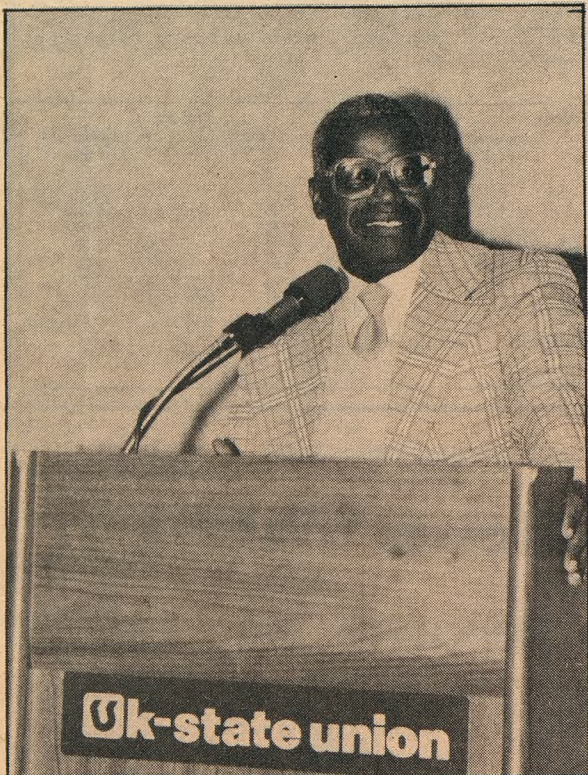


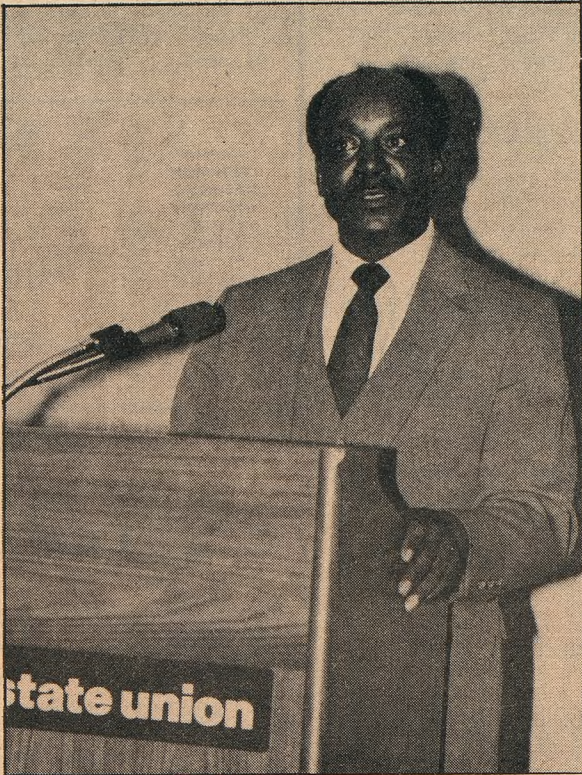
Alliance

AN ETHNIC NEWSPAPER AT KSU

December 1983



James Boyer



Veryl Switzer



Duane Acker

RECEPTION RECOGNIZES SCHOLARSHIP

On November 1 of this year over 100 undergraduate minority students were honored at a reception in the K-State Union for outstanding scholastic achievement. Kansas State University president, Dr. Duane Acker, and KSU professor of

curriculum and instruction, Dr. James Boyer, were the keynote speakers; assistant vice-president for student affairs, Veryl Switzer, offered opening and closing remarks.

All in attendance agreed the First Annual Scholastic Achievement

Recognition Program was a rewarding experience and that it should be the first of many such occasions.

The students were told, "Tonight we are gathered to honor outstanding undergraduate minority students at Kansas State University."

The Office of Minority Affairs and the administration and faculty of KSU salute you for your academic accomplishments. We encourage your continued success at this university and in your future endeavors."

(To p.3)

HISPANIC FRATERNITY PLANNED

A number of Hispanic men are hoping to establish a national Greek fraternity at Kansas State during the spring 1984 semester. Nelson Vazquez, junior in physical science and pre-law is leading the search for an existing organization with which a K-State chapter could affiliate.

Carlos Borrero, senior in secondary education from Ponce, Puerto Rico, and Gilmar Rodriguez, graduate student in math from Jayuya, Puerto Rico, are assisting in the effort.

"It is not immediately evident whether or not a national fraternity exists which is all or predominately Hispanic," Vazquez said. Barb Robel, director of K-State's Greek Affairs Office, is not aware of a national Hispanic Greek organization, but she is helping Vazquez and the others in their search.

The students are going through lists of fraternities from New York, Texas, New Mexico, California, and several other states looking for Hispanic organizations. They have contacted Senator Kassebaum's D.C. office and several other sources who are helping them look for an appropriate national group, also.

"We already have local student groups, like MEChA and PRSO," they said. "What we want to establish is a Greek organization with a national membership." The students hope to be able to locate an established group but, if they don't, they will consider the possibility of beginning one here.

Borrero and Rodriguez are contacting colleges and universities in Puerto Rico to see if they have

(To p.4)

COALITION BUILDING MAJOR MEETING THEME

by Raul R. Guevara

(Editor's Note: Raul Guevara, Minority Affairs Outreach Coordinator, recently attended the Midwest Hispanic Political Leadership Conference in Chicago. This is an account of his trip.)

