

joan nyland suitable for comment

Floundering.

To be more precise — moving through academia without a foothold.

Case study: The student who goes to Academic Advising and gets someone to shake their head: "Yes, physics is a good class. Yes, math is a good subject. Yes, it looks like you're fulfilling your clusters." Where is the advice?

Advising requires some expertise. It also requires some caring and a willingness to state an opinion. Sometimes it requires a lot of time.

Understandably many advisers, professors, and counselors are not willing to stake their opinion on a student's academic and vocational career, but is no advice better? Many professors also do not have the time to counsel handfuls of students through four years at the University.

That does not excuse the numerous students who cannot find a professor to work with on a senior project or answer questions on their discipline.

Where is the professor willing to say, "Don't take my class, you need class X more."

Where is the career counselor who helps students market the major they have chosen, instead of suggesting a "business package?"

There are some helpful people out there. Many departments have a room with trained peer advisers to answer graduation and resume questions.

Some of the floundering could easily be avoided by training professors in all departments and schools. It is

not that difficult to inform them of the basic graduation requirements of the University or their department. Graduation requirements may be the primary responsibility of the students, but wrong advice or no advice often costs a term in school.

Departments or schools could simply post graduation and major requirements on their bulletin boards.

A graduate student in each department or school could be given an adviser role. Not only would this be nearer expert advice it would lessen the load of numerous professors.

Deans could also encourage their faculty to give candid advice. One assumes a scholar has a "feeling" for the University ropes, but often that knowledge is lost in not wanting to discourage students from other classes.

The "other" classes make a difference. It matters whether a journalism major takes grammar instead of physics for their elective credit. It matters whether a history student takes Japanese or guitar lessons. It matters that someone is willing to give advice or challenge the course of a student's studies.

It can be very frustrating floundering around the University campus — spending precious time learning who to seek advice from. Many of us are upperclasspersons before we realize that the best advice on classes comes from peers you trust, the best critique on a paper comes from an acquaintance who can write and the best advice on careers comes from graduates who have found work.

JOAN NYLAND, MRS. TADOUT

JOAN NYLAND



'NOW, PLEASE HOLD STILL— THIS IS PURELY DEFENSIVE!'

letters

IFC funding

Last Monday, the Emerald reported that increases in the ASUO Executive's budget "have come during a time when enrollment — and therefore the amount of student fees collected — has decreased."

In February, the "ASUO Program Press" stated that "declining enrollment is the reason why many programs have had their budgets cut for two years in a row." If we believe everything we read, things look bleak at best.

The suggestion that student fees have decreased, however, is false on two counts:

- 1) Last year the total ASUO budget was \$2,160,366. Next year the total budget will exceed \$2,330,000. Simple calculation indicates an 8.5 percent increase in spending in two years — not a decrease.
- 2) Last year the ASUO spent \$44 per student per term to

fund ASUO programs. Next year the ASUO will collect and spend \$56.50 per student per term. That amounts to a 28 percent increase in fees in two years — not a decrease.

Meanwhile, enrollment has continued to fall and a majority of programs have seen their allocations cut for the second year running.

As a candidate for IFC, I am pledging my support for existing programs by seeking limitation to further budget cuts, while asking for the establishment of strict, but equitable funding criteria for all ASUO programs. I also support the creation of a task force to evaluate fees, and I strongly urge a one year freeze in the incidental fee. With your vote we can take advantage of an opportunity to put a halt to skyrocketing fees.

Eric Stillwell
sophomore, political science

Public issues

What democratically-run, student-funded and directed organization has been representing students on issues of consumer protection, the environment, higher education and health care for 12 years?

What state-wide organization was founded to give students the opportunity to work for the changes they want in their community?

What organization did over half of the state's college students sign petitions to fund through fees in 1971?

OSPIRG.

The Oregon Student Public Interest Research Group has been working since the early 1970s to produce positive public policy changes through research, legislation and community organizing. Students

vote on the projects and issues to be undertaken, elect the local and state boards of directors, and vote on OSPIRG funding. It is a non-partisan, non-profit corporation with professional staff who give the projects continuity over time and teach students skills in research and advocacy.

Over the past year, OSPIRG has experienced a tremendous increase in student volunteers and a phenomenal strengthening of the organization's research and legislation actions. OSPIRG has established a consumer hotline on campus and is working in the state legislature to form a Citizen's Utility Board in an effort to minimize utility rates. Comparative surveys on the prices of bicycle and car repairs, bank charges and optometrists' fees also help students invest their money wisely.

When OSPIRG was founded, students agreed to fund it with fees of \$1 per student per term. Because of organizational problems in the late 1970s, OSPIRG's IFC allocation was reduced.

OSPIRG has grown so much over the past year that it is time the students vote to reinstate its traditional funding. The IFC, along with ASUO President C.J. Balfe, has encouraged OSPIRG to run a referendum in the April general election to allow students to decide on its funding.

Students need the representation and resources that OSPIRG offers them. To maintain these services students need to show their support for OSPIRG and the work it does by voting YES to reinstate its traditional funding.

Annette Boyer
senior, journalism

letters

Abusive words

While we're on the subject of sexist language, don't forget along with heman to use shema'am. But that's just a matter of semantics.

The real problem lies in the way our language reflects racial prejudice, words like blackball, whitewash, redneck, and yellow.

There is also a bias against older persons: mold, rage, and nature, not to mention phrases that favor people without handicaps: "both feet on the ground," "best foot forward," "armed," and "eye opener."

I thought we had these pro-

blems licked when we eliminated words abusive to ethnic minorities, but now I perceive that anybody using genders in his language is a nigger making Pollack jokes.

I'm just thankful my first name is still a title of nobility, which can only be rhymed with good words like pearl and girl.

Earl Gosnell
Eugene

Career women

I would like to thank the Women's Symposium for providing the opportunity for the series of panel discussions on "Women in Careers," the

panelists for sharing their experiences and perspectives with us, and the Emerald for successfully conveying the excitement of these sessions in its coverage.

It is unfortunate that a graduate student was cited as the only woman faculty member in the physical sciences at the University. A survey of the chemistry, geology and physics departments finds three women on the faculty: Jane Gray (biology/geology), Charlotte Schellman (physical chemistry) and Helen Lang (geology).

Margaret Graff
graduate, physics

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