

THE TORCH

4th Year, No. 22

4000 E. 30th Ave., Eugene, Oregon

June 3, 1969

A Pitch For Togetherness

Spriggs Delivers Policy Speech



Dave Spriggs, president elect of the A.S.B., will begin his term of office in the fall.

Dave Spriggs, newly elected president of the A.S.B., disclosed the policies that he and his officers will follow during their year in office. The following is his speech in its full context as he delivered it before the Student Senate meeting held last Thursday, May 21, in the conference room of the Administration Building: Ladies and gentlemen of the Senate:

We are not here to entertain or educate the students. Our job is student government. We have the money, facilities and connections at our disposal to help students, and they can be used to further and promote student activities. These activities, (if they ever occur) will be conceived, organized and run by interested individuals and committees of the the student body and campus groups, i.e. an inter club council etc., NOT BY THE STUDENT SENATE. Students and groups that want activities will have to organize them and submit a detailed plan and budget to the Student Senate for approval before any money will be allocated. Within the plan will be an estimate on how many students desire this particular activity.

Our job as a governmental body is student representation both here on campus, and in our community. It is our duty to set up and maintain lines of communication between students and the faculty, administration, Board and classified personnel. When more important is communication between students, themselves. How do we do this momentous job?

First: The senators must regularly visit their respective areas asking questions, making comments and listening to their constituents.

They must find out what they are thinking and how they feel about different issues. Show them the Senate is interested in them and is available to each and every student. If we can show that we are interested, then it won't take long before they become interested in their student government. Periodic area reports from each Senator to the Senate will be required.

Secondly: All petty personal differences must be left out of student government. We consider ourselves to be adults, let's act as such. One of the main problems the Senate has had in the past is individuals who, if something doesn't go exactly the way they want, resort to revenge by introducing nit-picking technicalities that clog and disrupt the regular order of business. The end result is a jumbled and tangled mess and resentment towards each other. Naturally, no work is accomplished. This will come to an abrupt end immediately! In the future each member is urged to show the utmost respect for others. Profanity and remarks directed at a person or at personal feelings have no place in the Senate. They only serve to inflame and obstruct communication. If the only thing one can say regarding a situation or individual is derogatory, it probably would be better left unsaid. Take care of personal differences outside the Senate chambers.

Third: Attendance will be required. A roll call will be established and maintained. If a Senator or Representative is absent (unexcused) three times, his name will be brought before the Senate for dismissal. Individuals will not be allowed to walk out of the Senate meeting at will. We are here for the purpose of representing an area of students on this campus. They are not being represented by an empty chair. If it is necessary for a member to leave early he must notify the 1st Vice President or Recording Secretary prior to the meeting. If he fails to make contact and walks out he will be marked as an un-excused absence. Roll call sheets, along with

copies of Senate minutes and roll call voting sheets, will be posted around the campus so that all students can see how they are truly being represented.

Fourth: All bills, acts, resolutions, requests etc., will be in a formal written form and submitted to each Senator prior to the meeting. Committee work will not be done on the Senate floor. It will be taken care of IN COMMITTEE. These committees will be formed and appointed by the President and will be comprised of interested students with a Senator assigned as an advisor or aid. The Senator In Charge will have the power and be encouraged to organize and chair Senate hearings in his particular area or assignment.

Fifth: A bureau of records will be established and maintained. As it stands today, we can safely say one does not exist. I have started work in this area and with the aid of both secretaries, we hope to have this accomplished with-in a short time.

Sixth: A news service will be established. The aim of this media is to keep the general student body and the community informed as to what is going on around this campus. I have made contact with the heads of both radio and television on this idea and they whole-heartedly support and encourage it.

Seventh: On students and staff committees I will try to fill these positions with members of the general student body. Senate members will only be assigned when college policy requires it or because of a lack of interest from the students.

Eighth: I am in the process of organizing a special advisory council to the President. The function of this council is to help keep the President informed and aid him in making intelligent and just decisions. This council will be an added tool for the President and in no way will take the place of the Cabinet or Senators. It is to provide another angle and perspective on pertinent issues. One might call it a sounding board of concentrated brain power. This council will be comprised of the top students that can be found and are available on this campus. None of which will be members of the Senate. There will be representatives from all of the major curriculum areas, i.e. business, math, psychology, vocational etc. Meetings will be held in executive session with complete copies of the minutes available to the student body.