Hispanic Force '84 is an ideology that represents the Hispanic community's interests in transforming and opening up the U.S. political system. This is an effort by elected and appointed officials to mobilize the nation's approximately 6 million voting age Hispanics into an influential force in the 1984 presidential election. The main goal of Hispanic Force '84 is to register 1 million new Hispanics by organizing and conducting more than 300 local voter registration and education campaigns in 28 states and raising \$2.4 million by November 1984.

I attended the historic Midwest Hispanic Political Leadership Conference in Chicago, Illinois, to learn more about the Hispanic Force '84 ideology and strategies. The conference brought together 667 Hispanic political leaders from cities across the midwestern states of Illinois, Ohio, Michigan, Indiana, Minnesota, Kansas, Iowa, Missouri, Wisconsin, and Nebraska for the first time. I came away convinced that Hispanics will become a major factor in the politics of our community as well as the politics of this country.

The conference focused on the emergent strength of the Hispanic vote and important issues facing Hispanics in America today. Some of the speakers included: two presidential candidates, Jesse Jackson and Senator Alan Cranston; Governor Toney Anaya; Mayor Harold Washing-

ton; Polly Baca Barragan, William C. Velasquez and Juan Andrade, Jr.

In America today, Hispanics and other minorities are engaging in various forms of political involvement to strengthen their political base. One of the primary strategies is to organize broadly based coalitions. The whole democratic system of government is based on the idea of a big coalition. Three key

ingredients of a successful coalition are 1) involvement, 2) participation, and 3) commitment. Coalition building is simply a gathering of groups and organizations each trying to advance their own individual interests. A coalition also provides a forum which enables you to work out common objectives with other elements in society.

There are seven major factors to consider in developing an effective and successful coalition. 1) A coalition does not have to be a permanent organization. Very often diverse groups will get together simply to advance one common goal and when it is achieved the coalition will disband. 2) It is important that individual groups maintain their own individual identity and autonomy in a coalition even while they are coming together to pursue common objectives. 3) However, each participating group must be able to perceive its own self-interest in taking part in the coalition as a means of achieving collectively a goal which it could not obtain on its own. 4) A successful coalition does not require total consensus in every respect before it takes action. 5) Participants must be willing to accept and deal with differences in values, attitudes, and communication systems as qualities inherent in a coalition. 6) Internal group conflict is inevitable.

(To p.4)



Dr. Bert Robert Lewis

Vet Building Honors Lewis

Word has been received at Kansas State University that the late Dr. Bert Robert Lewis, formerly of Hutchinson and a 1960 K-State graduate in veterinary medicine, has had a new University of Minnesota College of Veterinary Medicine building named in his honor. It is the Lewis Hospital for Companion Animals, a new small animal hospital.

"Bert Lewis was a good man and a personal friend of mine for many years," said Veryl Switzer, assistant vice-president for student affairs at KSU. "In the professional field of veterinary medicine Bert brought distinction not only to himself but to Kansas State University as well. He has been missed by the profession and by his friends, including me." Lewis died of a heart attack in 1979.

(To p.4)

Admission Information Improvements Needed

There is a recent trend toward fewer numbers and percentages of minorities students in higher education according to recent studies. Although the number of minority students at KSU is holding at "around 1,000" there has in fact been a drop in minority enrollment from the high of 963 in 1979-1980. The 1981-1982 figure was 886.

A number of factors have contributed to this trend, a lower over-all enrollment for one; but there are so few minority students in higher education that losing any ground in minority enrollment is a problem.

A study by William E. Sedlacek, University of Maryland, suggests that whether or not the downward trend continues depends in large measure upon action taken by university admissions officers. Sedlacek said most of the current debate centers around achieving equality, which is appropriate, but he believes the research and the lawsuits may not be focusing on the most helpful kind of equality. "I say that the kind of equality we are after in admissions is equality of information, not equality of process," he said. "We want the best information we can get on every applicant."

Sedlacek said admissions procedures are biased against minority students because even questions on admissions forms have a cultural bias.

Research indicates that because the experiences and life styles of typical minority applicants are different from white, middle class applicants, we should gather information about them differently, if we are to be just.

"For instance, a minority applicant who has shown leadership in a community project rather than the biology club might not be as likely to write it on the application because of the way the question is worded and his/her lack of information on what is appropriate to write in," he said. We are not as sure about these cultures, what it is like to be in them, and how one shows accomplishment in them," he said.

Typical tests employed in predicting success in higher education (ACT, SAT) are not as useful for predicting potential performance of minority students, Sedlacek said. He believes the underlying reason for lower scores among minority students relates to a background of lower expectations and a "more capricious" reinforcement system.

"More whites realize that if they do X, they will get Y, and so forth. For example, whites are more likely to feel 'If I study hard, I will get good grades and go on to the next step.' This is not nearly as clear for minorities," he said.

A key seems to be that a history of lower expectations for minority students has led to a lack of consistency in grades (lower or higher than expected) and a resulting lack of ability to develop a link or relationship between what they do and what happens to them. "This kind of grade discrepancy has been found in a number of studies, and helps to explain why grades don't predict minority student performance better," he said.

