

## ASUO gets tough with evaluations

ASUO leaders have proposed a much-needed political marriage: pairing their constituents' number one academic need — access to course evaluation results — with the ASUO's game plan in the 1979 Legislature.

The result will be the financing of a special lobbyist in Salem working full-time for passage of a student access bill.

In addition, ASUO Pres. Ramon Herrera and Jeff Warren, vice president for state affairs, will spend a significant amount of time at the capitol working toward the same end.

It's a question of the ASUO putting its money — and energies — where its mouth is.

Warren and Herrera believe wide-

spread support exists in the Legislature for student access to the evaluations. A bill, supported by most of the Lane County legislators, died an ignominious death in a 3-3 committee vote last session.

### ours

However, one of the bill's senate sponsors was Gov. Victor Atiyeh, a situation that bodes well for the bill becoming law if it receives more favorable consideration by the lawmakers this time around.

Should that desired goal be reached, the \$800 and \$600 monthly salaries allocated for the ASUO lobbyists will be

money well spent.

Students are becoming increasingly skeptical of a faculty and administration that expect it to buy a 'pig-in-a-poke' education from among a largely unknown and undifferentiated body of instructors.

Presently, students have only the bland descriptions of the course guide, the idiosyncratic evaluations of other individual students or faculty members and their own limited experience to help them select classes.

State law, of course, requires the 'consideration' of student evaluations in such matters as promotion, pay increases and tenure of professors. However, this largely invisible, bureaucratic process allows little proof of the impact, if any, of students' collec-

tive views and no justification for withholding the student-generated data.

The ASUO decision to take this issue to the Legislature may well correct the apparent ASUO lapse in effectively lobbying support in the University Assembly, which killed a student-access plan in December.

Students and supportive faculty members also can contribute to the success of the access by writing letters to their legislators about this measure. The ASUO has offered to collect these letters in Suite 4 of the EMU or supporters can send their comments directly to legislators in the Oregon House of Representatives or Oregon State Senate at the State Capitol, Salem, OR, 97310.

### yours

#### Ontological obfuscation

I have come to the opinion, that is, I have made a moral judgment based on societal preconceptions as to the intrinsic ultimate value of the idealistic dissertations authored by imperceptive archaic moralistic pedagogues, that is, that the syntactical variety expressed by these practitioners of circumlocution is determined by, and moreover derives its virtue from its irrational character, i.e., the aggregate of features and traits that form the apparent individual nature of this subjective phonetic system of interpersonal communication.

It is requisite that the inapplicability of the eventual educational value of these formal discourses be addressed, whereas and notwithstanding, their universal moral worth concerning the anthropology of the metaphysics of morals is negligible.

This premeditated design resulting in incomprehension is in itself a result of these philosophers inability to express thoughts which have any societal or practical application/or meaning whatsoever, due to their abstract and tortuous misuse of the literary vernacular, which has been allowed to permeate the pages of educational textbooks sponsored by national institutions of learning everywhere.

In a word, it's all bullshit.

Bernie Bottomly  
freshman, chemistry  
Jason Ruderman  
freshman, undeclared

#### 'Give them encouragement'

"HEAR MY WORDS THAT I MIGHT TEACH YOU  
TAKE MY ARMS THAT I MIGHT REACH YOU  
BUT MY WORDS LIKE SILENT RAINDROPS FELL ..."

Paul Simon

Innocently standing on a street corner, I was met by a funeral procession. The names of dead Iranians were called out and disappeared into the air.

