THE CHRONICLE

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The all OSU boycott: one year later

March 1996 students rallied against hate at OSU, but has anything really changed since then?

EDITOR'S NOTE: Last year, students raised important concerns regarding intolerance on our campus. Many of these questions remain unanswered, and thus The Chronicle devotes this issue to an exploration of the campus climate at OSU.

~ mc

By CHRIS PETERSEN
Senior Staff Writer

Last year's all OSU boycott was a momentous event without parallel in the annals of official history at OSU. On the face of things the boycott itself was in response to a gross violation of a fellow human's rights as a person. Beneath the surface though is the reality that OSU is an institution which has struggled to extend itself beyond the comfortable structures that have evolved and entrenched themselves in our enigmatic community. Students,faculty and staff are still persecuted at OSU for the sake of maintaining our comfortable structures. Thus, we at the Chronicle have invited several members of the campus community to comment on what has happened since the boycott and what remains to be done in order for OSU to become an ethically great institution.

SUSAN PROCK
COORDINATOR, OSU WOMEN'S CENTER

First, a reality check: of the 158 administrators on campus, 34% are women. This is weighted towards the bottom end of the administrative scale with the majority serving as directors, assistant or associate directors, and county staff chairs. These figures are indicative that women still are not equally represented throughout the hierarchical structure. In addition there appears to be pockets of unfriendly places for women strewn throughout campus.

> *"We maintain, as a society, amazingly strong defenses against empathy, and even against common-sense thinking about poverty and discrimination."*
>
> MINA CARSON

On the other hand, I do see some work being done to remedy the situation. Women are increasingly encouraged to continue their education through Masters and Ph.D. programs. Some departments aggressively recruit women for their disciplines. Physics, for instance, has their own women in graduate school program to encourage women to go on in that area. In addition, Department Chair, Dr. Ken Krane, has had consultants examine the Physics department to ensure that women are treated with the respect they deserve. I also believe that OSU is on the brink of a paradigm shift. The strict hierarchical structure of the past is increasingly becoming the focus of a discursive critique. For instance, Student Affairs spent the last year collaboratively recreating their leadership style. A heartening indication of this change appears in their new *Campus Compact* which states that a basic right and responsibility of everyone in that area is the "positive treatment and care" to be accorded to all "because it is our responsibility to acknowledge the dignity of each person, not simply that person's perceived status."

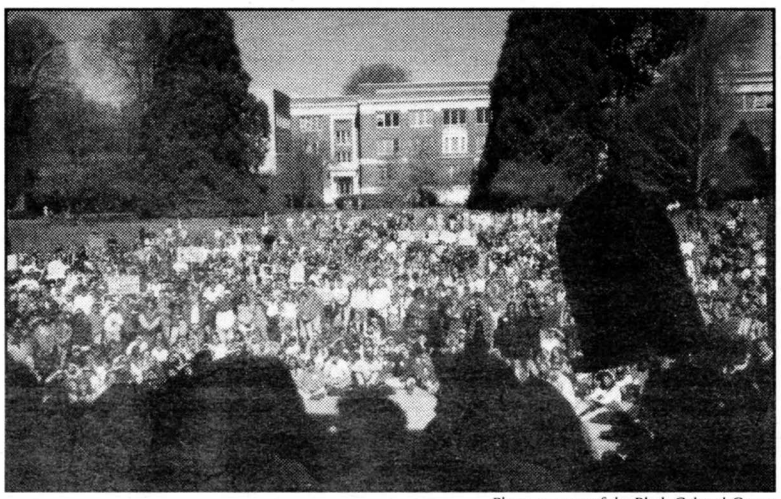


Photo courtesy of the Black Cultural Center

University protestors gather in the Quad following a silent march through campus. Classes were also boycotted for the day in a show of solidarity against discrimination.

My conclusion is that OSU has some way to go before I am able to applaud the community for treating women as intrinsically equal to men. However, I am cautiously optimistic that the slow, but steady elimination of such inequities will continue and perhaps even gain some speed.

MINA CARSON
DIRECTOR, UNIVERSITY DPD PROGRAM

What I hear from the DPD faculty, and what I observe myself, suggests that the OSU climate for underrepresented minorities is probably about par with other American institutions in which the dominant voices are white, heterosexual, and male. Things are changing, and overall (though as a historian I hesitate to use this phrase) for the better. Why do I speak so optimistically? (1) We have programs like DPD and Ethnic Studies, programs designed to bring knowledge and awareness into the central stream of conversation here in the university. The programs must be staffed and funded to exist, and so far, so good. (2) This is Queer Pride Week's *fifth year* and going strong, with healthy controversy and lively events. (3) We are talking about some of our collective failures: the atmosphere over in athletics, and the persistence of ROTC on the campus despite its discrimination against gays and lesbians. (4) We are talking, period. Every so often a dissident voice is silenced - but many of us talk on, and on! Free speech is by and large supported in the university, even though the social consequences can be as high here as in most places. (5) There is more student participation in the President's Commission Against Hate-Related Activities.

> *"Significant effort is focused on bringing visibility, audibility, and centrality to those who have been made to feel faceless, nameless, voiceless, and marginal."*
>
> LARRY D. ROPER

The down side? Most individuals belonging to powerful social groups simply do not want to hear about the struggles of individuals in less powerful social groups. We maintain, as a society, amazingly strong defenses against empathy, and even against common-sense thinking about poverty and discrimination (like, they hurt all of us). On my down days I think of these things, and feel discouraged. But we must carry on. And I do believe that overall the world is better for many of us than it was twenty years ago.

LARRY D. ROPER
VICE PROVOST FOR STUDENT AFFAIRS

I contend, though there have been legislative, judicial and social initiative our general social condition has not dramatically improved during the past 25 years. We have desegregated our institutions, but the lives of the people within them have not become integrated. We are, at once, together and apart. All of this while our institutions are being challenged to be more global in our thinking and functioning. I say this to preface that we must be realistic about what changes we expect to "see" in one year.

While we may not have seen major changes in the structure and functioning of the campus in the past year, I do believe there is a significant change in the force and direction of energy being exerted. I strongly believe this energy is the sign of hope. There is significant effort being poured into restructuring and constructing positive relationship networks, work is being done to foster stronger community on campus, and energy focused on improving our connections to external diverse communities. In addition, significant effort is focused on bringing visibility, audibility and centrality to those who have been made to feel faceless, nameless, voiceless, and marginal.