Sedlacek and other researchers have studied various race related variables and produced a list of seven factors they believe are keys to predicting the performance success of minorities in higher education. "I am not suggesting that the seven noncognitive variables are not important for white applicants," he said. "I am suggesting that the way we go about gathering our admissions information favors white applicants, and we tend to get noncognitive information routinely for them. In admissions and retention, our immediate goal is equality of information to use in making decisions and planning programs. If we must work harder or use different methods to secure information from some applicants, so be it; our long term goal is retaining and graduating competent persons," he said.

The seven key variables are:

Positive Self-Concept:

- "Although minority students have had to battle incredible obstacles

and setbacks even to reach the point of applying to college or professional school, they need even greater determination to continue. Determination is needed precisely because they come from a different cultural background than most of the students and faculty members they will encounter in school."

- "Blacks who get high grades tend to have very atypical personality profiles vis-a-vis whites who get high grades and according to norms based on white students. The successful minority student is likely to be inclined toward, and experienced in "going against the grain."

Understand and Deals with Racism

- "An admissions committee that has good intentions but uses inappropriate predictors to select minority students is committing an unconscious act of racism. This is racism because it results in negative outcomes for minority students who are incorrectly selected and it is institutional racism because it is the result of collective action."

- "Blacks who understand that the institutions of society control them in many ways but that it is possible to alter those institutions, performed particularly well."

Realistic Self-Appraisal

- "Recognizes and accepts any academic background deficiencies and works hard at self-development."

Prefers Long-Range Goals to Short-Term or Immediate Needs

- "Since role models are unavailable and the reinforcement system has been relatively random for them, many minorities have difficulty understanding the relationship between current work and ultimate practice of their professions."

- "The minority student who is not ready to accept delayed reinforcement . . . will be in a great deal of trouble in college."

Availability of a Strong Support Person

- "A black student who is about to enter college may not have members in his or her immediate family or neighborhood friends who have been to college or understand the ins and outs of the system, which most educated whites take for granted."

- "The minority student who has at least one strong support person in his or her background is more likely to get through the many and very difficult adjustments required of most minorities in a predominately white school."

Successful Leadership Experience

- "It is important to pursue the culturally relevant activities of the applicants rather than to treat them as if they come from a white middle-class environment."

Demonstrated Community Service

- Community service goes beyond this (leadership experience) in providing evidence of interest in and understanding of one's background and willingness to help and serve one's people. If minority students reject their background, it is likely they will have trouble in personal areas, such as self-concept, understanding racism, and realistic self-appraisal.

"The standard application blank and admission interview typically do not explore different cultural backgrounds and tend to miss a great deal of data that are useful in selecting minority students," Sedlacek said. Sedlacek cautiously predicts that if noncognitive predictors such as the seven above are used in selection, one can make reasonable predictions of academic success for minority students.

THE BOTTOM LINE

Federal regulations require that financial aid recipients make "satisfactory academic progress" in order to be eligible for federal aid from any of these programs. This includes students who receive aid from any of these programs: Supplemental Educational Opportunity Grant, Basic Educational Opportunity Grant (Pell Grant), National Direct Student Loan, College Work-Study, Health Professional Student Loan, and all of the Guaranteed Student Loan programs.

K-State has established a framework for evaluating a student's efforts to achieve an educational goal (degree) within a given period of time. This includes a quantitative measure (number of hours earned

each semester) and a qualitative measure (grade point earned for hours completed each semester).

All recipients of student financial assistance will be required to meet at least the standards for satisfactory academic progress. The only program not covered by this policy is athletic grants-in-aid. (Office of Student Financial Assistance)

The chart below shows the standards for cumulative grade point average and hours earned that students must meet. Questions should be directed to the Office of Student Financial Assistance; staff members in the Office of Minority Affairs will also be happy to answer questions.

	Undergraduate		Graduate	
	Hours Earned	Cumulative GPA	Hours Earned	Cumulative GPA
1st Semester	12	1.00	9	2.65
2nd Semester	24	1.50	18	2.65
3rd Semester	36	1.67	27	3.00
4th Semester	48	1.75	36	3.00
5th Semester	60	1.80	45	3.00
6th Semester	72	1.85	54	3.00
7th Semester	84	1.90	63	3.00
8th Semester	96	1.95	72	3.00
9th Semester	108	2.00	81	3.00
10th Semester	120	2.00	90	3.00

This schedule of credits completed will be proportionately adjusted for recipients enrolling for less than full time (3/4 for 9-11 credits; 1/2 for 6-8 credits)

Elected Students Will Fill These SGA Senate Slots

Students do have a voice at Kansas State University. Every student is automatically a member of the Student Governing Association.

You are represented by a college council, elected by the students in each respective college; by one student senator for each 300 students enrolled in your college; and by the student body president. The student senators and the student body president are elected by the K-State student body.

The purpose of the Student Governing Association at K-State is to help students voice any problems, suggestions, or grievances they may have. It is the students' answer to self-government, and is divided into three branches: legislative, judicial, and executive.

STUDENT SENATE is the legislative branch and is composed of the following committees.

Academic Affairs handles any situation which involves the student in the purely academic realm, such as credit/no credit rules and regulations and the academic grievance system. The committee is presently working on advising problems, dead days, and December commencement.

Communications coordinates student senate public relations and works to improve communications between student government and students through opinion polls, and living group and organizational visitations. The committee is presently working on updating an informational brochure on student government.

