

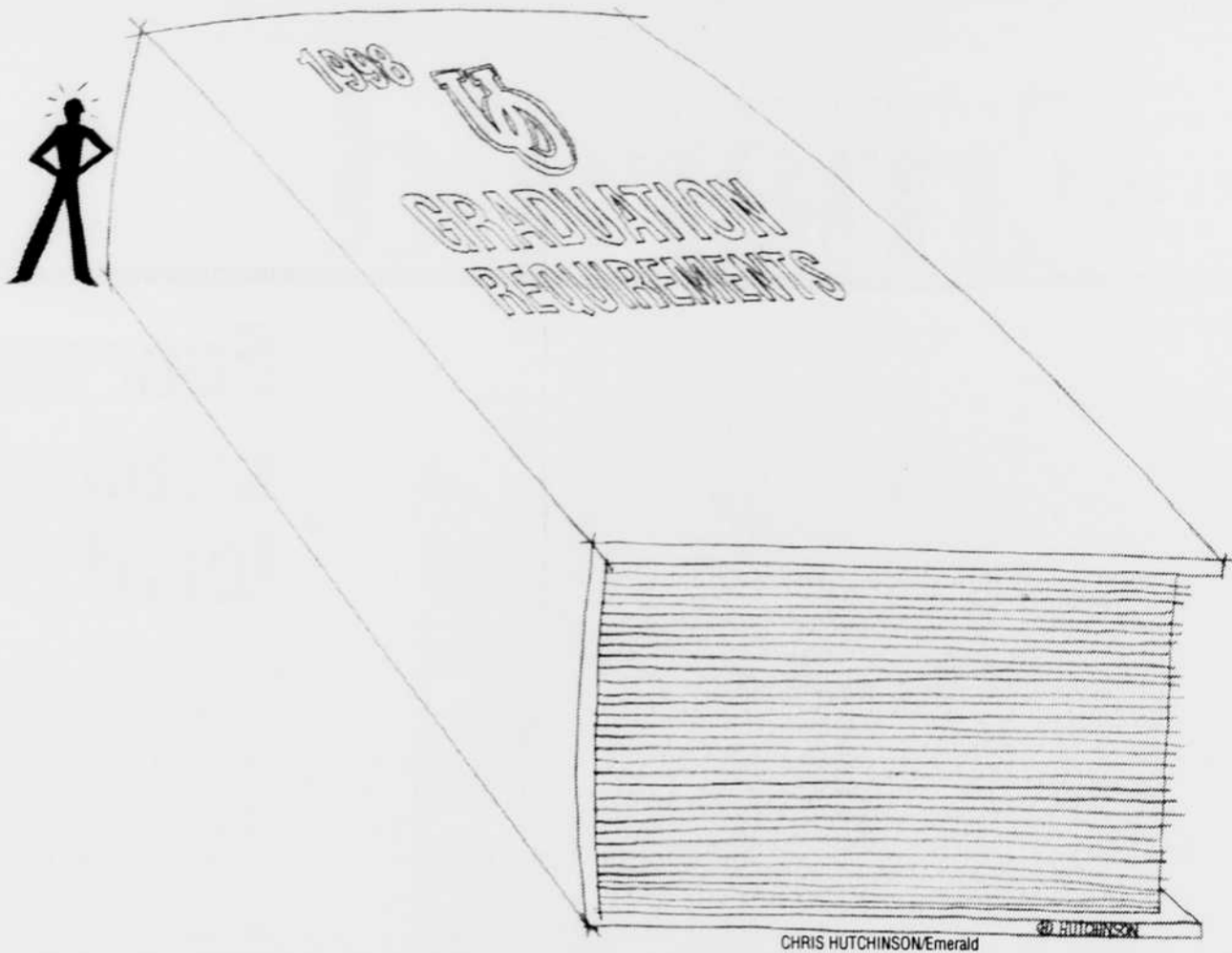
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To Measure 52
 Oregon's schools desperately need more money. Measure 52 provides up to \$150 million for schools. This isn't a difficult equation. Ballot Measure 52 is hardly the ideal solution to the state's funding problems; as a bond measure, the money will have to be repaid, in this case through lottery dollars. The lottery is hardly the best choice for funding our schools, but the incredibly short-sighted and ignorant voters in this state have left us little choice. In order to prepare students for the future and provide an adequate educational experience, the school system needs every dollar it can get. We urge a "yes" vote on Measure 52 to provide a few extra dollars.



To Hyundai
 Every day, we hate this company a little more. The latest infuriating effort by this massive multi-national corporation is to dodge local wetlands restrictions that would block phase-three construction of the Hyundai plant. The local rules allow a company to ask the federal government to evaluate and over-ride a wetlands-based ban on construction. This is not the first time the company has decided it would rather go over the heads of local government officials and the community members they represent than work with the people. Hyundai is supposed to be providing benefits to the community by bringing jobs and dollars. Instead, it pays almost no taxes (thus draining, not aiding, the local economy) and threatens the environment. Hyundai admits that phase three would destroy a wetland; it just wants the feds to let it wreak havoc. If Hyundai loves Eugene so much and doesn't want to leave (as representatives have claimed), it should show an interest in the desires of the community and help strengthen the area rather than pillaging it.

Longer stay won't improve education

Forcing students to stop 'doubling up' on credits is a poor way to teach more

The University has an official mission statement; it's something about broadening minds and advancing education and all that fun stuff. Recently, it seems like the University also has an unofficial, but far more influential, mission statement as well: Make more money.

The latest revenue-increasing scheme is a proposal currently being evaluated by the University Senate. If passed, the plan would prevent students from using classes that filled requirements for the Bachelor of Arts or Bachelor of Science degrees to also fill the "group" requirements.

This could mean students will have to take an additional three or four classes to fill in the gaps left when they can no longer "double up" on credits. An additional three or four classes add up to an extra term at an institution where many students struggle to graduate in five years. An extra term adds up to thousands of dollars.

The stated purpose of the proposal is to increase the breadth of a University education. Frankly, we

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don't know how much broader our education needs to be.

Most majors already require a wide range of classes, including more than enough courses to fill the group requirements and provide for a variety of educational experiences.

In addition, the ruling will probably affect a minimal number of students. Most math and science majors are working toward a B.S., which means they will take enough courses in the science group to fill both degree and group requirements. Similarly, most humanities majors will take a range of arts and letters classes in addition to the two years of language required for the B.A. a majority will receive.

Obviously, the University has found a few students for whom these generalizations do not apply. Most likely, these are students in intense, pre-professional programs, where the bulk of their requirements are in the department. Demanding an additional term's worth of class from these students, who have intentionally focused their studies, is ridiculous.

If an individual department is worried its stu-

dents aren't getting a solid education, it should change the requirements it has for majors. Students select programs, not general University requirements.

And if the University is worried about the quality of education students are receiving, simply increasing the number of requirements is not going to solve the problem. Spending more money and soliciting more donations for faculty pay — not buildings — would help make classes more valuable. Actively combating grade inflation would force students to earn the grades they receive and to think harder when studying.

True reformation of the education experience will not come because the University Senate makes us sit through one more 300-person lecture class in the social sciences. It will come when 300-person lecture courses that require little more than consciousness end, and a well paid, qualified faculty member stands in front of classrooms that put a greater emphasis on academic effort.

This editorial represents the opinion of the Emerald editorial board. Responses may be sent to ode@oregon.uoregon.edu

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