Most people can identify situations where there are positive examples of cross-

*Turn to **Boycott**, Page 2*

Need more information? Contact these campus representatives for ways to get involved:

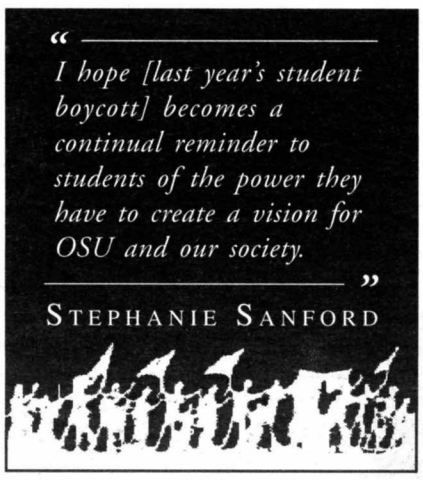
PRESIDENT'S COMMISSION ON HATE RELATED ACTIVITIES	OSU OFFICE OF AFFIRMATIVE ACTION	OREGON STATE UNIVERSITY WOMEN'S CENTER	OREGON STATE UNIVERSITY BLACK CULTURAL CENTER	ASSOCIATED STUDENTS OF OREGON STATE UNIVERSITY
737-5654	*737-3556*	*737-3186*	*737-4372*	*737-6349*

"Never doubt that a small group of thoughtful committed citizens can change the world; indeed, it is the only thing that ever has." - Margaret Mead

The OSU boycott: one year later

Boycott: University voices suggest opportunities for change at OSU

cultural cooperation, relationships and interaction. However, we cannot escape the fact that within our social institutions the general pattern of relationships between groups is characterized by avoidance, hesitancy, division, and in the worst cases resentment and hostility. These types of relationships are not consistent with the aspirations we have articulated in our university mission statement. Our institutional and interpersonal relationships do not reflect the social and institutional ideals we often advance in our public rhetoric and towards which most of us aspire personally.



Those of us who are leading the university and other social institutions are responsible for addressing these challenging issues. If we are to address these matters in a socially and educationally responsible way we cannot leave it as a matter of chance. Merely having people of diverse backgrounds occupy space in the same place at the same time will not foster understanding, communication and shared learning. We must be intentional and assertive in our efforts to build multicultural learning communities. We must take direct action to bridge the gulf of ignorance in regards to the lives and cultures of others. Our educational and social responsibility is to produce multiculturally competent students.

If this is to occur, we must develop the skill and acquire the knowledge we need to create and lead contemporary organizations - organizations characterized by the ability to integrate dynamic changes; build human communities by drawing from diverse populations; increasing the level of human functioning of those who come to us, garnering the energy of our community; and meeting other challenges inherent in having a service/ Land Grant mission - above all else, we must be a multicultural learning community.

If we are to create a positive multicultural environment on campus, we must take assertive action. I believe we must use a comprehensive, integrated approach. For efforts to be successful, we must have clearly defined goals, well developed activities and constant energy applied. Among the steps we must take are:

• Supporting members of our campus in affirming their commitment to be part of a dynamic multicultural community.

• Initiating classroom activities so that learners and scholars may be exposed to, challenged by and grow from the knowledge and life experiences of different groups.

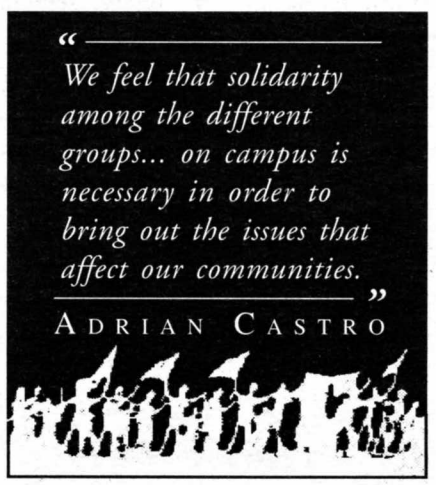
• Take direct action on behalf of all members to create safe environments for the discussion of issues crucial to our functioning and long-term relationships.

I believe we have the potential to be much better than the past. We must somehow allow ourselves to believe that our own lives and the lives of our fellow community members are worth the risks we must take to get there. I certainly believe this is a risk that must be taken.

SMRITI ARYAL
ASIAN/PACIFIC ISLANDER EDUCATION OFFICE

Being a second-year Asian international student, I have come to understand the politics of OSU concerning multicultural affairs, hate crimes and the dynamics of hierarchy.

Asian international students make up quite a large percentage of the student body. Yet, they are fairly isolated, misrepresented and often excluded from other spheres of the student body. Language barriers, cultural shock, ethnocentrism and a lack of domestic representative materials (i.e. books, postcards, music, etc.) are some of the few factors that have alienated many international students from becoming a part of the big "multi - cultural" and "diversity" programs that we often hear and fuss about. Once in a while, while walking through campus, I hear jokes about international students. Sometimes they become a center of attraction for their accents, their cultural norms, the way they dress or walk, or the way they talk. This can be powerfully welcoming, but also sometimes very demeaning and humiliating.

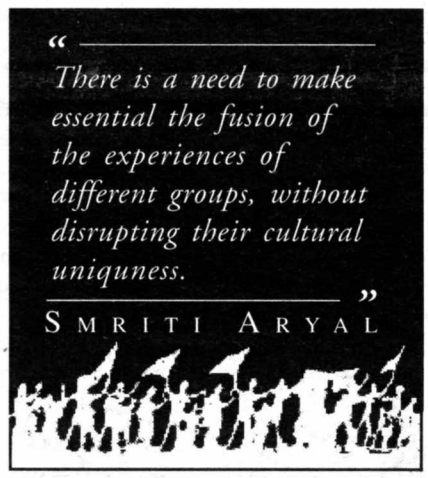


To insure a welcoming, safe and warm environment for every group on campus, proper actions and fair institutional conduct procedures must be implemented. At the student level, awareness and recognition of similarities between different groups is vital, rather than identifying differences and competing with one another. Furthermore, there is a need to make essential the fusion and synthesis of the experiences of different forums, without disrupting their cultural uniqueness.

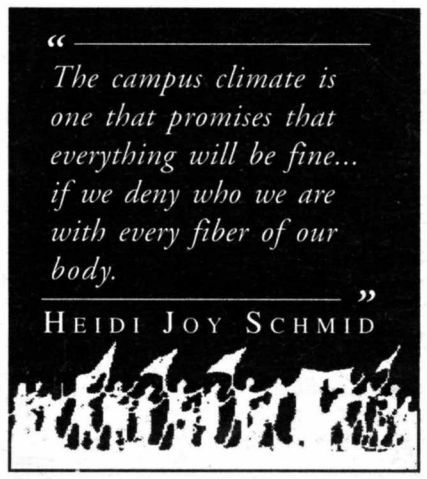
Change is very slow and untimely at OSU. However, I remain patient and hopeful.

HEIDI JOY SCHMID
LESBIAN/GAY/BI/TRANSGENDERED ALLIANCE

LGBT people on the OSU campus feel that the campus climate here is "better than other places." They are quick to point out, however, that the situation here is far from ideal. The Athletics department continues to be viewed as hostile. Faculty support is perceived as wavering, especially in light of the recent vote to reinstate ROTC on the Faculty Senate. The support of the administration also seems to be variable with the political climate and adherent to no particular principles, as is evidenced by the limited treatment of the domestic partnership program.



