

March 2016

<http://eugenelane-or.aauw.net>

AAUW Eugene-Lane Branch Meeting



Saturday, March 12

Renae DeSautel, Director of Crisis Intervention and Sexual Violence Support Services at the UO will speak.

Westminster Presbyterian Church
777 Coburg Road, Eugene

Social time: 9:30 am
Hostesses: Gail Goshert & Janice Strupp

Business meeting: 10 am
Speaker: 10:30 am

Renae DeSautel has spent the last 12 years working directly with survivors of interpersonal violence in a variety of settings, including community non-profits, governmental agencies, and higher education. She holds a masters degree in social work from UC Berkeley and a bachelor's degree in psychology and economics from Southern Oregon University. She has also served as a fellow in the Division of Adolescent and Young Adult Medicine at the UC San Francisco Medical School.

Renae currently serves on several committees to address sexual violence, including the Oregon Attorney General's Sexual Assault Task Force, the Lane County Sexual Assault Response Team, and the UO Senate Subcommittee to Address Sexual and Gender-based Violence.

REVISED GIRLS' BASKETBALL SCHEDULE

Our Kidsports team has two more games.
The revised schedule is:

Sunday, February 28, 2:20 pm
Madison Middle School, west gym

Saturday, March 5, 1 pm
Shasta Middle School (off Barger Drive, west of Beltline)

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Carene's Contemplations

Today I'm thinking about two things: **Women's History Month** that is celebrated in March and **International Women's Day** on Tuesday, March 8. I found an article on the AAUW website about Dr. Marie Phipps Clark and the Doll Racism Test that is a fascinating piece of women's history, so I'm sharing it with you here. It was written by Suzanne Gould, AAUW's archivist and records manager, who has earned graduate degrees in women's history and library science and has been working in the archives field for 20 years. Suzanne preserves AAUW's records and enjoys sharing stories about the many fascinating women and events in AAUW's history.

Why we're Still Talking about the Doll Racism Test—by Suzanne Gould

AAUW has a long history of recognizing women who, though often overlooked, have made great strides in their fields. Mamie Phipps Clark (1917–83) is no exception. Born and raised in Hot Springs, Arkansas, Phipps Clark received a scholarship to attend Howard University in Washington, D.C., where she went on to earn both her bachelor's and master's degrees in psychology.

At Howard, Phipps Clark met her husband and research partner, psychologist Kenneth Clark, and soon after pursued her doctorate degree in psychology at Columbia University in New York City. Upon graduating in 1943, Phipps Clark became the first black woman to receive a doctorate of psychology degree from the university. Her graduate thesis, *The Development of Consciousness of Self in Negro Preschool Children*, formed the basis of her future work with her husband and the research for which they became most recognized: the doll test of the 1940s.

Together, the Clarks performed the doll test to study how race and segregation contributed to young black children's self-perception. For the experiment, the Clarks presented children with dolls that were identical except for skin color.



Suzanne Gould
AAUW archivist
and records manager

They asked the children, who ranged in age from 3 to 7, to indicate which doll they preferred and to assign attributes to each doll. The results showed that most children preferred the white dolls and also assigned positive attributes to them. The research demonstrated that racism and segregation created a feeling of inferiority among young black children and damaged their self-esteem and self-identity.

As a result of their research, the Clarks were asked to provide expert testimony in several school desegregation trials. And notably, the Supreme Court cited the Clarks' work in the 1954 *Brown v. Board of Education* case, which made segregation in public schools unconstitutional.

Even after nearly 80 years, Phipps Clark's work remains relevant today. The doll experiments have been replicated countless times through the decades, and subsequent retests yield similar conclusions. A 2006 study presented young girls with three choices: Barbie dolls, dolls with more realistic shapes, and no dolls, and then asked the girls follow-up questions about their body image. The results showed that those who looked at the Barbie dolls tended to have internalized a more negative body image than the other two groups of girls had.

In 1973, Phipps Clark received the AAUW Achievement Award. In her acceptance speech, she said, "This award will make us more conscious of the responsibility to try to help even more with the tremendous needs of children, particularly distressed minority-group children."

