

Educational Crisis . . .

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Two "highly controversial" items brought explosive discussion from the board. The first was freezing enrollment and at the same time tightening admission standards, particularly for incoming freshmen and transfer students from outside Oregon. The board then considered raising tuition \$25 a term for all students, beginning in January.

Meanwhile, board members and institutional executives emphasized that the quality of higher education must not suffer. Instead, the system will chop short-range services which can be re-activated after the so-called temporary crisis is over.

"Quality is the paramount thing," Board Chairman William Walsh maintained. He said it would be a matter of gravest consequences if Oregon schools lost key people to other academic and business institutions. He said he would keep raising tuition in order to maintain superior staff members.

Flemming Agrees

Flemming supported the emphasis of maintaining staff salaries so Oregon's educational institutions could compete nationally for the best instructors.

President B. P. Millar of Portland State College said tuition increases without appropriate enrollment ceiling would throw the state system out of balance. He said the expected increase of 1,000 students at PSC next fall probably would double if tuition were increased statewide. He explained that Portland-area students attending particularly the University and Oregon state undoubtedly would transfer to PSC to save housing expenses.

"The problem is how to make it possible for students to go to school," Millar said in a dynam-

ic appeal against placing an unnecessary financial burden on students.

Critical Situation

Walsh admitted that Millar's observation was "100 per cent right" and reflected a real critical situation.

In discussing tuition, the board agreed that any increase should go into effect in January instead of next fall. It was pointed out that an increase next term would spread the financial load and have a smaller impact on students. If tuition weren't increased until fall, the raise would be an estimated \$43 instead of \$25 per term. Lieuallen said tuition might be raised more or less than \$25 a term depending on legislative action.

Moral Commitment

The board also considered the fee remission program. Flemming told board members that fee remission and scholarships were major factors in keeping upper division students from out of state at the University. He said the state had a moral commitment to help retain these students. He said it was a matter of principle that the state should help a student to finish his college work since society would ultimately benefit.

Flemming urged the board to retain all elements of the student assistance program, including fee remission, scholarships, loans, and employment opportunities.

Several possible changes in admission requirements were discussed, with the focal point on freshmen and transfer students from outside Oregon. In addition, the board considered greater use of deferred enrollment for incoming students with below average grades.

Higher Requirements

Flemming suggested tightening admission requirements for transfer students. He said he would not mind if admission minimums for non-resident freshmen were raised to 3.0.

"We want to be sure the student pays his way and that any above-average out-of-state student has an opportunity to attend Oregon colleges," Flemming said.

Representatives of state schools also considered different admission requirements for individual schools since some schools can accommodate more students.

President Millar, in warning the board to keep admission standards in balance, asked how many of the executives at the meeting would have been admitted to college under the present and proposed minimums. "We violate our principal intent if we keep out people with ability," he added.

Big Question

The big question now is: Where do we go from here?

The chancellor must now prepare specific budget adjustments based on the board's views aired during its two-day meeting this week. These adjustments will be presented to the legislature next month if actual budget cuts are consistent with the governor's recommendations.

Lieuallen admits that tuition will probably be increased and enrollment and admission standards will be altered. But just how much can't be decided—until after Nov. 11.

Senate Agendas Ready

ASUO Senators may pick up their agendas between 3 and 5 p.m. today in the SU.

Marxist Scholar To Speak Here

A different approach to the Civil War will be given at 4 p.m. Thursday in the Student Union when Herbert Aptheker speaks on "The American Civil War: A Marxist View."

Aptheker, a noted Marxist historian, is regarded highly for his accounts of the American Negro. His works include, "The Negro in the Civil War," "Negro Slave Revolts," and "Documentary History of the American Negro."

It is always advantageous for students to become aware of other people's interpretations of history, according to a history department member. He stated that the current interest in the Civil War Centennial should also make Aptheker's subject of value.

Aptheker, who has been invited by the History department, is currently teaching at Jefferson School in New York. He received his Ph.D. from Columbia University and was a Guggenheim Fellow from 1946-47.

Body Discovered In Old Frat House

The body of a 65-year-old Eugene man was found in a former University fraternity house which is in the process of being demolished.

The body of Nicholas Leo Petsche, 1390 Alder St., was discovered Monday afternoon in what was formerly the Sigma Chi house at 808 E. 13th. He was apparently a heart attack victim, according to Dr. Harold Lyman, Lane county health officer.

According to Petsche's wife, he had gone to the house to pick up some wooden railing he purchased. When he failed to return after several hours his wife went to the building and discovered the body.

The fraternity is occupying temporary quarters at 1761 Alder St., with work on a new house at 19th Ave. and Emerald St. due to being early next year.

Medical School . . .

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43-bed ward in the Oregon State Tuberculosis Hospital.

It would also have to turn down care to between 175 and 200 patients who would otherwise receive treatment in the Crippled Children's Hospital.

Baird said the primary purpose of the school "is teaching boys to become doctors and specialists." He said the reduction in medical facilities, aside from reducing public service capabilities, "would be cutting out laboratories for the students and would be just as harmful as it would be if you took away the labs for chemistry or physics students."

The dean explained the difficulties inherent in attempting to cut costs in a hospital.

He said the medical facilities are "running at a minimum allowance now. The only way we can possibly cut down is to close a whole floor."

Baird said the reduction in clinical service would "mean I'm going to have to ask someone to do something I myself would not want to do—stand at the door and tell a sick person he can't come in for treatment."

Kelley Criticizes Rules . . .

