

THIS MODERN WORLD

by TOM TOMORROW



disagrees, she can write a letter explaining her endorsement of a right-wing Republican who represents the party of Donald Trump.

Joshua Welch

Eugene

EDITOR'S NOTE: Mike Clark lost to progressive candidate Lucy Vinis in the May 17 primary.

RAPE CULTURE

I'm writing in support of Sean Doyle's comments in his letter "False Reform" [Letters, May 5].

When institutions of power like the University of Oregon and OSU do more to protect their image and reputation than the bodily safety of students, that's when we know it's time for student and community groups to organize and do what it takes to hold those in power accountable, using civil disobedience if necessary (sit-ins, etc.).

Men Against Rape Culture is a community task force seeking to reverse the trend of rampant sexual assault and predatory male behavior on and off college campuses. We need help, especially from other men. If you are interested in helping with this important project, please come to our planning meetings every Tuesday from 5 to 6 pm in the UO Knight Library, Room 321.

Dillon Thomson

Eugene

UNNECESSARY BARRIER

Open letter to Salam Noor, Oregon's deputy superintendent of public instruction:

I am writing to you as an educator who cares about the well-being of children and developing the greatest possible potential out of each one. It is my view that the Smarter Balanced assessment in math and ELA as an essential skills requirement presents an unnecessary barrier to the success of many young Oregonians.

I work in a school that specializes in the education of teens who have dropped through the cracks of the educational system. There are many reasons that led to their situations at the high school level, most of which were beyond their control.

In many cases, they just had the bad luck of being born into a lower socioeconomic class and did not have the benefit of well-educated parents or a home environment conducive to rich learning experiences.

Studies show that many children enter school at a disadvantage, having far less interaction with edifying learning experiences.

By the time they come to me, many of them have never passed a statewide summative assessment. This presents a huge ethical problem, I believe, for the state.

What is the likelihood that a student who does not pass either the ELA or math assessment in third grade will then pass the high school exam eight years later? I would guess there's not much of a chance. Are we then determining the future well-being of

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