The overriding influence on the campus climate, though, is the threat of harassment, violence, and employment discrimination that we face on a daily basis. Most people I talked to reported that they were uncomfortable holding hands with their boyfriend/girlfriend/ partner on campus or having had slurs yelled at them while walking alone or with a partner through campus. Queers on this campus report feeling physically unsafe both at night and in the daytime, especially if they are visibly "out" — wearing a button, T-shirt, or hairstyle that identifies them as queer. Many students feel that it would be unwise to be "out" in their department or to their advisor. Students report being verbally and physically harassed in class and in their living groups. Finally, students report that it is virtually impossible to feel safe being "out" in their residence halls, fraternities/sororities, and ethnic communities.



The campus climate is one that promises that everything will be fine, if we collaborate with the lie, join in pretending that we don't exist, and deny who we are with every fiber of our body, every minute we're on campus. The campus climate is fine if we want to be the university's dirty little secret, but not if we want to be ourselves.

There are several things that the University can do about the environment on this campus:

• Offer more academic classes that deal specifically with queer issues.

• Actively enforce the university anti-discrimination policy.

• Expand the domestic partnership policy.

• Make lesbian/gay/bisexual/ transgendered people an integral part of university life, not an afterthought.

• Actively act to decrease pressure to conform to traditional gender role expectations.

LANI ROBERTS
PROFESSOR, DEPARTMENT OF PHILOSOPHY

Regarding unlearning racism in a racist society, it is difficult to trust the small forward movements we seem to be making as a society because we have so far to go. It is my view that until we can face the seriousness of the problem, we can do little about it. It seems to me, more and more folks are beginning to have some understanding of the ever-present nature of racism in our society. Unfortunately, many of my students have no hope that anything significant will ever change. This hopelessness is a great impediment to moral growth. On the other hand, I continue to feel hopeful because of the increasing degree of awareness I see in my students and others; this keeps me going.

ADRIAN CASTRO
MOVIMIENTO ESTUDIANTIL CHICANO DE AZTLAN

MEChA was proud to stand next to the African-American community and support the "All OSU Boycott." Solidarity among the different groups in and outside of campus is nessesary in order to bring out the issues that affect our communities. We must all be active. We must all participate and we must all take it upon ourselves to fight for Justice. We must work together as a group and bring our issues to light. Yes the "All OSU Boycott" was great, however, we must not forget that one day of marching and bringing up the issues will not be enough.

What we all created that day was positive, please remember this and continue with your support. "The movement is alive because the struggle continues...."

STEPHANIE SANFORD
DIRECTOR, OFFICE OF AFFIRMATIVE ACTION

Given the current politicization of affirmative action, I believe it is critical that students voice their concerns about under-representation and exclusion in higher education. While it is comforting to think society offers a "level playing field" for opportunities in education and employment, we simply aren't there yet in this country. Students can help to set the record straight by telling their own stories about the challenges they have faced. Last year's student boycott was a chance to set the record straight; I hope it becomes a continual reminder to students of the power they have to create a vision for OSU and our society.

C

The tight embrace and the big lie

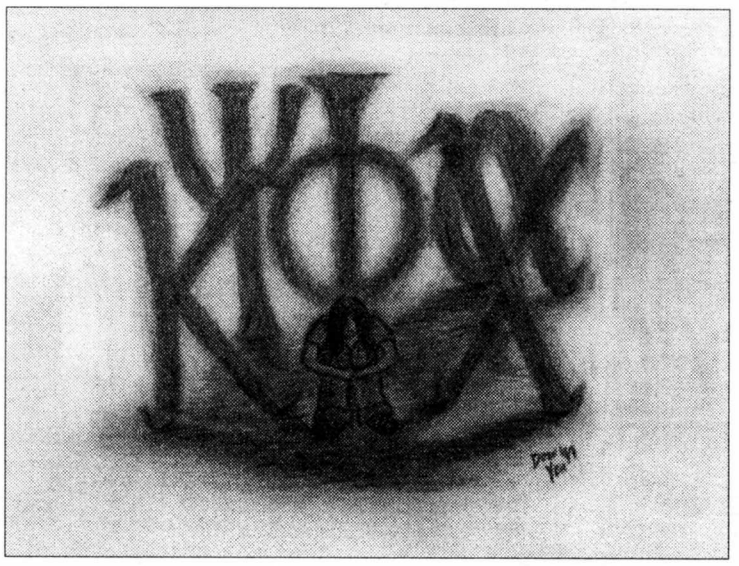
Fireside Chat

CHRIS PETERSEN

For a while I was afraid that I would have nothing to write for this column, there being a lack of campus news to discuss immediately following Spring Break. But I should have had more faith in the university, trusting the established maxim that the OSU is seemingly unable to go more than three or four weeks without some ugly social problem rearing its head. In the past, of course, we've seen administrative financial bungling, outrageous tenure denials and the occasional student attack on pizza delivery people. But it is the most recent high profile disaster that goes to the heart of the silent corrosive lie that OSU is the safest school in the Pac-10. I'm speaking, obviously, about rape and sexual assault.

According to the *OSU Factbook*, no documented rapes occurred at OSU in 1995, and in fact, none have occurred since 1992. The only sign of any malicious activity toward women is the ambiguously defined "sex offenses" category, four of which were recorded in 1995. This is a stark contrast to the Center Against Rape and Domestic Violence, whose records evidence 65 OSU-related sexual assaults in 1996 (*Gazette-Times*, 4-19-97, pp A1+A3). One would suspect that things haven't gone completely out of control just this year with the university reporting an exponential increase of sexual assaults in the next edition of the fact book. Indeed, rape and sexual assault rates rise and fall in gradual increments; their cause being various social pressures that don't easily vanish and reappear. This is a phenomenon that OSU's notoriously secretive and frustrating student conduct procedures apparently don't allow for, and most rapes continue to go unreported.

A key player in all of this is, undeniably, the Greek system. My own personal biases aside, fraternities have been documented, in oft-repeated studies, to house rape-supportive cultures. According to Martin and Hummer (*Gender and Society*, 1989, pp. 457-73) fraternity mores, especially the "preoccupation with loyalty, group protection and secrecy, use of alcohol...,involvement in violence and physical force, and an emphasis on competition and superiority," create a setting which compels sexual assault. Further studies (Warshaw, *I Never Called it Rape*. Harper and Row, 1988) suggest that "the culture of many fraternities instills in members a group ethos which objectifies and debases women through language and physical aggression, which lauds heavy drinking and other drug use, and which reinforces group loyalty through united behavior - especially antisocial and sometimes illegal behavior," again leading to "a physical and sociocultural context that encourages the sexual coercion of women." (Martin and Hummer, p. 458) In a study by Copenhaver and Grauerholz (*Sex Roles*, 1991, p. 39) it was found that nearly one-fourth of surveyed sorority women had been the victims of attempted rape and "17% had experienced completed rape." It seems that on the Greek marketplace, the highly valued commodity of brotherhood and social relevance is, in part, purchased through the degredation of women.



