

editorial  
**Finally**

We don't want to add to students' worries by reminding them that their entire future depends on their performance during the next five days. There's no need to applaud the uncanny appropriateness of the word "finals."

Everyone knows that for the next week they will risk being scorned by their professors, disowned by their parents, shunned by employers and ridiculed by friends. It's the price students pay for this cushy life.

So, accepting things as they are, we shall attempt to give students some hints on how to deal with final exams. The bits of advice that follow are gleaned from bitter experience and, besides your social security number, are all you need to know to graduate from any university.

**MULTIPLE CHOICE TESTS:**

If there's a yellow test and a pink test, the yellow test is easier.

B and C are answers more often than A or D.

The guy next to you doesn't know any more than you do.

Things are seldom always true or never false. Avoid absolutes.

Check your idiot sheet for symmetry and balance, but avoid simple or obvious patterns.

Beware of "all of the above" and "none of the above."

If you're really stumped by a question, look for the answer in another question.

Remember, your professor is trying to trap you.

**TERM PAPERS:**

If you have term papers due this week, don't worry. Your professor won't have time to grade them carefully. Write a good first page, a good concluding paragraph and an impressive bibliography and you'll get by. The middle pages can be any printed material.

Bulk is important. Some professors keep scales in their offices and grade papers by weight. Use heavy bond paper or light cardboard.

Use the same paper for several classes. Simply strike out "Shakespeare" and insert "Freud" or "Keynes," whatever is required. Truth, after all, is eternal and unchanging.

Don't plagiarize without proper attribution.

Use lots of charts and graphs, whether they pertain to the subject matter or not.

Be as stodgy and impersonal as possible; avoid the first person at all costs.

Neatness counts. A typed, double-spaced paper with an attractive layout is half the game.

Remember, your professor wants you to flunk.

**ESSAY EXAMS:**

Structure your essay the way professors structure their lectures: say what you're going to say, say it, then say what you said.

Qualify every statement you make.

Write about general trends and broad movements; use specifics only as examples.

Don't argue against your professor's opinions unless you really know your stuff.

Spend more than the suggested amount of time on the main question and do the main question first.

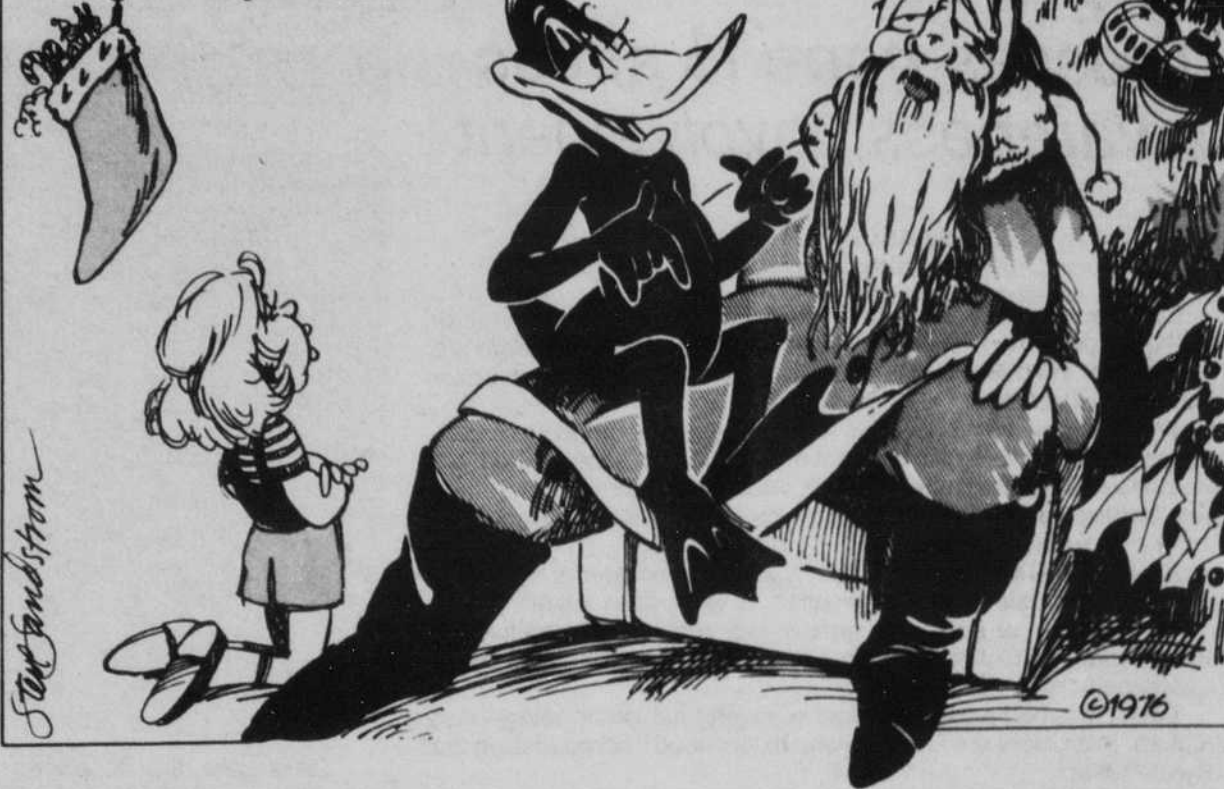
Don't write in pencil.