Finance coordinates all requests for financial funding from the student activity fee. It helps organizations prepare yearly budget requests and recommends a balanced budget to student senate during the allocation process. It also monitors fiscal records in accordance with SGA spending regulations.

Personnel Selections evaluates procedures for hiring various salaried personnel employed by

student activity fee monies. It develops interviewing committees and evaluation criteria for each specific vacant position, studies the overall scope of SGA salaried positions and acts very much like a personnel department.

Senate Operations coordinates the internal workings of student senate, such as the SGA constitution and by-laws and the various legislation essential to SGA. The committee also coordinates elections and opinion polls. It is currently working on the student senate aide program.

State & Community Affairs acts as SGA liaison to various groups outside of the university, such as the Manhattan Chamber of Commerce, the Manhattan City Commission, and the State Legislature in an effort to promote KSU concerns.

Social Services works closely with the following social services funded through the student activity fee: Consumer Relations Board, FONE Crisis Center, Legal Services, University for Man, U-Learn, and Women's Resource Center. The committee is the liaison between SGA, the university administration, and the social services. They conduct periodic evaluations of each social service program and helps train new personnel in the areas of administrative procedures, finances, and program planning. The committee is currently working on the evaluations.

Student Affairs works to resolve current student concerns. It is involved with almost every university committee that has student input in such areas of student services, university policies, and campus planning and involvement.

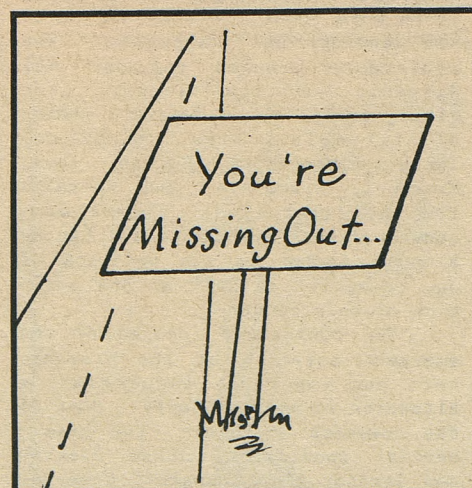
STUDENT TRIBUNAL, STUDENT REVIEW BOARD, and STUDENT TRAFFIC APPEALS BOARD makes up the judicial branch.

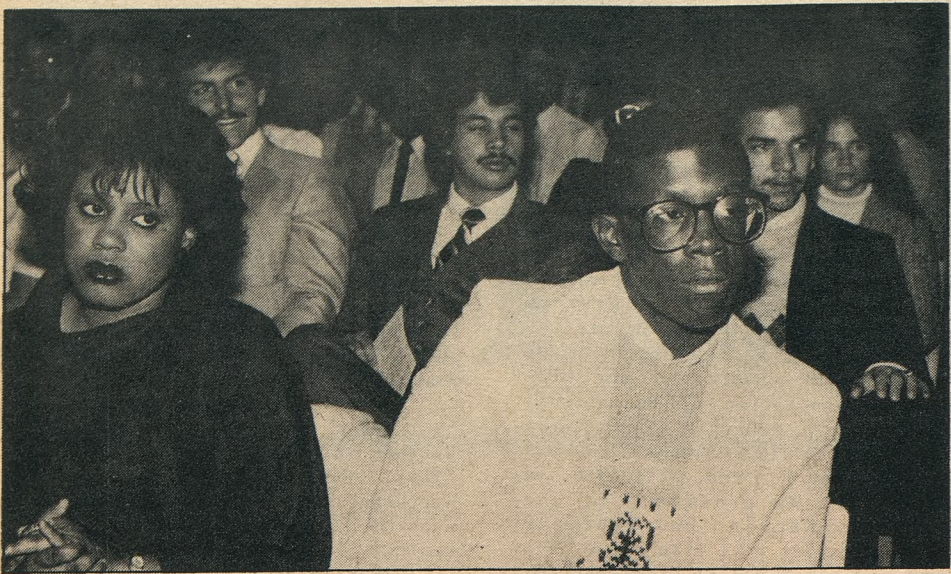
The executive branch consists of the STUDENT BODY PRESIDENT and his or her cabinet (SGA Office).

- IMPORTANT DATES -

- January 25, 1984 - Filing deadline (5:00 p.m.)
- February 1, 1984 - Posting of most campaign materials begins (5:00 p.m.)
- February 5, 1984 - Banners may be displayed (5:00 p.m.)
- February 8, 1984 - ELECTION DAY
- February 15, 1984 - Run-off election if necessary

***Students with questions about running for office may contact Raul Guevara in the Office of Minority Affairs for assistance.





