil Rights Act of 1964, among others.

The solution to today's crisis is not legalized discrimination (AA) but rather more rigid enforcement of the laws already made, and to continue the education process.

I am asking you, are those who oppose discrimination and yet support Affirmative Action hypocrites? I definitely think so.

(Stephen M. Pollard is a sophomore in Forestry Products.)



# Op-Ed

## An open letter to Gregg Newton

by Carlos Kim  
Computer Science

As a foreigner who has lived in South America for more than 40 months, I feel I have an opinion to share. Having seen your articles on Chile, I believe your prejudice leads to a wrong impression. You do not really know Latin America. From the point of view of a democracy such as the USA, politics in the Third World are nonsense. But do remember—not all countries are the USA. You cannot expect them to be like the USA.

If Pinochet is a dictator, did he do anything for his own personal benefit? Have you ever heard that Pinochet collects money for his own uses?

I have several relatives that run businesses in South America. They prove that the Chilean government is the only one that does not accept bribes. Yes, the economic condition is not so good in Chile, but the USA has more debt than Chile.

How about Brazil? You have been there for 14 months, so you should be familiar with the "Crusader II" economic revival plan. Why does it not work? Because it is in Brazil! Their civilian president, who was a hero in the campaign, now is the number one enemy of the Brazilian people. The government has stopped paying debt interest in order to gain better credit. There is no meat in the markets; big factories are bankrupt; thousands of people are losing their jobs. You know Brazil better than I do, why don't you write something about Brazil?

Have you ever been to Peru? I believe you would recognize Peru as a democratic country. Everybody can say what they want to say, right? Wrong! You won't survive if you are not a leftist. Daily violence, bombings and murders are commonplace. Some people acquired the term "human rights," but most people lost their "living rights." If there were 10,000 human rights abuses in Chile, have you ever counted how many people were killed by terrorists in Peru for no reason?

The young president uses the same speech when he addresses different groups in different places five days a week: "Unite the poor. Revolt against the rich. I am the savior." He is busy, but

not in his office. New government policy is ridiculous; it is nothing better than Nicaragua.

Peruvians now are shouting that Peru needs a Pinochet, though Peru and Chile have been unfriendly with each other for a century. Did you know that? Why don't you spend some time studying Peru? It will be more interesting than Chile.

If you have flown from São Paulo to Santiago, you must have passed the "good air" city, Buenos Aires, Argentina. Is the "air" better after they got a civilian government? According to research, the Argentine people have very good blood quality because of drinking "mate," a medicinal tea. Their government once had a proposal to sell blood in order to get foreign exchange. This country that is famous for its beef needs beef imports. Government officials grasp at pennies for compensation of campaign expenses. Of course they have a good excuse to do it, like the big project of moving the capital to another city.

How about Bolivia? There are too many things to say about this country, like drug smuggling and a 1400 percent inflation rate.

In Columbia, hundreds of policemen were killed each year. Villagers in the countryside dare not say anything because they might be killed by guerrillas if they say something wrong.

Are these tradeoffs of democracy?

Paraguay has a government that is known as a so-called military dictatorship. Is a military government necessarily bad? Why are there so many criticisms about Chile and Paraguay, but not Peru, Argentina, or Brazil? The only reason I can think of is that they are anti-communist. I am very sure that the Paraguayan people have a much better and more peaceful life than those in Brazil or Bolivia. Eighty percent of the people support their president, General Stroessner. He is not perfect, but he is good.

It's like what I heard from a Chilean chemical professor at the University of Santiago. He does not like Pinochet so much, but he didn't see anyone better in the opposing political groups. He is afraid of stepping back to the early '70's.

Amigo, if I had to choose a place to spend the rest of my life, it would be Santiago or Asuncion!

# MLK holiday has come a long way

By ROD BESS  
of the Barometer

The eight-member Martin Luther King Jr. Memorial Day Commission is putting the final touches on its second annual celebration in observance of King's birthday, with events scheduled in Corvallis from Jan. 18 through Jan. 22, 1988.

"Martin Luther King Jr. led this country to focus on racial injustice in the '60s and I believe that the community should play a more important role in celebrating Dr. King," said Corvallis Mayor R. Charles Vars.

The MLK Commission has devised a memorial celebration with a week of special events and activities to commemorate King's contributions to the goals of peace, justice and equality in society.

Just over one year ago, when the council approved a holiday after some debate, one councilor suggested an after-five celebration including speakers and free hot dogs replace the federally accepted holiday. This year's holiday will be more in-depth than the one she suggested and will include more events than were held last year.

This year's Martin Luther King Jr. Day will be marked by a guest speaker at OSU, a ceremonial walk, a tree planting ceremony, a student award, a citizen memorial award and an art competition.

In cooperation with OSU, Ralph Abernathy has been invited to speak at LaSells Stewart Center during the week of Jan. 18. He is the past director of the Southern Christian Leadership Conference and is noted for speaking on racial equality and justice, the progress made and goals yet to be achieved.

The ceremonial walk will be from the Central Park Municipal Building to Central Park. After reaching the park, the tree plan-

ting ceremony will take place. The mayor, city council, and staff will all participate in the events.

A student award ceremony is also planned with the purpose of providing an educational event for the elementary school students of Corvallis. This event will focus their attention on King's work. The school district will work with the commission to support the student's participation in a writing competition.

The citizen memorial award will be given to a person or group, in Corvallis, whose efforts have helped to promote King's dream.

The final event on the agenda is the art competition, which will encourage artists to create a work which commemorates the achievements and principles of King. This art competition will be open to the community with the award-winning work to be purchased by the city to establish a permanent collection.

The MLK Commission was created by the City Council of Corvallis in September of 1986. A city ordinance declared a legal holiday for each third Monday in January on which special events and activities in King's honor would be held.

"The purpose of holidays is not just to get time off," said Vars, "it's so the community can focus on its past, planning to rededicate it to the future."

The commission began plans for the coming year's memorial week last January and have worked diligently on planning the special events as well as accommodating the featured guests arriving in Corvallis this year, Vars said.

Vars explained that 1988's agenda is quite a bit larger than that of the previous year. The city council has also made a \$500 expenditure to fund the extended special activities and events.

