

life to rebel against."

Race was the focus of one of the most unorthodox student protests of the late sixties. In 1969, the basketball coach of Oregon State University (OSU) ordered black basketball players to cut their Afro-style hair. They refused and were not allowed to play. A few days before an Oregon-OSU game, the University's black basketball players decided not to play to show their solidarity with the blacks of the OSU team. The white players on the Oregon team played but wore black armbands.

Five minutes before game time, ASUO Pres. Dick Jones and 500 University students poured out of the student section and sat on the floor of McArthur Court. Jones read a short speech in support of the black players, and with that, the protestors walked out.

Classrooms also became the forum for hot-tempered debate, sometimes in spite of the professor's wishes. "Relevance" became the catchword of the day. With the daily escalation of the Vietnam war, many students were hard pressed to find meaning in their required coursework. And while there were varying degrees of involvement, the majority of University students were against the war.

"Most students felt the war was wrong," says Kip Morgan, ASUO president in 1969-70. "But the war could have gone un-

opposed if there hadn't been a draft. The draft threat brought the war into our personal lives. We had to make a decision one way or another. By 1968, most students didn't want to go."

By the spring of 1970, the anti-war movement was at its peak on the University campus. A school strike was called during April and the EMU was occupied by students for almost a week.

Ron Eachus, ASUO president in 1970-71, says the war issue was part of a much larger issue—a re-evaluation of American values. "Students became concerned not with 'how big is my piece of the pie,' but with 'is this the pie I want to be eating?'"

But as the war effort wound down in the early seventies, so did political consciousness. Today's students seem to be much more apolitical than those of the late sixties. Saylor attributes the lack of activism to a self-preoccupation.

"In the late sixties, students had great hopes of reforming society," says Saylor. "We were going to change things and we were going to do it for the rest of our lives. But in those days the economy was booming. Around 1970 the economy started to fall off. Students realized that there was no job waiting for them at the end of the line. They started worrying about the future. The prevailing philosophy became 'before I take

care of anybody else's problems, I have to take care of my own.'"

Eachus disagrees: "It wasn't because of selfishness. You just get tired of beating your head against the wall. There was a lot of effort and energy spent without seeing a lot of effect. So instead of turning outward, students turned inward. People just felt that maybe they could change the world by the way they live their lives."

Scott Bartlett, a University student who was on campus during the late sixties, says that students no longer accept the mythology of the political process. Instead, they've turned to other forms of involvement.

"Students and people in general have lost faith in the traditional channels of political expression," he says. "So they've gotten involved on the community level, or in spiritual or personal life-style pursuit—things like neighborhood groups, food co-ops and yoga. On that level, it's much easier to be personally effective."

The issue of student power during the late sixties was not merely confined to the self-interests of students. According to Saylor, the overriding issue was the function of the University in society—was it to be an objective bystander or an active participant?

"Most students felt that if we didn't say anything about the war, no one would,"



Clark sadly calls police; views from Fenton Hall

The Emerald reported in 1970

says Saylor. "Today's students are reminiscent of the fifties, the 'look out for yourself' mentality. The students of the late sixties felt a responsibility toward the students of the past and the students of the future."

Director to determine co-ed dorm feasibility

By STEVE FREDERICK
Of the Emerald

With enough student support, some of the University's dorms could become co-ed as early as next fall, according to Dick Romm, assistant director of dormitories.

Administrators are awaiting the results of a random sample of dorm residents' opinions taken fall term to gauge support for the idea of co-ed dorms. Romm said a decision will be made by H.P. Barnhart, housing department director, in consultation with Vice-Pres. of Student Services Gerald Bogen and University Pres. William Boyd, possibly next week.

Although the push for co-ed dorms has been going on for at least four years, administrators have been reportedly obstinate and slow in taking action on proposals brought before them.

A student who last year tried to get permission to open fire doors between men's and women's dorms quotes Barnhart as saying, "As long as I'm here, those doors won't open. I'm the top, you can't go anywhere else," and "If you want to live in a co-ed dorm, go to the College Inn."

Barnhart denies using those words but admits he suggested the College Inn "as one alternative." The fall poll is the only action taken on a proposal for co-ed dorms, first brought to Barnhart by the Dormitory Governance Committee last May.

Mike Mitchell, a member of the committee who brought the proposal, said "Other than Mr. Barnhart, I don't know of any housing department people who aren't in favor of it."

"The University has never set itself up to be all things to all

people," Bogen said when he heard of the proposal. "It does not have the responsibility to provide co-ed housing."

Despite resistance, co-ed situations do exist. The German House, sponsored by the German language department, is a 40-room section of the Hamilton complex set aside for German speaking students and is co-ed by floors. In Carson Hall, women and men live on separate floors within the same building.

The off-campus University Inn—the privately owned College Inn before the University acquired it last year—is "randomly co-ed," meaning that only women or only men may occupy any given room, but all but two floors have men's and women's rooms. Two floors are single sex for those who choose to be separate.

Romm says the resistance to co-ed dorms is partially due to the University's image as a "northern Berkeley."

Oregon State University, generally regarded as the more conservative of the Oregon schools, has had co-ed dorms for more than five years, Romm said. He said changes in OSU policies occur with "hardly a ripple" while more public attention follows moves made here.

Although concern for the University's public image seems to play a part in official policy, Romm said, "We don't see it as a matter of controlling the sex lives of our students; it's a matter of privacy."

He said policy is geared to accommodate those who live in the dorms by choice.

"For people who want to live in the dorms, we want to provide the best possible situation. People who want to live in an apartment probably aren't happy with the dorms," he said.

Between men, women

Wage difference widening

(CPS)—With all the affirmative action programs launched in the past ten years, women may have been fooled into thinking employment discrimination is on its way out.

But according to the former director of the Department of Labor Women's Bureau, the actual earnings of women in full-time, year-round jobs not only continue to be less than those of men in the same jobs but the gap has actually

widened in the last 20 to 25 years.

In 1955, women's wage and salary incomes amounted to 64 per cent of male income. Today, the ratio is only 57 per cent.

The department director, Mary Dublin Keyserling, explained that

the great increase in the number of women entering the labor force has been concentrated in three traditionally female fields where the pay is relatively low—teaching, nursing and other health fields.

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