

# OPINION PACES

## Our VIEW

### Time for action America must take a stand against Iraq

The United States must dictate its requirements for peace with Iraq and follow through on its threats of military action if Iraqi leaders violate those requisites.

The United States did so this weekend, and lives were spared – for now.

Mere hours stood between Iraq and a military strike, ordered by both President Bill Clinton and British Prime Minister Tony Blair on Saturday, by the time its leaders withdrew conditional language in agreements allowing U.N. weapons inspectors back into the country.

The strike was rescinded when Iraq's letter arrived welcoming back U.N. inspectors.

Iraqi leaders asserted the letter would make subsequent U.S.-led attacks evidence of "naked aggression."

Such language should not dissuade the United States from taking action if Iraq doesn't follow through on its promises in the letter. Iraqi leaders often create and follow their own definition of "naked aggression."

They build an arsenal of biological and chemical weapons and threaten the world by not allowing U.N. inspectors to check their compliance with international laws.

They also starve their citizens and blame the United States for Iraq's misery, while squandering international assistance and their internal funds on weapons of mass destruction, lavish mansions and radical military training.

Our country has not used "naked aggression" by Saddam Hussein and his country since the Persian Gulf War, and arguably, not even then.

At the end of the war, we didn't murder the whole of Iraq's forces. We didn't even cut Hussein's forces off from the country. Instead, we left the scene cleanly enough that Hussein could claim a victory and retain his idolized status among his people.

The lack of U.S. "naked aggression" toward Iraq is clear from our history of threats against that country and other uncooperative nations.

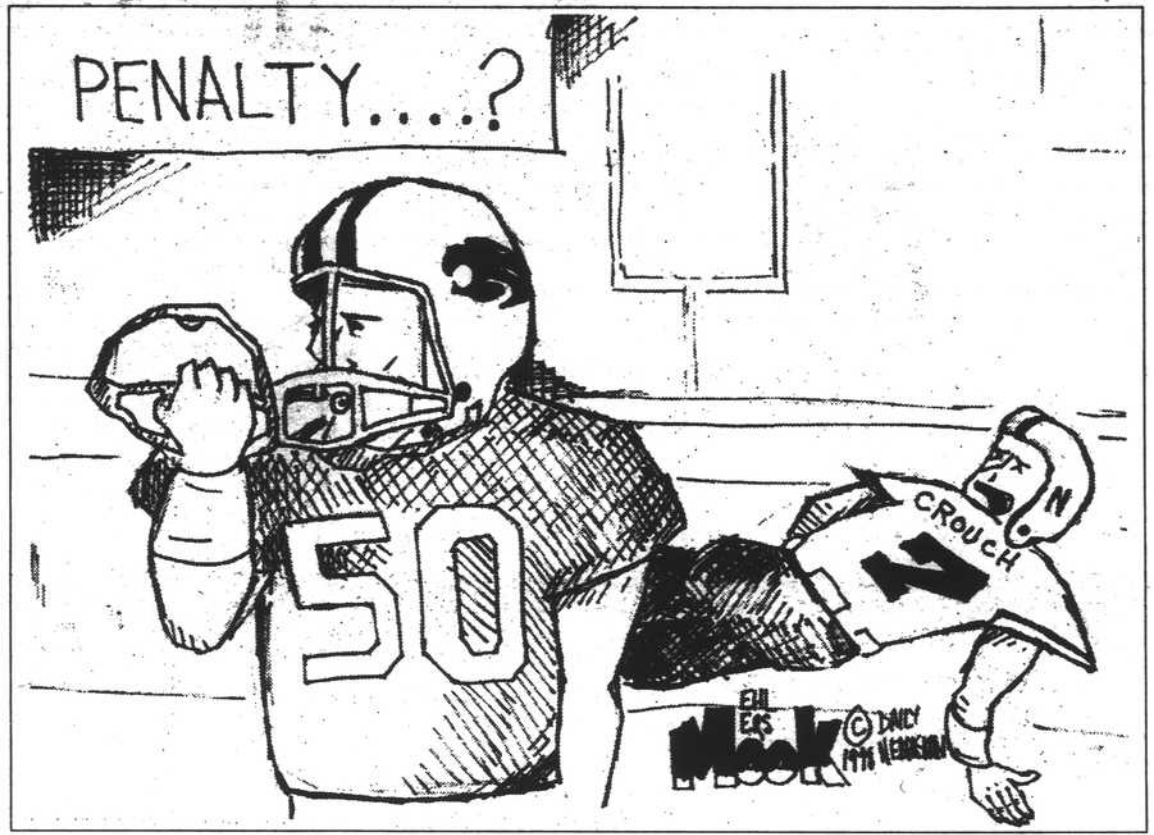
Sometimes we follow through on our threats by chucking a few cruise missiles overseas, but the countries remain able to build and use weapons of mass destruction.

