

Course to dissect society's violent urges

By CLAUDIA KEITH
For the Emerald

Many people participate in acts of violence because they feel there is no other way out, says Orval Etter, a Eugene attorney and University professor of community service and public affairs.

By offering a class this spring on "Violence and Public Policy" through the school's Community Education Program, Etter says he hopes to clarify the meaning of violence.

"I want to help people understand the various forms of violence," says Etter. "I want to help all people know better."

A graduate of the University law school, Etter first became interested in the subject of violence in the 1930s.

Etter says he witnessed the demise of idealism after World War I when post war expectations went unrealized. Before WW II, Etter gained conscientious objector status and says he was aware of growing public opposition to another war.

"War has had a profound impact, and has generated forces tending to produce lesser forms of violence," Etter says. "The war in Vietnam, in various ways, has generated social forces that are conducive to violence."

War shows the government engaging in extreme forms of violence, he adds saying people then feel justified in engaging in acts of lesser violence.

Although Etter says war "sows the seeds of domestic violence,"



Photo by Keith Allen

he considers that the media also contribute.

"The relationship between violence and the media is quite complicated," he says. The media, he explained, report violence because it "sells newspapers."

The media set an example, Etter says, by exposing people to violence.

"There is something in us that makes us try to mimic," he says, citing illustrations such as the

lawsuit brought against NBC by the parents of a child who had been raped with a broom. The parents contended the attack was a direct result of an NBC television program.

An example of mimicking violence, Etter says, is the rash of suicides by young women following Marilyn Monroe's death. "I feel the power of example is important," he says.

Although Etter says he doesn't

think violence is more common now, "the shaking up of accepted values has opened the door to personal violence."

"We have deep-seated moral beliefs which are related to violence. We are always going to have violence. Modern society is conducive to violence."

However, Etter says measures can be taken to reduce violence. Urban planners should work with social scientists to plan housing,

he says, explaining that large apartment complexes tend to isolate people, resulting in an increased trend toward anti-social behavior.

Recent events such as the Peoples Temple mass suicide in Guyana, the assassination of San Francisco Mayor George Moscone and the situation in Iran have re-stimulated an interest in violence, Etter says.

"We have seen a lot of things happening. There's plenty of timeliness for a class dealing with violence."

The class will be offered Thursday evenings from 6:30 to 9:20 and Etter says he will present selected problems from the "cosmic" subject of violence, including such topics as women and violence, child abuse, international terrorism, law enforcement, the legal system and Judeo-Christian beliefs about violence will be taught.

"I'm not going to make everyone accept my philosophy. Part of most evenings will be devoted to guests, movies, and audio-visual presentations so people won't have to put up with me for three hours."

For more information contact Etter at 686-5232.



University steps up in-state recruitment

By GLENN BOETTCHER
Of the Emerald

Recruiting community college students is a lot more important to the University than it was seven or eight years ago, says Vernon Barkhurst, University school relations director.

"If we got there once a year we felt it was satisfactory," he says of past recruitment efforts.

Now, the University visits most community colleges each term during the academic year and all of them at least twice a year.

Efforts to recruit transfer students are directly related to the overall decline in enrollment across the state system of higher education, says Fred Mohr, University admissions counselor.

"The community college programs are outstanding — we think students in the transfer programs may waver as to whether to go on, or to look for a job when they get their associate degrees," he says.

The increased emphasis on community college relations he explains, is an attempt to recruit those students who might otherwise have ended their formal education with an associate degree.

Although the University is seeking more community college transfers, Registrar Emeritus J. Spencer Carlson says transfer students face special problems upon entering the University.

And those problems, he says, account for a high attrition rate among community college transfers.

"They often have a less than accurate concept of the University, its demands and opportunities," he says. "They end up going away disappointed."

Yearly University student studies indicate those coming to the University from high school generally fare better than those

coming from community colleges, according to Carlson.

The studies also indicate one-third of transfer students leave the University a year after their admittance. Not many of those leave due to graduation either, says Carlson.

And the trend disturbs Carlson. "It disrupts academic programs and hurts good educational policy," he says.

Despite increased recruitment efforts by the University, the number of transfers, community college and otherwise, is declining, Carlson says.

The early 1970s saw more than 2,000 transfers coming to the University in a year. Now 1,500-1,600 a year transfer here, he says.

Carlson has collected data for studies concerning students coming to the University since the late 1940s. The studies are used by the University in evaluating grade comparisons for transfer and new students, attrition rates, numbers of students admitted and refused admittance, and enrollment.

As part of community college outreach teams of five University representatives visit community colleges and meet with students interested in discussing transfer plans. The teams, says Barkhurst, consist of one generalist, often a counselor or administrator well versed in overall operation of the University, and four specialists.

Another side of University-community college relations is a one-day on-campus program. Representatives from the state's community colleges meet with University personnel for morning sessions dealing with admissions, financial aid, student services, career planning and placement. University professional schools and work being done by the Council on Minority Education.

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