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He criticized the rules saying that if evidence against the accused is "clear and convincing," he is considered guilty, as contrasted with the more protecting phrases used in civil law, such as "guilty beyond a reasonable doubt."

Records Inconsistencies Noted
Kelley noted "apparent inconsistencies" in provisions regarding court records, and criticized aspects of minor court rules similar to student court rules he had mentioned.

Finally, he held that there should be a written "presumption of innocence" until proved guilty and a definite statement that the

defendant will not be required to testify against himself.

He also mentioned the section in the Discipline Code on women's hours, saying that the whole subject contradicts the decision of the faculty last June that men and women should be subject to the same restraints.

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how to write a theme or thesis

LARRY WILLIAMS

So you are interested in writing an English theme. Don't worry, if you know a few fundamentals, themes are a snap, even for Freshmen. There are three ways to "ace" a theme. First, write on a topic that is unknown to the instructor. The second method is to use a gory, bloody subject. This method will produce constant B's. (Teachers can't read all the way through these thrillers, so they give you a good grade to end their misery.) The last way is my favorite, and will either flunk you or give you straight A's. You go to extremes on this one, making the topic vulgarity, scandal, or complete insanities. This variety of theme shocks the instructor into thinking that if you don't receive a good grade you will tear his house down or (at least) kill him.

The first method is simple if you will analyze your teacher, picking out his weak points, and then use the library. For this theme you go to the library and pick out an unusual topic for your instructor. (If it is for a Phys. Ed. class you might write on "Artistic Heirlooms of the Renaissance.") Pick out a book on your subject. (Another hint is to use a new book, professors only read old antique books.) After checking out the book simply copy a page or two, directly (what does "plagiarism" mean?). By copying you assure yourself you will never make any grammatical errors. However, one word should be misspelled (this gives the theme that "natural look" and will stop the teacher from calling on you in class.)

The second style is tops if you are just after a B. The secret—blood and guts. You must force yourself to write boldly and very morbid. Use words that are infested with evil. Such words as "... a warm reddish-brown fluid gushed forth from the mark left by the sinister black killer." Or, "... it was a greenish yellow, with a generous serving of red splattered throughout." If the preceding statements still fail to cause the instructor to retire to the smelling salts, use this clincher, "As the slimy maggots began creeping into my inflamed nostrils, and gnawing at the sockets that once contained my eyes..." This last clincher will always cause severe shock, this is guaranteed. Just remember to make it drastically bloody and you are bound to pull at least a B.

Ah... now for my favorite, "Scandal Sheets." These make the instructor think you are taking over Al Capone's job. Talk as though you are an avid supporter of Adolph Eichmann's ideas. To you... murder is nothing. Convince the teacher you are a dope addict. All English teachers are teetotalers and at the mention of alcohol, they immediately see a pit of bubbling brimstone. Use this fact. The reason for this front is simple. Make your teacher value his life, so much in fact, that he actually thinks you might kill him as revenge for a low grade. In general—exaggerate and talk big. Stretch those pop bottles you swiped into beating and robbing someone. Your victim should be an old widow who is taking her paycheck home to her 17 starving children (shoeless of course). Only rob or hurt the poor people (much more emotional). If you can make the instructor so mad and discouraged that he throws your paper away, you have done well.

Power is knowledge. You now have the knowledge, it is up to you (it is your obligation) to use this knowledge to your best advantage. After several themes of the above calibre you will force the teacher to go crazy (Now tha'st power!) and give the whole class A's. This way you not only get a good grade—but also gain many friends.

If you want to gain more friends easier I think you would like to go to the Dairy Queen and treat someone to a DQ or just one for yourself. If you buy one for yourself you will smile at its good flavor, and then the whole world will smile with you.

"Watch for the Dairy Queen Sale this Weekend"

Letters . . .

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one, "had been tried for participating in a water fight, including one of the judges who deliberated on the verdict."

This is an unwarranted and false statement, because I am the judge that was involved in the dorm skirmish and I had no participation whatsoever in the deliberation or sentencing of the water commandos.

As far as our court being a "farce," I think once the students get sentences as I have, they will think twice before they disperse any more water. Because, after being sentenced to emptying all the trash cans from all floors, polishing door-knobs, and waxing floors, I have a very strong feeling about my future involvement in water fights.

Sentences can also include camping and other distasteful duties. Our court has had a fair amount of action and as a result, most rowdy incidents have been reduced to a minimum.

Our court is elected by the men of the dorm and our counselor has no authority over our court decisions cannot revoke a tribunal decision.

The defendant has the privilege to appeal to the higher court. Our counselor does call a meeting of the five judges before each trial to relate all the facts of the incident so that judges will be well informed.

Rick Piper,
Pre-Dental Major.

NSA Offers Programs for Students . . .

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other student conferences last year representing students of the United States. At the congress last summer I heard student leaders from other countries address the NSA. I heard them thank the association for the moral support given and also for the policies NSA has taken toward students in their countries.

South African Position Taken

I remember especially the South African NSA President who thanked NSA for its stand condemning Apartheid in his country, a stand our own government did not take until recently. NSA has taken other stands our U.S. government does not have the courage to take. Due to political fears and implications. Civil rights is another case in point.

It would be well to mention that officers of NSA have in the past testified before various congressional committees to make student demands felt, especially in the area of higher education. I call this seeking to influence legislative activity something every student has a right to do and though it might not be of tremendous significance it is a start.

NSA Has Value for University

To sum up the question what do we as individuals and as a University derive from NSA, I would say what we have is a stake in the student voice of the United States, a voice that has implications for campus student governments, national policies, and international policies.