



Charlie Brown To Speak Here

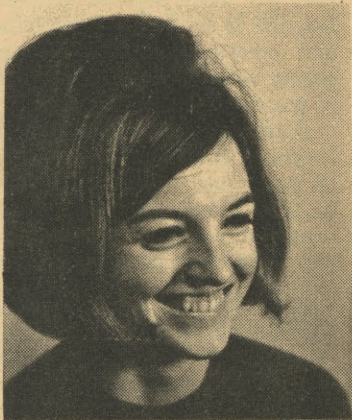
Charlie Brown will speak at Lane on "Bridging the Generation Gap" March 13.

This, in a second series of Family Life Discussions, is sponsored by the Lane County Family Counseling Service.

The 7:30 p.m. discussion was cancelled Jan. 23 because of bad weather.

Dr. Charles Brown is a Eugene psychiatrist.

Irine Cox



Robin Caviness



Sue Fuller



Patricia Torchia



Chris Mullins



Alexis Simpson

Six Lane Lovelies Competing For Title

To qualify for the first "Miss Contest" ever held at LCC, the girls must be full time students with at least a two point GPA. They must also have completed at least one term here, but still a freshman this year.

The judging will be based upon the girls' poise, beauty, and public speaking ability.

In future Miss LCC contests the entrants will also have to display some talent, as the winner will go on to other 'Miss' contests such as the Miss Springfield or Eugene Pageants, then, perhaps, to the Miss Oregon Pageant.

Grads Must File Intent

All students who will meet the requirements for the Associates of Arts or Science Degree, Certificate program, or the diploma program should fill out an application of intent in the admissions office. This application should be filled out by April 18, according to Robert Marshall, director of admissions.

The application of intent is for the administration so that they may prepare the proper form of certificate. This application will also give the staff an idea of the number of people who will be graduating, rather than a search through the records section to find the number of students who are eligible to receive degrees and desire to do so.

TORCH



4000 East 30th Avenue Eugene Oregon 97405

[1969,
4th Year,
No. 15]

ASB Elections Set For This Wednesday

Physically a candidate for Student Senate president must have attended Lane for two terms, have a GPA of 2.00 or better, and must be a full time student. Mentally, according to Marsh Johnson, Student Senate president, and Bill Denniston, candidate for the office, the president must have much more.

"The job takes someone that has a definite direction and can make the people understand what it is," said Johnson. "It has to be someone that can be an

executive officer by: getting people to work together toward one goal; being able to move people by force or otherwise; being a politician who can campaign for the college; having an enthusiastic attitude about LCC and the student body; and being a quick thinker and a good organizer. The main thing is to be able to communicate to others," Johnson said.

Denniston agreed with Johnson and added, "he must definitely be a good organizer, as that

is what the Senate needs now."

Johnson recommended that the candidates be sure that they will have enough time, as, "the job takes 90 per cent of your time. There's things to do all the time and they can't be ignored."

Time will be no problem to Denniston as he will be taking mostly electives next year. "That will leave me time enough. I figure in one day I will have eight hours for the job, eight hours as a student, four hours for homework, eight more hours for the student body, and two hours for my wife. That makes a 30 hour day, and I'm ready to meet the demand."

Being a student senator for two years, Denniston said, "I know I have the experience to be able to do the job. I first got interested in the Senate by first asking if there was one, and why the devil it wasn't doing anything. I finally found it and I saw that it really needed help. So I became involved. I thought I could do what needed to be done and do it better than it might have been done otherwise."

Denniston said that on election he would work desperately to put some order into the unorganized student body. Also that, "A better system of communication between the student senate and the student body is badly needed." Denniston's first plan is to establish more bulletin boards in more noticeable places.

The campaigning time has already started, although no one seemed to be aware of it. "I plan to start tonight," said Denniston. "Also, I will be on the closed circuit TV program that will be video-taped here at LCC. This tape will be shown in the student center a day or so before elections."

Both Denniston and Johnson pointed out that holding the office is a lonely job, not one that many people would like. President Johnson commented, "there is one thing I always tell people about running for president; either they're a glutton for punishment or an egotist."



SENATE IMPEACHES SECRETARY

Student Senate excommunicated a member of the executive council Thursday for the first time in College history.

Recording Secretary Joyce Early had reportedly missed too many Senate sessions unexcused. Senator Joanne Denniston is temporarily filling the vacancy.

