

Editor's note: This is the last in a three-part series reviewing the Oregon Criminal Code.

Learning new laws major problem in revised code

Almost everyone involved professionally with law agrees that the major problem in implementing a new criminal code is educating the populace.

Though it is important that citizens are familiar with the law, it is imperative that the 5,000 people in Oregon who deal with the criminal code as their profession know the law.

Four thousand of these persons are law enforcers.

"How has the new criminal code changed the old sodomy law?" or "What are the four categories of theft (in the new code)?" These are examples of questions law enforcers must be able to answer, and two of over 80 questions Oregon law enforcers were expected to know after completing a 16-hour education program on the new code.

Though the new code was passed by the legislature last spring, it did not go into effect until Jan. 1, 1972 so that law enforcers, judges and attorneys throughout Oregon could learn the new law.

Judges and attorneys have learned the code primarily by themselves, but the Oregon Board on Police Standards and Training contacted Pat Horton, a local attorney, in September about heading a state-wide project to educate law enforcers in the new code.

By Nov. 1, Horton had prepared an analysis of the code included in a work book filled with questions and exams for every law enforcer in Oregon to complete.

"Everyone, from the superintendent of the state police on down, was required to attend one of the two-day schools conducted throughout the state," Horton said.

"They were all so eager to learn about the new code, you couldn't believe it," he added.

Horton's philosophy, as the education program's project director, was to use the most modern and innovative teaching methods possible to make the program interesting and successful. Audio-visual aids, as well as analysis of the code "oriented to law enforcement" was used to aid the policemen.

By NAN HENDERSON
Of the Emerald

"We contracted with the audio-visual department at Oregon State university to provide slides for the program," Horton said.

Graduate students working in the department designed and prepared the slides which depicted different situations policemen might encounter.

The law enforcers were continually asked, "Under the new code, what would you do in this situation?"

"There was a lot of humor in the slides that made them interesting," Horton said. "For example, the kids drew all of the policemen with long hair."

Oregon was divided into 42 areas and a two day program was conducted in each area.

Horton trained several local attorneys as moderators to conduct the educational programs "and we all went to different areas of the state," he said.

Examples of the questions the policemen had to answer included situation-oriented problems such as these:

"The defendant in a rape case is 20 and attends the local university. The victim is 16½. The act of sexual intercourse was consensual. The girl also told the male that she was 19 years old. The girl's father wants the boy arrested for contributing to the sexual delinquency of a minor. Should you arrest? Why?"

The answer:

"No. First of all, it is a misdemeanor and you need a warrant. Second, the male probably has good legal defense, found in section 106—ignorance of age—as a defense."

"The defendant enters a retail store and fraudulently convinces the clerk he is Governor McCall's son and charges \$500 worth of merchandise to McCall's account. He does not sign a sales receipt nor is there any other false token presented. Can you charge the defendant for theft in the first degree? Why?"

The answer:

"Yes. The theory of this theft is theft by deception. It is over \$200 so it is first degree theft. Remember we no longer need evidence of a false token."

"We included questions dealing with the type of thing that a policeman is likely to run across," Horton said. "We did the best job of educating we could in the short amount of time we had," he added.

"It wasn't too confusing to the policemen because they had at least worked under a criminal code and knew the terms and situations involved," Horton said.

He felt the program was generally a success, primarily due to the innovative educational tools that were employed.

"Most of the police officers had never seen anything like this before and it was refreshing to them," Horton stated.

The main problem for the policemen in the educational program was "remembering all of it in the short amount of time," Horton reported.

"But then the good cops are the ones that continue to educate themselves," he added.

Task force discusses reapportioning

What if you gave an open meeting and nobody came?

That's about what happened Wednesday afternoon when the ASUO Task Force on Reapportionment presented their alternatives to the present Senate structure.

The meeting was open—but only 24 persons, including 10 committee members, showed up.

And because those present failed to reach agreement on plans to present to the voters, Chairman Fred Loveys said he has decided not to ask the Senate to consider action on reapportionment at tonight's meeting.

Instead, Loveys said the proposals will probably be discussed this weekend at the Senate orientation session.

Senator John Boylan made an additional revision to his plan, suggesting the Westmoreland and Amazon housing projects and the College Inn receive one Senate seat each.

Thus, under Boylan's plan there would be nine at-large, 25 off-campus, one co-op, two Greek, and seven dorm positions, for a total of 47 seats.

A plan by ASUO Administrative Assistant Al King suggested the Senate be divided into graduate, undergraduate, special interest group and academic areas.

Several persons criticized Loveys' proposal to divide the Senate into four categories: residence, class, special interest group and academic area.

Former ASUO Vice President Mike Kment said Loveys' plan would "lead to divisiveness" in the student body because Senators would be concerned only with their constituency, rather than the University as a whole.

David Novick told the committee they "shouldn't have the problems determine constituencies, but constituencies determine the

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Student precincts support tax

One-third of Oregon's counties passed the cigarette tax measure Tuesday, which raised Oregon's tax to 9 cents per pack.

With 98 per cent of the precincts reporting, the total vote count was 244,633 to 235,826.

The five-cent tax increase will go into effect Feb. 17. It means that on that date cigarettes purchased from vending machines will cost about 45-cents per pack instead of the current 40 cents.

Although no statistics were kept for the 18 to 20 age group, precincts with large youth populations in college areas favored the measure strongly.

A University area district passed the measure by a 4 to 1 margin and the final tally out of the Oregon State University area showed a 2 to 1 margin. Springfield, on the other hand, defeated the measure by a 3 to 2 margin.

It was a typographical error in Wednesday's Emerald that placed the 1 a.m. vote total at 47,000. The figure should have been 470,000.

Drug Subcommittee sets public hearing

The Drug Subcommittee of the Legislative Interim Committee on Alcohol and Drugs will hold a public hearing in Room 101 EMU, at 8 p.m. tonight.

Among those scheduled to testify before the subcommittee are Paul Heruly, director of Looking Glass; Charolette Ruis, a Counsellor at Family Counseling; Lu Bain, instructor in Drug Education; and Marty Levine, Community Relations Officer with the Eugene Police Department will make a joint presentation with Dennis Ekanger.

Those persons not on the hearing schedule may send written statements, which will become part of the official record, to Steve Millemann, in care of the Wallace School of Community Service and Public Administration, University of Oregon.

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