I am very optimistic about the coming year. We are very lucky to have the caliber of Senators that were elected for the 1969-70 year. On top of that, there are some very interested and in my estimation, qualified people, attempting to become members for this next year.

this next year. As for myself, I find I am extremely fortunate to have the Cabinet that was elected with me. Great people such as these are hard to come by and I am indeed grateful.

In closing I would like to borrow a quote from an unknown author in regard to our deliberations both here in the Senate and in life itself:

"God grant us the serenity to accept the things we cannot change, the courage to change the things we can, and the wisdom to know the difference."

STUDENT FEE SURVEY RESULTS BY RANDOM SAMPLE OF STUDENTS

On the Statement That We Have A Student Body Fee						On Type of Fee			
134 Responses from 200 Questionnaires Sent Out	Strongly Agreed	Agree	Undecided	Disagree	Strongly Disagree	\$2 Flat	Sliding Fee	Voluntary Fee	Misc.
Lower Division Collegiate (71)	10 8	18	9	18	16	22	8	38 (None)	3
Full-Time (52)	8	16	6	12	10	20	6	24	2
Part-Time (19)	2	2	3	6	6	2	2	14 (No Mark)	1
Vocational (63)	6	28	6	14	9	17	9	37	
Full-Time (50)	6	20	3	14	7	11	7	32	
Part-Time (13)	0	8	3	0	2	6	2	5	
All Full-Time (102)	14	36	9	26	17	31	13	56	2
All Part-Time (32)	2	10	6	6	8	8	4	19	1
Over-All Total (134)	16	46	15	32	25	39	17	75	3

OVER - ALL: 46% Favored a fee
43% Did not favor a fee
11% Undecided

29% Favor a \$2 flat fee
13% Favor a sliding fee
56% Favor a voluntary fee
2% Miscellaneous

The survey was taken by the committee that has been reviewing the issue. The final decision has not yet been made.

Hoy's

Sculpture

Left Hanging

The question of what to do about Hoy's sculpture was brought before the President's Cabinet last Tuesday. It was decided that neither the Cabinet nor the Planning Committee had enough art knowledge to make the final decision.

As Mr. Hoy had set a time limit for August, delaying the decision would almost certainly be a rejection of the sculpture.

A suggestion had been made that an art commission or committee be set up to judge the various art projects that are available in the future to decide whether to keep them or not. This, however, would take anywhere from six months to a year to set up the appropriate guide to set up the appropriate guidelines it would have to go by.

The Cabinet voted against the sculpture. It was the feeling of those voting against it that they were "getting the cart before the horse". They felt that this sculpture should have to go through the scrutiny of the art commission (if there is to be one) just as will all art in the future.

A few of the members who voted against it suggested that an Ad Hoc Committee should be set up to judge this one piece of art as Mr. Hoy has been made to wait so long. No decision has yet been made.

EDITORIAL

The Open Door Closes at Lane

BY SUSAN COOK

The "Open Door" at Lane is apparently about to be closed. The Board seems to think that we need to find \$44,000 somewhere to finance a Child Care Center. Well, that sounds all right. A Child Care Center is a good thing to have. It will allow more women to come back to college and finish their education, women who might otherwise be unable to do so.

Up to this point everything sounds good. Especially if you happen to have read the innocuous account of the meeting where all this was decided, in last Thursday's Register-Guard. Any taxpaying citizen who read that would have had no cause for alarm. You see, to find this extra money, the Board does not plan to burden our taxpayers additionally. No, instead they will trim extras off of our existing budget. Well, that sounds all right too. That is, until you hear what these extras consist of. It was mentioned that a hand collater, to sort pages of exams, was to be excluded. That's all right, the teachers have been doing that job for years anyway and a few more won't hurt them.

But now let's get right down to brass tacks. Extra funds for travel, for the various departments are going to be cut. To

some people this may not seem to be too important, but just ask the teacher who is deprived of the chance to attend some conference which would aid him in his teaching.