'No' Vote Urged On Constitution

AN EDITORIAL

The Editor

A "Yes" vote to accept the new constitution Wednesday is--in effect--a violation of the current and proposed constitutions, and would be an announcement stating the worthlessness of both.

The new document cannot be legally voted upon Wednesday because the election, according to the old list of guide-lines which must be followed until the new ones are accepted.

There are two reasons to ask yourself why you should vote on this issue anyway. First, why bother having a constitution if it is law in one case and ignored

in another? And second, why vote on an empty structure? The real power lies in the by-laws. about, it is because it is only a skeleton. The real meat is in the seven pages of by-laws which

When Senate stumbles upon something sticky, it often bends constitutional rulings to the point of prostitution. For convenience, Senate sometimes quietly breaks the law. And each time, the backbone of what could be a strong student body constitution snaps loudly into smaller and smaller bits of respectability.

Now what's all the hustle with this new constitution? Why is Senate trying to ramrod this thing through the student body anyway?

If you read the six page constitution and still wonder what all the hustle and commotion is you'll probably never have occasion to read now that Senate has passed them without your consultation. Perhaps it is a convenience service to the electorate, not having to read, decide, and vote and all. It also feels like an insult.

A "Yes" vote would allow Senate to proceed unchecked in its Tammany Hall tirade.

A "No" vote tomorrow (Wednesday) would require Senate to present this proposal in a legal way. In the mean time, you can look it over and decide what you think of it.

Progressive Education Said Laziness

Editors' note: Student Voices is a new column designed to give students a better chance to air their opinions on topics of general student interest or on topics of specific interest to LCC students. Any student may write to the column in care of The Torch. Letters should be kept to within 300 or 400 words. Letters that are unsigned, contain abusive language or deal with subjects that have no interest for LCC students or the College will not be published.

DE EDUCATIONE

an answer to the article "American Education" which was printed in the Fall term edition of the Torch in 1968...

by P.S. McCartney

It would seem that attempts to limit the spectrum of acceptable learning situations to only one of the many alternatives available, whether it be conversation, reading, lecture, research, or whatever, would greatly limit the freedom of the educational system, and seriously detract from the rights of the individual to participate in learning. Yet such are the proposals and seemingly the intentions of the promoters of "progressive", or "Modern" educational systems.

Before a student can decide

upon a suitable system of learning, he must first realize that learning has to do with memory. If one cannot remember what he has supposedly learned, he has not learned it. What then is learning? It is the acquisition of knowledge by study, experience or instruction. A committing to memory. * Therefore, no matter which method the student may choose he will still have to come into contact with that dread chore, "memorization", if he is to learn. The modern institution may call it by a different name, or try to disguise it in one way or another due to its present unpopularity, but it still is and always will be a necessary part of the whole educational picture.

Let us not, however, simply do away with the existing system each time some wild idealist decided its not serving his purpose, as they would seemingly have us do.

If one listens closely and is observant he can hear and see some of these so-called reformists, and would-be revolutionaries at work. Their message seems to be "Do away with the grading system!" . . . "Do away with social status with regard to age, education, and accomplishment." . . . "Do away with rules and regulations which might infringe upon the students personal desires and thus restrict his creativity."

Let us examine these cries for reform.

One can hear complaints about the grading system in all quarters of the world of education. As a general rule, however, it seems to be the poor student, rather than the good student who is yelling the loudest. If one listens well to what they are saying, he will soon hear the real message, namely, "I can't hack the work necessary to obtain a better grade, but I feel that they should give it to me anyway!" According to this type of student, the school system should be blamed for his lack of effort. One might rightfully contend that some grading is rather arbitrary, but he would also have to admit that most grading is entirely dependent upon talent and achievement. If then this same student were to take a look at the world for which college is supposedly preparing him, he would find that in that world he will be much more arbitrarily rewarded or punished for his efforts than ever will be the case in school. But then, perhaps we have misread his actual complaint, perhaps what we really heard was his frustration at not being able to buy or sweet-talk himself into a better grade than he deserves, as he well might be able to do at home, or in the sometimes hanky-panky worlds of business or politics.

itics.

The second cry, or desire of these progressives seems to be a universal one. According to a Newsweek* report on vanity publishers in the December 23rd. issue, many people have a very high opinion of their talent and importance in this world. It follows therefore that those who are of a slightly higher Intelligence Quota than the rest of society, namely, college students, would especially be subject to such illusions of grandeur. And it is so. The average student seems to regard himself as being superior to his fellow students and his instructors. He, in his zeal, sometimes forgets that others have the same rights as he, and Newsweek, "The Vanity Press", Dec. 23, 1968, pp. 83. that, in actuality, it is the instructor who knows the material and not the student. Otherwise, what need would he have of instructors? He could simply pay one-half of the tuition and take equivalency exams for his credits. In truth, however, the teacher is of a higher social level and not only surpasses the student in age and experience, but also in knowledge and wisdom.