"I think it's wonderful that the leadership of the city of Corvallis will help us conduct this program," Vars said.

# Craft center workshops offered

The MU Craft Center still has room in a variety of workshops for the fall term. They are non-credit, fun and open to all adults.

Hands-on basketry workshops offered are Appalachian Basketry, Country Hearts Baskets, and Pine Needle Basketry. Some new workshops are Stenciling and Clay for Kids "on the wheel," a pottery workshop for 9-14 year olds. Rounding out the 29 fall workshops are Mounting, Matting and Framing, Papermaking, Marquetry, Quilting, and others. Make handmade gifts for the holidays in Stained Glass Etching, Stained Glass Ornaments, Hardwood Cutting Boards, Holiday Greeting Cards, Holiday Ornaments, Fir

Bough Wreaths, and Ukrainian Egg Decorating.

Most workshops are limited to 10 students or less, allowing for individual attention. They meet in the evenings and on weekends for convenience. Registration is on a first-pay basis and continues until each workshop has filled. Early registration is advised. The Craft Center is located on the ground floor of the Memorial Union East. The Center welcomes anyone with an interest in crafts to drop by. Normal hours are Monday-Thursday 10 a.m.-10 p.m., Friday-Saturday 10 a.m.-5p.m., and noon-5p.m. on Sundays. For more information, call the Craft Center at 754-2937.

# Late bloomers column in search of a name

By MARK BRUNSON  
for the Barometer

When I first went away to college in the early 1970s, I occasionally felt left out because I wasn't part of a minority group. A decade and a half later, I'm back in school, where I recently discovered that I've joined a minority group that I never even knew existed.

My undergraduate years came during the heyday of activism. New causes sprouted like weeds. We had women's rights groups, gay rights groups, Jewish rights groups, Hispanic rights groups. Just about everyone had a special-interest group to call his own.

Some of us found it ironic that, instead of banding together against evils like the war in Vietnam, people so often worked at cross-purposes. My friends and I jokingly announced the formation of a new rights group, the Normal People's Liberation Front,

open to anyone who was willing to consider himself a person first and a minority-group member second. (Naturally, we achieved nothing except to be denounced as bigots by members of "real" minority groups.) The other overwhelming characteristic of that era, besides the activism, was that we all took ourselves far too seriously.

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## LATE BLOOMERS

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*"and now in age, I bud again."—George Herbert*

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These days we tend to focus on individual goals rather than group needs. This is both good and bad. We may not be accomplishing as much for the general welfare, but at least we don't seem to antagonize each other as often. Special interests remain, but they tend to be less visible. In fact, I'd been on campus for a couple of months before learning there was a special-interest group for people like me. Not only that, but by agreeing to write this column, I've signed on (along with co-columnist Craig Vaile) as a spokesperson for my newfound minority group.

I first heard the term "OTA" a couple of weeks ago, after I wandered down to the Barometer office, dropped to one knee and begged for a chance to do a little writing. An editor, noticing that I'm getting a bit long in the tooth, suggested that I help write the OTA column. "I didn't know what an OTA was, but I said, "Sure."

So now I'm an OTA. Older Than Average. Out of the mainstream. A "late bloomer."

I've done some research since then. I've found out that there are an awful lot of us OTAs out there. In 1986-87 (the last year for which statistics are available), nearly 28 percent of the student body was 25 or older, and the proportion of OTAs to "traditional" students is growing annually.

Most of us aren't very much older than average, being between the ages of 25 and 35. And most of us are graduate students: while OTAs make up 15.2 percent of the undergraduate population, about 85 percent of grad students have passed the magic 25th birthday.

The statistics tell me two things. First of all, older students are a vital part of OSU. If our needs are being ignored—and I'm not saying they are—the entire university suffers.

Second, very few of us are "late bloomers." Grad school OTAs have successfully negotiated the minefields of college at least once. A lot of grad students, especially in the professional and technical disciplines, are back in school precisely because they've already been successful enough that their governments or employers chose to invest in their further education. Others, like me, may be pursuing new goals, but it doesn't mean we regret what we've done with our lives up till now. Even those OTAs who are seeking their first degrees have surely accomplished something worthwhile in their lives, whether it was running a successful business, becoming skilled at a trade, or raising healthy children.

Therefore, for my first good deed on behalf of my newly adopted minority group, I'd like to find a better name for this column, one which doesn't imply that OTAs are merely laggards on the road to their one true calling. Suggestions for a better name would be greatly appreciated, and can be submitted to me or Craig in care of the Barometer. (Or, if you prefer the old name, you can tell us that, too.) If we can't figure out who we are, no one else will.

## Barostaff

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Phillip R. McClain, Composing Room Manager

Frank A. Ragulsky, Student Media Advisor

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agrees with me on that issue."

tions would be considerably cheaper.



Jim Michalek/ Daily Barometer

**Steve Sprecher and Lois Van Leer, ministers for United Campus Ministries, say although they sometimes host political refugees from countries whose governments are supported by America, such as El Salvador and Guatemala, they have never encountered refugees fleeing from the Reagan-opposed Sandinista government of Nicaragua. The United States' involvement in Nicaragua was the topic of an open discussion Wednesday night in the Memorial Union. (See story page 2.)**

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# Campus

## Garrison elected to board of national lobbying group

By KRISTIN LILLIEBJERG  
of the Barometer

The distance between Capitol Hill and OSU is going to be a lot closer thanks to Karen Garrison, ASOSU's vice-president for senate.

Garrison is a recently elected member of the United States Students Association (USSA) board of directors. USSA is a national lobbying group in Washington D.C. that promotes the concerns of students nationwide.

"My involvement with USSA and our national affairs task force should provide a vehicle for the student voice of OSU to be heard on Capitol Hill," said Garrison.

Garrison returned Monday from Washington D.C. where USSA's board of directors met. While there she met with Oregon's Senator Mark Hatfield and Senator Bob Packwood's legislative aide.

*"My involvement with USSA and our national affairs task force should provide a vehicle for the student voice of OSU to be heard on Capitol Hill."*

—Karen Garrison

USSA's board of directors consists of 32 students. ASOSU has only recently become affiliated with the group, yet Garrison was immediately elected to the board.

"Schools try for years to get a person on the board and we got lucky," said Garrison.