Dow Yeh - Chronicle

Despite the solid evidence condemning the Greek system's patterns of socialization, OSU has been hesitant to mete out legitimate sanctions for egregious violations of the student conduct code. Nor has the administration offered up meaningful procedural suggestions to prevent such violations in the future. In lieu of the fraternity bottle-throwing incident early in the term, a protest rally had been scheduled for students to show their disgust at the episode. It was canceled because the fraternity involved had met with administration officials and pledged to carry out a few cursory apologetic activities — an indication that OSU's lip-service ethos has pervaded even some social activists on campus.

So why the lack of response to the Greek's teflon

*Turn to **Petersen**, Page 8*

The Chronicle

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Submissions can be dropped off at the UHC office or emailed to chakrabm@ucs.orst.edu

It's been quite a ride. After a year of chasing around stories, losing disks, and wondering if and when we'd ever get a publishable photograph, we've finally made it to the big time. The Chronicle is published once a quarter - but more likely whenever we sit fit. As always, all the usual disclaimers apply (as in, our sponsors - Hewlett-Packard, or the University - don't do our thinking for us, so don't go running to them if you disagree with what you read here). But if you really have a problem with some of the opinions expressed in this newsletter, remember, "freedom of the press belongs to those who own one," or write for one, or contribute to one. Send us a letter to the editor. Make freedom of the press yours.

Seizing the torch of leadership

Tangled Up In Blue

MEGHNA CHAKRABARTI

Winter term, civil rights legend Julian Bond visited Oregon State University. He gave two presentations; one open to the public, the other directly intended for students. The student forum was attended by barely 30 people, almost all of them high school students. I was so disheartened by the poor turnout that I wrote a letter to Mr. Bond expressing my worries about civil rights activism today. Surprisingly, he replied. Not surprisingly, his short, humble response was a reminder that big things happen when many people take small, determined steps. What follows is my letter to Julian bond, and his reply.

Dear Mr. Bond,

I sincerely hope that you enjoyed your brief visit to Oregon as much as we enjoyed being your hosts. Though I expose my ignorance, I must admit that I had known little of you prior to your visit. What I did know of Julian Bond was that he was a civil rights activist who ran with a high-powered crowd of more well-known names.

As I walked home from this morning's student forum, my mind slowly muddled its way through the rich discussions of the day. Coming off campus, I watched students milling around, racing to and from class with typical dead-week desperation. I thought about your comments regarding the activism of students today, and our capacity to seize the torch of leadership in the civil rights movement.

Personally, I am concerned. Here at OSU, outrage and activism come in fitful spurts. A boycott last year, angry letters to the editor this year. Yet on the whole, students seem unable and unwilling to address the true monster of racism - institutional and otherwise. I wonder whether or not the same focus exists today as did when students rose up against hatred in the 50's and 60's. It almost seems as if since we've got the laws on the books, we believe that only the small cleanup operations remain to be tackled.

> *"It almost seems as if since we've got the laws on the books [against racism] we believe that only the small cleanup operations remain to be tackled."*

My experience isn't strictly limited to OSU. I spent several years at Stanford University, in a very different racial and social environment. Though superficially, there may seem to be more student activism at Stanford than at OSU, I wonder whether Stanford students possess much direction to their activism. Several years ago, similar to the student lockout that you mentioned occurred at Howard, Stanford students staged a hunger strike in protest of the university's purchasing of grapes for their dining halls. I am not ignorant of the plight of the migrant workers who pick those grapes. No human being should have to suffer through the deplorable conditions imposed on those men and women. However, what good does it do to villanize a grape? Why waste energy and effort on changing Stanford food service? These students are bright, motivated, and capable of so much more. It almost seems silly.

Needless to say, under the hot glare of Bay Area news camera lights, Stanford President Gerhard Casper negotiated with the students. The result was the formation of yet another exploratory task force. To the best of my knowledge, the dining halls still serve grapes at every

*Turn to **Chakrabarti**, Page 8*

College life extends beyond campus

By ELISSA EASLEY
Senior Staff Writer

Louisa May Alcott once said, "Life is my college. May I graduate well, and earn some honors!" While life was Alcott's college, here at OSU, college is our life. We settle into our day-to-day routines of going to classes, keeping up with club activities and our jobs, and studying hard for midterms in between everything else. Then there are also all of those people who are counting down the days until graduation and starting to job hunt and sketch out their lives beyond college. But, maybe Alcott is reminding us of an important element of life that is too easily overlooked here on campus, that community beyond the campus provides us with experiences that are just as important as what we are learning in campus classrooms.

Community pride, community service, community outreach, no matter what it is called, everyone has done some type of project throughout their growing-up years. No matter what type of community service the benefits are consistent—an amazing feeling of accomplishment from being part of a successful effort, and the satisfaction of reaching out to people and giving a little time to make the community a better place.

Here on campus there are tons of community service opportunities. Many of the clubs participate in the Adopt-A-Highway program, set up gift trees for kids at Christmas time, and volunteer with Habitat for Humanity—to name a few of the more well-known programs in the area. Groups collect litter from their portion of a highway twice a year or so in the Adopt-A-Highway program. Habitat for Humanity is an organization which raises money and constructs homes for low-income families in the community. Project Safe Ride, another community service, is located on campus and run by volunteers.

If working with kids is something you enjoy, there are several different options. There is a campus chapter of the Big Brothers / Big Sisters program, and there is also the Benton County Mentoring Works, another more local program that pairs high school and college-aged students with younger kids to provide them with friendship and guidance. Students can also volunteer as coaches for various sports teams through the Corvallis Parks and Rec and the Corvallis Boys and Girls Club.

The Corvallis Environmental Center is another local organization which teaches short workshops for kids and always welcomes volunteers. Association for Retarded Citizens (ARC) is another community program that can always use volunteers as sports coaches, assistants for trips and activities.

Spending some time with these projects is a good way to escape from your normal routine and get a study break while also meeting terrific people and giving something positive back to your community. What better way could you spend your time? And, remember what Louisa May Alcott observed: life, too, can be one's college. Maybe the real honors of college come through reaching out and helping others in your community.

An Interview with Joe Hendricks, Director of the University Honors College

By ELISSA EASLEY
Senior Staff Writer

This past year the University Honors College conducted a survey of its students to determine whether or not they were satisfied with UHC student services. The GTA's then compiled the survey results and reviewed them with the UHC staff. Together the GTA's and staff looked at ways to improve the UHC student services for next year. After reading the survey results, I interviewed Joe Hendricks, Director of the UHC, to hear his personal responses to some of the issues, concerns, and suggestions that showed up as trends in the survey responses. Here are some of my questions and his responses:

"It's the kinetic spark from students and the 'free zone' atmosphere here that makes my job worth doing."

~ JOE HENDRICKS

Q: How did the UHC happen to decide to survey the students?

A: The UHC has a policy of "open minds and open doors." We are on the move and take direction from the students. Their opinions are crucial to the functions of the UHC.

Everyone knows that the UHC offers small class sizes, quality and approachable faculty members, courses that extend beyond typical lectures, and a College with a unique family atmosphere, but few realize that we establish one-time contracts with faculty, and whether or not we choose to offer their class at a later time depends on student feed-back.