The cry that regimentation restricts creativity is of course absurd. Some of the greatest creative minds known to man have evolved from highly regimented societies. (ie; A. Einstein, Germany; etc.) This cry, however, upon analysis seems to reveal a refusal to accept responsibility on the part of its purporter. One need only look around him to see who the responsible citizens of today are, they are those persons who have learned to utilize self-discipline and emotional control, without giving up any necessary personal freedoms.

If the college experience is to continue to make better citizens of its students, then it must remain as a time of discussion and consideration of all ideas old and new, but it must also maintain

high regard for development of the intellect by orderly and systematic study of the accumulated knowledge and skills of great men of the past. It must become a time once again of work as well as but more than a time for play for the student.

Salesman Finds Chin Interesting

By SUSAN COOK

The sheltered life of a college student doesn't give him much of a chance to see what the business world, the world he will eventually be forced into, is like. One day, however, I was given a glance into that world, by chance.

Selling advertising is one of the jobs involved in publishing a college newspaper, and I was sent out to bring in an ad. Having done it many times before, I was still unprepared to find that the place I had been sent to was not even open.

Danny Chin's restaurant is on Amazon drive, in Eugene. I wheeled my car into the parking lot and found that all the shades were pulled and the doors appeared to be locked. Playing it by ear, I drove around to the back of the restaurant. There were already three cars there and through the swinging door at the back, I could see people moving around in the kitchen. I got out of the car and approached one of the swinging doors. This was the first time that I had ever been in the kitchen of a restaurant.

As I swung the door back, I was nearly knocked over by a middle-aged man in a business suit, carrying a dripping top from a coffee pot. As I backed against the wall, he smiled and said, "I'm learning Chinese cooking!" "Alright," I said, "in that case you can whip me up some Egg Foo Young." I didn't expect to feel so at ease in such a new situation. "Can you tell me where I can find Mr. Chin?" I asked the man.

"That's him right over there." He indicated a young man in a plaid shirt who was talking on the phone. Another surprise. I had thought that anyone who ran a restaurant must be at least 50 years old! Danny Chin couldn't have been more than 25 or so.

Danny nodded, waved a hand at me, and continued with his conversation. As I stood waiting to talk to him, I noticed a black sticker with bright red words saying, "Sock It To Me." on the light switch panel behind him.

As I chuckled over this, the other man asked me if I would like a cup of coffee. "Sure." I replied. He brought me the coffee and then hustled around the kitchen looking under and inside everything for some cream, sugar, and a spoon.

A long bank of stoves, down the middle of the kitchen, contained huge cauldrons of steaming soups and sauces and rice. Against the wall, on a wooden cutting counter was an appliance with red Chinese lettering on it.

Danny hung up the phone and the other man, whom I had by now discovered to be a restaurant supplier, began to ask Danny what he needed. Danny ran around the kitchen checking on shelves, opening cupboards, and slamming the doors on a large stainless steel refrigerating unit. As he rattled off items, the supplier, Bill, wrote down his requests on a yellow tablet.

Danny began to spoon rice from one of the cauldrons into smaller pans with two huge spoons. "I've been thinking about marketing my special shrimp sauce," he said. They began to discuss the merits of plastic bags tied with plastic ties and slipped into paper sacks versus plastic carton containers.

Bill told Danny that he would have to make a sample, see how much it would cost him and then figure the cost of containers and Bill's commission for selling it and how much profit wanted from it.

When Bill had gone, Danny and his wife talked to me about the ad and I left feeling that I was a part of the restaurant business myself.

Reporters Reply

Drama Didn't Lose

DID "Stop the World" Lose Out?

While reading the Feb. 25 issue of the Torch, I read an interesting article on the (sic) "Stop the World."

I am definantly (sic) annoyed at the style the reporter used in expressing the facts of this story.

Yes, we did not qualify for the national competition but, sirs and ladies of the Torch, we did not lose out in any way.

We felt fortunate that our first musical production at LCC was successful. I'm sure that the students feel that the production credited the college. Thus I would be tempted to say, that when the college is credited, nobody "loses out."

