

# Dancer changes major due to politics

When I first came to the University, I had my doubts about my ability to live far from home and find a new group of friends.

I quickly became a part of the dance department. I was thrilled to dance with people who loved to dance as much as I did and to learn from teachers who had so much to offer.

Thinking back to my freshman year, I recall a time when I was introduced to someone who used to be a dance major. Upon inquiry, I learned that she had dropped the major because of "politics" within the department.

I realized that politics were and are an ugly part of hierarchical systems, but I did not expect to see it in a small department that appeared to be organized and just. But these politics appeared because of jealous and power-hungry individuals.

Two years later, I sadly and angrily dropped my dance major because of these "politics."

Until now, I have remained relatively quiet about the entire situation, but I cannot remain this way any longer, because I believe students should be made aware of the injustice that has occurred.

This political situation involves a faculty member by the name of Lisa Arkin who was denied tenure this year. She was evaluated and treated unjustly.

Although investigation ensued to find the "truth" of the matter, the truth was ignored for political reasons. Allegations were made against her that directly involved me, but I was never informed of what really happened.

I wrote several letters to the

## COMMENTARY

Heather Meyer

dean of the School of Music, the provost of the University, as well as President Frohnmayer himself and did not receive one reply.

In the letter, I described my experiences with Arkin and said I would be more than willing to talk with anyone about the situation. I was never contacted. I could not understand why they did not ask students about the specific incidents.

The answer I uncovered is not that they care to protect students but rather that they care to protect themselves — through the game of politics. However, I would rather not dwell on the many weaknesses of the system but instead mention the strengths that Arkin brought to the department.

Lisa Arkin became my advisor my freshman year. She is an extremely level-headed and down-to-earth individual as well as a very caring and trustworthy person.

I could talk to her about classes, dance or anything that was on my mind. This type of student-professor relationship is valuable and unique, especially at a large university. Few professors make an extraordinary effort to get to know their students. It is for that reason that she is a superior advisor.

She taught a variety of the most stimulating and educational classes at the University and presented valuable information in an excellent fashion. She exhibited extensive knowledge in her Dance and Folk Culture class. Through traveling, Professor Arkin has immersed herself in many cultures and thus has first-hand knowledge of her subjects. The

multiculturalism that she teaches is invaluable to the University.

Arkin is also the director and choreographer for the Oregon Ethnic Dance Center. This group has given a lot to Eugene and the Northwest in general. It is also one of the only dance groups that goes on tour, representing the University.

Arkin's energy and commitment to the group has enabled it to travel to Arizona, Seattle and other parts of Oregon. The group serves as a role model for junior college and high school students. The company also shares and teaches others about various cultures.

As a person who gives 100 percent to everything in her life, Lisa Arkin has much to offer as an advisor, teacher, dancer and choreographer. The department, the school and the community are losing an amazing individual by denying her the right to teach at the University.

I am extremely angry and unhappy about the way things were handled — along with the final decision that was reached.

I have lost a large amount of respect and confidence for the faculty members of the dance department as well as the people in the hierarchical system who saw the injustice taking place and chose to ignore it.

Heather Meyer is a junior majoring in English.

**EDITOR'S NOTE:** According to Lorraine Davis, vice provost for academic affairs, it is against University policy to respond to letters such as Meyer's. Citing privacy concerns, her office refused to comment on why tenure was not granted in this case.

## LETTERS

al rights to a child in its mother's womb.

Jonathan Collegio  
Political Science

### Paper choices

I was very surprised at the large amount of neon and gold-rod (mustard color) paper that was used in the ASUO elections this year. These papers should have been the ASUO's last choice.

Dyes used in paper production are toxic and have negative impacts on our ecosystem and the recycling process. All paper, except unbleached or chlorine-free paper, is first bleached with

industrial chlorine, which produces dioxin (one of the most toxic chemicals known).

Not only is neon/goldenrod paper toxic, it is often mistaken for colored paper and creates contamination in the recycling process. When the pulp is first bleached, these colors don't bleach out and contaminate entire loads of recycling.

When choosing your papers, please consider using creative graphics and less toxic choices to send your messages. My first choice is 100 percent recycled unbleached paper.

Karyn Kaplan  
Recycling Program Manager

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- Your name is on the letter
- All events reported are verifiable
- The letter is addressed to Nicole Krueger
- We receive the letter by 4 p.m., May 31

Several submissions will be selected for print. All letters will be edited for grammar and style. Potentially libelous letters will not be printed.

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## LETTERS

### Spiritual Music

Much University music education is analysis and students counting quarter notes at the expense of understanding the music's spirit.

In the play *Amadeus*, the king reprimands Mozart because his opera has "too many notes." People in positions of power often cut and slash the arts without understanding their actions.

Recently, Beall Hall was full of gospel music led by Julia Neufeld, a teacher who takes mostly non-music majors and many international students who are not native English speakers and gives them the will to sing together and to shine as one.

This is the potential that education so seldom reaches. Students are giving without reservation and experiencing the true joys of being alive. Through song, these students are gathering moments to retell to their children.

Concurrent with this glowing lamp of learning, there must always be dark shadows. At Beall Hall, where people should keep the fragile fire glowing, there are some who would smother the flame. They say Julia Neufeld is too religious to teach gospel.

Gospel music is religious. To ask Julia Neufeld to set aside her feelings of spirit, to teach gospel music from some abstract position, is impossible.

Let students learn from someone who is living the music. Let them make up their own minds. This is education and the reason

that people attend the University.

Let's embrace Julia Neufeld as a fine example of University teaching. The students will come, learn and share.

Jim Hay  
Artist and Teacher

### Hiding the truth

The appearance and demeanor of the RU-486 article (*ODE*, May 6) confirms many things concerning the pro-abortion movement in this country.

In its appraisal and support for the legalization of this miracle drug, the writer conveyed many interesting, albeit predictable, justifications for its use.

My personal favorite: "One out of three French women prefer chemical abortions to surgical ones." Sounds more like an advertisement for a bad breakfast cereal than for a drug that purposely induces miscarriages.

The writer also spoke of "expulsion of the egg," whereas anyone who has taken a junior high school sex education class knows it's a bit more complicated than just an egg.

But I understand the writer's obstacle; writing as an advocate of both the drug and abortion, "expulsion of the embryo" doesn't quite have the ring or appeal of the chosen phrase.

It is obvious that the fundamental tactic used by the pro-abortion movement is to keep as many people as possible from knowing about the physical state of the fetus at the time of the abortion.

This is clearly necessary to protect the \$1 billion (plus) abortion industry.

A potential mother who enters an abortion clinic, possibly ambivalent about the decision to be made, is often greeted by an abortion provider who does everything possible to keep the woman from knowing exactly what occurs in the procedure, giving her a false sense of security in her decision.

Apart from the "egg" example is the showing of graphic illustrations portraying forceps entering the uterus, presumably to remove something but with nothing we call a fetus in the drawing.

These antics are anything but courageous; the pro-abortion movement and its activists are so insecure that they cannot even allow the public to know "what" is actually being aborted or how it is done.

I was also disturbed when, after I placed several Right to Life fliers showing unborn babies in various stages of development in PLC last month, they all mysteriously disappeared within two days. One was placed to the side of a Students for Choice 2000 flier, but interestingly enough, it disappeared also.

With actions like this, can the abortion question ever be fairly addressed through public discourse? Or more importantly, can pro-abortion advocates even discuss the issue with integrity?

Little else could be expected from a movement that continually seeks to deny constitution-

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