Garrison was involved in a regional meeting of the Pacific Northwest's summer congress and represented OSU along with Greg Walker, ASOSU vice-president for committee.

By working as the region's vice-chair of the summer congress and by her own hard work, Garrison got elected to USSA's board.

"I got lucky, it fell right into my lap. I didn't go with the intent of getting elected," said Garrison.

While in Washington D.C. the board's main duty was to take the platform issues of the nationwide summer congress and set up the top 10 issues they felt were most important for the lobbying staff in Washington D.C. to concentrate on throughout the year.

The top 10 issues concerning students were:

- 1) Financial aid
- 2) Recruitment and retention

- 3) Control of student fees
- 4) Education reform
- 5) Electoral action
- 6) Racism and violence on campus
- 7) College costs
- 8) Age education
- 9) Civil Rights Restoration Act
- 10) Sexual harassment on campus

The board wrote platform summaries on each issue to represent the position taken by the voting members of the summer's congress.

During her meetings with Senator Hatfield and Senator Packwood's legislative aide Garrison presented two resolutions that ASOSU had passed. The first resolution was the support of the Central American Peace Plan.

"Senator Hatfield was very pleased that we passed a resolution like that," said Garrison. In fact, ASOSU had passed their resolution the day before the U.S. Senate had.

The second resolution was the opposition of Judge Robert Bork's nomination. Hatfield, however, did not support this one.

"He respected our opinion and the fact that we had saw fit to bring it to him, but did not agree with our position," said Garrison.

Senator Packwood's aide felt that the senator would agree with ASOSU's stance on both resolutions.

Both senators were glad to finally hear from a student, they said that they seldom hear from students at OSU and have never seen any organized effort from them.

"He (Hatfield) hadn't been able to tell previously that there was an awareness of these issues on OSU's campus and would like to see more action like this from OSU students," said Garrison.

A bill right now is being drafted on Capitol Hill by Senator Bill Ford, D-Mich, he is trying to introduce the Student Aid Readjustment Act of 1987.

This bill will be a major overhaul of the Pell Grant and GSL programs, allowing only first and second year students to be eligible for the GSL and eligibility for the Pell Grant for third and fourth year.

"It would really hurt the middle class student and deter a lot of them from ever starting school," said Garrison.

USSA is trying to get student input on this bill and OSU can make its voice heard by speaking with either Garrison or Aaron Horenstein of the National Task Force at the Student Activities Center.

## **Halloween party for foreign students tomorrow**

The second annual community reception and Halloween celebration to welcome foreign students, visiting scholars, and their families will be held at the Corvallis-Benton County Public Library, 645 NW Monroe, on Thursday, Oct. 29, 6:30-8:30 p.m..

This holiday event is a cooperative effort of OSU, the City of Corvallis, and the community to help introduce our international visitors to Halloween customs. Refreshments, special activities for children, and entertainment are planned for the evening.

For more information, contact Susan Clinton, Office of International Education, x3006.

# Historian says Constitution a product of 18th-century culture

By MICHAEL H. GARRISON  
of the Barometer

Two hundred years ago, influential men met behind closed doors, debating and discussing the framework of the American

Constitution. According to Henry Farnham May, one of America's most distinguished historians, the world of 1787 was much different than it is now. May spoke to about 300 people at LaSells Stewart Center Tuesday; the speech was telecast live, over public access cable television.

"One of the most important facts about the Constitution is that it was written exactly 200 years ago, in 1787," said May. "If it had been written even a few years earlier, it would be a very different document."

According to May, "the Constitution was made during a short interval of relative moderation, between major upheavals in religion and politics.

"1787, after all, was still part of the eighteenth century," May said. "Decorum, and even decadence, were regarded by many people as virtues. The men who made the Constitution were men of the Enlightenment; that great European movement of thought, that told people that they could best understand the universe by trusting the faculties of their own minds."

According to May, there were two parties of men who were labeled the "framers" of the Constitution. One party was called the Party of Virtue, consisting mainly of land-owning farmers. The other was called the Party of Commerce. This party of men believed that the most important thing was to have a government that could govern.

"The framers mostly belonged, moreover, to a special early part of the Enlightenment," May said. This was the "moderate, somewhat conservative, mostly English part," which had in its heart a strong feeling of "balance" in everything.

"For all these reasons, 1787 was a time when it was possible, though never easy, to reconcile the interests of both business and ideas, by ingenious compromise," May said. According to May, the framers agreed on human nature, and other "concrete interests," but also tended toward agreement in regard to religious differences.

"All believed in a universe that was presided over by a benevolent deity," May said. "Few delegates, I suspect, had a strong belief in special divine interference in human affairs." According to May, during a convention one of the framers reminded his fellow delegates that "they were but men," and could "expect no particular divine intervention to help them."

May said that the human mind of 18th-century interests, was "a bundle of separate faculties, which checked each other, much as the separate parts of the new government were expected to check each other." These faculties were interests, passion, reason and virtue.

"Of course the political class was limited to white males," May said, "but not all white males were believed to be equally capable of carrying on the business of government."

According to May, the framers believed that government worked best if it remained in the hands of "gentlemen of generous education—usually this meant men of some property" and established credit.

"People without property were to be distrusted, as were those whose view is confined to narrow local matters. Worst of all, were unscrupulous demagogues who appealed to the passions of the mob. The framers were quite frank about all this. After all, they were talking to each other behind closed doors.

"The Constitution has changed drastically since 1787," May said. "To live under such a document in this modern world is not easy."

May received his bachelor's degree at University of California-Berkeley, and his master's of arts and doctorate at Harvard. His most recent book, *Coming to Terms*, has been published by the U.C. Press.



Gary L. West/Daily Barometer

Henry F. May delivers the keynote address at the LaSells Stewart Center Tuesday night for the OSU Constitutional Bicentennial Project. May, a professor emeritus of history at the University of California-Berkeley, discusses how the Enlightenment affected the framing of the U.S. Constitution.



Pran said he believes the U.S. can be a peacemaker by putting the third world on top of its list of priorities.

"I know many people say President Carter was a weak president, but he saved the lives of many Israelis and Egyptians in the agreement made at Camp David," he said. "I think we should be saving lives.