The United States has two options with Iraq today. We could do nothing and allow sanctions to eventually cause a coup, and strike only if mass retaliation is appropriate. Or, we must fight another war – this time with the intent to depose Hussein, be that intent said or unsaid.

Regardless of what tack we take, we must not waffle or back down. We must use force as promised when Iraq fails to comply with international law and U.N. Security Council requests.

Anything else will render us weak and unable to negotiate and to prevent wide-scale bloodshed in the future.

## Mook's VIEW



## DN LETTERS

### Students at fault

Josh Wimmer decided to spread his ideas on the professors at UNL ("Academic bulimia: Interaction between professors, students enhances learning," Thursday). He complains of the professors being boring, and not showing any interest in the classes that they teach, or at least not showing interest in the students. Professors read and give students notes all class period long, not soliciting comments, questions or discussions.

If I recall, one reason that a student goes to a college or university is to learn. Professors present that information to us. Many of our teachers may not solicit any type of activity, like questions, because it is not their job. Their job is to present the information so that tissue mass between your ears creates another fold to represent gained knowledge. You, or any other student, cannot expect a professor to ask, "Now do you have any questions or comments?" every few minutes. One would hope, or should at least expect, that students would have the awareness to raise their hands and ask a question. As for some comments, a professor may ask for your thoughts on a painting in an art history class, but in a history class, you cannot expect them to ask you your thoughts on when, say, the Japanese invaded China. "Oh yes, I was appalled when I learned that the makers of Sony would invade the country of people who make such delicious food." Or how about, "Why, yes, I can see the wonder of how the derivative of 2x is 2." Some things aren't open to discussion.

Wimmer also stated that all that the professor would recite is what is in the book, declaring himself to be a good student and reading everything that is assigned. I can attest that not every student does all the reading that is to be done.

As for a professor who is not presenting information in an entertaining, thought-provoking manner not doing his job, let me write this: If they teach me something that I didn't know before, or just expand on what I did know, then the job is being fulfilled. And if you need help or just didn't quite catch what your professor said, and you just sit there and do nothing, then as far as I am concerned, you are an "idiot peon with nothing to contribute." Ask your professor at the end of class, or even during it.

When time becomes an issue, one must realize that three hours a week for a semester is not a great deal of time to cover what must be covered. Those several hours in class aren't the only time you have to use your brain. I'm sure you are using your brain when you work on your papers, read your text or

anything else for that matter.

Don't cast the blame on the professors for not entertaining you. They are doing their job in educating you. Josh, you are getting your money's worth if you want to learn something. If you are in it for the entertainment, drop out of school and spend the thousand you are going to save by going to the circus every day.

TaeSong Hwang  
former UNL student

### Oh yeah?

I greatly appreciated Josh Wimmer's column on "Academic Bulimia." The mass lecture/babble sheet class structure in particular is indicative of the impersonal, alienating nature of mass education.

Professors of mass lecture classes always encourage students to visit them with questions, and always expect to get a few of them as a result. But what if all 200 students would seek this level of interaction? The professor would be utterly swamped and incapable of carrying out his or her professional duties.

It seems obvious that in this particular class structure, it is not only assumed, but necessary that a large portion of students do not display great levels of interest in the class. The consequences of legitimizing such a dishonest and differential approach towards education are profound.

Scott Ferguson  
anthropology  
senior

### The right to rights

Given the recent attention to the importance of human rights in the Daily Nebraskan, as well as the fact that this year is the 50th Anniversary of the Universal Declaration of Human Rights, I would like to share with the UNL community the distressing developments of attacks against members of the Baha'i faith in Iran, the largest religious minority in that country.

The most recent human rights violations have come in the form of the Iranian Government's coordinated attempts to shut down the Baha'i Institute of Higher Education, also known as the Open University, by arranging the arrest of its most prominent professors and staff and by looting more than 500 homes where the Institute's activities had been conducted. The flagrant acts of refusing Baha'i citizens access to universities, the more recent shutdown of the university, and the sentencing to death of Baha'is in Iran for their religious faith have been condemned by not only the United States Congress, but by the United Nations General Assembly as well.

Human rights violations happen to not only Baha'is, but to people of every religion, race, and ethnicity. I invite all students, faculty and administrators to an Inter-Faith Prayer Vigil, co-sponsored by Amnesty International and the UNL BAHAI Association, to be held tonight at 7 p.m. on the north side of the Nebraska Union to remember and pay tribute to all people who have suffered, and continue to suffer, from heinous human rights violations.

Chad Dumas  
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MATT HANEY/DN

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