Thankfully, today's society seems to be growing more aware of the potentially damaging effects that dolls can have on children's self-esteem. Recently, Mattel unveiled a line of Barbies that features varying body types, hair textures, and skin tones. Many cheer this move by the company to offer dolls that accurately reflect the diversity of our society. And with a more varied range of toy options available, children don't have just one body standard to look to.

**INTERNATIONAL WOMEN’S DAY – MARCH 8
CAMPAIGN THEME: PLEDGE FOR PARITY**

International Women's Day (March 8) is a global day celebrating the social, economic, cultural and political achievements of women. The day also marks a call to action for accelerating gender parity.

International Women's Day (IWD) has been observed since in the early 1900's - a time of great expansion and turbulence in the industrialized world that saw booming population growth and the rise of radical ideologies. International Women's Day is a collective day of global celebration and a call for gender parity. No one government, NGO, charity, corporation, academic institution, women's network or media hub is solely responsible for International Women's Day. Many organizations declare an annual IWD theme that supports their specific agenda or cause, and some of these are adopted more widely with relevance than others.

"The story of women's struggle for equality belongs to no single feminist nor to any one organization but to the collective efforts of all who care about human rights," says world-renowned feminist, journalist and social and political activist Gloria Steinem. International Women's Day is all about celebration, reflection, advocacy, and action - whatever that looks like globally at a local level. But one thing is for sure, International Women's Day has been occurring for over a century - and is growing annually from strength to strength.

I hope you enjoyed these reading these articles and contemplating the information.

Carene



Mamie Phipps Clark (left) accepting the AAUW Achievement Award from Elizabeth Michaels, June 1973. Image from AAUW’s archives.

I’m also going to share with you some information about International Women’s Day from www.internationalwomensday.com

See column to right.



AAUW Webinar Title IX Chat & History by Peggy Shippen

AAUW-National Interim Field Director, Seth Chase, asked me to participate in a Title IX Webinar (online and phone) "Chat" that he was holding with AAUW members from all around the country. I was told 200 participated as listeners on their phones and some "asked-and-answered questions" by typing them in a "chat box" that participants linked onto with their computers. Quite technologically amazing!

Amongst the participants were Penney Hoodenpyle and State Co-President and Gresham Branch member, Mardy Stevens from Oregon. Three branch Title IX Chairs - woman from Hawaii, one from New Jersey and myself - were asked to speak about our experiences (successes and struggles) delivering the Colleague Letters and the New Title IX Resource Manual to Superintendents, Presidents and Title IX Coordinators.

I was asked to speak because Eugene-Lane was the first branch to deliver to 100% of their school districts including Marist (just in case they might be getting any gov't funds), Lane Community College and U of O. We were also, I'm told, the first to send our report to AAUW-National.

At the 2015 Summer Retreat, Marge Biggers, AAUW Oregon Program VP, expressed an interest in making the Title IX Resource materials delivery a statewide project. When she learned of Eugene-Lane's success, she asked for suggestions on how to make this happen statewide. Marge got on her phone and computer and tirelessly contacted district directors and branch presidents boarder-to-boarder from the mountains and high desert to the coast. Within a matter of a few months, Marge managed to get a commitment from every AAUW branch in Oregon to deliver the new Title IX letters and materials. Members worked deliveries into site-seeing and camping trips. In Eastern Oregon, members solicited the support of their husbands and braved winter road conditions, traveling 200 miles to deliver Title IX materials to school districts in their "areas."

Marge set a target completion date for February 3rd – the date of the Webinar Chat. A week prior to the target date, Marge reported that Oregon AAUW branch members had successfully delivered the New Title IX Resource Materials to 98% of their 200 school districts in addition to all community colleges and universities in the state – with the other 2% soon to be delivered. This was shared in the Webinar Chat.

New Jersey has also done an amazing job distributing Title IX material - by e-mail (and getting confirmation of delivery) to many, many school districts in their state. New Jersey has over 600 school districts. They focused on finding the Title IX Coordinators names and e-mail addresses online and delivering the materials to them that way. They, like us, found that many school districts did not have a Title IX Coordinator.

