

Minorities controversy has been brewing since program inception in '65

By **PATTY FARRELL**
Of the Emerald

Editor's Note: This is the second in a series examining the restructuring of the University's minority program. Today's story examines the early history of the programs.

William Boyd's reconstruction of minority programs at the University has been a major point of controversy and attention for the last two months. But disagreement over the organization of minority programs at the University, and especially over the role that the University should play in those programs, is not confined to this most recent action. Controversy has been with the programs since their beginnings in 1965.

Before 1965, the University provided no special programs for its minority or disadvantaged students. University Vice-President Gerald Bogen explained the inception of minority programs in a memo attached to his July, 1975 recommendations on the restructuring of Educational Opportunity Services (EOS). His three-page statement begins, "In 1964, the Research Council of the University of Oregon Chapter of the American Association of University Professors asked President Arthur S. Flemming for action in response to their observation that there were few black faculty and students on the University of Oregon campus."

In response to the inquiry, the University developed the "Upward Bound Program," one of the first systematic approaches in the United States for preparing minority students for college.

The program did not stop there, however. According to David Butler, a University graduate student at the time, the program also included a "Bridge" component which "was designed to ease the path of those who went on to the University of Oregon after graduating from high school." In 1970, this component's name was changed to "Project Continuation."

Butler is the author of a lengthy, unpublished 1973 report entitled:

"Historical Perspective of Minority Programs at the University of Oregon." His effort is regarded by the ASUO and the now-abolished cultural centers as being the most accurately written history of the entire minority issue.

In 1967, a second pre-college program was established for what Bogen called, the "rural disadvantaged." Butler elaborates, claiming that the federally-funded program, labeled the High School Equivalency Program (HEP), "was designed to provide assistance to high school drop-outs among migrants by preparing them to pass the General Education Development Test (GED)." The University established a support program for students coming to the University from the HEP program and labeled it "Project Life."

Both Project Continuation and Project Life were funded by a grant from the U.S. Office of Education. The other program which received funding in the 1960s was Project 75, which recruited disadvantaged black high school graduates. A fifteen-month Ford Foundation Grant funded the project from its founding in 1968, and the University later assumed its support.

up at the University gained the reputation of a "pioneer" in providing assistance to educationally

disadvantaged students. Butler contends that most were pleased with the existing programs, but acknowledges that there were "mutterings of discontent." This discontent did not come from the University or the community, however.

"It boiled down to the fact that many Mexican-Americans and Native-Americans thought the emphasis of Upward Bound was on recruiting Blacks almost to the exclusion of other minorities," Butler wrote.

This discontent led Indians and Chicanos to forming projects for their specific ethnic groups.

In the spring of 1969, University students initiated SESAMEX (Spanish-English Speaking American Mexicans) and Speelyi O-Otam (Native American Program). Both programs focused largely on recruiting members of their minorities, and supplying supportive services such as tutoring, counseling, academic advising, and financial assistance. Initially, the programs received no funding, and depended largely on donations. In 1970, SESAMEX and the Native American program received federal funding.

By 1970, the University had five college-level programs for minority students. Realizing the need for direct communication with the University, the programs agreed to the formation of a liaison office, the Office of Minority Relations. The office had a direct link with the University president, and was headed by a director who had twice been the president of the Black Student Union. The office was soon renamed Student Educational Programs.

The programs faced the chance of extinction in the fall of 1970, however. Butler, in his report, says, "money for the proper sup-

portive services that the programs desired was hard to come by." But late in the year the U.S. Congress passed an education bill which provided funds for minority programs through a Supportive Services Program. The University secured a grant from the U.S. Office of Education which enabled it to support the five minority programs: SESAMEX, Native American Program, Project 75, Project Continuation and Project Life.

But along with the change in funding came a change in the program's organizational plans. The University created a central office, renamed the Office of Supportive Services, and provided for a full-time director. The office was charged not only with developing services for the five programs, but for preparing grant proposals as well.

According to Butler, the programs were "very uneasy" about the new organization, and especially about the new provision for securing grants.

"The feelings of SESAMEX and Native Americans, and to a lesser extent, the other programs, was that this grant proposal represented a threat to their autonomy," wrote Butler.

But after negotiations with University administrators, which Butler claims gave reassurance about the programs freedom and autonomy, the projects decided to go along with the University's reorganization and become a part of the Office of Supportive Services.

The minorities were soon to discover, however, that they had opened the door to even more administrative involvement.

Tuesday, part three will continue with the history of minority programs at the University, up to the implementation of Boyd's reorganization.

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—briefs—

There will be an EMU Board Meeting in Century F at 2:00 p.m. today. A review of summer accomplishments and an assessment of priorities for next year will be main topics.

The Ad Hoc Committee on the EMU Tavern will meet today at 7:30 p.m. (room to be posted in ASUO office).

The committee will hear information gathered by Bernau last summer on campus taverns operated at eleven Colorado schools.

In addition, the committee will consider three different tavern proposals; a student-run operation, a

combination University-student operation and a private entrepreneur operation.

Peter Hohendahl, head of the department of Germanic languages at Washington University in St. Louis, Mo., will speak on the German author Karl May today at 3:30 p.m. in the Gerlinger Lounge. Hohendahl will deliver the lecture in German. Refreshments will be served.

Movie reviewer Mike O'Brien will be guest

speaker at the monthly Eugene-Springfield Single Adults' party at the Wayne Morse home on Saturday, Oct. 11, at 8 p.m.

O'Brien will talk about how he happened to become a movie reviewer. Champagne punch will be served, and there will be dancing in the downstairs cartoon room.

Any single adult is welcome. The Morse home is at 595 Crest Drive in Eugene. A donation of \$1.50 will be asked.

More information is available from K.E. Wallin of 510 E. 50th St., Eugene.

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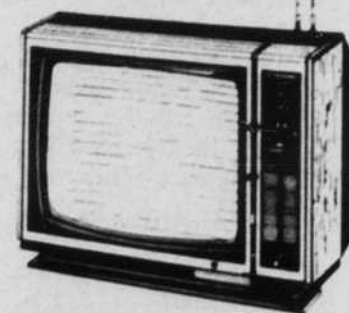
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