

Complexity of women's life shown

By HARRIET FOTIS
Of the Emerald

"Remember how simple life used to be for a woman—but how complex it really is" was the overriding theme of a Women's Liberation multi-media show Friday afternoon and evening in the YWCA.

The combination tape and slide show was sponsored by the campus YWCA and called "Look Out Girlie, Women's Liberation Is Gonna Get Your Momma."

After the 30 minute show guest speaker Anne Schwiesow, professor of education at the University of Washington spoke to the gathering which consisted both of men and women.

The slides were of advertisements, illustrations and pictures representative of how our society's values and norms force the woman into a certain role. The tape was a mixture of monologue and music. One of the songs, "I am Woman, You are

Man" emphasized that a woman is taught to think of herself only in terms of a man.

Women are expected to do only women's work. In one monologue a little girl who is interested in medicine is told she has to be a nurse, "boys are doctors."

The slide show was put together last year by a women's group at Oberlin College and distributed through the YWCA.

The show basically emphasizes that our society teaches that a woman's place in this world is subordinate to man. Women are not to use their brains—they have to use their body to catch a man. They are to be seen and not heard and they are the most expendable on the job force.

In another monologue, a woman with a B.A. in French literature said that the smartest thing she ever did was take typing in high school. A woman is only allowed to perform certain jobs even if they have the qualifications for a much better

position that only males are allowed to fill.

There is no place in our society for a single woman according to the presentation. When a girl is no longer a daughter she is expected to become a wife. When she is a wife her interests are supposed to be limited and so her husband becomes bored with her.

The slide-tape presentation showed that even radical movements are discriminatory against women. Women's lib is to be put off until after the revolution. Every great black man has his women standing behind him.

In conjunction with this media show, there will be a general information meeting and panel discussion at 4 p.m. today in the YWCA lounge in Gerlinger. Students and faculty members are invited. Joan Acker, professor of sociology, will moderate a panel on the status of women and a study of em-

ployment statistics for women. Participants include Shirley Terreberry, CSPA; Ann Shoemaker, student; Cathryn Lauris, editorial assistant Old Oregon; Eleanor Meyers, state equal employment office; and representatives from the Law School and PE department.

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Reading and Study Skills Center offers help to slow readers

By JOYCE BRIDGES
For the Emerald

"They come in in a state of shock after a couple of weeks."

That's Mrs. Jacquie Bonner's description of students loaded with five or six texts or extensive required reading lists for one class. "And when that is multiplied by four or five classes, you simply can't negotiate that much reading."

It's her job, along with Mrs. Nancy Reynolds and Mrs. Daisy Reed, as instructors at the University's Reading and Study Skills Center, "to help student read more efficiently and be able to take time out for fun without feeling guilty about it."

The center, an extension of the University Counseling Service, offers group accelerated reading courses, individual programs for students with schedule conflicts or who want help with specific texts, vocabulary development, or special tutoring, and a study skills program.

"If a student brings in his books we help him find an approach to the texts, discover short cuts to comprehension, and help him budget his time," Mrs. Bonner said.

"Next term we plan to offer separate mini-courses in textbook reading, listening and note-taking, examination skills, and reference papers," she added.

Located at 1627 Agate Street in a cramped three-bedroom pre-fabricated house (now minus two dividing walls), the center is negotiating for more space, Mrs. Bonner says. Since Air Force ROTC's move to the former music annex, the house on 18th Street where the center was located last year has been taken back by the Music School. "We lost about half our space in the move," she says.

Although there are rows of paperbacks along the walls, there are few machines, besides the shadowscopes. Calibrated for a particular reading speed, the device shines a band of light across the page, which the student is to read along with.

Little equipment

"We try to teach the student to be independent, which is one reason why we are using fewer pieces of equipment," she explained.

The program stresses pushing the eye to move faster, pacing with the finger, speaking the main ideas while reading, and frequent reviews.

The student usually sets his own limits on how fast he reads, Mrs. Bonner said. "The student's potential is limited largely by what he is willing to do. How fast he reads a particular book depends on the knowledge of the vocabulary and concepts he brings to it. He can't expect to read everything at the same rate."

"One of our big struggles is getting students to change their habits. To start we accelerate the rate and it's necessary to sacrifice comprehension to make that initial gain. Then we bring comprehension back up. But some students panic. They just aren't gamblers," she said.

A very small minority go away disgruntled "because something doesn't happen magically. We focus on practice, flexibility, and change of habits," she maintained.

The chief habits that hold back speed are word-by-word reading, subvocalizing or lipreading, and regression, she said.

Idea reading

"We emphasize idea reading. Parts of words or whole words can be skipped without loss of comprehension," the director of the center said.

Sub-vocalization retards reading because the mouth cannot form the words as fast as the eye is capable of taking them in, she explained. "Regression is a sign of poor concentration. We encourage short periods of intense concentration, then reflection."

Many students are reluctant to give up old habits because of misconceptions such as the idea that rapid reading means lower comprehension. Using the analogy of "a slow driver who is careless because he gawks around," she said, "likewise the slow reader who has time to think of other things is inefficient."

The idea that a student can't read faster because he isn't smart enough is equally false, she maintained. "People with very low IQ's can increase their reading rates if they practice."

As for the notion that rapid reading won't help in reading Shakespeare, Mrs. Bonner says, "Probably not. But it will double or triple the student's base rate depending on how much he practices."

"Although some people claim they just don't enjoy reading," she laughed, "you should see the smiles on their faces when they break over a reading rate plateau."

In a demonstration session Mrs. Bonner had students read at their normal rate for comprehension. Then after three one-minute trials of pushing for faster reading without regard for comprehension and then reading again for comprehension, initial student rates were doubled in several cases.

Running with weights

"It's like running with weights on," she explained. "When you take them off, you find that going faster isn't so hard after all."

Currently 315 students are enrolled in the non-credit morning and evening classes. "We have one night class in Commonwealth," Mrs. Bonner said, "but the atmosphere isn't right. Reading is a very personal thing and each individual has different feelings about his habits and what he wants to accomplish. We need a specific place to answer his needs."

The three part-time staff members work within a limited budget. "We sweep up the place, clean the kitchen, teach a class, and wash the chalkboard," laughed Mrs. Bonner. "It's a totally different experience," said the director who formerly taught six years in Eugene area high schools before being named director of the center in September.

Offered on a term basis, the \$7.50 fee entitles a student to a full calendar year of courses. Students may register at the Counseling Center in Susan Campbell Hall, at the center itself, or during winter term registration at McArthur Court.

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