The member from Hawaii, who spoke, listened to the Oregon and New Jersey stories told a story of discouragement. Having followed the guidelines outlined on the AAUW National website, she tried calling the one and only Title IX Coordinator for Hawaii (Hawaii has only one (1) Unified School District!). I explained that we, in Oregon took different approach. We copied the materials, made sure the Colleague Letters were addressed to top person (president or superintendent) and Title IX Coordinator (when possible) and made "cold calls" – delivering the materials w/o calling ahead. Some of us got to chat with the Title IX Coordinator, some of us just chatted with the Superintendent's or President's Secretary and trusted to her professionalism.

We in Oregon believe it is imperative that the Title IX materials and letters be placed first and foremost in the hands of the Superintendent or President to make sure the Title IX Coordinator gets support and authority to perform his/her legal responsibilities from the top administrator.

Hawaii found the Title IX Coordinator position was a "revolving door of interim coordinators." She couldn't get anyone to respond to her calls to set a time for delivery. I couldn't help feel a tingle of pride when she commented she thought the Oregon approach might work for Hawaii.

Thanks to all of you, Oregon's deliveries are—or are supposed to be—"on the map." Check it out on the AAUW website: <http://www.aauw.org/resource/TitleIXDelivery/>

Finally, I learned a bit about how AAUW-National ended up making the commitment to push branches into delivering the New Title IX Resource Materials. That is best understood when woven into the history of Title IX as it first began and how it has been expanded beyond covering athletics. Many, many details of case law and lower and Supreme Court decisions are missing but, with the help of Wikipedia, here's a relatively short rendition of the history of Title IX.

Title IX History & AAUW

Title IX is, in many ways, the heart and soul of AAUW and equity in education for women and girls. Title IX is nearly as important to AAUW as was the 19th Amendment, giving

women the right to vote. And understanding Title IX is key to understanding why AAUW is so passionate about having the New Title IX Resource Materials delivered to our school districts.

Title IX was signed into law in 1972 as a part of the U.S. Education Amendment. It was written because the Civil Rights Act of 1964 – that was suppose to end discrimination in housing, government and employment based on religion, race, color or national origin and (in employment) on gender discrimination – did not prohibit gender discrimination in public education and federally assisted programs.

Title IX has only one sentence: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

In 1975, the first Title IX Regulations were finalized stating Title IX would apply to college athletics.

In 1988, when the Civil Rights Restoration Act was passed, it extended Title IX coverage to all programs of any educational institution that receives any federal assistance, both direct and indirect.

In 1994 the Equity in Athletics Disclosure Act was passed that required federally assisted higher educational institutions to disclose information on roster sizes for men's and women's teams, as well as budgets for recruiting, scholarships, coaches' salaries, and other expenses, annually.

In 2011, the Department of Education's Office for Civil Rights sent a letter stating: "The sexual harassment of students, including sexual violence, interferes with students' right to receive an education free from discrimination and, in the case of sexual violence, is a crime."

The letter also stated, “that it is the responsibility of institutions of higher education "to take immediate and effective steps to end sexual harassment and sexual violence." This letter and others following, including the ones we delivered recently are known – colloquially as the “**Colleague Letter**”.

In 2006, the Title IX Regulations were amended to include sex discrimination generally, in single classes and in extra-curricular activities in the primary or secondary school levels.

This may be why many people today still think Title IX applies only to athletics.

In fact, Title IX applies to:

- ◆ An entire school or institution that receives federal funds for any program. Athletic programs are subject to Title IX, even though there is very little direct federal funding of school sports
- ◆ All educational activities, and complaints under Title IX alleging sex discrimination
- ◆ In fields such as science or math education
- ◆ Other aspects of academic life such as access to health care and dormitory facilities
- ◆ It applies to non-sport activities such as school band and clubs

In 2014, the U.S. Department of Education issued guidelines stating that transgender students are protected from sex-based discrimination under Title IX.

Title IX Enforcement. Every school, by law, is required to designate a Title IX Coordinator. The Title IX Coordinator must be readily available for school faculty, staff and students to contact. Title IX coordinators as well as all faculty, students, coaches, and community members can file a complaint of Title IX violation with the Office of Civil Rights. Anonymity is maintained and institutions are prohibited from retaliating against any complainant.

Title IX Non-compliance Consequences. Schools can lose federal funds for violating the law, although no institution has actually lost any federal money. Schools have, however, had to pay substantial damages and attorney fees in cases brought to court for Title IX. This is costly for taxpayers and schools and time-consuming for school personnel.