"The third world needs a supervisor to say 'Stop doing crazy things. Let's talk,'" he said.

"If America really wanted to help, I'm sure it could force Red China to stop providing to the Khmer Rouge," he said.

Pran also said he believes Thailand is next in line for a war — one which, he believes, will drag the U.S. into another conflict. The way to prevent this from happening, according to Pran, is to "make Cambodia a neutral spot. This will not only save Cambodian lives, but the lives of American soldiers also.

"I love this country, its people, and its government," Pran said. "I want to see America become a mediator for the world — especially the third world."

Pran warned the audience about the danger of refusing to believe another holocaust can happen. He cited as his first example the destruction wreaked upon the Armenian people 70 years ago, and then the nearly complete extermination of the Jews in Nazi Germany 25 years later.

"The world thought such a holocaust could never happen again," he said. "But it did (in Cambodia). If we all shut our mouths, close our eyes, and close our ears, another holocaust will happen."

Before the Cambodian holocaust, Pran said, Cambodia was a land of peace. It exported rice and fish and had a large tourism industry. The people were friendly and very religious. Despite Cambodia's being a small country, the people were not very poor, Pran said. Each family owned at least a piece of land, a home, and produced its own food.

Then the Cambodian holocaust came. Although Cambodia did not take sides in the Viet Nam War, Pran said, the United States bombed Cambodian villages in an attempt to stop supply lines from China to the Viet Cong. After the war was over, "the Khmer Rouge said the U.S. would crush Cambodia if the people did not join it."

The bloodbath came when the Khmer Rouge came to power. "Buddha taught us not to kill, but these crazy people believed in their own ideology," he said. "The Khmer Rouge killed all the middle and upper class people because they were crazy they would be overthrown.

"They saw the enemy everywhere," he said.

"I saw them arrest many people and torture them. I often thought 'these people are not like us.' It seemed to me that they

were from another planet and came to kill the people," Pran said.

Cambodians are not a people who would like communism, according to Pran, because communism forbids "going to Temple." Most of the population of Cambodia is Buddhist, he said.

"Communism is good only for countries that need help, like food," Pran said. "Cambodia did not need food (before the holocaust).

"We already had a socialist system: when you built a house, your neighbors would help you. The whole village would plant

rice in your field, and then you would go plant rice in your neighbors' fields until the whole village turned green. The same at harvest time," he said.

"The Cambodian people already believed in a socialist system, but in *our own* system."

However, Pran says Cambodia is now a "colony" of Viet Nam. But if the Vietnamese withdraw, he says, "there will be a civil war, unless a superpower forces the country not to have one.

"We don't want to be like a Lebanon," he said.

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# Retention of minority students first concern of new council

Better retention of minority students in OSU was the main issue at the first meeting of the newly convened Minority Student Affairs Advisory Council, held Wednesday.

The council was set up by OSU Vice President for Student Affairs Jo Anne Trow, and is composed of representatives for minority groups. The main concern of the council is to identify and seek solutions for problems affecting minority

students.

One student present expressed concern with the definition of minority students, saying in a sense almost everyone is a minority in one form or another. He cited women in engineering and handicapped persons as being minorities.

Going on to another issue, Troy Hogan, ASOSU liberal arts senator, said that he would like to see more effort made in retaining minority students and

ensuring that they graduate. In supporting this, George Handon, the director of the Black Cultural Center, said most minority students he comes across express reservation in utilizing campus facilities such as the library and the Math Sciences Learning Center. According to Handon, they do not feel comfortable in approaching tutors at the MSLC, and end up performing badly in

(See COUNCIL, page 3)

# Letters

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## Can't understand the instructor

To the editor:

On Friday, October 23, my regular instructor was absent for the day, so the instructor from another section gave the lecture to our class.

This instructor is foreign and spoke quickly with poor, unclear English. While trying to learn new topics, the class had to learn from a lecture where only one out of five words could be deciphered.

I have heard horror stories from other students with the same situation and I am grateful his experience only lasted 50 minutes. It is hard enough to keep up with the material, but when an instructor can't speak the language clearly it makes it nearly impossible.

I congratulate the university on their affirmative action progress, but it's not right when it sacrifices the quality of education that the students deserve.

Bryce Jasmer

Junior in Computer Science

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# ISOSU to hold Food Day Thursday

The International Students of Oregon State University (ISOSU), formerly ISO, is starting a new program to heighten awareness of foreign cultures through the medium of food. Called International Food day, the program intends to introduce the university and the Corvallis com-

munity to individual countries through food representative of a particular country.

Each Food Day will feature one country's culinary delights which will be prepared and served by students originating from that country. To kick off the Food

Day, the Cambodian Student Association will be presenting their food at the Memorial Union Balcony on Thursday November 5, from 11:30 a.m.-1:30 p.m.

The food will be an a-la-carte buffet and will feature a main dish, side dishes and

a dessert.

The idea of the Food Day arose out of the overwhelming and enthusiastic support shown at the annual International Food Fair which the ISOSU puts up during winter term. The ISOSU hopes this Food Day program will pro-

vide an opportunity for the university and the community at-large to sample international foods on a regular basis, and at the same time, giving the individual countries a chance to display cultural and other information about themselves.

## Plaudits from Tunisia

To the editor:

I am an alumni of OSU from Tunisia and I received my Ph.D. in Statistics in 1986 after spending six years in Corvallis. One of the finest memories I hold to this day is the excellent rapport between the professors and students and the friendships that developed from working toward common research goals.

This feeling of collaboration between people from different countries was brought out by Dr. Kronstad (Dept. Crop Science, OSU) during his recent visit to my country in October of 1987. He concluded his seminar with the following quotation by Professor Borlaug (1970 Nobel Peace Prize recipient): "If you desire peace, cultivate justice, but at the same time cultivate the fields to produce more bread, otherwise there will be no peace."

Borlaug's quotation suggests the need to maintain international cooperation between foreign graduates and the American institutions from which they received their training. But, more importantly, it suggests the need to develop, between researchers in developing countries, an atmosphere of collaboration similar to that which I encountered in Corvallis.

The visit of President Byrne to Tunisia has meant a lot to the alumni of OSU in Tunisia as well as other Tunisian researchers involved in various projects to improve the agricultural production of my country. His visit demonstrates OSU's concerns and willingness to collaborate and improve the quality of life in developing countries.

