

Rally marks anniversary of board vote

Bob Guldin participated in a rally Wednesday in support of the People for Southern African Freedom. The group gathered to continue protest of University and State System of Higher Education stocks of U.S. corporations that deal with southern African nations. Saturday marks the one-year anniversary since the state board of higher education voted to sell all southern African-related stocks. The stories on Pages 12 and 13 detail where that struggle is going both at the University and throughout the nation.



Photo by Ed Warren

oregon daily emerald

Vol. 80, No. 55

Eugene, Oregon 97403

Friday, November 17, 1978

Tax squeeze may pinch college funds

By GREG WASSON
Of the Emerald

Education's big business in Oregon. The Oregon State College of Education is Monmouth's main industry. A high percentage of Corvallisites live up on payday at Oregon State. Education's contribution to Lane County's economy is topped only by timber's.

Oregon has 13 community Colleges scattered throughout the state, four colleges — at Ashland, Klamath Falls, Monmouth and La Grande — and three Universities, one

based in Eugene, one in Corvallis and the newest in Portland.



Universities differ from colleges in that research and discovery is part of their role.

The colleges are primarily designed to provide instruction.

Close to 70 percent of the seven state-supported schools' budgets are provided by the general fund — the state's cache — and the community colleges obtain 40 to 50 percent of their funding from the state.

In the 1977-79 biennium, the two received close to 425 million dollars from the state. For the 1979-81 biennium, higher education's request alone will approach half-a-billion dollars.

But governments are facing pressure to

cut back. And tax fervor following a recession had made the last decade a slim one for higher education, or so says University Pres. William Boyd.

"Higher education has been inadequately supported. Over the last 10 years we've suffered a very significant relative decline in funding. But during that 10-year period, the workload increased enormously."

And there has been an increase in the number of students served. In 1967 about 14,000 students enrolled at the University and 10 years later 16,700 paid the fees. Figures prepared by the chancellor's office support Boyd's charges that higher ed allocations haven't kept up with the increase.

In the 1967-69 biennium \$138,475,443, or about a quarter of the general fund dol-

(Continued on Page 3)

Law school verdict won't sway debate

By MARY FORAN
and DICK WIENS
Of the Emerald

Students and faculty agree that the recent law school decision to grant student access to course evaluation information will have little effect on the upcoming debate in the University Assembly, though the pros and cons are similar.

"It hasn't changed my mind at all," says Stanley Greenfield, English professor and co-sponsor of the Holbo-Greenfield amendment, which would eliminate the possibility of student access to course evaluation results at the University.

Greenfield agrees with Professor Herbert Titus of the law school, who says that students would find evaluation results a "waste of time." Greenfield adds, "I don't think they would find the information useful."

Greenfield says he doesn't think the law school decision will have any effect at all on the University Assembly vote next month. "The law school goes it's own way."

Law students agree that they should have access to evaluation results, though some wonder how much help the results will provide in choosing courses.

"I don't think it's going to make a lot of difference," says third-year law student Rohn Roberts. "This law school is small enough that you hear by the grapevine who's a lousy teacher and who's not."

"There's a high potential for unfairness in the evaluations," says David Bussman, another second-year student. He says, however, that students should have access to evaluations so they can compare their own opinions with those of others.

In the case of the University Assembly, two motions have been introduced that would eliminate student access to course evaluation information.

However, proponents of the motions have informally discussed various compromises. One included shortening the number of evaluation questions to those that concern overall teaching and course quality, while the other prohibits publication of the information, but allows in-office inspection of the files by students.

No specific compromise has been reached, though discussion will continue in the next Senate meeting on Nov. 29.

Greenfield says debate over new courses will take precedence at the December Assembly meeting, which could delay discussion of student evaluation motions until early next year.

Greenfield says that he and Paul Holbo are considering offering a substitute motion for their present amendment "in way of a compromise", but adds that he would not compromise on the issue of publication. "The more I think about it, the more I feel it would not be satisfactory all around."

Lou Goldberg, psychology professor and

member of the Ad Hoc Committee on Student Evaluation of Courses, says that compromise with the other motions before the Assembly is "insane," since the committee's proposal is already a compromise.

The proposed amendment is "not as strong as students would like or as weak as faculty would like," says Goldberg, adding that the committee worked a whole year studying student, faculty and administration opinions on student evaluations.

Arguments for and against student access to evaluation results used before last week's law faculty vote are similar to those in Senate debate.

Tom Carter, student bar president, wrote a specific proposal for the release of law school evaluation results, arguing successfully for the proposal despite objections from several instructors.

Carter said release of law school evaluations would assist students in choosing courses, a sentiment expressed by Student University Affairs Board members at the October Senate meeting.

Student University Affairs Board members this week formed a committee to discuss actions which they might take at the Senate and Assembly meetings concerning student course evaluations, following Carter's lead in the law school.

The committee will meet at 4:30 p.m. Monday in the EMU (room to be posted).

today

Women in Science face discrimination, salary inequities, and biased hiring practices. It's tough to be a scientist if you're a woman. See Page 6.

A standing committee composed of state senators and representatives is working on legislative word changes that would alter LCDC's role in state land-use planning. For details see Page 11.

Using behavioral methods, the University's Marital Studies Program has helped dozens of couples struggle with the problems of staying together. See Page 14.