AAUW's Title IX Research & Advocacy: AAUW has been aware for years that schools and universities are not in compliance with Title IX. Title IX Coordinators have complained they don't understand their roles and that their authority is marginalized because of lack of support and resources. AAUW has advocated for many years, for the U.S. Department of Education to publish a resource guide. A year ago, Congress finally gave them permission to do so. AAUW was delighted but disheartened to learn Congress did not allocate the funds for distribution.

Knowing our passion for Title IX, the Department of Education approached AAUW and asked if branch members could distribute the Colleague Letters and New Title IX Resource Guide to Superintendents and Title IX Coordinators. The rest, as they say, is history.



AAUW PUBLIC POLICY UPDATE

March 2016 — Kappy Eaton

AAUW Oregon's priority for the 2016 short legislative session was an increase in the state minimum wage of \$9.25, currently eighth highest in the country. We supported SB 1532, establishing a unique way of raising the wage rate over the next six years. It has been passed and will be signed by Governor Brown. One reason for the haste is the filing of four 2016 election initiative petitions, seeking a rate of \$15 and implementation by 2019.

Now, on July 1, the hourly wage will increase to \$9.75 across the state. Then a new system for gradual increases goes into effect, and a three-tier division of counties into regions takes place. Portland's metropolitan area will get the largest raises, followed by the Salem and Eugene metropolitan areas, and then the cluster of smaller urban and rural areas, particularly on the South and East. Following a formula of small increases until July 1, 2022, the Portland region will reach a wage rate of \$14.75, followed by Salem and Eugene areas at \$13.50, and the rest of the state at \$12.50. Thereafter, the rate amount will revert to the annual Portland Consumer Price Index (CPI) for any changes.

Prior to and during the floor discussions on the bill, there were strong and loud protests by supporters of the \$15 initiatives occurring in the chamber balconies and the Governors' office. Usually advocates and those in opposition stay on the Capitol steps so the actions were unprecedented in Oregon. Also, there was opposition voiced by some business interests and most Republicans during the hearings.

State of the State

By the time you receive this report, the 2016 legislative session probably will have adjourned. The Joint Ways and Means committee, through which any revenue bills/changes to the budget must go, is expected to finish the week of March 26. The Rules and Revenue committees have the most of the remaining proposals, and anything else still pending will drop out.

Oregon Economic/Revenue Projections. The Oregon Office of Economic Analysis presented the March quarterly report February 10 to the joint meeting of the Senate and House Revenue committees indicating a rise in state revenues, but cautioning for 2017-19. The one surprise was the continued strength of video poker/lottery income, up \$23.8 million from the December forecast, and expected to climb. Other changes from December include personal income, down 0.2%; personal income taxes up 5.7%; and corporate income taxes increase of 13.7%. No personal income tax surplus "kicker" is anticipated at the end of 2015, but corporate income tax receipts will cause a surplus, giving K-12 \$34.3 million additional 2017 funding. Legislation is now in place to allow 2015 personal income tax payers to contribute their "kicker refund" from 2013-15 to education.

Employment has increased across all state counties, rural and urban, with the exception of Lane County. Looking ahead, the projected ending balance for the biennium (June 30, 2017) is now down 1.7% from the close of 2013-15 last June 30. The projection comes even though the General Fund and Lottery resources are up \$60.8 million since December.

Updates on 2016 Legislative Proposals (as of 2/19):

*Public Records HB 4130 has received positive hearings and expected to move. After the mandated performance audit of Oregon's public records procedures, the Secretary of State recommended a series of changes to the system. They would be implemented through HB 4130, specifically by requiring public agencies to report back to a request for records within five days, acknowledging the receipt and indicating an estimated time for implementation. A fee of up to \$30 could be charged, and up to 30 days for implementation or denial because of exemptions (400 existing). The Secretary of State and/or the Attorney General can be involved if appropriate.

*Voter Access at state Higher Ed Institutions SB 1586A passed out of Senate Rules to Ways and Means because of the price tag on the required pre-stamped ballot return envelope. The estimated cost is \$170,000 for the remainder of 2015-16, rising to

\$1.8 million for 2017-19 from the General Fund. Also included are election drop boxes within a mile of each campus and additional ways to allow students to discuss candidates and issues, both in and out of classes, and to register to vote.

