

## Condom availability a must for students

Condoms don't cause sex. Seems pretty obvious, yet that fact has apparently been lost on parents and administrators at South Eugene High School.

Their ignorance was made clear during testimony Wednesday concerning a proposal by the school to install condom dispensing machines. Many parents who testified expressed fear that access to condoms would encourage abstinent students to become sexually active.

Instead, they prefer the school teach abstinence as a method of preventing the spread of HIV/AIDS and reducing teen pregnancies. Certainly abstinence should be promoted as one method of dealing with these problems, but it is not the only one, and it is one that many students simply do not follow.

It is a fact of life that some teenagers are going to have sex, condoms or no condoms. It is the no-condom group that is at greatest risk of spreading sexually transmitted diseases and that will benefit from the installation of condom machines.

It is also a fact of life that many young people are simply too embarrassed to purchase condoms at a store, or they cannot afford them at retail prices.

Increasing their ability to get condoms may increase the odds that they will use them. It will not increase the amount of sex they have.

As for those students who are abstinent, the lure of easy condoms is probably not sufficient to corrupt them in the manner many parents fear. If the decision to be abstinent stems from a student's morality, access to an elastic piece of lubricated rubber is unlikely to sway their beliefs.

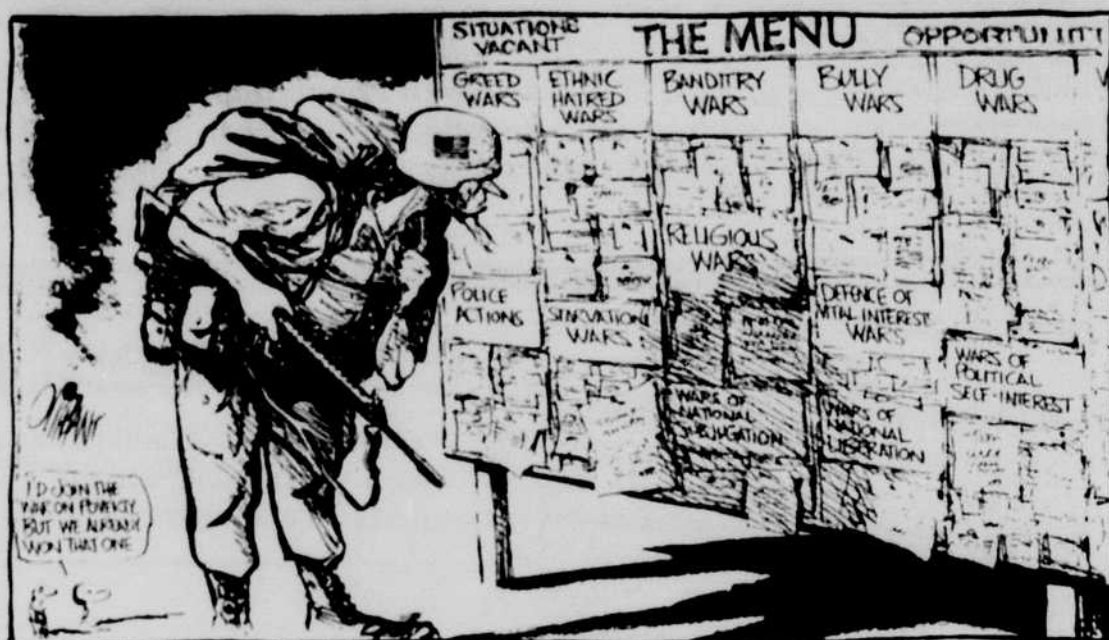
Modern society requires students be aware of sexual issues, including pregnancy and STDs, and how to avoid them. Abstinence is unquestionably the most effective method for avoiding these potential problems.

The second-best method requires the use of condoms. Unfortunately, for many high school students the second best method is the equivalent of Russian roulette, taking their chances even with full knowledge of the risks.

Installing condom machines in the high school is like making taxis available to drinkers. All the education in the world isn't going to stop some people from driving to bars and drinking. But the availability of taxis increase the odds they will get home alive. Nobody would propose making cabs unavailable with the hope that would encourage people not to drink and drive.

The same goes for condoms. Students will continue to have sex. The only question parents and administrators have to answer is whether it will be safer sex.

**It is a fact of life that some teenagers are going to have sex, condoms or no condoms.**



## COMMENTARY

# Faculty believe in University

By Evan Tick

A recent commentary by Daniel T. Frank, "University education not so great" (*ODE*, Jan. 5), concluded that Oregon community colleges are superior to the University in several aspects. The author states education at this university is "a poor dollar-for-dollar value."

For the most part, I disagree with this unsupported conclusion, although certain complaints ring true. Primarily, Frank equates the entire University to his own experience, which is grossly unfair to many disciplines that are a better dollar value here than in community colleges, or even Reed College and others cited.

Good examples of this, in my experience, are the hard sciences, computer science, the business school and others. These technical fields are greatly strengthened by the research activities of the faculty. The lectures are, by and large, not "laboriously delivered with a sense of apathy." There is interaction between lecturers and students, and creativity is stressed.

Frank's commentary was sufficiently unfounded and misdirected to engender sympathy rather than criticism. He quotes a friend as saying: "They don't teach you at the University. You teach yourself." Such a situation is, in fact, "not so great," but not for the reasons stated by Frank, who appears primarily motivated by getting high grades.

I would rephrase this as: "They don't teach you at any (good) University. They teach you how to teach yourself. Then you teach yourself."

Life is far too complex to imagine that a school can teach you everything needed for your future professional, cultural and emotional life. Lectures that are "twisted and tangled" are so either because they are poorly taught or because the material is genuinely complex.

