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Student lobby wants tax reform

By Tammy Batey
Emerald Associate Editor

The Oregon Student Lobby has distributed 1,000 copies of a "Fighting Five, Getting Tax Reform" organizing manual to Oregon colleges to help students understand the effects of 1990's Ballot Measure 5 and the need for tax reform.

ASUO Vice President Karmen Fore said OSL sent the ASUO about 300 copies of the manual. The ASUO will give student groups a copy, and students can pick up copies in EMU Suite 4.

Fore said the manual will help University students prepare for the ASUO Lobby Day on March 3 in Salem. Students will be bussed to the state capital for a rally and a day of talking with legislators.

"The manual helps student leaders sit down and organize their campus campaigns," Fore said. "It's hard for student leaders to know where to go. This manual helps student leaders focus."

In December, the OSL Board

decided to create the 42-page informational manual. Robert Nosse, OSL executive director, said college students used to complain that the student-lobbying organization's message wasn't reaching college campuses.

"The purpose is to put everyone on the same page, with everyone using the same information and the same language," Nosse said.

OSL sent the manual to student government leaders at the seven colleges it represents: Eastern Oregon State College, Oregon Institute of Technology, Oregon State University, Portland State University, Southern Oregon State College, Western Oregon State College and the University.

OSL also sent the manual to six or seven legislators who OSL considers allies such as state Rep. Cynthia Wooten. These legislators have said they believe tax reform is needed to help ease the blows Measure 5 dealt higher education, Nosse said.

'The purpose is to put everyone on the same page, with everyone using the same information and the same language.'

Robert Nosse,
OSL executive director

The first 20 pages of the manual explain Measure 5, the Oregon budget and the Oregon State Board of Higher Education budget, Nosse said. The last half of the manual offers tips on forming a steering committee, working with the media and coordinating letter-writing drives.

Nosse said the manual includes the names and phone numbers of members of the Senate, House of Representatives and the media.

NOMINEE

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be held responsible."

Carson said the accusations were a case of finding him guilty by association because none of the examples from the journal used against him were written by him. He also pointed to articles he has written against the OCA and his membership in Republicans No On 9 to refute the homophobia charge.

In the letter, Masat, who is the IFC chairman, Pargot and Rodgers, also expressed concern that it would be inappropriate for Carson to decide the budget fates of groups that had been subjects of *Commentator* editorials.

"I question whether student groups would feel comfortable with Mr. Carson's addition to the committee," Masat, Pargot and Rodgers said in the letter.

Other concerns raised by students included the fact that ASUO President Bobby Lee had not followed affirmative action guidelines when appointing Carson.

Senator Brian Hoop said he was concerned the IFC opening had not been advertised before the nomination was made.

"The (ASUO) constitution says it doesn't need to be," he said, "but that would have opened it up to a lot more students."

Pargot also questioned why affirmative action procedures, such as advertising the position, had not been followed.

"Ed is not the point," Pargot said. "The issue is that no one else was given a chance. That should've been done."

After the meeting, Masat declined to comment, but Pargot said despite her opposition to Carson, she believed she would be able to work with him as "equals."

Carson said he believed he would be able to work with IFC members.

"It's not whether I'll be able to work with them," he said, "but whether they'll be able to work with me."

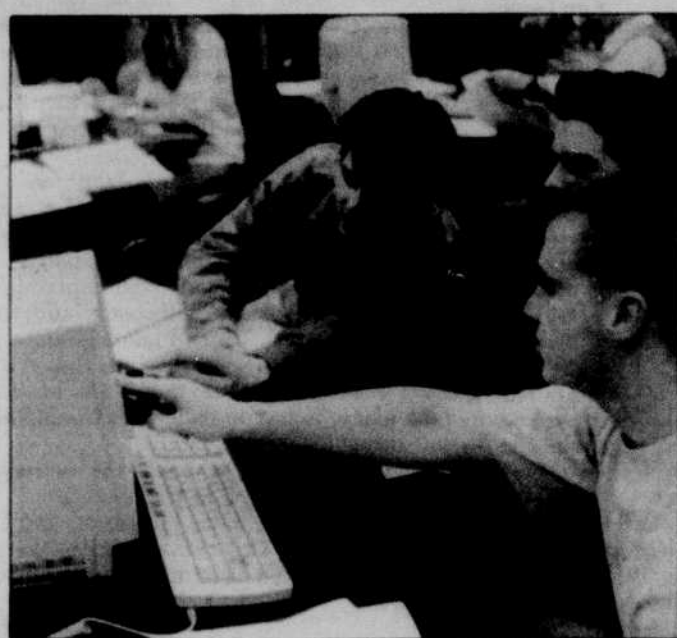


Photo by Damian McLean

Using computer simulations of the human body, students Greg Hoefeldt (left), Tim Hoefeldt and David Herbs, discuss aspects of physiology

COMPUTERS

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simulation of the real thing. The program challenges students to build a human circulatory system almost from scratch.

And though a real circulatory system doesn't have two or three hearts, Hoefeldt said the program gives a valuable demonstration of how the body works.

"You're learning about body systems," said Hoefeldt, who is studying for a career in medicine. "It's stuff you can use, instead of minutiae like in core biology."

On the computer screen, Hoefeldt joins arteries, hearts and lungs like so much plumbing. A valve keeps blood from flowing backward, and a heart ensures muscle tissue gets enough oxygen. At the top of the screen, a graph measures the flow and pressure of blood.

Hoefeldt seems to be enjoying himself.

"This is a good class for non-biology majors, people who aren't used to doing un-fun things all the time," he said.

Sam Donovan, who manages the biology computer laboratory, said computers offer students two advantages over the traditional wet lab.

First, computers save students time by collecting data and making calculations. Second, students can perform experiments that are biologically impossible.

"It would be difficult or impossible to add extra hearts to an organism," Donovan said. "In these labs, students are building cardiovascular systems to understand the underlying principles."

"You can write many labs around these programs, such as diet analysis," Donovan said. "Another big use is in their simulation of genetics. The computer can crunch through lots of information quickly."

But Donovan said that computers alone are no substitute for the study of real organisms.

"You need both — some work on computers, some on animals. On animals, there's more gray areas. The animal sometimes dies, or the drug doesn't work," he said.