Mr. Ragazzino is a fine teacher and director. His next production will draw many more students now that LCC has a beginning in Performing Arts.

JOYCE EARLY

TENNIS

Meeting Set This Thursday

There will be a meeting for all students interested in Varsity Tennis to represent LCC.

The meeting will be held this Thursday, March 6th.

It will be in the First Aid room of the Physical Education Building. "All men and women please attend at 12:00," for the hour long meeting, urged Coaches Irene Hannaford and Art Schaefer.

Think About Army ROTC

Opportunities in the Army ROTC at the U of O are available to students in their junior and senior years.

In many cases this involves scholarship opportunities as well.

For further information contact an LCC counselor or the U of O Army ROTC office.

Writer Thanks

Angelic Unknown

I wish I could put a banner on the side of the administration building, but lacking that, I would like to acknowledge here my gratitude and indebtedness to the halo-headed unknown who turned in my bill-fold, intact with credit cards, when I lost it last week in one of the rooms on Campus.

Many thanks for your kindness and consideration.

MARGARET O. SMITH

Candidates

Challenged

And so the political poses are struck, pictures are snapped and posters are hung...all for what? I have yet to hear any engaging commentary from any candidate. It would seem likely that on a college campus the criteria for office should be something more than popularity.

I gotta know where you're at, Bubby, not how nice your signs are or whether you can afford a band.

Today at 2 p.m., me and my friends will sit down and talk to you in order to make a published recommendation. If you're a candidate, contact the office of student activities for detail on the meeting.

GARY COX

GATHER YE STONES
WHILE YE MAY.
SHAMROCKS ARE
GROOVY.



Alice Thorn

EDITORS NOTE:

Alice Thorn urges students intending to transfer to the U of O Spring Term to call her (344-7550) and she will be glad to help. She says she knows the ropes now. Leave your number if she's not at home, and she will call you. "It could mean the difference between getting the courses you want and having to accept some really tough ones," she says.

By: Alice Thorn

The Sound of The Other Hand

"Our sound is a mixture of light blues and heavy rock," says Carl Pennington, leader of the newly-formed campus group, "The Other Hand."

This band played from 8 until midnight in the auxiliary gym Friday night, Feb. 28. The dance, was the first ASCUS sponsored dance this year.

Although this group has only been together four weeks, three of the members are from the formerly well-known Eugene group, "The Instant Relations." The fourth member, Steve Lawson, just arrived in Eugene after playing jazz in Miami for the past year.

The members of the group are Carl Pennington, lead singer; Ray Lawer, drums; Steve Lawson, lead guitar; and Ole Margum playing bass guitar.

"We experiment a lot with sounds because we want to say something with our music, but our main concern is the audience's reaction to our music and how well they like it," explained Carl.

Former Laner Has Difficulty at UofO

"Not well at all. I barely passed U.S. History."

Sociology majors are required to take 27 hours of History for a B.A. degree. "I see you have seven P.E. credits. Would you like to teach P.E.?"

"I don't want to teach anything. I just want to counsel."

The Physical Education advisors held a conference. The verdict: "You could teach P.E. for two years but we hate to see you take all of those Science courses in order to get into Counseling through the back door. What do you think?"

Golly, I'd quit thinking way back there.

"Why don't you try the School of Community Services and Public Affairs? They have counseling courses. Maybe you don't want to counsel in Public Schools."

"Maybe I don't."

I was wet; I was tired and hungry; and that advisor was out to lunch. I began to panic.

Long lines had formed outside the buildings where I was supposed to register, and I hadn't a major yet.

I decided to register now; talk later. During the next five hours, I got an advanced writing course, a graduate literature course, a 7:30 a.m. sociology and a Saturday psychology lab. I was signed up for classes which had nothing to do with my major field and still had no assurance that I would ever be a counselor.

I made one more decision before I left the campus that night. I decided to quit school.

Then I drove home, sat down on the floor in the middle of my room, put my head on my knees and cried.

Sure, I knew it was weak and cowardly and self-pitying, but the point is: I'm usually pretty tough; I've survived a few knocks. Yet that "shuffling" by the experts defeated me.

How does the same treatment affect a youngster away from home for the first time; one who is a stranger in town? Where does he turn for reassurance and companionship?

Of course I didn't quit. I couldn't let the people down who have helped me this far. I went back the next morning and finished registering. The Community Services advisor assured me I could major in psychology and earn a certificate from the school of S.C.S.P.A. with an option in counseling. I'm even more determined now to enter that field. Because I understand, as I didn't before, why the "drop-out" turns to dope, or marijuana, or whatever else he uses, to avoid facing his failures. He needs to communicate with someone who cares enough to show him he is not valueless.