Scholars photos by "Special Touch"

Scholars (From p.1)

SENIORS

Arroyo, Gary PRVET
Arvizu, Hilda ACCTG
Carrea, Gerardo PRVET
Cortes, Jose A. MBIOL
Delaney, Jean EDART
Demory, Carolyn EDELE

Douthit, David W. ARE
Duckett, Denise MANGT
Gely, Rafael LIBRE
Gibson, Michael PRLAW
Goodwin, Sonya FLHD
Gutierrez, Doris EDELE

Harris, Pam J. SOCIO
Lee, Warburg ME
Mah, Julie M. JMC
Mulford, Rita MEDTC
Omori, Michael ACCTG
Oneal, Deloris ACCTG
Patron, Ricardo LFSCI
Patron, Rufino PRMED
Phi, Thoan CHE

Rainman, Kermit EDGEO
Rodriguez, Jose R. BIOL
Rosas, Alfredo F. PE
Soto-Ortiz, Carlos PRVAG
Tran, Trung D. CMPSC
Tsen, Andrew BIOCH
Valenti, Nicholas BIOL
Williams, Kelly D. ARCH
Wilson, Sue E. MANGT

JUNIORS

Ferguson, Chanblee SP
Hammock, Hjordis FINAN
Herbert, Kim FMKT
Huertas Torres, Miguel ET
Iles, Alexander EE
Jarrett, David EE
Kennedy, Stormy GEOG
Kitchen, Mary K. ENGLE

Martinez, Manuel IE
Osborn, Catherine PRMED
Paterno, Gregory ET
Schultz, Mona PSYCH
Siu, Becky EDPPE
Stein, Patricia EDPPA
Toyer, Renee SOCWK
Velasquez, Bobby EE
Webb, Edward EDPPE

SOPHOMORES

Barber, Beverly PRNUR
Barnes, Lee IE
Buford, Sandra ACCTG
Collazo, Victor E. PRVAG
Dujovne, Vera F. ASUN
Finlay, Sabrina EDPPE
Foley, Ericka PDP
Gulley, Rose Marie JMC
Guzman, Roberto PRVET
Hwang, Jean PRMED
Jimenez, Marlene EDPPE
Johnson, David T. PDP
Labhsetwar, Swedha BIOCH
Leggs, Michael JMC

Magana, Carl A. EE
McCoy, Branda L. PRNUR
Middleton, Denise EDPPE
Nunes, Paul M. BOL
Pigno, Nancy CMPSC
Rangel, Martin PDP
Rittgers, William NE
Salazar, Stephen BAPP
Scott, John APDES
Sepulveda, Gary BAPP
Tsen, Lawrence PRMED
Varrientos, Joseph EE
Warren, Jeaney ASUN
Wong, Athena L. CHE

FRESHMAN

Bazemore, Curtis ENUN
Benson, Rudolph ARE
Brown, Crescentia ARE
Brown, Glynis EE

Burnett, Richard ART
Calvin, Albert ME
Crane, Katherine PRNUR
Cruz, Jose PRMED

Drew, John F. PRVAG
Gibson, Devery PRMED
Goslin, Lester ME
Grissom, Cecilia PRNUR
Hansen, Kent MUSED
Heard, Jerry ENUN
Hicks, Crystal CMPSC
Hoang, Huyentram PSYCH
Holly, Mark PRVET
Jackson, Alonda DTIM
Jamison, Steven EE
Johnson, Bryant BAPP
Key, Allison BAPP
Lamb, Easter EDPsy
Lo, Linda EE

Love, Jacqueline PRLAW
Lunday, Mareel ASUN
Martin, Myna JMC
Perry, Madonna THTRE
Schulz, Susan BAPP
Sechler, Spencer IE
Sheppard, Darrell EE
Simms, Deanna SOWK
Smith, Jerome BAPP
Stevens, William MUSIC
Tanner, Beverly INTDE
Tsen, Caroline IE
Tyree, Ingrid BAPP
Yee, Mon S. AGEON
Yi, Tomji ASU

Courses

ENGL 659 LITERATURE OF THE NEW BLACK RENAISSANCE: In this course students will study 8 novels written since 1954 by Afro-Americans. Students will explore the organic unity of each work by examining literary purpose, themes or ideas, form and structure. Students will establish personal relationships with the literature by discovering what the novels reflect of their society and of themselves. The class will meet one evening a week for 2½ hours, and it will devote two weeks of discussion to each novel. Graduate students will explore secondary, critical sources and write a research paper. All students will write essays out of class, one for the mid-term and another for the final examination. This course is designed for those not familiar with Afro-American culture, as well as for those who are. T 7-9:30PM DE 218 (Royster).

ENGL 699 AMERICAN INDIAN AND CHICANO LITERATURE: In this course students will study 8 novels, four by Native American Indians and four by Chicanos, published since 1958. The classroom procedure will be to discuss, analyze, and synthesize the texts with regards to literary techniques and authors' visions, to place the texts within their cultural contexts, and to enable each reader to develop a personal relation to the text. This course is designed for students not familiar with Chicano and Native American cultures, as well as for those who are. Grading is based on classroom discussion and two take-home essay examinations, one at mid-term and one at finals. Graduate students will also explore secondary, critical sources and write a research paper. TU 11:30-12:45 EH 218 (Royster).

HIST 539 BLACK AMERICAN HISTORY: Blacks in America from the 17th century to the present, with special emphasis on political, social, economic, and intellectual developments in the role of the Black American and his contributions to American life and culture. Pr.: Sophomore standing. TU 1:05-2:20 EH 224 (Ferrell).

POLSC 355 CONTEMPORARY ISSUES: An examination of current political issues that face the nation. The class will analyze currently popular arguments concerning government and the economy, the Bill of Rights, voting behavior, sexual politics, political action committees, conservative vs. liberal politics, race relations, and democratic theory in general. MWF 9:30 K 214 (Gustafson).