Another little goody that will be slashed is a fund for curriculum development. Without this, teachers will be unable to take time off to attend summer school and learn new things to improve their teaching. Also, due to this cut, the Black Studies program may not be brought off next year because there will be no funds to train people to handle this program.

To top the whole thing off some teachers obviously won't have to worry about curriculum next year. Not here anyway, because some part-time teachers will be cut from the payroll. This in itself may not be so bad, but when you consider that two programs of study and some classes will suffer in the process, it becomes upsetting. In the Psychology Department alone, approximately 97 students will not be able to get into a class.

Well, all things considered we may not even need a Child Care Center because we may not have enough room for those mothers who want to continue their education!

EDITORIAL

Student Government Needs A 'Cause'

BY BOB SMITH

It's about time we quit playing cowboys and begin to realize a few of the people's needs here on campus.

Of what use is a so called student government when it doesn't relate to the needs of the students: that is ALL THE STUDENTS, not just the student government?

I'm not meaning to attack the people involved in Reno Days or the ones in student government, but their long hours of work need re-directing towards more useful and meaningful goals.

Goals like: realizing that the needs of many of the students cannot be satisfied through a student government (they might need things which student government cannot be designed to supply, and that a student government can still be meaningful IF IT'S CAUSES ARE MEANINGFUL).

Causes like: getting more people into school, getting people from different ethnic and social underprivileged backgrounds on our campus, making our classes, instructors, etc. relative and meaningful (not just to the majority or the minorities but for all the people.) That's NOT to bring people in, tell them they will have to change their life style, reject their ideals to accept a non-meaningful so-called education that only promises some kind of superficial "way-up-in-the-sky" success. NO - that means to make our educational system as relevant to their needs as it is to ours, and make ours as relevant as is possible.

Why isn't our student government doing this? Answer: because it's not so much fun as playing cowboys, because it takes a different state of mind--one that wants to see social change even

at the price of self rejection. Why? Because some of us believe that it is so hard to make it, that there is no time to help others who might be having a tougher time of it.

It's hard to make other people exist for us.

The Government has had a terrible failing to bring an united group of people together on any sort of grounds to any common cause or purpose. I offer a common purpose for those who have the guts to live it.

THE HONEST EXPRESSION OF HUMAN FEELINGS--to do what we naturally would like to see done.

Even the non-involved have human feelings but need a cause to bring it out and bring them together.

THE CAUSE IS THE CURE-- THE HONEST EXPRESSION OF HUMAN FEELINGS.



Letters To The Editor

Dear Mr. Edwards (via the Editor):

Up until now I have enjoyed what you have to say, but this time I have a few objections to your article.

You begin by saying that teachers segregate, i.e. they have their own dining room and bathroom (why don't you suggest a community bathroom with no doors so we can really tear down the social distance), and that they treat students as niggers. That idea, by the way, is old: according to an essay "Student as Niggers," published in the Los Angeles Free Press, teachers have been treating students as niggers for some time. Then you want a tutorial program started; but, if a student is seen

talking to a teacher he is considered to be a fink. How does one reconcile these two thoughts?

What do you really think and what do you really want?

It seems to me that by asking questions in class and talking to a professor, you have the beginning of a tutorial program; and I certainly would not consider that treating students as niggers or segregation.

Maybe what you are trying to say is not that students - professors cannot communicate, but that the social climate among students is such that a tutorial program is a waste since talking to a professor is being a fink. What we should work on is a climate that admits a free and honest dialogue between stu-

dents and faculty. One of the outcomes of such a free dialogue is the reduction in the errors of facts: for example, Mrs. Woods has not gone from 40 to 4 students, but from 36 to 20; and they are certainly not all "A" students.

Schools and Colleges have for years awarded degrees in teaching the mentally advantaged: it is only in the past decade that they have recognized that it takes a special ability to teach the disadvantaged.

The students who fail Mrs. Woods' class do not do so because of her. She is a very competent teacher who works hard both inside and outside of the class room to make her students succeed. I know, Mr. Edwards, I am one of her students and I also share an office with her. Teaching and learning are reciprocal activities, Mr. Edwards. One may teach everything he knows; however, if the student does not do his part, NOTHING HAPPENS.

