

VRC should drop trespass charge, rule

The recent arrest of a Eugene woman promoting a political cause at Valley River Center raises once again the peculiarly one-way relationship of 'private' business malls and 'public' issues.

However, in having police arrest the woman on trespassing charges, the Valley River Center management appears to have inconsistently exercised its own policy in such matters.

Court rulings have established that self-contained shopping centers such as Valley River lie entirely within a private domain. That means the owners of these malls may exercise — through their appointed agents — the right to admit or prohibit whomever they want.

Many such malls, including Valley River, have adopted policies of banning persons seeking to express 'political' viewpoints. Consequently, while they admit the public necessary to conduct business, they proscribe is-

sues that may be of interest to that public.

This policy, of course, allows firms located in these shopping centers to avoid potentially annoying political demonstrations such as might take place near businesses located on downtown streets or close to other public property, where exercise of civil rights is constitutionally protected.

Certain political views may alienate some customers; so, it's better to lose a

ours

political opinion than to lose a sale, the mall owners seem to be saying.

This attitude seems arguable and we'd certainly reach a different decision than the Valley River Mall management. Isolating the public from public issues seems a greater disservice than risking a disgruntled customer or

two.

In fact, the local mall seems to have recognized this with its current sponsorship of an exhibit promoting 1979 as the United Nations International Year of the Child.

Besides, babies and their families make for good business.

Along with its designation of a special year, however, the UN approved a bill of children's needs and rights, which prominently featured the problem of malnutrition throughout the world. Another mall display has been dispensing information on this bill of needs and rights that called for citizens and governments to work to eliminate the causes of malnutrition.

It was, then, in connection with this UN-related exhibit that the woman arrested last Saturday had erected a booth supporting a boycott of Nestle products. That company has been criticized by international groups for

aggressively marketing baby formula products in underdeveloped nations. aggressively marketing baby formula products in underdeveloped nations.

These groups' criticism focuses on the cost of the Nestle products and the unhygienic conditions prevalent in these countries that complicates safe use of these products. This situation has led to malnutrition and illness among infants whose mothers have abandoned their traditional breastfeeding methods.

Information on the Nestle boycott, therefore, seems relevant to the purposes in promoting an International Year of the Child as designated by the UN, which is, by the way, probably the most obvious example of an international 'political' organization.

The Valley River Center manager apparently disagrees. Babies may make good business; baby politics doesn't.

yours

theirs

Keep University open

I believe it was wise (maybe "right" is not the exact word) for the University to remain open during the ice storm of Jan. 8,9.

Students are clustered near the university for a well-thought out reason — TO LEARN first of all. Fortunately, for a good number, that is possible, despite natural or national emergency. Thank God!

Those students so fortunate as to find housing near the University might accept the responsibility for seeing to it that those out there a ways get the notes they were so generously given on Jan. 8,9.

Maybe this "squabble" can become a point of reference making us more human and able to share more of the good things of this life like our education?

I was glad that the University was open, despite the fact that on Monday I didn't arrive at work until 3:30 (non-innovative).

On Tuesday I was annoyed with the ice and finding no busses running, I began walking from 39th and Hilyard — until Good Samaritans with chains saw me hitch-hiking. I was so glad for the dirt sprinkled in a narrow path from Oregon Hall down 13th!

Loie Murphy
690 E. 39th

How to learn

I wish to respond to a statement Jock Hatfield attributed to Pacific Research in his article "Mail Order Companies Peddle Recycled Research to Students" in the ODE of Thursday, November 30, 1978. The statement in essence undercuts a basic premise of successful education and must not be misunderstood or accepted without challenge.

"Sure learning takes time. But like many students, you may be wasting much of your time learning how to learn. We at Pacific Research understand the research and writing end of the academic process and would like to pass the benefits of this understanding to you."

One of the most crucial things a student at any level of education can learn is "how to learn." At the university level, where students are rich in information, the processes by which such information is acquired, assimilated into new contexts and relationships, and then communicated for the enlightenment of others, must be learned.

The simple compilation and recitation of raw data is meaningless — and boring. It requires rote memorization, nothing more. The writing of a research paper, however, requires all the skills an active learner possesses — whether the learner is a beginning student or an established scholar.

The processes involved in the gathering of information (in the library, the laboratory, or the field), the formulation of a thesis, the selection and presentation of evidence either in support or opposition of the thesis, and the accurate documentation of that evidence are important in any intellectual endeavor. Asking questions, seeking solutions, or formulating hypotheses are steps in any learning process.

If students do not know how to take these steps, their educations have been incomplete and their financial investments wasted. Students must learn to learn in the most general sense or their "learning" will stop with graduation.

Students should learn to ask questions, conduct research, and evaluate and present the results of that research or they will never know the intellectual excitement of



contributing their own point of view on a problem to an audience (even of one professor) of interested readers.

Kathleen E. Dubs
assistant professor, English

The prostitution of science

More scientists, engineers and technicians are now working on weapons development and war-related projects than on any other aspect of science. This is not because weapons are inherently more interesting, more socially useful or more intellectually challenging than anything — but because that is where the money lies.

Like prostitutes, scientists have sold themselves. The difference is that this scientific prostitution is far more immoral and damaging to humanity than is ordinary prostitution. It puts into the hands of persons totally unqualified to exercise such powers, the decision as to when and under what political circumstances entire populations shall be wiped out and our planet rendered less fit as a habitat for man.

Do you know of anyone so wise, so compassionate, so patient, so stable under stress that you wish to give him the power and responsibility for deciding at what moment and under what circumstances you, your children, all of your neighbors and most of the people on earth shall perish under the most horrible circumstances imaginable? Are the people now exercising this power all of this caliber? Will those who succeed them all be of this caliber.

One blunder — there will be no second chance. It makes no difference at all who makes the blunder, or why?

In any rational society weapons development would be the very worst of capital offenses. Instead we see its practitioners highly paid and honored, while their ingenious

productions are killing, maiming and sickening people all over the world and threaten all humanity with obliteration.

Bayard H. McConaughy
Biology professor

Righteous battle

On January 2, a decisive victory was won by the people as over 2500 Iranians and Americans attacked the Beverly Hills home of the Shah's sister, came close to tearing the mansion and its residents apart, sent dozens of armed police scurrying, and wasted 14 police cars.

This was a righteous battle, but some forces, such as the Iranian Moslem organization "People for Human Rights in Iran" have tried to make apologies for the militant action of the demonstrators, even suggesting that the "Disturbances in California were probably caused by such passersby — or even members of SAVAK." And further, "We demonstrate to educate the American people," "We have no need to act hostile ... After all, this is the United States — not Iran." (ODE, June 8, '79)

This spineless whimpering is an insult and slap in the face to the Iranian people. Today, millions of Moslem Iranians (not just Marxists) are taking up militant armed struggle in Iran as the only solution to overthrowing the Shah, and most importantly U.S. imperialism, our common enemy.

Yes, education is important, but no substitute for militant action. Neither the Iranian or American people can "educate" the U.S. ruling class and the puppet Shah to leave Iran.

Pat Zurcher
For the Revolutionary
Communist Youth Brigade
Wednesday, January 17, 1979