As Einstein said: "Things should be made as simple as possible, but not simpler." After graduation, a student faces the "real world" where the lessons learned must be applied in unfamiliar situations.

Again, in technical fields this is especially true — book knowledge learned in computer science will be obsolete usually within five years. But that does not condemn universities for teaching from books. The student must find the maturity to learn how to learn.

This is not to say that Frank's dissatisfaction doesn't reflect a real lack of concern for teaching and research among some faculty at this university. As budgets tighten (concomitant with increasing tuition, worsening students' perceptions further), course loads increase and less time is allocated for course preparation, problem-set construction and careful grading.

Unlike Frank, I do not compare our university to community or teaching colleges; I take a far more ambitious view — comparing it to the top private research universities. In this higher light, you get more for your money here.

The University has shown adequate success at producing excellent graduates — this success rate can and should be improved.

*Evan Tick is an assistant professor in the computer science department.*

By Kathy Saranpa Anstine

In response to Daniel T. Frank's commentary (*ODE*, Jan. 5), let me go on record with what may be a shocking revelation: I am an assistant professor here at the University, and I read the *Emerald*. I do so because I care about the community of which I am a member and because I am concerned about the welfare and interests of my students. Why else would I have joined this profession?

Permit me to make yet another potentially shocking statement: University professors are people who care so much about teaching and research that they have made it a lifelong pursuit. We spend long years to earn a Ph.D. but can never hope to have an income anywhere near as high as, for example, that of a physician.

In other words, we are not in it for the money. My colleagues, in this department and others, are devoted, professional and caring individuals. Nonetheless, professors are humans as well. There are "bad" professors just as there are "bad" janitors, "bad" politicians and "bad" therapists. There are instructors who, for some reason, turn their backs on those whom they have originally set out to serve.

Nevertheless, these individuals are in the minority. I am very sorry Frank seems to have received ill treatment from one such person. However, I take offense at his lumping all of us in the same negative category. It's unfair to assume, first of all, that such treatment is universal or even common, and second, that it goes on at the University, but not at a smaller college.

The members of the University faculty work diligently — often during evening and weekend hours — to prepare classes that are interesting, challenging and worthwhile. All human beings, professors as well as non-professors, have off days or come into personal or ideological conflicts with students.

But believe me, we are here to serve you. I can't believe that a majority of us feel apathetic about the subjects we teach, or rely on prepackaged lectures from publishing houses, or desire that our students emerge from our courses as cookie-cutter copies of ourselves.

Frank is quite right. One of the prime goals of a university is to help students develop into "people who can think independently and effectively express their views and opinions." I assure you that most professors work toward this goal with enthusiasm and dedication.

If it was one particular professor here who embittered him against the whole profession, did he try expressing his grievances against him or her face to face? Or did he write a constructive evaluation at the end of the professor's course?

Unless we receive feedback from our students, we can not know how to improve our skills. I am very happy that Frank was able to recognize and appreciate the fine teaching he received at a community college. But this university is also full of instructors "anxious to share (their) wealth of knowledge and experience with ... students."

*Kathy Saranpa Anstine is an assistant professor of German and Scandinavian.*

## Oregon Daily Emerald

P.O. BOX 3159, EUGENE, OREGON 97403

The Oregon Daily Emerald is published daily Monday through Friday during the school year and Tuesday and Thursday during the summer by the Oregon Daily Emerald Publishing Co., Inc., at the University of Oregon, Eugene, Oregon.

The Emerald operates independently of the University with offices at Suite 300 of the Erb Memorial Union and is a member of the Associated Press.

The Emerald is private property. The unlawful removal or use of papers is prosecutable by law.

**Editor:** Pat Malach  
**News Editor:** Jake Berg  
**Editorial Editor:** Martin Fisher  
**Graphics Editor:** Jeff Paslay  
**Entertainment Editor:** Freya Horn  
**Freelance Editor:** Hope Neilson  
**Editorial Editor:** Rivers Janssen  
**Sports Editor:** Dave Charbonneau  
**Supplements Editor:** Calley Anderson  
**Night Editor:** Pat Malach

**Associate Editors:** Tammy Batey, Student Government/Activities; Daralyn Trappe, Community; Colleen Pohlig, Higher Education/Administration

**News Staff:** Chester Allen, Mandy Baucum, Matt Bender, Justin Brown, Sarah Clark, Dylan Coulter, Meg Dendolph, Amy Devenport, Amanda Fernie, Alicia Ferrari, Teresa Huntsinger, Lisa Kneefel, Lisa Mauri, Demian McLean, Steve Mims, Tiffini Mueller, Trista Noel, Ellen Shaw, Michael Shindler, Erick Studenicka, Marion Sutor, Michele Thompson-Aguilar, Amy Van Tuyl, Todd Williams, Jacqueline Woge

**General Manager:** Judy Riedl  
**Production Manager:** Michele Ross  
**Advertising:** Tom Leech, Sharon Vaz, Sales Managers: Shawn Berven, Jane Irola, Teresa Isabelle, Philip Johnson II, Chris Kanoff, Jeremy Mason, Van V. O'Byran II, Gillian Oh, Angie Windheim

**Classified:** Peggy McGinn, Manager: Barry Logan, Sharon Sauve  
**Distribution:** Rebecca Brooks, Kristi Van Gorder, Anthony Wynn  
**Business:** Kathy Carbone, Supervisor: Judy Connolly  
**Production:** Ingrid White, Production Coordinator: Kristine Granger, Dee McCobb, Stacy Mitchell, Jennifer Roland, Jennifer Smith, Anne Stephenson

**Newsroom:** 346-5511  
**Business Office:** 346-5512  
**Display Advertising:** 346-3712  
**Classified Advertising:** 346-4343