Bea R-T Couchman
French Department

Edward's Ideas

Thought Repugnant

The ideas expressed by Bobby Edwards, quoted by Nita Sander are repugnant to any capable self-sufficient individual. If he thinks

equality, mental or physical, is a fact of nature, let him open his eyes and look around. Nothing in this world is identical to anything else. Cells, plants and animals are not equal in action, appearance or value to other similar cells, plants and animals. Man, however, not only has the potential of becoming greater or better than his predecessors, but has the specific CHOICE of improving or remaining stagnant in meeting the challenge of a free society. (Note that I did not say "guarantee of a free society.")

Edwards states "teachers are put on a higher level" as if they hadn't EARNED their right to be on a higher level. He states a "lot of them care only about the money...not if the student is learning" ignoring the fact that the teacher has already shown he values learning sufficiently to be paid for his knowledge, and that the amount of money he's paid is in ration (or should be) to his learning and ability as a teacher. In this way a teacher is a living example of "how to sue...knowledge with life everyday," to quote Edwards.

Edwards specifically picks out Mrs. Woods whom I have as a Spanish teacher also, and I am not an "A" student.

I consider Mrs. Woods one of the finest teachers I have ever had. Only a lazy person would criticize her methods or ability.

Mrs. Woods is dealing with language, which deals with concepts, which deals with thinking, which is what lazy people hate to do.

They'd rather blame the teacher they aren't getting the "stuff" because they wish there were some automatic way of digesting knowledge--some way that didn't take effort, application, time and motive to learn. (And two of the best motives are money and self-esteem).

Edwards complains about lack of communication between teachers and students and then says "you can't just go up and start asking questions" and then suggests if he sees a student doing so, something is wrong with that relationship. How contradictory can you get? He then blames the Student Senate for the lack of communication and Nita Sander writes his complaints down for him. How lazy can you get?

In the last week, I have talked privately with every teacher I have, (five), about my studies and also about my personal views and found every one of them courteous, helpful and interested. If Edwards has ever been "turned off" by a teacher in this school when he was not just complaining, but honestly wanted to communicate, I would like to know about it because I would spend just as much time writing against racist treatment as I have spent championing individual rights. Tonie Nathan
Liberal Arts



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Opinions are those of the writers and not necessarily those of the Board of Education or staff.

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What's It All About?



People!

BY BOBBY EDWARDS

Budget Nixes

Tutorial Program

To the Editor:

Bob Edwards suggests that "teachers get together to form some kind of tutorial program." Teachers in the Language Arts Department have been seeking a way to give individual attention to students, but our plans have been "postponed" because of budget implications. On the surface, it appears a savings to the taxpayer to put forty students in a class and to ask teachers to teach five classes. That is probably why Mrs. Woods "starts out with forty students," although I know that she feels beginning Spanish students need more individual attention and more opportunity for each to participate than is possible in a class of forty.

Perhaps Mr. Edwards' suggestion can be implemented next year even though it appears that teachers cannot be freed from the classroom to give the individual attention students need. At the O.C.C.A. convention, a speaker suggested the value of students acting as tutors. My experience is that teaching forces me to clarify my ideas and offers me an opportunity to learn from students. I suspect that student tutors might learn as much as those they tutor.

Especially in learning a language, the opportunity to work with another student learning that language would be of tremendous help. It would be a real economy to the taxpayer, I think, if each student could get the maximum learning opportunity in every class he takes. If large class sizes and lack of individual attention force all but "A" students to withdraw, LCC surely is not meeting its goals. Perhaps student tutors can help.

Karen Lansdowne,
Ass't. Prof. of English
Language Arts Department

Reno Days Termed Fiasco

To the Editor:

I trust the Student Senate has learned a valuable experience from their Reno Days fiasco. To be exact, it is obvious to determine that we are not dealing with junior high school students but rather with active minded college students who, with their response to Reno Days, actively showed that their intelligence has been strongly insulted.

I am sure those who attended the festivities were well rewarded. They should have been for \$600.

If Reno Days is indicative of the type of action that is being carried out by the Student Senate, then the purpose of the Student Senate is not being fulfilled and it has become a failure.