POLSC 716 DISCRIMINATION AND THE LAW: Equal protection under the law, as provided by the Constitution, statutes, regulations, and judicial decisions, with special attention to discrimination on the basis of race and sex. Pr.: POLSC 503 or HIST 555 or HIST 539 or POLSC 706 or SOCIO 570. TU 9:30-10:45 KG 204 (Linford).

ANTH 532 MEXICAN AND CENTRAL AMERICAN INDIANS: Description and comparison of Tz'utuhil, Aztec, Maya, Guana, and other civilizations and nonliterate cultures of Mexico, Central America, and the Caribbean ring. Culture contact and change in surviving tribes. Pr.: Junior standing. TU 11:30-12:45 MA 126 (Taylor).

ANTH 673 PRECOLUMBIAN CIVILIZATIONS OF MEXICO AND GUATEMALA: Early man, the beginnings of agriculture; the rise of civilization; the classic empires of the Maya, Aztec, Tarascan, and their neighbors; relationships with the Southeastern and Southwestern United States. Pr.: ANTH 200 or 260, or consent of instructor. TU 9:30-10:45 MA 201A (O'Brien).

SPAN 563 INTRODUCTION TO THE LITERATURE OF SPANISH AMERICA: Reading and analysis of representative works of Spanish-American literature from the colonial period to the present. Pr.: SPAN 263 or equiv. MWF 10:30 JU 249 (Buck).

SPAN 573 BUSINESS SPANISH: Advanced grammar necessary for adequate oral and written expression in international business and diplomatic situations, including specialized terminology, conversation and discussion, and translation. Pr.: SPAN 564 or equiv. MWF 11:30 JU 148 (Benson).

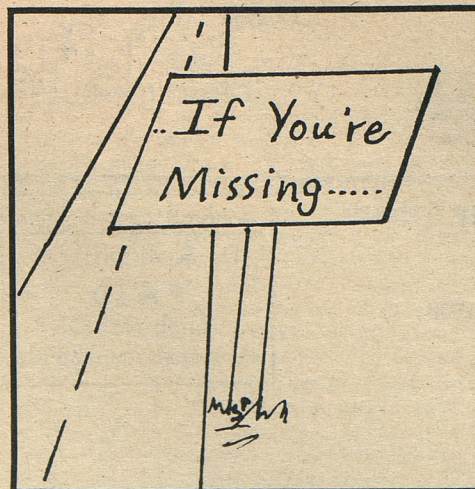
SPAN 751 SPANISH-AMERICAN NARRATIVE TO 1950: Development of the narrative in Spanish America from the colonial period to the mid-20th century. Analysis and discussion of representative authors from various regions. Pr.: 21 hours of college Spanish or equiv. MW 2:30-3:45 EH 125 (Shaw).

EDCI 730 EDUCATION OF THE DISADVANTAGED: Consideration of the life-space of the disadvantaged learner and its relationship to curriculum, organization, and inter-personal relationships in schools. The development of realistic, relevant goals for the teacher of the disadvantaged. Pr.: EDAF 611 or consent of instructor. W 4:30-6:55 pm BH 108 (Boyer).

DAS 399 JUNIOR HONORS COLLOQUIUM: INTERDISCIPLINARY PERSPECTIVES ON BILINGUALISM: Pr.: Non-credit seminar, introduction to Honors Program in Arts and Sciences, and two Honors Program sophomore seminars. MF 2:30-3:45 EH 020 (Harris).

DAS 407 SENIOR SEMINAR: LATIN AMERICA: Pr.: Secondary major in Latin American Studies. Appt. (Shaw).

Minorities Resource/Research Center



Opinion STUDENTS TODAY

by Eliezer Eddie Rodriguez

The political process at Kansas State University is lacking equal representation. It is imperative today that we organize politically in capturing the imagination of the University. It is extraordinarily crucial that we acquaint ourselves with the political procedures of this University.

What accounts for the lack of minority participation in the operation of our student government? There are many reasons why. I'll briefly discuss a few.

First of all, minorities are preoccupied with their own priorities and daily needs, such as academic, social, and personal concerns. Similarly, minorities don't see the political process immediately affecting their own personal needs. They fail to realize how practical involvement can be applied to their future careers. Likewise, they are reluctant to participate because they are uncertain and they lack confidence and experience. Finally, minorities cannot identify themselves with anyone in our student government because they have no representation.

Let me quickly explain and say that there are many competent, determined and capable minority students in this institution. So, what can we do to motivate minority students to participate in our student political arena?

We need to recognize and acknowledge students who are interested in the political process. We need to create a support system to encourage their involvement. We don't have anything to fear. We lack experience, but I'm confident that we can acquire it. Experience is a learning process over a period of time. We need to install political programs in our individual groups, so that we can be kept better informed on various issues. We need to become politically and organizationally sophisticated. Groups that lack sophistication allow room for petty jealousies,

making them tend to move away from their main objective. Minorities need to express their concerns. We need various political outlets. We need to be represented!