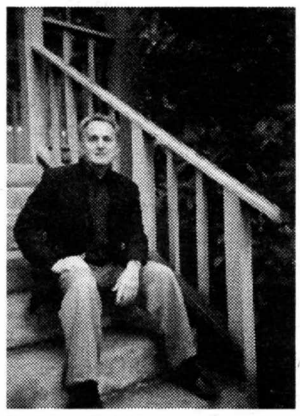
Five new classes for next year were the result of student suggestions: Comm 114, the river rafting colloquia, the reading group, physics, and Bio 211, 212, 213.

We always invite suggestons and will try our best to implement them. The student self-learning center (a.k.a. the SLUG--the Student Learning UnderGround) in the basement of Strand Hall is an example of this, as well as the remodeling in McNary Residence Hall.

Q: Is there discussion among the UHC Board members to implement community service as a requirement of students, possibly as part of the thesis?

A: Through support from the Kellogg Foundation the UHC is currently providing leadership opportunities and is able to incorporate GTA's into the UHC program.

The UHC is also



looking at assisting students to volunteer with: vote smart, fresh start, the Sunflower House, and the Corvallis Chamber of Commerce. These service opportunities help students develop a sense of tolerance and civility--two of the many attributes of effective leaders.

The ethics of leadership, involving skills such as not "shoving" our points of view on each other, and remaing open-minded, play an important role in classroom exercises, as well as projects where students are teaching in the community.

I am also working with President Risser to establish a workshop where UHC students will be teaching leadership skills to the President's cabinet.

Q: What do you see as being the factor promoting an "elitist" image of UHC students around campus, since it's been the UHC goal all along to avoid that label?

A: There is often a misconception in people's minds that competance should lead to egotism. It is the personal responsibitity of UHC students to "break-down" this attitude.

It is also our challenge to the entire university to becone one large Honors College. Accomplishing this requires effort on the part of both the UHC and OSU. If we disappear into the ebb and flow of the University, it would be a good thing because that would mean that we had accomplished this goal.

Q: What would encourage UHC students to participate more in UHC activities, and build a stronger sense of

Turn to Joe Hendricks, page 6

Sharon DeHart's speech from January's Martin Luther King Jr. Celebration Oratory Contest . . .

On January 20, 1997, this country paid homage to the life of a man who believed in love for his fellow man, a man who believed in equality for ALL people.

Hello. My name is Sharon De Hart. I am an older-than-average Senior following a Pre-Med track toward a bachelor of science degree. My present goal is to gain acceptance into medical school and become a general practitioner—a partner *with* my patients in the care of their health.

I was asked to speak on equality or overcoming opperssion, which caused me to lay awake for several nights trying to think of the perfect phrase, the perfect opening, the perfect attention getter, when all of a sudden it struck me—maybe I wasn't equipped to write about oppression—becuase I don't think of myself as oppressed. I *am* a woman—and women technically are oppressed—I just never thought of myself as being oppressed.

As I examined my life, I remembered many situations where, yes, I was oppressed but I was either too naive to see it, or didn't give it much thought. I have always flown quite fast in the direction I am going, so if I was held down by anything, it wasn't for long. I know, that makes me part of the privledged class.

I figured I just couldn't write on this subject, as I really did not know what it meant to be oppressed. Maybe I wasn't supposed to write about it—so I put it aside.

Then one afternoon, shortly before the keynote speaker was to address the celebration, I sat at the computer reading a biography about Martain Luther King, Jr., which included key points from several of his speeches. It was then that I realized I may not know what it feels like to be oppressed, as others have felt, but I do know what it feels like not to be equal. And I do know what equality means to me—equality for all humankind.

So I closed my eyes and let my heart write what I was feeling.

I wrote and wept for all of us, for the destruction we have wrought on each other—with as much as a small word. I **DO** know what it means to be oppressed. It means not to be equal, not to have value as a person.

Characteristics, be they skin color or intellect or gener, are immaterial if you have no value as a person.

So what is value? What does it mean to have value as a person? Does it mean we are real? And, if we are real, do we see each other as authentic—each having feelings and dreams of our own?

"Inauthenticity is our modern form of plague: it kills life." This is a quote about the state of humanity as believed by Dr. Matthew Budd of Harvard Medical School. It was written as a preface to a book about the Gesundheit! Institute in West Virginia, a medical clinic founded by a physician whose career has been based on the equality of medical care: Dr. Patch Adams. Dr. Adams has spent his life living his belief that our health care system can

Turn to Sharon DeHart page 7

This speech was presented at the first-annual Martin Luther King Jr. Celebration Oratory Contest, on January 20, 1997, at the LaSell Stewart Center.

SHARON DEHART
Honors College Student

HISTORICAL quotations

"Hatred paralyzes life; love releases it. Hatred confuses life; love harmonizes it. Hatred darkens life; love illuminates it."

--Martin Luther King, Jr.

"The difference of race is one of the reasons why I fear war may always exist; because race implies difference, difference implies superiority, and superiority leads to predominance."

--Benjamin Disraeli

"Prejudice, which sees what it pleases, cannot see what is plain."

--Aubrey T. de Vere

"I shall never permit myself to stoop so low as to hate any man."

--Booker T. Washington

"You cannot shake hands with a clenched fist."

--Indira Gandhi

"The mind of the bigot is like the pupil of the eye; the more light you pour upon it, the more it will contract."

--Oliver Wendell Holmes

"Lying is done with words and also with silence."

--Adrienne Rich

"Men, their rights, and nothing more; women, their rights, and nothing less."

--Susan B. Anthony

"Whether women are better than men I cannot say -- but I can say they are certainly no worse."

--Golda Meir

WEB WATCH

The following is a list of web sites which students may find useful or entertaining.

- http://www.orst.edu/dept/honors
  The University Honors College Homepage

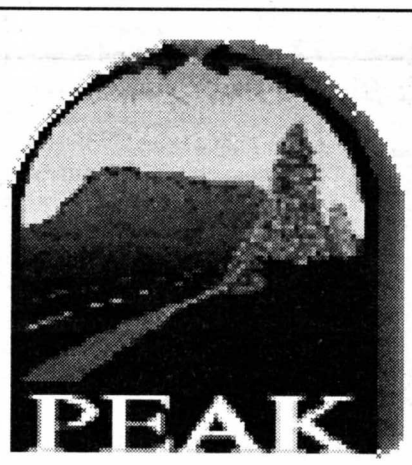
- http://www.orst.edu/dept/Housing
  University Housing and Dining Services page. Find out what really goes into the food you eat.

- http://www.m-w.com/netdict.htm
  A dictionary resource online.

- http://home.thesaurus.com/thesaurus
  A quick thesaurus for times when you need a polysyllabic word to make your papers sound more thoughtful.

- http://www.thedj.com
  An online radio serivces that lets you listen to a whole range of music while you work, from classical to rock.

- http://www.imdb.com
  One of the authoritative sources for movie information and reviews. Good for deciding what to watch on a Friday night.