We, the Tunisian research community, hope to see an increase in the cooperation between OSU and various research institutes in Tunisia. It is more beneficial to see such cooperative efforts develop between specific departments at OSU and their counterparts in Tunisia because these programs stimulate a healthy exchange of scientific knowledge and promote, by example, a strong research atmosphere between Tunisian researchers.

I personally would like to thank Dr. Byrne for his efforts on our behalf and for his approach to addressing the agricultural need of my country.

Garoui Abderrazak  
INAT, Dept. de Biometrie

# Health program targets minorities

By TERRI CRAIG  
of the Barometer

The Health Careers Opportunities Program (HCOP) has been organized to assist minority and disadvantaged students interested in careers in health-related fields.

The money for the program came as a result of a grant from the Department of Health and Human Services.

"American minorities, including the Indians and Hispanics among others, have

been grossly underrepresented in these fields. This is an attempt by the government to assist these people going into these fields," said Dr. Miriam Orzech, assistant vice president of academic affairs.

The program will help the students complete their undergraduate degrees and will give them an edge in applying to graduate and professional schools, Orzech said.

HCOP will provide academic support such as study skills

workshops, a summer science institute and counselling, Orzech said.

Students must declare a pre-health major which include medicine, dentistry, pharmacy, veterinary medicine, optometry or applied health which includes health care administration, dietetics and pre-therapy.

Incoming students must have taken math and science courses in high school. They should have high academic standing and a recommendation from a high school teacher, counselor or administrator.

"We expect 50 students by the end of the academic year and 130 within three years," Orzech said.

The Department of Health and Human Services published and distributed guidelines for the nationwide program. Interested schools were then allowed to apply.

The DHHS then formed a panel of professional readers to grade and rank the applications. The funding for the programs began with the highest ranked schools.

The grant lasts three years and then all of the schools that want to keep the program must apply again.

The only other school in Oregon with an HCOP program is the Pacific University in Forest Grove, Orzech said.

Applications are available in the EOP office in Waldo Hall.

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# OIE requests copy of I-20 Identification

New Immigration regulations require universities who enroll foreign students to keep on file copies of F-1 visa holders' I-20 ID forms (long yellow card issued by Immigration when foreign students enter the U.S.).

All F-1 visa holders should submit a copy of the front and

back of their I-20 ID to the Office of International Education (OIE) by Dec. 1, 1987. The OIE will be forced to place a hold on winter term registration for all students who have not complied with this requirement.

For more information contact Jean Vander Woude, x3006.



Tuesday

# Editorial

## Minorities are being given more empty promises

### Read and Weep

The EOP—that's the Equal Opportunity Program here on campus—recently scored a great big grant from the feds. The \$250,000 is meant to help channel more minority students into careers such as pharmacy, medicine and applied health care. The program is called Health Careers Opportunities Program (HCOP). Fine so far, right?

But here's the hitch: not one penny of the \$250,000 grant will go as direct financial aid for those students. Instead, another program director has been hired, along with a science teacher, a secretary and a recruitment counselor. What's wrong with this picture?

What's wrong is that students, minority or otherwise, need money—as in cold, hard cash that can be given to cashiers during registration—they don't need yet another program director. If minority students knew that money was available, they would flock to the health fields without the help of another recruitment counselor.



Recruiting services are already in place at EOP.

Miriam Orzech, assistant vice president for academic affairs, got the best deal she could from the U.S. Depart-

ment of Health and Human Services.

Unfortunately, the only deal the feds would make was one where the money would do the least amount of social good. And in the insult-to-injury

department, the entire staff of HCOP is curiously white. Is this how we intend to help minorities?

And so the beauracracy extends its tentacles. While providing no true assistance to disadvantaged minorities, the feds perform a smoothly engineered sleigh-of-hand that promises the world, but delivers thin air.

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### Way to go, Counselor

Student Legal Counselor Audrey Bach is chalking up the successes lately. Since her contract was renewed in June, she's won over \$30 thousand in damages for students.

Bach handles all kinds of student legal problems: tenant-landlord disputes, personal injury suits, wills and divorces. And her services are free to students, because ASOSU pays her a flat salary.

We'd say that ASOSU is getting its money's worth. And Audrey Bach has earned our admiration for a job well done.



# Minorities Networking aims at bridging racism

By KRISTIN LILLIEBERG  
of the Barometer

Being a minority at a predominantly white university like OSU can be an uncomfortable experience, as just being surrounded by whites in a classroom may be problem.

Understanding this situation and helping all students empathize with the minority experience is the goal of a new OSU program called Cultural Minorities Networking.

This forum meets every Thursday from noon until 1 p.m. in Memorial Union Room 110.

Students of every race and nationality are encouraged to come to meetings and express the concerns and problems they may face by being a minority at OSU, or in the case of white students, their percep-

tions of minorities.

According to Boyd, OSU is a school that has been structured for white students since they comprise the largest part of the university community. Learning in this environment causes many white students to have closed minds about minorities even after they graduate, Boyd said.

"OSU is sending them right on through to the work force with these beliefs that many of them have grown up with," Boyd said.

Administrators also attend the Networking sessions to find out what OSU can do to help the school's minorities.

Having a class about minorities in America is something Boyd believes could help in this area.

"I'd like to see the university offer a minority studies pro-

gram or curriculum. We should be studying each other's cultures such as students have to study Western Civilization," said Boyd.

Some minorities can face definite shocks when they come to OSU. If they come from a neighborhood of similar races, it can be quite a change to sit in a large class and be the only black, Hispanic or American Indian.

"When you're the only black in a class of whites you feel alienated," Boyd said.

Alienation is a feeling that most minorities experience because many campus activities do not involve them. Out of 26 fraternities and 15 sororities, not one is specifically for minorities.

Black students have been trying to form a fraternity but are having problems finding a

house. There is no black sorority.

"There is a lot of alienation in the social activity environment, and a lack of social activities geared for the minorities," Boyd said.

By sharing their experiences at OSU, Boyd said minorities hope that the Cultural Minorities Network can bring about positive changes at this school.

For many minorities, going to college is a very special privilege, they are considered very valuable to their race.

