

# Sound and Fury

## A New Lease on the Conduct Code as a New Year Begins

The entire area of student conduct has been a major topic of debate and disagreement during the past year. This debate has been healthy, strengthening the code because weaknesses have been pointed out, discussed, and often corrected. We are hopeful, however, that the picture of the Code presented to new students next fall will not be as jumbled and critical as much of the debate during the past year. Many areas of contention have been clarified during past months, although sometimes not to the satisfaction of all involved. Friction between administrators and counselors and those instrumental in the administration of the Code should be settled before new students arrive on campus next fall.

Some specific areas of disagreement have been clarified through the Conduct Committee, the Student Activities committee, or other authoritative bodies. Much of the friction that remains is caused by personalities, informal procedures, precedents, or other factors not stemming directly from the written Code. Conflicts in the interpretation of the Code should not be allowed to confuse the area of student discipline next fall. A clear program for counselor orientation and for the orientation of new

students to the Code should be worked out before these people are contacted. Administrators responsible for dormitory counselors and all other groups who will be explaining the Code to incoming students should meet with the Conduct Committee this year to smooth over remaining areas of disagreement or misunderstanding. It would also be helpful if members of the Student Court or Conduct Committee participated in the explanation of the discipline procedure.

Areas of the Code which were originally hazy, allowing room for individual interpretation and disagreement have been clarified. The duties of counselors have been explained, minor court procedure has been improved, rules have been clarified concerning sanctionable dormitory and social behavior, closing most of the original gaps in the Code. Students and administrators alike must stop fighting the Code and try to work within its limits. While we do not ask that logical disagreement over the Code stop or that all criticism cease, we do ask that unnecessary conflict not be carried on through another year. Discussion is desirable as long as it has a constructive end. Prolonged debate by die-hard protesters is destructive and unnecessary.

### Necessary and Important

## The Community Colleges—II

**Ed. Note:** This is the second article in a two-part series on Oregon's community college system.

Last Friday the voters of Oregon passed Ballot Measure No. 1, a move which officially authorized higher education in Oregon to borrow on bonds up to \$30 million. Of this amount, \$5 million will eventually be available for community colleges in the state, and \$1.4 million is immediately authorized for the next biennium.

The growth of higher education in the nation has shown tremendous increases during the last two decades. Total enrollment in institutions of higher education in 1940 was 1,494,000; in 1962 the figure was 4,207,000 according to the U. S. Office of Education.

#### Graduates Increase

The number of high school graduates entering colleges in the fall following graduation has also risen sharply, particularly since the post-war babies have reached college age. In 1940 only 15 per cent of all college students were between 18 and 21 years of age; by 1962 the figure had risen to 39 per cent. Nearly all colleges and universities have felt the pressure of this influx of students, many having doubled or tripled in size during the last 20 years.

James W. Thornton, secretary of the American Association of Junior Colleges, has studied this trend in higher education and feels that the two-year junior and community colleges will play an important part in alleviating some of the inevitable burdens placed on four-year schools.

In a recent visit to the University, Thornton estimated that by 1975 85 per cent of all high school graduates will continue on to some type of post-secondary education. In addition, he estimated that three-quarters of these persons will be attending community colleges.

#### Programs Expanded

As the roles of community colleges in higher education become more clearly defined, programs are being expanded and revised and gaps are being filled. One of these gaps is the lack of training in specialized fields, often sacrificed in favor of pre-

college transfer programs in liberal arts.

The community colleges in Oregon are financed largely with local money. This fact presents a strong argument in favor of specialized courses geared to the needs of the particular community, the citizens of which often feel that liberal arts training can be left up to the four-year schools.

Professor Hugh Wood of the University's School of Education sees two sides to the argument, however. "The four-year schools often refuse to prepare some youths in the liberal arts, and thus this duty is left up to the community college."

#### Community Needs

Wood stressed the importance of the two-year schools in providing "training in the 13th and 14th years of schooling," whether for vocational or college preparation.

In a study of Oregon's two-year institutions, Wood found that many schools are offering few or no courses in areas in which the community has a need for trained personnel. In agriculture, for example, while the labor demands of the various regions served by community colleges ranged from 3 per cent to 29 per cent, only one of the schools offered any courses in that area.

In contrast, it was found that Central Oregon College offers 17 per cent of all courses in engineering, while the engineering labor demands of its area are only 4 per cent. It is this duplication and inclusion of courses in fields already heavily emphasized and neglect of other vital areas that is being studied and revised to furnish the community colleges with more well-rounded curricula.