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Steering Committee prevails when faced with Mission Impossible

By ELISSA EASLEY
Senior Staff Writer

As the 96-97 school year comes to a close, the University Honors College is the proud owner of a new student misison statement. Writing this statement was an idea that came out of the faculty-student steering committee during spring term last year. Each term this year the committee discussed how it would be best to go about getting a statement written, and encouraging as many UHC students as possible to help with the process.

Then, during several of the spring term meetings, the steering committee and a few of the other UHC students, succeeded in creating the College's mission statement. Frustrated with the little amount of participation in the first mission writing session, the committee sent a attention-getting rough draft statement out to all of the UHC students on e-mail.

Reading the potential mission statement was enough to provoke a few more people who attended the next meeting and provided input for outlining the College's objectives and goals in a concise statement.

The initial University Honors College Student Mission Statement :

The University Honors College strives to facilitate an innovative, cooperative learning community. Motivated students and faculty aspire to create unique opportunities in the traditional university setting. We encourage leadership, creativitiy, communicaiton and service. UHC graduates leave the university with the insight and ability to explore and realize their visions for a positive future.

Created May 29, 1997

The Honors College Steering Committee

Fullbright scholar shares advice about an international education

By GARY VAUGHN
Honors College Student

Over the last few years I have been involved in two programs that are very important to me at Oregon State University.

The first of these activities involves undergraduate research for the Department of Microbiology. For several years I have been working with a professor in that department on a project involving Escherichia coli.

The other activity that I have been involved in is the conversant program run by the English Language Institute here at OSU. Through this program I have met wonderful people from many different countries. As a result I have learned a lot about other cultures, as well as a lot about myself.

Just recently I have been given the chance to combine these two important activities. I have been awarded a Fullbright Scholarship to conduct research in Thailand next year. The research involves a bacterium known as Xanthomonas oryzae, which causes several diseases in rice. While conducting the research though, I will have the chance to experience a culture that I have fallen in love with the past several years.

I strongly recommend getting involved with the various international programs here at OSU. Helping international students at OSU or traveling abroad can be a rewarding experience. The English Language Institute and the Office of International Education offer many different programs. If you are interested, please visit them in Snell Hall, here on campus.

Joe Hendricks

community within the college?

A: To have a better idea of the willingness of potential new students to participate in activities, we have changed essay questions on applications. These essays will better reflect their opinon about "the social responsibility of an educated person." It is made apparent in the application that participation is expected.

We have already set the date for the third annual fall barbeque, and have invited the new students that were accepted for next fall.

One of the challenges for UHC students remains finding a balance between classes and extra-curricular involvement.

Q: I know that creating a diverse community is another goal of the UHC, and I believe that number-wise the UHC is represented by higher percentages of minority students than the University average, yet people still comment on the lack of diversity and question UHC recruiting strategies in the survey. What is your reaction to this?

A: Twenty-two percent of UHC students are underrepresented minorities. That is twice as high as the University average. Of the new students accepted for the 97-98 school year, 14% are underrepresented minorites, and that figure is expected to increase by next fall with the accepted yield.

It is important to us to point out that we have not altered the acceptance threshold for minority students. The same expectations are placed on all UHC students. In addition, the essays allow all students to "write their way in" even without stellar exam scores.

The UHC sends brochures to every Oregon high school, and travel with OSSHE, as well as all honors colleges in the state system, to visit schools throughout Oregon. In addition, the UHC staff goes to the Portland schools for open houses, and to meet with advisors at the schools.

Multicultural awareness and ethnic studies have been a priority of the UHC special events. The past two years we have been fortunate to host both Anita Hill and Julian Bond as speakers. Announcments of the student sessions that accompanied these presentations were sent to all cultural centers on campus, ASOSU, and advertised across campus with posters.

Q: What can the UHC do to recruit more minority faculty members?

We establish teaching contract with professors based on their talents and the inovativness they demonstrate in teaching. The UHC is honored to include Dawn Wright, from the Goesciences department, and Benno Warkentin, from Crop and Soil Sciences, as two faculty members. The number of faculty members representing minority groups will fluxuate as the UHC faculty changes from term to term.

Q: What direction would you like to see the UHC heading? Or, what changes would you like to make?

A: In the future the UHC will work to be even more inclusive, be directed by the student voice, reach out to rest of campus—through faculty and students--encourage UHC students to be responsive in other classes, and explore new teaching ideas.

The cirriculum and teaching methods in the UHC are continually being restructured. Variety of classes and experiences in the UHC will contuinue to be a priority. We will also continue our team management, as well as work to increase our awareness across campus. One can always count on seeing changes occuring in the UHC.

Top Ten UHC Survey Responses

10. Q: If your expectations are different than your experience, how are they better or worse than expected?
A: "I've met people that aren't antisocial brainiacs."

9. Q: What types of activities would you be interested in participating in with the UHC?
A: "Anything that gives me time to finish my work and is planned well in advance."

8. Q: What things could studnets do to improve their experience with UHC?
A: "Attempt to get involved."

7. Q: What things could students do to improve their experience with UHC?
A: "Students should not insist on being so competitive."

6. Q: What things could students do to improve their experience with UHC?
A: "Visit the office staff every day!!!"

5. Q: What things could students do to improve their experience with UHC?
A: "Be honest on instructor evaluations."

4. Q: What things could students do to improve their experience with UHC?
A: "Wear name tags."

3. Q: What types of activities would you be interested in participating in with the UHC?
A: "No more, I can't take anymore. Get me out!"

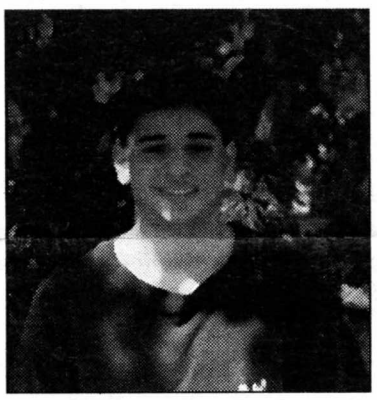
2. Q: What factors made you choose OSU?
A: "Divine Mishap."

1. Q: What were your expectations of the UHC before intering OSU?
A: "I wanted a mint on my pillow every night."

Memories

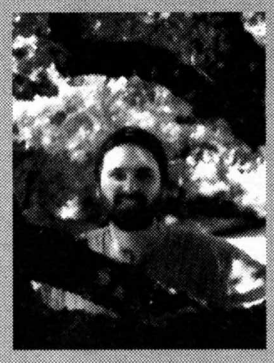
By David Marshall and Ravi Puri
Honors College Students

Memories running through our mind
Like to share them through this rhyme
Many years have past by
Like clouds in the sky
Speaking of clouds think of the shapes
The elephants and the monsters we used to make
The elephants we rode in our mind
When we were circus performers all the time
Remember the time when we were anything
Like captain, pirate, or in the army
Our imagination ruled our lives
Now we shall let it one more time
We thought about it everyday
If we could be like birds and fly away
Now those carefree days are gone
Just as much as Bambi's mom
Wishing thise days would come back
Those fond memories of the past
For long ago we had fun
When our lives had just begun
We were skydivers falling down
Just as an arena with some clowns
Remember when the fair was so big
The rides were huge and we loved the pigs
We liked Bugs Bunny and that's all folks
Even the Flintstones and that's no hoax
T.V. changed our perspectives on many things