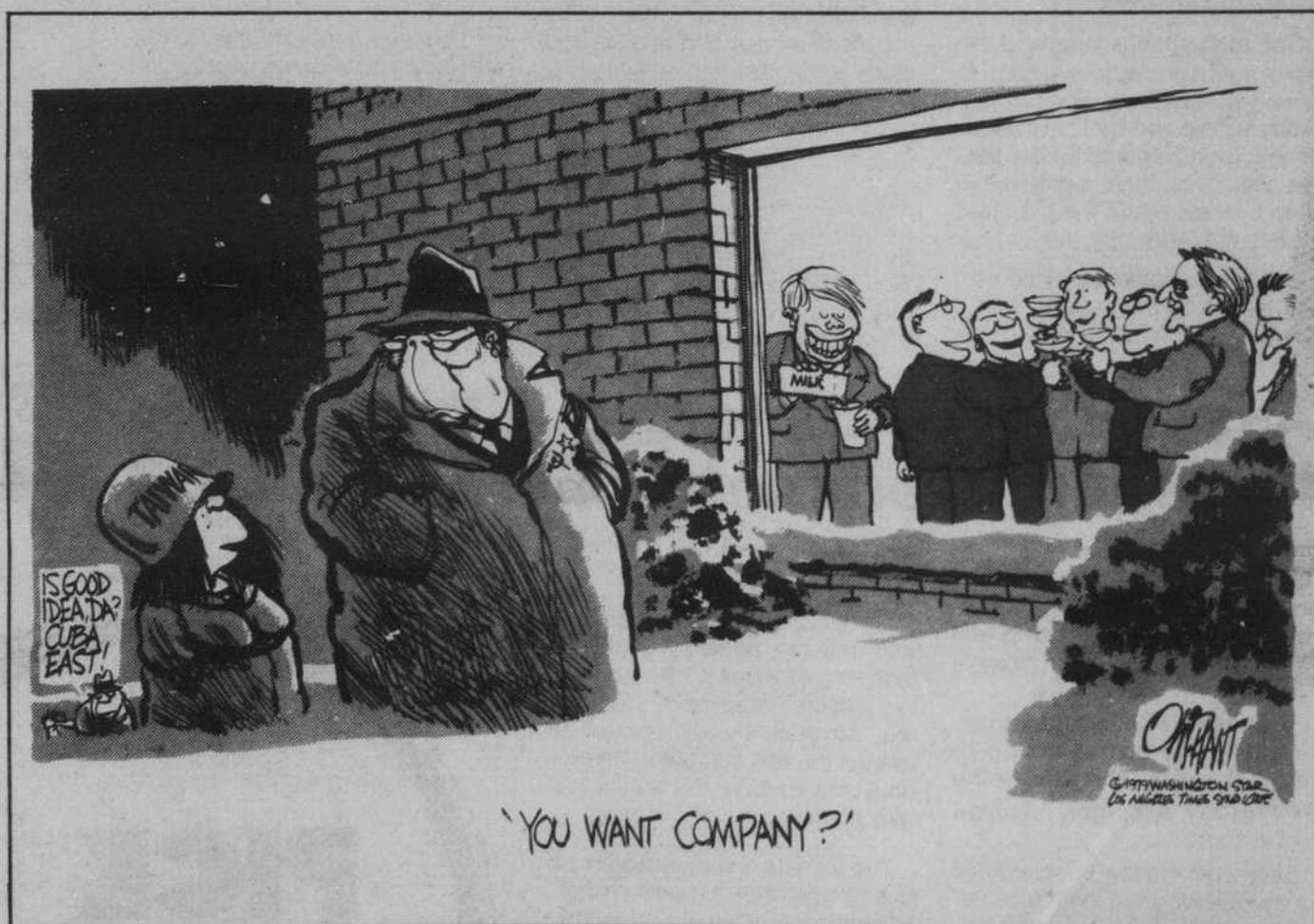
Do these students march alone week after week? Have they been shouting into a dark void where nobody hears? Has anyone given them more than a distant glance as they pass by?

What can these Iranian students do to the government of the United States in order to get them to change their policy? NOTHING! What can the Carter Administration do about this inherited problem? How can he undo what was done 35 years ago? How in the world does our government honor obligations to a leader of a country, and in doing so, deny millions of people the right to govern themselves?!

"THE IRANIAN MUSLIM PEOPLE HAVE THE RIGHT TO  
FREEDOM,  
INDEPENDENCE, DIGNITY AND THE SHAPING OF  
THEIR DESTINY  
IN ACCORDANCE WITH THEIR ISLAMIC BELIEFS."

The Iranian Islamic Rev.:  
An Appeal to the Am. People

### theirs



These people are not just fighting a corrupt leader, they are fighting the United States, who has gained almost direct control over the country's political system. That is called IMPERIALISM!

As American tanks crush the bodies of young Iranians, I wonder, don't these people hate Americans? Iranian students on campus kindly state ... "The American people are not the American government."

I do believe we better "get in gear" if we want this generosity to continue. It looks like our government is helpless, the Shah is helpless, and the Iranians are helpless. So somebody, somewhere, is going to have to do something.

We, the people, could support THE PEOPLE of Iran. We, of the new generation, do not condone Imperialism, and feel confident that we can support our economic system with fair trade.

If there are those of you who support the Iranian students here on campus, let them know they are not shouting into the dark! Join their demonstrations, read the literature made available by the Muslim Student Association, give them words of encouragement, contribute to their cause. Let them know ...

IN THE DARKEST NIGHT  
THE CANDLE GLOWS!

Thanks to the Emerald for excellent coverage!

D.C. Breeden  
graduate, interdisciplinary studies

#### A pinch is not a punch

I am writing concerning an article that appeared in the Jan. 8 Emerald that was an account of the Iranian demonst-

ration on campus and downtown.

As a journalist, it is your job to report news in an unbiased and accurate manner. Unfortunately, you failed in this regard.

In the article you said, "an older man walking past the rally stopped and punched one of the demonstrators."

The incident, as shown on a local TV station, simply showed the man pinching the demonstrators' cheek with his thumb and index finger. This is a far cry from a punch.

Freedom of press allows you to cover issues in any manner you wish but it certainly does not give you the right to distort facts in order to stir public sympathy for a controversial cause. This act of deception makes me question the integrity of a company whose job it is to report news as it happens.

Bill Baynes  
junior, elementary education

#### letters policy

The Emerald will accept and try to print all letters and opinion columns containing fair comment on ideas and topics of concern or interest to the University community. Letters and opinions will be run on a first-come, first-served basis. Both letters and opinion columns must be typewritten, using 65 character margins, and should be triple-spaced. Letters and opinions must be signed and the author's field of study (or faculty status) noted.