A very small percentage of people get to go to college and an even smaller amount of minorities get the opportunity compared to whites. Being able to attend college should be a positive experience not marred by misperceptions about racial differences, Boyd said.

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# Native Americans say AIDS education needed

SEATTLE(UPI)—Indian health officials were told Tuesday that the number of known cases of AIDS among Native Americans has doubled, from 24 to 48, in the past two months and unless tribes act swiftly to educate their members, future generations could be in peril.

"I know almost every place in the country where there are Indians who have AIDS," said Ron Rowell, director of the National Native American AIDS Prevention Center. "There are cases in Oklahoma, San Francisco, San Diego, Los Angeles, in the Navajo nation, North Carolina, Arkansas, Seattle and Minneapolis."

"It's fairly widespread, not just with the Indians in San Francisco and Los Angeles. It's spreading around the country," he said.

In September there were 24 reported cases of Indians with AIDS, but by Nov. 2, that number had doubled to 48, Rowell said. He and a researcher for the Center for Disease Control said they believe the number of Indian AIDS cases is widely underreported.

Rowell and other Indian health professionals and tribal leaders are attending the National Indian Health Board convention in Seat-

tle to address health problems among Indians and Native Alaskans. One of the major problems facing Indians is AIDS, which one of the Indian health officials says is a major threat to the future of their people.

Dr. Ben Muneta, head of health services on the Navajo reservation, said the problem is compounded on the rural southwestern reservation because many Indians live in the middle of the vast desert and do not have access to television and daily newspapers to learn about the disease.

Another problem, he said, is that the people most at risk for catching the disease are the young Indians who are in their child-bearing years.

If a young person has AIDS, he or she cannot have children, which will lower the already decreasing Indian population, Muneta said.

Because there are at least 300 tribes in the United States and hundreds of different languages, Muneta said Indians must develop culturally appropriate material for the tribes.

# Sixty-one apply to head Affirmative Action

By ROD HESS  
of the Barometer

A total of 61 applications for the post of OSU director of affirmative action will be soon be reviewed by a search committee, with a tentative starting date for the new appointee set for Jan. 1, 1988.

Bill Wilkins, dean of the College of Liberal Arts, chairs the 12-member search committee. He was appointed by OSU President John Byrne after the position was vacated by Pearl S. Gray, who resigned after 11 years as director.

Wilkins has already reviewed the 61 applicants who met the Oct. 30 deadline, while the rest of the committee will do so within the next couple of days.

After identifying the applicants' references, Wilkins said, the committee will identify, by consensus, the strongest applicants and narrow the list to a small number for interviews.

"We will invite about a half a dozen applicants, depending on the number of qualified applications we review," Wilkins said.

Wilkins said the committee hopes to bring the applicants to campus in December, or "shortly after the first of the year" if need be.

Acting director Stephanie Sanford, who assumed the position with the resignation of Gray, declined to confirm or deny whether she had applied for the permanent director's job.

Whoever is chosen will have numerous responsibilities, but the director's major role will be as principal administrator for the university's affirmative ac-



George Petroccione/Daily Barometer

The office of the Affirmative Action director now sits vacant, except for occasional use by other employees. Former director Pearl S. Gray resigned after serving in the position for 11 years.

tion programs, according to Wilkins. The task includes making sure the university affords equal employment opportunities to minorities. The director will report directly to Wilkins.

The director will also be in charge of developing programs which target minorities and women; bringing speakers on

women and minorities to campus; and educating the campus on sexual harassment and racial discrimination topics.

The position is a 12-month appointment, with a salary dependent on qualifications and experience.

Other responsibilities of the director include the review of existing policies and the recom-

mendation to the president of action in cases of violation of policy.

The director will also ensure an adequately designed and implemented auditing and reporting system to measure the degree of progress of the Affirmative Action Office, and will manage the functions, budget and staff of that office.

# Anti-apartheid parliamentarian from South Africa to speak

Helen Suzman, longest running member of Parliament in South Africa, will speak at OSU on Thursday, Nov. 19, at 8 p.m. in the LaSells Stewart Center. Her talk is free and open to the public.

Spokeswoman for the Progressive Federal Party, Suzman and the party are staunch foes of apartheid. She has lectured in South Africa and around the world in opposition to her country's laws, especial-

ly concerning apartheid.

She has been nominated for the Nobel Peace Prize four times (1981-84).

Born in 1917 in South Africa, Suzman was educated in a Johannesburg convent and later graduated from the University of the Witwatersrand. She lectured in economic history at the university from 1944-52, then a year later was elected a member of

that party in Parliament until 1974.

Suzman was a co-recipient of the Freedom Prize in Copenhagen in 1984, sharing the honor with Winnie Mandela.

Her lecture at OSU will focus on apartheid and her view of South Africa's policies on civil rights. Suzman's talk is sponsored by the university's Convocations and Lectures committee.

# India Nite offered

The India Association will present India Nite, Nov. 22, at 5:30 p.m. in the MU Ballroom.

Plans include dancing, music and an authentic Indian dinner.

Tickets are available at MU Ballroom 9 a.m. to 4 p.m., Monday through Saturday. \$3 for students, \$4 for others, and \$5 at the door.



## Pre-holiday gathering

Keith Rude/Daily Barometer

The United Black Student Association celebrated a potluck-style Thanksgiving dinner Sunday night at the Lonnie B. Harris Black Cultural Center. Approximately 80 people attended the fourth-annual event. Among those enjoying the meal are (l-r) Steve Brown, Bernard Barnes, Barbara Nehler, Corvallis Mayor Charles Vars, OSU V.P. for Student Affairs Jo Anne Trow, with Carrie Love carving the bird.

# Foreign GTA's tested for English proficiency

By TERRI CRAIG  
of the Barometer

All foreign students wishing to become teaching assistants this year have, for the first time, been required to take a speaking proficiency English assessment test. So far, 37 students have taken the test and their reactions and performances have been both good and bad.

The test was designed to ensure that the foreign teaching assistants are able to adequately communicate to students. Although many students say they have problems understanding the speech of their foreign graduate teaching assistants, Marlene Costa, special programs coordinator for the graduate school, said her office has not had any such complaints. The testing is for preventative purposes, she said.