RAVI PURI
Honors College
Student

Watching Ernie and Bert and Big Bird's wings
Mister roger's neighborhood and Cpt. Kangaroo
We go all hyper when we drank Mt. Dew
We have seen many funny things
Like strange presidents and wacked kings
Our minds were just brand new
We always thought of something to do
Remember the time when we were anything
Like captain, pirate, or in the army
Our imagination ruled our lives
Now we shall let it one more time
We thought about it everyday
If we could be like birds and fly away
Now that those carefree days are gone
Just as much as Bambi's mom
Wishing these days would come back
Those fond memories of the past
For long ago we had fun
When our lives had just begun
GI Joes and Star Wars
E.T. and Wal-Mart stores
Transformers at Fred Meyer
All those ads and they were liars
Remote control cars, airplanes
Until you got them home you went insane
All that power and all the glory
In legos and all the stories
Goldilocks and the three bears
Dinosaurs and Dragon's lairs
Comic books and video games
movie stars with all the fame
Football, baseball, basketball
Even sports cards for ya'll
We had big dreams and a million desires
If only we still had the same fire
Building tree houses to get away
Pretending that we ran away
Everyday and Every night
Dreamers dreams and joyous delight
All these are memories now
Just like this song, holy cow
Always remember to remember
To not forget memories forever



Exerpts from the senior thesis of. . .

ERIC DICKEY
Honors College Student

Intruder Upon the Winter Day

Under flurried dusk, angels
fall. With that certain squeak
beheath my feet, I break
the silence locked in snow.
I can hear it when I stop.
It is my breath and shifting
balance I hear.

The Boon

There ain't no magic there.
I know, I've been there.
There ain't no more life working there for me.

The sandstone cliff above the town—
the color of blood in dreams—
barely moves. Those frail pines
cling to its edge with white knuckles.
You'd think they'd be the first to fall
from that brittle, gritty, red earth
and take somebody out along the way,
getting back for cutting that hill open,
with all its roots hanging out.

But no, things work like clockwork down below:
the bakery,
the roosters,
the august sunrise,
the farmers
tending fields
hidden by miles
of rolling hills.

One Thing at a Time

A crow sways with the wind,
rocking, grey sky.
It knows how to land
on a branch that bends.

Lovers sit next to each other.
One yawns and stretches,
the other tips her head forward
to avoid an arm.

This is how the branch bends,
giving itself.
The limb shakes after the crow
dives into eternal air.

Sharon DeHart

be transformed without resorting to socialized medicine. He is living his dream of giving away health care equally to all people. He believes one cannot separate the health of an individual form the health of the family, the community and the world.

So, what did Dr. Budd mean when he said that "inauthenticity kills life?"

In a general sense, we, as people, have become out of touch with what gives our lives meaning. We have buried our authenticity—our ability to be genuine. We do not see each other as real people—we see only ourselves.

The fast pace of today's society, built around technology, regulations and procedures, has obscured the human essence of our fundamental relationships. We have forgotten the simplicities of life that make life worth living. We have complicated our lives to the point that our own selves are all that is real to us—others do not have reality. They couldn't possibly feel as we feel, or experience life's injustices as we do. We have become wrapped up in our own self righteousness.

We talk to each other, but do we hear what the other is saying? If we do hear—have we actually listened? Did we just hear the words? Or did we listen attentively enough to hear their very soul—crying out in pain or exultant in joy?

What do we see as we walk across campus—across the street? Do we look at each other as we pass by? Do we make eye contact and smile? Or do we see a lot of our own feet—or the sky? If someone makes eye contact, do we quickly look away, embarrassed to be caught looking at them? Or, do we smile in return? If not, why not?

As a little girl, my grandmother told me it took a lot less work to smile than it did to frown. And, in those days, less work held high priority for me! Today, I can see that phrase in a different light. Smiling is not only less work for my facial muscles, it means less tendency for wrinkles, and less stress for my academically-taxed brain.

A smile brings a connection with people. It makes the world I live in a little more friendly—a little warmer—a little more equal.

If we were to apply to Philip Hallie's concept of hospitality to every connection with another person, might equality be possible? Hallie's hospitality is more than love. It is a love that is effective in restoring hope to mankind—hope of equality—hope filled with smiles. Might it be possible for a smile to bring equality to the human race?

A smile is a powerful tool; one genuine smile from the heart can grow exponentially. We need to reach out and touch someone with a smile that says we believe they too are real.

Martian Luther King spoke of his dream: that our nation would one day live by its creed that all men are created equal. Equity will cone when each of us realize we own a piece of responsibility in that dream. And that responsibility requires we invest in each other. A smile is a piece of that investment—we can not imagine all the ramifications a smile night have—what will be the total effect.

But, a positive action usually gets a positive reaction.

Your smile is enough to light someone's day. It could light the path for us all—a beacon in the dark that attracts others and stimulates them to reciprocate in kind.

I challenge each and every one of you to try giving away a smile a day.

Watch what happens—trust how you feel. Is it worth the investment? When you get a smile in return, do you feel a restoring hope?

You won't know until you try it. Only then will you be able to decide for yourself whether equality is possible.