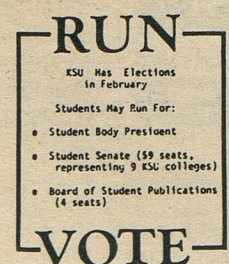
Let's get involved in the game of the '80's. I think that Blacks, Whites, and Hispanics ought to come together. We need to come together with the Indians, Iranians, Arabians, Asians, athletes, weightlifters, debaters, and performers so that we can pursue a common interest. This will allow us to accomplish goals collectively that we could not otherwise achieve on our own. We need to form strategies through which we can get every student in the University to organize and to participate in a political campaign.

I don't believe that minority students are apathetic. It's not true. It is ingrained in our minds and in our attitudes that we cannot and should not participate. We need to change our attitudes. It's not apathy, it's disbelief. Minorities need to say, "Yes, that is for me!"

I want to make sure that we are represented. Let's write letters and make phone calls. Let's support candidates who share a common interest.

There's no doubt about it, we need representation. Let's start working on it! Keep in mind that today we can organize, vote and make a difference at the polls.

(Eliezer Eddie Rodriguez is a Peer Counselor with Special Services Program and SGA Student Director of Minority Affairs.)





Global Alliance

Happy New Year 1984 --
Let's Hear It For 2001!

In September, I went to my grandpa Allen's 92nd birthday party in Wichita and happened to sit at the dinner table with a 21-year-old cousin I rarely see and his fiancée. They are planning a December 31 wedding and when they told me the date, I said, "ah, ha! I wonder how it will feel to begin married life on January 1, 1984?!"

I thought the comment would at least elicit a grimace and a "well, we didn't want to wait to get married a whole year just to avoid 1984." But there was nothing on their faces except a bewildered smile and a glance to one another that told me they had no idea what I was talking about and wished they'd sat someplace else.

I'll tell you the truth, I was shocked. I'm still dumbfounded that the 14 years between our ages has erased any recognition of the . . . dum, da, dum, dum, shake in your boots, pull down the shutters, booga, booga, one and only scariest year of the future: 1984!

An entire generation, and more, dreaded 1984 and when finally it is upon us, the shiney new adults haven't even heard of it!

For those of you who may also be unfamiliar with 1984, I will say briefly that it is a book by George Orwell, published in 1949, about the future year 1984. It was written as a warning about the potential destruction of the human spirit by a totalitarian state. 1984 contained a complete, imagined world, including a new language, that to our minds would be a nightmare; and Orwell made it seem actual, ordinary, and possible.

Few, if any, novels written in this century have made a greater impact on politics as that of George Orwell's 1984, a reviewer said. The title, itself, is a political byword. "Orwellian" is a code used to warn against a particularly dreadful lapse in liberty. Terms coined by Orwell like "Big Brother," "Newspeak," "Doublethink," "Ministry of Truth," and so on have entered

our vocabulary. In fact, Walter Cronkite wrote in the introduction to a new edition of 1984 that one reason it failed as prophecy is because it was such a good warning. However, he adds, the warning is as pertinent today as it ever was and we are reminded all too often of that by one "Big Brother" or another: Stalin, Hitler, Khomeini.

One critic of 1984 said, "Perhaps every age needs its own nightmare, and 1984 is ours. It is a nightmare peculiar to our time, for only in this century has totalitarianism become an actuality, and thus a subject for the human imagination: only where there were boots in human faces, could one imagine a boot stamping on a human face--forever."

Another said, "Nineteen Eighty-Four is a book that goes through the reader like an east wind, cracking the skin, opening sores; hope has died in Mr. Orwell's wintry mind, and only pain is known."

Surely the dethroning of such a monumental horror story must be telling us something. The only explanation I can come up with is that prophecy must be meant for the people of the author's era, so there

is still time to plan, to fight to avoid the imagined, possible, evil. Maybe my cousin's generation sees so many daily crises on television that old books like 1984 seem mild by comparison.

And it seems almost too obvious for words that Orwell's warnings about destruction of the human spirit, even his infamous "Room 101," which contained each person's own private terror, pale beside our current nuclear nightmare, as depicted in the film, "The Day After." "The Day After" didn't dilly-dally with the destruction of trifles like liberty or spirit; "The Day After" warns us about destruction of the human race--of life as we know it; a fate even Orwell could not imagine.

Faith is generally thought of as a belief that is not based on proof. I think faith must include even the half-skeptical, wild-and-leaping hope that the Natural Universe in the end will be stronger than any one of its parts; and the "part" I'm referring to now is the human part: the only known threat to the Earthly system, as a whole.

If we think our body as a miniature analogy of the whole world, our brain would play the part of human beings within it. Maybe that's giving people too much predominance, but we humans are in fact blessed or cursed with the power to guide the rest of the known system just as a brain guides our body. We can tend the garden or destroy it.

The body, like the universe as a whole, is an awesome system. The detail in it alone would boggle the world's most advanced computer. And, yet, our tiny three pound brain can override the whole rest of the body if it decides to do so. It can take this miracle machine out on New Year's Eve, pollute it, even run it into a tree and kill it, from sheer stupidity. Humans can do the same to the world.

Maybe books like 1984 and films like "The Day After" are like cold water in our face or a mysterious signal from somewhere in the larger system, urging us to take better care of our world. All of us, and all of us, together are vulnerable to the folly of the human brain.

I hope our fears of a nuclear nightmare can be as quickly eased as those expressed in 1984. We can't overlook either warning but, in the future, let's hope our kids can at least get back to worrying about something less than complete destruction.

