

EDITORIAL

Ban all assignments during dead week

As most studious University students know, the week before final exams is commonly referred to as "dead week." But if the number of assignments that students have to work on during that week is any indication, that week is no more dead than any other.

During dead week, students are being assigned homework and reading assignments above and beyond the studying that they already have to do for finals. Unfortunately, few students have the time, concentration or determination to complete the massive amount of work satisfactorily.

The problem is that students need time to study for finals. The week before finals was set aside to give students the time necessary to concentrate on studying without having to worry about routine classroom work, reading and the like. However, professors continue to assign sizable reading assignments and other work during dead week that takes time away from studying.

The University either needs to ban assignments during dead week or stop calling it dead week.

Current University policy states that "no examination worth more than 20 percent of the final will be given" during dead week, while no final examinations can be held or made due during dead week. The policy allows projects to be assigned, provided that they have been listed on the class syllabus during the first two weeks of the term.

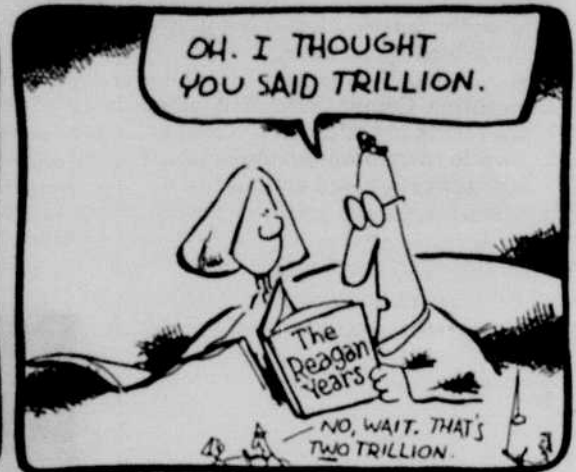
However, this policy does not disallow major reading assignments that students could conceivably be tested over during their final exams. Homework could also be assigned during classes that week and students would be liable for completing it. If they don't do the homework, they might lose class points, while spending time doing the homework and not studying could hurt a student's performance on final exams. For many students, dead week is a lose-lose proposition.

It shouldn't have to be that way. A very clear distinction should be drawn between dead week and other weeks of the term. Students have the normally high workload of homework right up to dead week, while having major projects and papers due during finals week. Students need a lull the week before finals to concentrate on final projects as well as on studying for final exams.

It isn't fair for professors and other instructors to require students to complete major research for final papers or projects while requiring the normal amount of output in day-to-day classes. The University should show students that their priority is to educate students and that time to study is a valuable part of education.

Professors and the University need to make a decision about dead week. It either needs to be respected or forgotten.

The University either needs to ban assignments during dead week or stop calling it dead week.



LETTERS

Intrigued

During my involvement with Students for Legal Government, nothing has intrigued me as has the nature of campus debate.

The *Emerald* suggested that students lack the discursive skill to tackle difficult or subtle issues. Putting aside the fact that Oregon law delegates this responsibility to the fee committee, students' (flawed) participation in civil discussion has more important ramifications.

I have received a great many comments from OSPIRG supporters on my home voice mail. The "raspberry" noise and curse words were the most common messages. These hardly constitute informed, rational discussion — perhaps the *Emerald* is correct.

At least one caller referred to me as a "fascist." I am not even a Republican! But fascism enjoys enviable appeal: it is a fast-moving, super-efficient and morally unambiguous political system; under it, neither law nor the rights of individuals will impede vital progress. In this manner fascism can accomplish, like a well-oiled machine and by any means necessary, society's most desirable ends — including clean air, clean water and biodiversity.

At Students for Legal Government, we reject this ideology. We welcome the difficult legalities and inefficient debates that accompany freedom. Some might brand this a dictatorship of the individual; the Bill of Rights has defined a boundary that society, in pursuing its most desirable ends, may not violate.

Abridging a citizen's right to freely associate — or not associate — opens a Pandora's box of tyranny. As the world learned in the 1930s, societies' "best ends" often justify neither themselves nor their means necessary.

Friederich von Carp
English

Confusion

At some point, we must begin to wonder at all of the "confusion" generated by those who

have a seeming interest in the Taiwanese Student Organization. In a letter signed by Nani Sarosa, Jason Grigsby and Leslie Warren for the ASUO, more confusion is created.

Nani et al. state that the main reason that the TSO was recognized as a separate organization is because there are substantial differences between the TSO and the Chinese Student Association. This statement is absolutely true. However, her later assertion that the CSA is interested in promoting cultural awareness of Taiwan and the "TSO is focusing on the political education about Taiwan" simply is not true. Let me quote directly from our goal statement: "The TSO... intend[s] to focus on... cultural, social, political, economic, historical, educational and ecological developments in Taiwan."

As you can see, the TSO is interested in promoting culture, education, etc. of Taiwan. The main difference in our goals and CSA's, as we see them, is that the TSO is interested in promoting awareness of all things Taiwanese, including its culture. It appears to us that the CSA is interested in offering social activities which reflect a more inclusive Chinese culture. We see a huge difference between these goals.

We appreciate the ASUO's offer to answer further questions, but the TSO feels it must clarify this issue, since the ASUO's misrepresentation of our goals might turn away potential members who might see us as a narrowly focused, political-action group. Our goals are far too important to be restricted to such a purpose.

So, if you have any questions, attend our meetings and events. Then you will truly know who we are and what the TSO represents.

Shign-Jye Chen
President, Taiwanese Student Organization

Inflammatory

Once again, Primo A. J. Fontana has missed the point. In his latest inflammatory column, he suggested that funding for optional programs such as Students for the Ethical Treatment of Animals (SETA) and Students for Choice be left up to the discretion of individuals during the enrollment process. This process will, undoubtedly, result in the loss of countless groups such as these on both sides of the fence.

Mr. Fontana has the audacity to ask, "Why should a student who thinks that human beings are more important than ferrets and minks have to give his or her money to SETA as we currently do?" He has obviously failed to realize that a university is a place that must provoke thought, challenge views and explore new ideas, agreeable or not. His dream of a Costco-like organization where everyone gets exactly their money's worth is a sad vision for an institution of higher learning.

Primo, if you're honestly that concerned about every last nickel of your precious money, perhaps you'd be better off calling Sally Struthers and leaving the university life to people who actually want to learn.

Jeff Morgenthaler
Interior Architecture

Oregon Daily Emerald

P.O. BOX 3159, EUGENE, OREGON 97403

The Oregon Daily Emerald is published daily Monday through Friday during the school year and Tuesday and Thursday during the summer by the Oregon Daily Emerald Publishing Co., Inc., at the University of Oregon, Eugene, Oregon.

The Emerald operates independently of the University with offices at Suite 300 of the Erb Memorial Union and is a member of the Associated Press.

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CORRECTION

Part of a sentence from a letter to the editor that ran in Thursday's *Emerald* was omitted. The sentence, from a letter from three members of Students for Choice, should have read "When we went before the Student Senate, their job was to evaluate our goal statement and decide if we are fundable. The Senate did approve our goal statement, largely because the legal professionals that were present at the meeting stated that we are fundable based on a 1985 opinion of the Oregon Attorney General, Dave Frohnmayer."