#### Ideas Develop

Since the development of the community college function, several ideas have arisen concerning additional roles which these institutions should serve. One service of the community college has been suggested, that of screening students as prospective candidates for entrance into four-year institutions. While the nature of the two-year schools requires that their college transfer courses will automatically "weed out" certain students, this function has often

caused the opinion to form that the community colleges are of lower status or inferior to the four-year schools.

Another proposal is that community colleges should maintain lower standards than four-year colleges and universities in order to insure admittance of virtually all who can afford it. Professor Wood finds this proposal "insulting and snobbish," saying that "differences should lie in the (course) offerings, not in quality of acceptable performance." This idea has slowly begun to transform the image of the junior college from that of a retreat for the flunk-outs from the four-year schools to an institution offering necessary training in areas often not served by universities.

#### Rehabilitation Offered

Another service of the community college, and one which has been developed only recently, is that of rehabilitating the high-school dropouts. Programs are being increased which offer sufficient training in themselves for semi-skilled jobs. Often persons entering this field after having dropped out of high school find themselves untrained or inadequately trained to competently enter the vocations.

To meet the growing needs for community colleges in Oregon, several new institutions are planned for the near future. On March 18, Douglas County voters authorized construction of the Umpqua Community College in Roseburg. A fall 1964 vote is planned on a community college for the Eugene area, and studies are underway on a proposed college in Washington County, near Portland.

Also being discussed currently are community colleges to serve the Rogue River area, Clackamas County, and east Multnomah County.

#### Estimates Given

William Thornton has estimated that 28,200 persons will be attending community colleges in Oregon in 1974. The Oregon Department of Education has set the figure at 22,000. An average of the two estimates would bring the total about equal to the present enrollment of the state's three largest four-year institutions.

(Continued on page 3)

## Herblock

Ten.  
"I'm Eight: I Was Born On The Day Of  
The Supreme Court Decision"



First appeared May, 1962

## Letters to the Editor

### Criticizes Jury

**Emerald Editor:**

Recently a Lane County Grand Jury informally accused 30 unnamed University students of involvement in sexual misconduct with a thirteen-year-old girl. Many questions about the Grand Jury's "action" and failure to make actual criminal charges can and have been raised.

There is one other question we should be pondering. What would the Grand Jury have done if they believed thirty local policemen had been so involved? Maybe that question is too easy. What would the Grand Jury have done if it had been thirty mill workers?

Sincerely yours,  
Edward N. Fadeley

### Student Assaulted

**Emerald Editor:**

On Saturday the 2nd of May at 10:30 in the evening one of the African Students at the University was assaulted on the campus by three youths who were presumably fellow students. We wish to protest that such a deplorable incident could take place on the campus at any time. We thought you should be informed that this has not been the first incident and many of our members have had perturbing experiences though of a more minor nature. This case of assault suggests that the situation may be growing worse and we feel our security is being severely threatened. We would like some reassurance from your office that our security can be guaranteed as long as we are members of this University.

Yours sincerely,  
Herbert Knott  
Kayondo J. Sendi

### Capital Punishment

**Emerald Editor:**

The first engagement in the political wars is over, midterms are past, the many fund drives have reached completion, and "the voice of the turtle is heard in the land."

Now, however, I address myself to the student body and faculty of this University to give of their last full measure to a campaign which is just now taking shape, the effort to abolish capital punishment in this state through voter approval in November of a referendum removing all mention of the death penalty from the Constitution.

In these formative stages, support from those sympathetic to this cause is essential. I have learned from the Oregon Com-

mittee to Abolish the Death Penalty that use of the facilities of a good advertising and publishing firm has been pledged, and that billboards and bus fronts have been reserved. Between six and ten thousand dollars must be raised, however, to bring these and other campaign plans into reality. A Committee member told me recently that "50 cents from every student would change a lot of things."

The chemicals for a gassing cost \$1.67. It would be significant if every student and faculty member who feels that the "eye for an eye" philosophy of capital punishment has no place in an enlightened society, would donate this amount to the crusade to throw the gas chamber on the same scrap heap of history as the thumb-screw and the wheel. Contributions of any amount whatsoever, or signed pledges of the remainder of one's breakage fees to the above-named committee, may be sent to me at 241 East Broadway for transference to that body, or to 8026 S.E. 29th Avenue, Portland.

Sincerely yours,  
George F. Neavoll  
Senior in Political Science

### Wrestling Publicity

**Emerald Editor:**

I would like to know why the Emerald doesn't give the sport  
(Continued on page 3)

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