I can picture one future scene now: my cousin and his wife, both of them 38-years-old, are sitting at a gathering with a still younger cousin (it will probably be my grandfather's 119th birthday party). The younger person will mention he

or she is going for a motorcycle trip through the Redwoods beginning January 1, 2001, and the older folks will giggle and say, "Ha! I'll bet you thought you'd be zapping yourself between planets on a Jedicycle by now didn't you?" The kid will smile politely and slip off to another table.

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Butler New President

Anne S. Butler, Director of the Educational Supportive Services Program at Kansas State University, was ushered in as new president of the MO-KAN-NE chapter of the Mid-America Association of Educational Opportunity Program Personnel (MAEOPP) at the annual MAEOPP conference in Fontana, Wisconsin, in November. As president of the Missouri, Kansas, and Nebraska chapter, Butler will also serve as a member of the Board of Directors for MAEOPP.

MAEOPP is a professional organization for educators who have common interests in improving educational opportunities for all students. Ten regional chapters throughout the U.S. provide services and assistance to low-income disadvantaged, "first generation," and physically handicapped students. Specific programs include Upward Bound, Talent Search, Special Services for Disadvantaged Students, and Educational Opportunity Centers. Collectively known as TRIO programs, MAEOPP services are designed to generate skills and motivation necessary for success in education beyond high school. They are both federally and state funded.

TRIO programs are located at twenty-one colleges and universities in the three state area, including Kansas State, KU, Wichita State, Emporia State, University of Nebraska at Lincoln, University of Missouri at Columbia, Washington University in St. Louis, and Hutchinson Community College.

Consumer Awareness Perspective

There is no good evidence to support the contention that there is any significant therapeutic difference between aspirin brands, such as Anacin, Bufferin, Excedrin, or Bayer.

The Institute for Chemical Survival says when you buy the more expensive brands of aspirin, the extra money is not going towards faster or more complete pain relief . . . it is helping to support a \$103.8 million-per-year aspirin advertising campaign, packaging, and other promotion.

Aspirin is aspirin whether it sells for 19 cents or \$1.35.

Third Annual Festivity of Hispanic Unity
December 11, 1983 at 12 o'clock noon
St. Isidores Catholic Church Student Center
711 Denison
Manhattan, Kansas
(contact Rafi Carballo for more information)



...Lady Cats
Basketball!

FRAT (From p.1)

or are aware of a Hispanic fraternity. The students will contact universities in Mexico if they are unsuccessful at U.S. institutions.

If the men locate a national group their plans to organize a chapter at K-State will proceed quickly. They are studying the Interfraternity Council rules and they already have a lead on a chapter house.

"It's for us to do the work," Vazquez said. "We are searching the lists. We will find out who we can represent here, and we will present what we find to the Interfraternity Council Board."

Readers who are interested in learning more or helping out should contact Vazquez, Borrero, or Rodriguez.

Coalition (From p.1)

table in a coalition. It should be anticipated and it should be treated constructively as part of the coalition building process. 7) Negotiating and bargaining are basic and fundamental to the successful functioning of any coalition.

It is a fertile season for growth and change beyond I and me to the broader concept of us. I am firmly in favor of the proposition that Hispanics and Blacks ought to get together with American Indians, women, labor, environmentalists, peace activists, and other liberal and progressive elements of society to form a coalition of conscience and begin thinking about what it is

collectively we can do that individually we cannot. We have got to pull ourselves and our resources together to work out a joint agenda. There are notions and issues that unify most people even across class and political lines. We need to convince people that our interests are in fact broader American interests. We have certainly had our differences but we have more in common. And we must emphasize our unity and commonality as well as our hopes and dreams for ourselves and our children. We have remained passive far too long. I encourage you to run for office and learn. We must convince the establishment that we can no longer be taken for granted. We need to turn to each other rather than on each other. We have got to set aside our political differences in our drive for solidarity in organizing broadly based coalitions to redirect the course of the nation together.

Lewis (From p.1)

At the dedication of the new building a silk screen portrait to hang in the hospital was presented, and another 18 x 30-inch portrait suitable for framing was given to KSU. "The portrait presented to this university will hang in the Office of Minority Affairs, and will be shared from time to time to be displayed in other exhibit areas," Switzer said.

Dr. Lewis was a long-time Minnesota legislator and was chairman of the state's Senate Finance Health, Welfare, and Corrections Subcommittee.

"We have watched Bert with pride over the years and, of course, had occasional contacts with him at various meetings," said Dr. Donald Trotter, dean of the KSU College of Veterinary Medicine. "He served his profession well and, of course, as a senator in the Minnesota state legislature for years he served an even larger constituency.

Dr. Lewis was cited at the dedication of the new hospital for his leadership "on issues addressing the needs of senior citizens, the economically disadvantaged, the physically handicapped, prisoners, minorities, feminists, and the victims of family violence."

Alliance-An Ethnic Newspaper at KSU
Office of Minority Affairs
Holton Hall, Kansas State University
Anne S. Butler, Director ESS
Susan L. Allen, Ph.D., editor
Alliance is a publication of the Office of Minority Affairs, KSU. It is published eight times during the academic year. It is circulated free of charge to all minority students at KSU, interested faculty and others. Contributions will be considered. Articles may be reproduced with proper permission and citation.

HAPPY HOLIDAYS



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