"In general, this is not a problem. We are offering this (test) so it doesn't become a problem," Costa said.

This is the first year the test has been used, but the guidelines and criteria were developed last year.

According to Costa, 50 teaching assistants were given the English proficiency test last year to get their reactions.

Allen Sellers, director of the English Language Institute (ELI), said the speaking proficiency English assessment kit (SPEAK) is designed to measure pronunciation, grammar, fluency and comprehension ability.

"The students are presented with a stimulus which they have to respond to with spoken English," Sellers said.

He added that the students perform six different tasks on the timed test including reading aloud, sentence completion, picture sequence, single picture, free response and the presentation of a chart or schedule.

To ensure fairness in the results, more than one person grades the test takers.

"Each person is listened to by two raters, whose scores are averaged," he said.

The raters are trained to know what to look for in this particular test and are periodically retrained, Sellers said.

The scores are determined by the ELI. They send the scores to the graduate school, where they are then forwarded to the various departments. The ELI does not make any

decisions related to the placement of the T.A.'s. That is done by the individual departments, Sellers said.

An advisory group of faculty from the departments with the most foreign teaching assistants were involved in the development of the new test.

The test is actually a retired version of the test of standard English which is used by other universities, Costa said.

"Most faculty see the test as a positive step. It is helpful for the teaching assistants, students and professors," Costa said.

She said that some of the students were concerned and nervous about the test.

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*"I was nervous about it because it was a test. However, I thought it was very easy and enjoyed it."*

—Uwe Schmid

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"We try to keep them from getting nervous. The test hasn't affected an assistanceship," she said.

Although some of the 37 new graduate teaching assistants who took the test this fall did poorly, Costa said that the test is not always indicative of what the students could do.

Some T.A.'s who took the test do not feel it does an adequate job of identifying language proficiency.

"I don't believe it is possible to evaluate a person's language abilities through this test. It was a test for the ability to speak instantaneously. It was not a measure of my language knowledge because it used a completely different vocabulary," said Juergen Anders, physics T.A.

Others, however, felt the test was not all that bad.

"I was nervous about it because it was a test. However, I thought it was very easy and enjoyed it," said Uwe Schmid, physics T.A.

Schmid said the test has good and bad points. He felt evaluation by professionals makes the test unbiased, but said the questions in the test do not portray a classroom situation.

The secondary education department also offers several workshops to the teaching assistants. None of them are required but it is recommended that each T.A. take one.

The topics are varied. They include discussions on the

culture of American classrooms, instructional strategies, and actual situations in a classroom atmosphere. The workshops are designed to teach the students to teach, said Tom Grigsby, chairman of the department of post-secondary education and coordinator of the foreign T.A. training program.

The students are continually evaluated in the workshop and they also prepare three videotaped presentations. The presentations are judged by the members of their groups. The final presentation is given before an audience and is graded.

These grades are used along with the test scores to determine the student's readiness for assistanceships.

"Many of the students who did poorly on the test were judged much better on the presentations," Costa said.

The workshops also allow the T.A.'s to continue to develop their oral language skills.

"The fall orientation workshop is very good. They explain how to teach. It would be good experience for anyone teaching a class. It would be good practice for professors," Schmid said.

In addition to the SPEAK and the presentations offered at the university level, individual departments may have special requirements for graduate assistants. The physics department requires its T.A.'s to speak for 10 minutes with the head of the department, Dr. Kenneth Krane, Schmid said.

Krane uses all the scores of each student to place them in their position in the department. Some students will teach labs and recitations and some will grade papers or work with equipment.

"There is a hierarchy of roles. All are important but all require a different level of English proficiency," Grigsby said.

OSU has been working on the issue of testing for English proficiency of foreign T.A.'s for the last two years. They have communicated with other universities to share strategies, Grigsby said.

This communication has resulted in the current policy, which, according to Grigsby, is designed to help the T.A.'s, professors, students and others without causing embarrassment. Evaluations of the program to find out how it can be strengthened will continue, Grigsby said.

# Foreign student enrollment at all-time high this fall

By NANCY BEGLEY  
for the Barometer

Foreign students are entering OSU at a record rate. According to Bill Smart, associate director of international education, 1,498 are enrolled this term.

Foreign citizens make up 9.9 percent of OSU's student body, as compared to 4.3 percent a decade ago.

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*Foreign citizens make up 9.9 percent of OSU's student body, as compared to 4.3 percent a decade ago.*

—Bill Smart

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The make-up of those students has also been changing, Smart said.

"The People's Republic of China (PRC), the top sending country for the first time, has 154 students," Smart said.

He added that Indonesia came in second with 150 students. Those are impressive figures, since 88 countries sent students to OSU this fall.

"Conversely, the number of Iranian students dropped

significantly because of the lack of diplomatic relations. We are not receiving the same amount of Middle Eastern students as we used to," Smart said.

According to Smart, the increase in foreign enrollment is related to the needs of education in those countries. Students can be expected to come to the United States if their country lacks opportunities for mass education, lacks space in their universities, or lacks fields of study. Many programs that are important to other countries can be found at OSU.

"We had a 6.2 percent increase in enrollment this year, which is a slight slowing of the growth rate," Smart said. "Overall, we can expect growing trends to continue in the future.

"Two thirds of the foreign students attending OSU are graduate students. There are a few undergraduates but most can be found as teaching assistants or in some other form of 'grad' studies," Smart said.

According to Smart, the Agency of International Development (AID) provides funding for students coming from developing countries. Those students can receive full financial assistance.

"Students can receive in-state tuition through the International Cultural Services Program (ICSP)," Smart added.

According to Smart, 20 to 30 students devote approximately 80 hours of culture service in turn for in-state tuition. Culture services include lectures, slide shows, teaching dances and sharing

folk customs with a wide range of groups on campus and in the community.

OSU has an orientation program at the beginning of each term, Smart said.

He also added that the Corvallis community has an organization called Crossroads International. The organization sees that foreign students have an opportunity to stay three days with a

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*"We don't really have a recruiting program. Word of mouth has been a leading factor in the enrollment process."*

—Bill Smart

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local family when they first arrive in Corvallis.

According to Smart, the families help the students adjust to shopping, locate a place to live and manage ways to support themselves.