If you're not sure of a fact, skip it or be vague.

If you don't know the facts and can't avoid having to list them, invent the most plausible ones you can.

Remember, your professor wants revenge.

**Duck Soup**  
Oregon Daily Emerald



"...and an athletic ticket, and a good registration time, and two hundred shares of ITT!"

**Letters**

*The Emerald will accept and try to print all letters containing fair comment on ideas and topics of concern or interest to the University community. Because of space limitations, letters must be no more than 250 words, typed, triple-spaced, dated and signed with the person's major. No unsigned letters will be published. Longer opinion columns will be published whenever possible after being submitted to the editorial page editor. The limit on opinion columns is 800 words, using the same format as letters.*

**Item of the week**

The Status of Women Committee has become increasingly convinced over the past couple of years that there is still a genuine need on our campus for increased awareness/consciousness of what discrimination is all about. After much discussion and input, we have come to believe that a regular spot in the Emerald called something like "Discrimination Item of the Week" could be very helpful. It could perhaps contain items similar to those in Ms. magazine's "No Comment" section, but all originating on this campus.

We would like to see items sol-

icited from the campus community at large (e.g., "send the Emerald your favorite 'no comment' event"); however, we would be willing to provide items if or when necessary and we already have a small collection. One of our current favorites comes from a student publication dealing with "Student Rights," which contains an illustration of two club-wielding nude males! Another comes from required reading in a required course. A study of "47 boys" is footnoted as follows: "Of course there were also girls but in the interest of economy of print we use 'boys' instead of 'boys and girls'." And under the heading "Overheard in the Corridor" we were told of the pompous male administrator who was leaving the office and said to several women, "Goodnight, girls." One of the elder women responded cheerily, "Goodnight, boy."

Another possible category of items is "Title IX is alive and well." In one of the campus buildings the only women's restroom with access from an administrative office has been for three years locked from 12 noon to 1 o'clock. After three years of futile protests, memos and pleading, an angry woman professor waved Title IX at the male administrator, insisting that the women's room be unlocked, or the men's restroom be used by both sexes, or that the men's room also be locked during that hour. Within a few days, that which had been impossible for three years became possible and the women's restroom was unlocked.

We would very much appreciate your consideration of this matter and would welcome discussion with you about any way in which we could be of help. Please contact Myrtice Butler, Speech Pathology, Chair of the Status of Women Committee, for more information. Thanks for listening and we hope to hear from you.

**Gunilla Finrow—Architecture for Status of Women Committee**

**Privacy rights**

This letter is to commend the position taken in your editorial of Dec. 9 in support of the Buckley

Amendment. As you know, this is a law which was enacted by Congress a couple of years ago, for the purpose of ensuring to students certain rights relative to personal information on them which is held and kept by educational institutions. This legislation grants to students the statutory right to inspect and review personal information records held by the institutions, with the right to challenge the accuracy of any such records. In addition, institutions are required to keep track of all those persons who obtain access to the personal files of any student. Finally, the legislation grants to students the right to restrict access on any or all items classified as "directory information."

It is hoped that students will become informed about their rights under the Buckley Amendment, exercising such rights when deemed appropriate. It is for all persons concerned about the individual's right to privacy to commend Congress for enacting such valuable legislation, and to speak out against positions taken by University officials to repeal this legislation.

**Mark Cogan  
ASUO Vice President For State Affairs**

**Ad misconstrued**

Some important people may have misconstrued the object of our advertisement in the Emerald concerning HE406 Psychoactive Drugs. The objective of the Center is to reduce misuse and abuse of over-the-counter, pharmaceutical, herbal, and illicit substances through information and education.

It is unfortunate that when one hears the word "drug," there is an immediate connotation of illegality, when in point of fact there are about 216 legal drugs for every illegal drug.

The Center has never and will never advocate the use of any drug; this decision must be made by an individual who has carefully weighed all physiological, psychological, social, and legal implications of chemical use.

**Richard N. Warner, Director  
Mark A. Miller, Chairman  
Drug Information Center**

Monday, December 13, 1976



"COMPLIMENTS OF THE PEOPLE OF SOUTH KOREA, A SMALL DONATION TO AID YOU IN ANY INVESTIGATIONS YOU MAY BE UNDERTAKING..."