Parting Shot

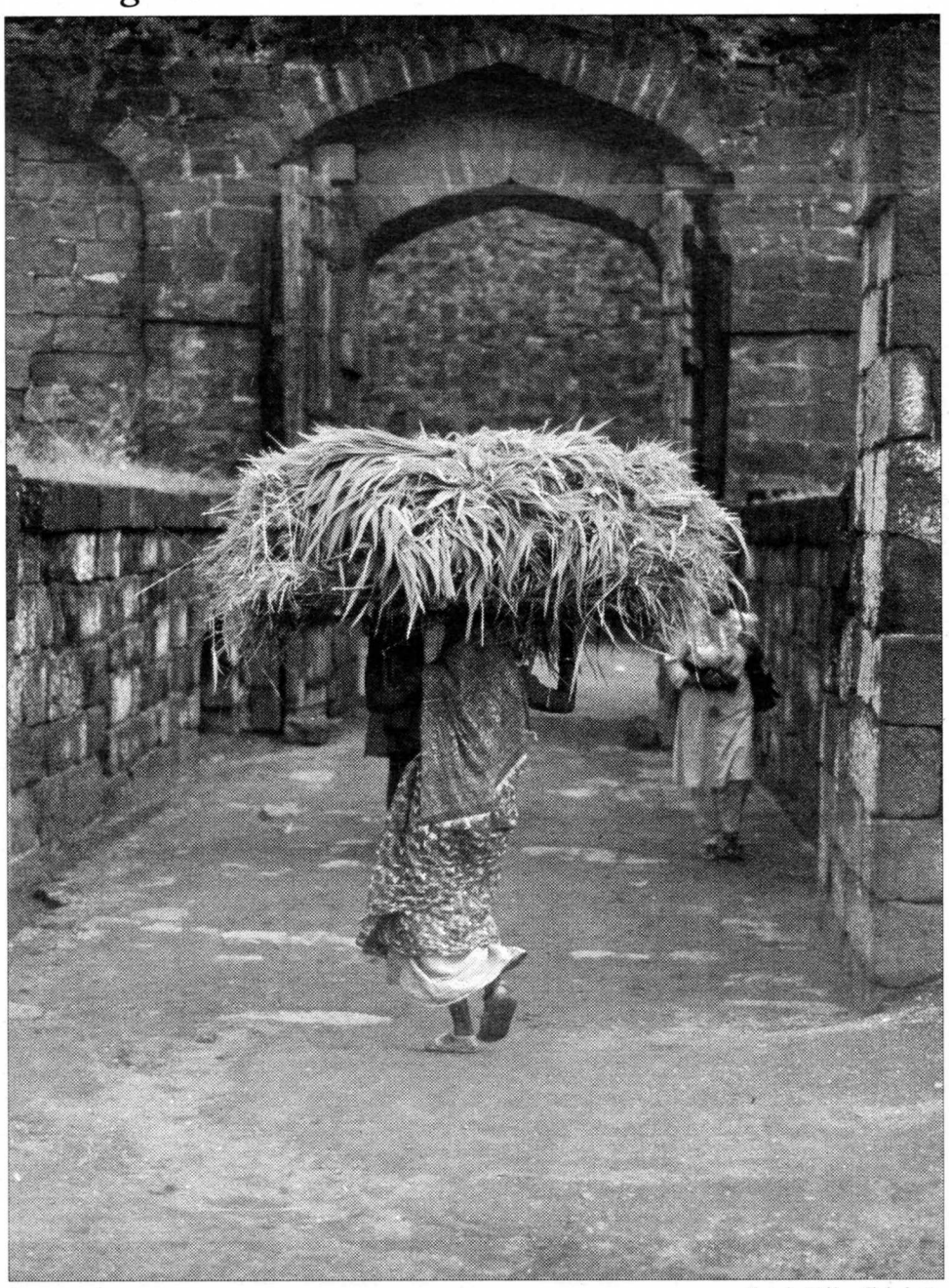


Photo by Meghna Chakrabarti

An Indian woman from the state of Gujarat carries a bundle of grain in the warm summer sun. The woman, along with her sister and young daughter, transported by head, hand, and foot, an entire field of hand-threshed grain one half mile to the local storehouse. Though camera-shy, the woman agreed to share a cup of tea with the photographer. "I love my family," she said, "and so I love my work."

Chakrabarti

meal.

So, I wonder -- without an overriding, easily defined goal, can student activists today achieve victories in the battle for civil rights that parallel those that young people of your generation gained 40 years ago? Can we draw increasingly polar interests together and set our sights on a common vision? What should that vision be? What goals should we aim for? Unlike civil rights then, I am frustrated that civil rights now seems distracted, daunted, and even disaffected. As students, it seems as if we've set our sights so low that we've become content with taking futile swings at the knees of a giant. And that giant gets louder, more acerbic, more hateful each passing year.

Mr. Bond, I do not want you to believe that I am a woman of little hope. I shall never lose faith in my belief that students today possess a potential, a power that if carefully honed could result in breathtaking advancements in human rights. Fortunately or unfortunately, the waters are more muddied now, and what those advancements might be are not clear.

I grow impatient with small scale spurts of activism. In many ways, a person can do little more. But, Mr. Bond, I wonder - am I completely off the mark in my assessment? Small steps sum to long journeys, but we don't seem to know where we're going. As a man who has traveled around most of America, and has had countless discussions with other students, I wonder what you think. These are some of the most pressing issues of civil rights now. If my generation is to eventually reach up and pry that torch of leadership from your hands, we had better know how to keep the flame alive.

Sincerely,
Meghna Chakrabarti

Dear Meghna,

Please forgive the brevity of this message. I hope too that you won't get discouraged. I hate to mouth cliches, but never forget that truly great things do come from small steps.

Julian Bond

The Chronicle wishes to extend a sincere thank you to the following sponsors whose generous donations made this issue possible:

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Petersen: Obstacles to institutional change

status? After all only about 2,300 OSU students live in fraternities and sororities, and many non-Greeks clearly display their discontent both in private conversation and with graffiti scratchings on bathroom walls.

Well, for students the answer is fairly complex. The demographics of the majority of students who come to OSU, and the Morrill Act corporate job training that OSU provides, have not cultivated a palpable activist culture at the university. Nor does the 50+ inches of rain Corvallis receives, mainly during the school year. More often than not, student protest at OSU takes the form of a few letters to the *Barometer*; as was the case in 1962, when the university prohibited prominent communist Gus Hall from speaking on campus. Indeed, the *Barometer* has become the forum for a sort of punch, counter-punch system of debate, which the Greeks have utilized masterfully. Called a flack machine by Noam Chomsky, the torrent of carefully-worded Greek responses emphasizing community service and brotherhood serves to push the debate into the Greek's arena. It is this mechanism through which the notions of "she was too drunk," or "he isn't a member of the house" gain unwarranted credence.

In terms of the administration's lack of response, one plausible explanation highlights alumni as the root pressure group reinforcing the status quo. The majority of OSU's alumni graduated from a very conservative school. The case of ROTC, which was compulsory for all male students up until 1962, provides a clear example. When the Faculty Senate attempted to come into compliance with state regulations and abolished the ROTC Faculty Senate representative because of the armed forces' discriminatory stance on queers in the military, alumni responded critically, threatening to withhold $3 million worth of contributions to their alma mater. Accordingly, the Senate quickly reversed its position. The magnitude of this backlash is underscored by the fact that the Faculty Senate has virtually no real power to do much of anything.

Given this climate, it is unsurprising that the alumni

"In terms of the administration's lack of response, one plausible explanation highlights alumni as the root pressure group reinforcing the status quo. The majority of OSU's alumni graduated from a very conservative school."

newspaper, *The Oregon Stater*, would cover last year's university boycott with a three inch captioned picture; despite the event having gained front page coverage from the *Oregonian* and deserving mention in the *Chronicle of Higher Education*. It's not hard to extrapolate the alumni response were the Greeks heavily sanctioned or banned all together. Many chapters have roots stretching back to the turn of the century and OSU's system has always been one of the most prominent on the West coast. Even Linus Pauling was a Greek.

Alumni annually contribute in the neighborhood of $15 million a year; important dollars amidst the trend of voter attack on the public sector. This money is being solidified by Paul Risser's recently announced "alumni college," which will provide a curriculum of classes for graduated Beavers and assure them an email account until the day that they die. The administration and the alumni are in tight embrace, and alumni pressures have the potential to make real change at our backward, lily-white university. Unfortunately such changes probably will not occur until a new generation of graduates urges the university to do what is right.

There's so much to do and so little time.
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Recite Shakespeare in Ashland.
Engage yourself.
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And everything
Everything
Everything to gain.

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