

# Russo-U.S. scholastic systems compared

The comparisons and contrasts that exist between the educational systems of the U.S. and U.S.S.R. were discussed by Dr. Elena Zeltyn last week, at a presentation in the McLoughlin Theater. Zeltyn, a native born Siberian, is on a speaking tour courtesy of the Oregon Council for American/Soviet Friendship.

Zeltyn explained to an audience of 20 that the differences in the two school systems begin early. "In the Soviet Union, we have a compulsory 10-year education for everyone, from ages 7 to 17," said Zeltyn, who is a graduate of the Moscow State Pedagogical (Languages) Institute. She taught English at the Moscow Institute for Foreign Diplomats and is currently teaching Russian at the American/Russian Institute in San Francisco. She has been there for two years now, and is in the States on a diplomatic "exchange" program.

"I am a citizen of the U.S.S.R. Although I like your country very much, I would never give up my citizenship," said Zeltyn.

Working in the United States of America and the Union of Soviet Socialist Republic has given Zeltyn a very close look at the similarities of the countries. "I think the Americans have a great deal in common with Russians. Unfortunately, the relationship with the United States and the U.S.S.R. has been deteriorating, but I think that things will get better. The Soviet Union has always pursued a policy of peace, and we respect the United States a great deal," she said.

Zeltyn teaches five levels of Russian at the Institute in San

Francisco to about 35 students. She also teaches Russian literature. Prior to that, she taught English for several years in Moscow. Said Zeltyn, "In the Soviet Union, the curriculum is universal. There are 15 republics in the U.S.S.R., and Russia is only one of them. Russian is not the official language. The native tongue in each republic is official. Russian is, however, taught everywhere."

Each school in the Soviet Union teaches the native tongue, Russian and a foreign language. There are 57 different languages spoken within the Soviet Union, and 110 nationalities. There are also "foreign languages" institutes wherein most basic subjects are taught in English, Spanish, or whatever.

The Soviet Union has an ad-



Dr. Zeltyn expressed reservations about life in America, "In some ways, I feel restricted in this country."

vanced university system. There is no tuition, room and board is free, and 50 percent of all "regular education" students (ages 7 to 17) go on to higher education. There is also a wide range of trade schools.

The Siberian linguist said she likes Americans well enough, but is not yet comfortable in this country. "In some ways, I feel restricted in this country. What I find really disturbing here is that I'm not free to walk the streets of San Francisco. It feels so good to go home on vacations and walk around after midnight and not worry about any crime...Mugging, you know."

## et al...

In a letter to College staff, Don Graf, chairman of Citizens in Support of Clackamas Community College, outlined a broad based campaign costing \$3,264 to pass both the operational levy and the building levy which will be brought before district voters Feb. 17.

The first effort of the campaign will be to telephone approximately 20,000 voters who have supported the College in past elections. Graf hopes to have 200 to 250 volunteers phoning for two to two and a half hours Feb. 15 and 16.

Second phase of the Citizens Committee's plan involves sending 18,000 mailings, printed as a donation by the Oregon Education Association, to voters.

As its third step, the Citizens Committee is asking the College staff to finance the \$1,265 cost of printing and mailing 10,000 letters to fall term students from the Clackamas Community College Education Association.

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An estimated 350 College students will be directly affected if workstudy funds are cut. "They haven't been cut yet," said financial aid counselor Ron Hoodeye, "but something's going to have to be done before spring quarter."

"The problem is simple. We just didn't have the bucks. Every year we over spend our workstudy funds. Because there's always been quite a few students on workstudy who dropout, the situation has always been taken care of. However, this year there weren't as many as expected to drop, and now we're in a bind," said Hoodeye. "There's a lot less money, everyone is working."

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The Northwest Red Cross Blood Service will hold a "blood drive" on campus Monday, from 10 a.m. to 2 p.m. in the Community Center.