Lack of interest on behalf of the students cannot be a whipping boy for the failure of the Student Senate. Since the students don't give a damn about their rights, the responsibility of the Student Senate is even greater. How these responsibilities are handled directly reflects on whether the members of the Student Senate are there to feed their power-hungry egos or are sincerely interested in protecting the students' rights. Future actions will reveal the true nature of the Student Senate.
Mel Whittier

Students, brothers and sisters, faculty, freinds and enemies (Dean Cox). Well, this has been a heavy term. Historically, spring term of '69' at Lane Community College cannot and will not be forgotten. We have gone through many changes since school began in April. They go something like this: elections, a new A.S.B. President and Cabinet, a new college President, blacks forming a B.S.U., a new editor and staff for THE TORCH, some new teachers and a few new teaching methods. I'd like to stop and say to Dr. Hamill, president pro tem, it has been a "real thing" and we can "dig it". Keep on pushing! Spring term has been more beneficial than all the fellowships, degrees and grade averages we will strive for in the academic college world. "Yeh!" What's it all about? People. Students are people, administrators are people (you too, Dean Cox), teachers are people, Panthers are people, blacks are people. RIGHT ON.

In the past our institutions of education have "schooled" us in the academics, math, and so-called social sciences and the arts. Somewhere in our learning processes we have forgotten to promote communications and respect. I feel that any means of truthful communication and development of culture is suppressed by most institutions of learning. Education must melt the needs of the people and there must be equal representation from all classes, groups, colors, etc. It's exciting to think about it, "Equal Representation".

What's it all about? People!

The typical attitude to social problems, international and domestic, is to "leave it up to the President or the government", or, "if we forget about it maybe it or they will go away". Unless we come to grips with reality we are doomed.

What's it really all about? Survival! Dig it!

We have a new A.S.B. President who has made enemies with the Cabinet and Senators by putting up barriers -- you know those closed doors behind which those back meetings that the student government and officers know nothing about, took place. Only the President. He is alienating himself already and fall term hasn't begun. I feel sure that if he plans to accomplish any meaningful specific goals for the students, he should re-evaluate himself, his job, and his responsibilities to student government. It would be advantageous to look at the out-going student government that didn't do a damn thing (they were hung up) and see what not to do next year.

Student representation on decision-making matters which concern us as students; this is what student government should be. Until the forming of a B.S.U. on campus, blacks had no voice on campus. We have elected Herold Adams as liason officer to the Senate, faculty and administration. Taking office, Herold brought to my attention the fact that over half the Senate offices are vacant.

What's it all about? Well, it's like this, dig: if we neglect student government and let it go to hell, what will happen to government on the local, state, and federal levels? It will go to hell too. But we can always just forget about it, and maybe it will go away -- then what?

There are no classes on relating student government to politics or the "democratic system". What we must do is clear. We must unite and then organize -- dig it! A party! Students United For Education. (SUFE)

Contact Bobby Edwards at THE TORCH or his office in the Social Science Department.

Blacks 'Offed' By Puppet-Police

BY CAROL THOMPSON

It's an outrage that the police can come and take our active brothers off the street and into prison.

The conspiracy is so obvious and yet still the people remain ignorant.

The conspirators want to use the people and keep them ignorant of Blackness. In every phase of life in this country Blackness has been denied. And now our black brothers are being offed while we stand around being used and herded like sheep. The pigs have gotten completely out of hand when they can sit up and scheme to off brothers for no reason except that these brothers are teaching black people to unify and become politically aware.

The police are puppet-police, so what can we do about them? We cannot let this go on any longer. All of our best minds and pure souls will be in jail and be messed with, and have to go into hiding.

It should be obvious to the middle class whites who have been purposely brainwashed away from black men and black life. All the higher education of white people and all people has been shady because they have committed the crime of creating a system where you study black people out of books. Where, when a black man goes to "court" and has a court appointed lawyer, he has no CHANCE for anyone to hear his side of HIS life the way it happened to him and WHY he is there in court in the first place.

The black man is "guilty" of being offed by the system, of being excluded from the natural good life that we all can enjoy. So we are organizing our people.

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MDTA - Another Of LCC's Financial Programs

BY ESTHER MEYERS.

In March of 1962 JFK presented the MDTA program to Congress. He characterized the program as one of the urgent domestic issues of our time. The proposal passed with a large majority.