*Independent Campaign Expenditures HB 4085A provides transparency regarding who is funding election campaigns outside the regular political support committees. It has a threshold of \$250 (considered too low) after which anyone/group which funds a candidate campaign for public office must file a report with the Secretary of State for release on ORSTAR. The bill is critical to the public's right to know who is behind election funding. Disclosure is Oregon's only campaign finance tool. It passed out of Senate Rules to Ways and Means.

*Campaign Contributions HJR 205 is another attempt to amend the Oregon constitution and allow the Legislature or an approved initiative the authority to set political campaign contribution limits. No hearings have been scheduled in House Rules.

*Legislative Policy and Research SB 1569A would establish a permanent Joint Committee on Legislative Policy and Research with a Director, a staff of 11, chaired by the Senate President and House Speaker. An equal number of House and Senate members whose policy committees would be up for review of laws in that area would rotate in membership as appropriate. The proposal provides a long-term approach to regular legislative review of 2-4 policies and goals after each odd-year legislative session. It passed out of Senate Rules and awaits a work session in the General Government sub-committee of Ways and Means on February 24.

*Strategic Public Policy Review HB 4051 appears to mirror SB 1569A with less fiscal requirements. It would establish a Joint committee to review major public policies and has passed from House Rules to Ways and Means.

*State Transient Tax Increase HB4146A raises the current rate from 1% to 2% on transient lodging and would benefit the Oregon Tourism Commission's ability to support events across the state, according to the testimony in the House Revenue committee. The bill authorizes the Legislative Revenue Office (LOR) to establish a Work Group to study issues of distribution of funding grants to the various regions, collaboration with local groups, and collection enforcement, with a report due in September. The Oregon Tourism Commission must report annually to the LOR, and it must spend at least 15% of the proceeds to implement regional cooperative tourism programs. The types of programs are changed from marketing to actual events. The estimated available dollars from the increase are \$15.9 million during the current biennium; \$34.2 million for 2017-19; and \$37.2 million for 19-21. The world track and field games scheduled for Eugene in 2021 were part of the discussion when the Reve-

nue committee sent the bill to the floor. The House sent the bill back to committee February 19, and the committee adopted another amendment, replacing Section 5 again, and resending the bill to the floor as HB 4146B. It went back again for a change to a 1.8% instead of 2%. Final agreement is not known at the time of this report. Action is expected during the week of February 22.

*Earned Income Tax Credit Increase HB 2110A will raise the current 8% credit to 11% of the federal credit for low income families with a dependent child three years old or younger. It passed the House February 19, 54-4. The credit increases from \$229 to \$315. The Senate Finance and Revenue committee will now be discussing the bill.

*Lobbyist Reports HB 4134 will be required to the Oregon Government Ethics Commission within five days if a registered lobbyist adds or drops clients during any regular or special session of the Legislature. The bill has passed the House, 58-1. A positive action by Senate Rules is expected.

Initiative Update: 81 citizen initiatives have been filed, and 13 have been approved for circulation.



OUT-TO-LUNCH BUNCH

March Out-to-Lunch Bunch will meet on Wednesday, March 9 at 11:30 am at McGrath's Fish House, 1036 Valley River Way, Eugene, OR 97401. Barb Carter is the host. Anyone interested can RSVP her at 541-554-2944 or via email at babskc@comcast.net.



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VISION

AAUW will be a powerful advocate and visible leader in equity and education through research, philanthropy, and measurable change in critical areas impacting the lives of women and girls.

MISSION

AAUW advances equity for women and girls through advocacy, education, philanthropy and research.

VALUE PROMISE

By joining AAUW, we belong to a community that breaks through economic barriers so that all women have a fair chance.

DIVERSITY

In principle and in practice, AAUW values and seeks a diverse membership. There shall be no barriers to full participation in the organization on the basis of gender, race, creed, age, sexual orientation national origin, disability or class.

The News

is published monthly, September through June, by AAUW Eugene-Lane Branch. It is distributed to members by e-mail or regular mail.

Deadline is the 20th of each month, August through May. Items are to be submitted to the editor by that date.

