

## Violence, hatred turn civil rights marchers

Civil rights marchers Friday turned back after completing less than one mile of their two-and-a-half mile route in northern Georgia when several hundred whites protested the march by throwing rocks, bottles and mud at the marchers.

The scene was as if from file footage of the opposition to the Civil Rights Movement at its inception, as if all the years of civil rights activism never occurred.

Two marchers were slightly injured, and nine people, all white, were arrested. About 1,000 whites were on hand to oppose the march. Police on hand, about 75 officers from several law-enforcement agencies, were not enough to contain the passion of the whites.

Members of the Klu Klux Klan were on hand to support the protesters and throw a few rocks themselves. J. B. Stoner, who served three and a half years of a 10-year sentence for participating in the 1985 bombing of a black church, gave a speech to the crowd before the marchers arrived.

Watching the protesters oppose the march with violence and hatred was both frightening and disgusting.

The response came, no doubt, as a rude shock to the organizers of the march, some white, who wanted to dispel the racist image of the county. One organizer of the march said afterward, "I have never seen such hatred. There were youngsters 10 and 12 years old screaming their lungs out, 'Kill the niggers.'"

Coming on the eve of the national holiday honoring Martin Luther King, Jr., the violence facing the marchers was particularly disgusting. However, the violence facing the marchers would have been disgusting on any day of the year.

## Semester system comes, replaces flexible system

The Oregon State Board of Higher Education's decision to change the schedule of all public, four-year colleges and institutions to the semester system in 1990 was unfortunate.

The quarter system has served students well since the establishment of the state's higher education system in 1932. The quarter system allows students greater flexibility in academic exploration as well in flexibility in access to school.

The Oregon Student Lobby, which opposed the change to the semester system, argues correctly that the quarter system allows students greater flexibility since they can enter and leave school more frequently, an important consideration for non-traditional students.

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academic exploration; since many courses are offered in sequences, the depth in study comes from a series of courses.

Moreover, the quarter system gives students more opportunity to avoid being locked in to a field of study or subject they don't want.

To say that the quarter system shortchanges students in depth of study is to say that the Oregon education system has been shortchanging students since 1932. We do not feel this is the case.



## Letters

### Leviathans

The Survival Center's whale-watching trip on Saturday was a great way to spend a day.

It was one of those typical Eugene days, blue sky and sunny. The ocean was beautiful as always — wet, salty, blue and wavy. Whales were the highlight... big gray swimming mammals that did us the favor of showing us lots of tails and heads and spouts. It was definitely not the kind of thing you see every day in Eugene. The moral of the story is take a Saturday away from the books and go see whales.

You'll like it, and remember to bring warm clothes.

Bob Neustadt  
Education student

### Experimenting

She was a child who had "to try everything"... so she puffed a reefer of pot.

She was a child who was in "perfect control of her life"... so she shot up some cocaine.

She was a child whose "pleasures knew no end"... so she popped a few exotic

"rainbows."

She was still a child when her "candy man" sold her "something for a high"... the coroner's report read, "injection of opiate with indeterminate exipients."

She was a child with faith and trust in the wisdom and integrity of her supplier... neither of them would have understood the term "indeterminate exipients" even if they could have read the words.

Leonard Pigott  
Oceanside, Calif.

### Pay equity

In her letter regarding the pay of clerks (ODE, Jan. 14), Victoria Payton claims that studies show that the University "reserves its lowest wages" for certain staff "because they are female." I would like to know how these studies reached such a conclusion.

There are low-paying jobs that are held mainly by women, but statistics that merely qualify this observation shed little light on causes, or on what, if anything, should be done about it.

To understand the real causes, one must start with basic economic principles. Employers pay employees because there is work to be done. The value of this type of work to employers, together with the availability of people willing to perform it, determines the amount of pay.

Pay is not a statement of an employer's view of the intrinsic worth of a person. Employers who equalize pay just to be "fair" are making the same mistake as those who discriminate arbitrarily against a particular gender or race.

Pay is not a reward for education. Education will lead to higher pay only if the level of education actually needed for a job is in short supply.

Pay is not a kind of welfare system. "To feed the children"

is a good reason for someone to want a job, but not a good enough reason for an employer to pay him or her.

Either clerks perform a relatively low-value service, or there are plenty of women (and a few men) willing to be clerks for low pay, or both.

Joseph W. Dehn III  
Eugene

### Film review

Last Thursday I read, with plenty of eyebrow-raising, Sean Axmaker's list of the 12 best films of 1986, along with other comments on the film year in general.

I'll say this for him, he's a pro at boring, confusing and irritating.

Missing from the list were the hauntingly tragicomic "Psycho III," the harrowing yet refreshingly feminist "Aliens," the sweetly comic "Restless Natives," the sublimely silly, satirical "Down and Out in Beverly Hills," the biting, witty "Parting Glances," and four highly-praised coming-of-age films: "Lucas," "Desert Bloom," "The Boy Who Could Fly," and "Twist and Shout."

What happened to them? Was there no room to mention them? Or did we have to use those lines to drone on about "enjoyable" versus "good" films, with a few nice, easy shots at "The Color Purple"? (Honestly, hasn't that teacup storm abated yet?)

A question: Does Axmaker pick the films he does because they were the ones he seriously enjoyed and appreciated, or because they are the "serious" "artistic" works that "serious" and "artistic" film students pick? Does every picture have to change history or "say" something?

It's a big world, Sean. A lot bigger than just the Bijou and Cinema 7. Look again.

Dean Backus  
Film

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