Smart said that the increase in enrollment of foreign students cannot really be traced to an organized effort by the university.

"We don't really have a recruiting program," Smart said. "Word of mouth has been a leading factor in the enrollment process."



# National

## Controversy starts amidst AIDS testing for immigrants

(UPI)—A homosexual rights advocate complained that the nation's new policy of making all immigrants pass an AIDS test is "foolish" and unfair, but alien rights leaders say the biggest problem is the \$50 cost of the test.

Aliens applying for legal residency must pay for their own tests and no appeal is possible for anyone who tests positive for the fatal virus under the new policy which began Tuesday.

Tom Stoddard, spokesman for Lambda Legal Defense and Education Fund, which specializes in homosexual and AIDS-related issues, said the new policy is "foolish given the imprecision of the test and the expense of administering it."

"It's very unfair particularly to those applying for residency under the amnesty program since most, if infected, got their infections while in the U.S., so to deny residency here is cruel to say the least," he said.

The Rev. Rick Matty, who is in charge of the U.S. Catholic Conference on Immigration and Refugees, said many immigrants cannot raise the additional \$50 to pay for the test.

"These people are so used to overcoming hurdles, that one more requirement is not going to discourage them," said Matty, whose group is handling most amnesty applications along the border at El Paso, Texas.

"The only part that is going to hurt is the additional fee. There are many applicants who are low-income people and the additional charge will be a strain," he said.

Immigration and Naturalization Service officials said the requirement amounts to "just one more test in a routine examination" given by government-approved doctors, and reported no problems on the first day of AIDS testing.

"For years, we've required that immigrants undergo medical exams to test for various dangerous diseases—tuberculosis for example," said Ernest Gustafson, INS district director in Los Angeles. "Now, they must also get an AIDS test."

The new policy requires anyone applying for permanent resident status to take the test for the acquired immune deficiency syndrome virus, including illegal aliens applying for amnesty under the 1986 Immigration Control and Reform Act.

Those who test positive would be denied entry into the United States. No appeal is possible, but waivers could be granted in rare cases when "there is no likelihood of infection of others," said Omer Bangs, INS chief legalization officer in San Antonio.

"For instance, if you had a child who contracted AIDS through blood transfusions and resided here with his parents who are eligible for legalization—something of that nature," Bangs said.

Although the information can be used to deport permanent resident applicants who test positive, AIDS information cannot be used in deportation hearings for illegal immigrants, immigration examiner Joseph Cuddihy said.

# Editorial

## English exam will reduce linguistic gymnastics

"I don't even know why I bother to go to my recitation—the teaching assistant is impossible to understand," is one version of the familiar and seemingly perennial gripe about some GTAs who have limited fluency in the English language.

This year, the office of graduate studies has taken action to ensure that international students who work as GTAs can be reasonably understood by most students. The English assessment test is a good idea, one that will improve the quality of education at OSU; it is reasonable to expect that your instructor can communicate in the language that has been, by tradition, the common language of this nation.

The test is also a good idea for the GTAs, who, if they are taking their assistantship jobs seriously, would want to be understood by their students. Those who pass the test will have their confidence bolstered; those who don't pass the test will find out some valuable information about their English skills. Nothing prevents them from brushing up on their pronunciation and grammar skills through the several programs offered by the university. The job of a teaching assistant at a major research university is



not a civil right, but is a privilege, and with that privilege comes the responsibility of performing at a certain level of competency.

The test should not be seen as a way of discriminating against international students. On the contrary, OSU needs these students to fill GTA positions. There simply aren't enough U.S. citizen graduate students available to

meet the demand. Many international students, such as the International Students of Oregon State University (ISOSU), support such a program, which they recognize will improve the teaching effectiveness of the GTAs.

One caveat should be noted, however. As a land grant university, OSU serves the international community with its research and pro-

grams in agriculture and science. We have defined international awareness and increased global relations as one of our major goals, as outlined in the university's strategic plan.

As students, we have a special obligation to broaden our own vision by making an extra effort to understand the English spoken by international students, GTAs or otherwise. We would also do well to remember that there are many U.S. citizens for whom English is not the first language. We are a nation of many tongues, and we will be increasingly required to become more skilled at understanding different accents. It is the mark of an educated person to be able to be sensitive to and to gracefully adapt to cultural and linguistic diversity.

In two years the state will require all university students to show competency in a foreign language. This will help build student empathy for the language differences many international students must overcome when they come to school in this country.

In the meantime, the English assessment test will help allay criticism of the international GTAs by screening out those who are not ready to teach in English. (SD)

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Grad. Student in Business Admin.  
Denise Buck  
Post Bacc., Science Ed.

## Respect for lasting art

To the editor:

India, a country of diverse cultures, has been a target of attraction for its arts since the day she was known to the world. It is sad to note that the art and artists have been fading because of lack of recognition. It is interesting that the art of India is getting more appreciation around the world (especially in the U.S.) than in India herself.

Talking about the India night held on Nov. 22 in the Memorial Union, I should write that it was a disaster because an artist was humiliated and discouraged. It was advertised that cultural programs would be a major part of India night. People, except In-

dians, wouldn't know which items in the program belong to the ancient Indian art of music. I would like to bring it to people's attention that the one played on a harmonium (box-type instrument) belongs very much to the ancient music of India. The others do not. It is sad to note that the artist was interrupted halfway through and forced off the stage because of time limits. It is hard to tell but painful to keep it to myself that it was unusual to see the people, who the art belonged to, appreciate persons (we wouldn't call them artists) who spend a couple of days before they get on stage, instead of appreciating the one who has spent years on the fading art of India. I wouldn't be surprised if this incident warned artists to, in the future, restrict themselves to a limited time and avoid the humiliation of being dragged off the stage.

I hope there would be a bunch of people who really enjoyed this particular part of the program. I request them to call the artist and compliment him and his performance. That's the only way we can cheer up and encourage the disappointed artist and say that there are still some people who are behind him and the art, also.

"It's many years of effort and dedication before a person is an artist."—Rabindranath Tagore, Nobel Laureate.

You can call the artist, Anoop Hegde, graduate student in electrical engineering, at 752-7178.

Raju P. Nadimpalli  
Grad. Student in Civil Engineering

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