Anyone who is interested in donating blood should contact Sam Crosby in Student Activities. Crosby, who is the Senate liaison to the ASG, is the on-campus coordinator.

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Staff photo by Ramona Isackson

Dr. Elena Zeltyn, a native Siberian, has taught language in both the U.S. and U.S.S.R., and discussed their differences on campus last week.

## One-to-One effective

"One to One" is a program designed to provide a child aged 5 to 15 years, with a companion to share with, talk to, and go places with. The companion is a volunteer who is willing to be an "older brother or sister," someone who will aid in building up a child's confidence by giving him or her the personal attention that is much needed in the growing years.

"Many of the kids are from single parent homes or group homes," explains Joanne Truesdall, student and the coordinator for CCC's "One to One" program. "Some of the kids may be handicapped, some are teens, many of the kids have had minor behavioral problems at home or at school."

Truesdall explained that it is not an adoption service as such, but a program that would provide a child with an older companion, someone who likes kids and would befriend them. "We're looking for volunteers who would be willing to spend a minimum of six hours per month with a child," said Truesdall. She also explains that the volunteer's hours can be extended as long as the person plans to be consistent about the time spent with the child. "All we ask though is that you spend the minimum amount of hours per month and maybe a phone call or two to the child."

A one-year commitment to the program is also asked. Truesdall explained that a one-year commitment really isn't too much of a burden since the time spent with the child is arranged according to the volunteer's schedule. Also, during the summer months the kids are on vacation and it's the volunteer's option to keep in

touch or not.

Anyone interested in becoming a volunteer may contact Truesdall in the Handicapped Resource Center, (across from the Harold Daniels Room in the Community Center.) Interested volunteers may phone her at 657-8400, ext. 317. You might also ask her about One to One alternative programs such as "planned day activities" for those who are unable to make a year commitment, but would like to spend some time with these children.

## Vox populi: survey results sci. creationism rebuked

Darwin and his theory of evolution took a heavy beating in *The Print's* public opinion survey regarding Scientific Creationism, a new teaching idea proposing that evolution and its process were created by a divine being—but gives no religious instruction. This is taught alongside Darwin's theory.

Of the 10 people who responded (not bad for the first survey), six thought that Scientific Creationism (S.C.) should be taught in Oregon public schools. Reason such as "Let's get all the facts," and "...it should be mentioned along with Darwin's theory," and a recommendation that it be taught as an elective course, were given.

Of the three who thought not (one felt that the definition given was inadequate), reasons such as, "At least not as a science—could be taught in comparative religion," and "There are no facts to back up creationism, only beliefs.

Beliefs should not be taught," were given.

As for the second question (Is S.C. a violation of the amendment separating church and state?), seven people didn't think so, and three did, a more than 2-1 margin. The reasoning included: "Neither are proven fact—both are alternative theories to solve the problem..." "...it is not because Humanism has also been classified as a religion..." "...it does not involve actual teaching religious—but how the earth came to be..." "...I don't think there is a clear separation between church and state as it is..." and "...one should be permitted to learn all theories and make his own decision..."

Those taking the opposing viewpoint expressed: "...it's based on a belief (religion)," and "...throwing something as obscure as 'a divine being' would only be muddled and more confusing to the students. How would the teacher avoid religious instruction and still

teach the second portion adequately?..."

The third question read: "If S.C. is labeled unconstitutional, do you believe that labeling it so is, in itself, unconstitutional, due to the government closing off and other teaching possibilities than Darwin's theory of evolution?"

Those who raised their hands in affirmation said: "...governments aren't to impose their beliefs on us...that is not their purpose..." "...Darwin's theory itself has too many holes in it as it is..." "...the government is teaching only one view, which would be the one it wants people to learn..." "...evolution is only a theory..." "...that would be forcing the teaching of atheism, which is a religion also..." and "...to prove creation false you must first prove God does not exist, this is not an easy task."

This is an age-old argument that will probably go on for another 2,000 years.