Whether you call that someone an instructor, an advisor or a friend, makes no difference; there is a real need for counseling at the U of O, just as there is at Lane Community College.

Black Movement Trys to Establish Malcolm X Day at LCC

By: Nita Sander

What may be called the first black "movement" at LCC was made on Thursday, Feb. 20. Posters could be seen in several spots on campus calling for the closure of school in memory of Malcolm X.

Bob Edwards, a black student at LCC, explained why he helped to promote the day for memorial. "I liked Malcolm X because of his background, because he talked more to the black man, and because he preached black nationalism. Because of his background he was able to speak to the black man, and not the middle class negro," Bob said. "I liked him because he spoke the truth whether it was pleasing to the ear or not. He put fear into the black man as much as the white man."

Bob carried with him two records of speeches given by Malcolm X and an autobiography of him. "People think he's a fanatic, but he's not. I used to hate him," he said, "because I thought he taught all things bad, but, he doesn't -- he speaks the truth. These wrong ideas are from lack of communication. The

Register Guard is prejudiced. The white man prints only what he wants you to know. You never hear of the good things the black man does; only the bad.

"Malcolm was killed because he taught that blacks and whites should work together; especially the younger generation."

Bob and several others worked hard trying to establish a memorial day at LCC. The only result was that the majority of the black students didn't come to school.

Bob said that a BSU at Lane would have helped the black students get together to plan something for the day. "I guarantee that next year more will participate" he said.

A program was held on the U of O campus for Malcolm X Day. "The deans suggested that the faculty and the students participate in the things that were going on," Bob said. "About 10 to 20 per cent of the white students didn't go to school and 3/4 of the people that came to the things were white."

A play was given, symbolizing the black person in the past as

he followed the whites, and in the present as he was following his own black leaders. "The whole play was done with no words," Bob said "It was great. Malcolm X said that people should learn to think for themselves. And this is what this play was. As you watched it, you made it how you thought it should be, and you went home and thought about it. Man, it was great!" A speech was given at the same time by "Mr. Garret from Washington D.C. He gave a speech on black nationalism. Man -- it was heavy!" Bob said, shaking his head and laughing his contagious little snickering laugh. "His introduction was really wild. He started off by giving the formula for dynamite, bombs, napalm -- and all that kind of thing. And the things he named to make them can be bought at any local store." Bob laughed again. "Man -- it even scared me! If people knew that this type of speech was being given around here they'd really get shook! But people just don't know what's happening."

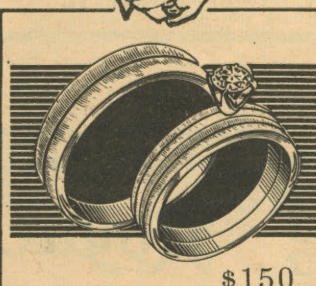
"People in Oregon are really

prejudiced," Bob said. "There is nothing here to draw black people. There is nothing that tells him that he will live like a human. The ghetto is the only place the Negro has. He can't just go somewhere and get a job like the white man. He can't! He can only go from one ghetto to another."

"In the ghettos the Negro spends a lot of time in jail," Bob said. "It's not anything big -- they think it's a place to stay. And when people think like that -- you know something's got to be wrong! What the white man doesn't understand is that the black man has tried every way out -- and there is nothing left to do but to start standing up for our rights."

Bob sighed and leaned back in his chair. "There are so many problems," he said. "The white man thinks -- 'keep them in line and everything's cool'. The more education I get the more militant I become."

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Linfield Information Offered

There will be a representative from Linfield College on the Lane Community College campus, Wednesday, March 5, 1969. Mrs. Esther Carlson, Associate Director of Admissions will be in the Student Lounge from 9:30 a.m. to 1 p.m.

Any students wishing information on admissions and courses and general information about Linfield is welcome to come.

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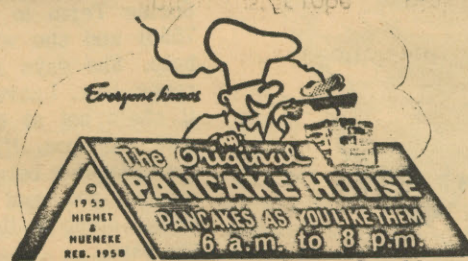
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