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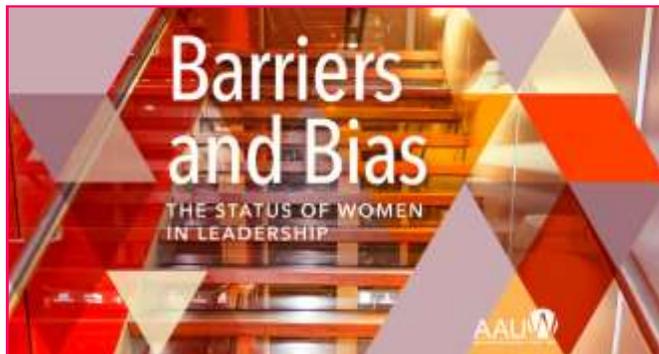
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Implicit Association Test

Are you biased against women leaders? Knowing about the unconscious associations and connections we hold is the first step toward correcting our biases. That's why AAUW is conducting our own original research on people's associations between gender and leadership, and you can contribute by participating online!

Let's all take this test: <https://goo.gl/lu2w1z>



Be the first to know about the findings of our leadership report this March. Sign up now!

<http://www.aauw.org/research/barriers-and-bias/>

Why do men still vastly outnumber women in leadership positions? AAUW's newest research report, *Barriers and Bias: The Status of Women in Leadership*, explores this question, drawing from scholarly research and paying special attention to stereotypes and bias. The report provides recommendations for individuals and those in the education, corporate, and political sectors to contribute to an environment in which gender is no longer a barrier to leadership.

Monthly Board Meeting Schedule

Board meetings are held on Tuesdays at 11:30 am at the Falcon Wood Village Clubhouse, 1475 Green Acres Rd., Eugene. All members are welcome.

March 8	May 10
April 5	June 7

Monthly Branch Meeting Schedule

Monthly program information is available in the branch newsletter and on the website <http://eugenelane-or.aauw.net/Newsletter>.

March 12, 2016 — Renae DeSautel, Director of Crisis Intervention and Sexual Violence Support Services, University of Oregon

April 9, 2016 — TBA

May 14, 2016 — Annual Meeting

June 11, 2016 — Readers' Theatre

Interest and Project Groups

Branch members are invited to join any group. Please call the contact person for details. If you're interested in forming a new group, please contact the branch president.

Afternoon Book Group—3rd Monday at 2 pm

Meets in homes of members. Contact Cindy Parker, 541-344-4572

Alpha Bridge—Every Tuesday at 1:30 pm

Willamalane Senior Activity Center, Springfield. Contact Ardith Hinman, 541-747-4310

Monday Bridge Group at 1 pm

Contact Barbara Gault, 541-746-0916

Out-to-Lunch Bunch

Contact Carol Hildebrand, carodane@aol.com, 541-344-4267

Readers' Theatre

Contact Kappy Eaton, gopher44@comcast.net, 541-968-0143



March Birthdays

- 9 Kappy Eaton
- 10 Miriam Aiken
- 14 Pat Zeller
- 25 Banti Winslow

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The **AAUW Book Group** will meet on Monday, March 21 at 2 pm at the Falcon Wood Village clubhouse, 1475 Green Acres Road, Eugene. Carene Davis-Stitt will host. We will be discussing:

And the Mountains Echoed—An unforgettable novel about finding a lost piece of yourself in someone else. (from amazon.com)

Khaled Hosseini, the #1 *New York Times*–bestselling author of *The Kite Runner* and *A Thousand Splendid Suns*, has written a new novel about how we love, how we take care of one another, and how the choices we make resonate through generations. In this tale revolving around not just parents and children but brothers and sisters, cousins and caretakers, Hosseini explores the many ways in which families nurture, wound, betray, honor, and sacrifice for one another; and how often we are surprised by the actions of those closest to us, at the times that matter most. Following its characters and the ramifications of their lives and choices and loves around the globe—from Kabul to Paris to San Francisco to the Greek island of Tinos—the story expands gradually outward, becoming more emotionally complex and powerful with each turning page.



Khaled Hosseini was born in Kabul, Afghanistan, and moved to the United States in 1980. His first novel, *The Kite Runner*, was an international bestseller, published in thirty-eight countries. In 2006 he was named a goodwill envoy to UNHCR, the United Nations Refugee Agency. He lives in northern California.