The qualifications of a possible MDTA student are not very restrictive. One must be unemployed and head of the family, expect to be unemployed soon (as in general work layoffs etc), unable to obtain steady employment, a farm worker with a net family income of less than \$1200 per year, between the ages of 16 and 22 years and have no work and need training to qualify for work; over 45 years of age and unskilled, must accept employment below skill level.

As I go on with this series you will see that in each of the programs there are gaps that another program fills. On the surface they all seem to be doing the same job; but, if one looks closely they will see that each program has red-tape-pitfalls and for someone who needs training, it can be a frustrating experience to go through.

MDTA is supported by the federal government. This year approximately \$2.1 million was allotted to Oregon from the federal government. Out of that amount the Eugene area will receive approximately \$144,000. This will be divided into two parts: training allowance, \$62,000, and subsistence allowance, \$83,000. Again that will be divided into chunks for individual groups that will be selected by the Oregon Unemployment Department.

As each group becomes filled with potential trainees, it will be sent to a training program on campus. The school then will be paid in one lump sum for the group, rather than an individual referral basis under which Title V and NDVR operate.

This grouping hampers the potential trainee because he may find himself waiting anywhere from two days to one year to

receive training. Individual referrals allow the potential trainee to begin immediately.

MDTA is administered jointly on a national level by HEW and the Department of Labor. On the local level it is administered jointly by the Employment Service and the local school officials. At the state level the program is administered by the Department of Labor and Education.

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68/69



LCC Students And Faculty 'Disect' Hoy Sculpture

BY NITA SANDER

Supposing LCC began the policy of satisfying the whim of every student, what would be the first major step it would have to take?

Undoubtedly the first act would be to make several dozen replicas of Harold Hoy's sculpture. Every student that has passed by the object has uttered his own individual opinion to anyone within earshot.

Marston Morgan, facilities planner, threw the first bit of meat to the wolves in a paper which was available for written comment to passing critics. Many on campus who profess to have more intellectual insight to art than the common man, have tried to voice what Morgan adequately described in his paper: "If a piece falls principally within the realm of verbal interpretation, it fails, conversely, the further the piece is from the realm of verbal interpretation the more successful it is. This does not mean that sculpture cannot be identified; it simply means that its most significant meaning lies within a visual realm rather than a verbal one. If the essential meaning of Hoy's piece could be expressed verbally, then it would be redundant, if not pointless, to express it visually as sculpture."

Later in his paper Morgan attributed one of the sculpture's assets as: "It lends itself quite intentionally, I think, to a myriad of verbal interpretations ranging from the most banal ("a reclining prostitute"), to the most indifferent ("an object to trip over), to the most esoteric ("a harmony of volume and space"), and so on to ad infinitum..."

Morgan's audience, however, did not seem to grasp the meaning of his explanation, as three-fourths of the comments were based on the individual's interpretation. The cons did, however, outnumber the pros.

The comments ranged from high school hangovers such as "Kill it before it walks" to a reversal of the long believed evidence of peace, "Melt it into tanks and ship it to Vietnam."

Terry Conrad, art instructor, decided that the critique was not proceeding to his liking, took a poll from one of his classes. The Visual Arts class, which draws students from all areas of study and not just the art majors, still turned out to be in favor of keeping the sculpture by a ratio of three to one.

The students, too, didn't seem to grasp the stated "intellectual and comprehensive meaning of art" (stated by art professors and art lovers on campus).

Many seemed to be waiting for the touch of a spirit, as Terry Tucker who wrote, "There is no real pulsation aroused when I see it displayed" and Ron Jones who wrote, "It does not move me. I see it and yet I don't see it."

Almost half of the students that stated the desire to keep the sculpture had a recommendation to make. To some, like Ruth E. Green, the color "had to go," while to others, like Don Orrell, the color was what "made it interesting." Many wrote as Denise Byers, who thought the piece resembled a construction equipment because of the color, "and this makes it good." Shannon Ulearin wrote that the "first thing that catches one's eye is the bright, warm yellow color." Her opinion was written on a bright, warm yellow

piece of paper.

Bob Loose wrote that it "hurt in a nice way" and that it was "shouting something at us," while Harold Daughters countered with, "the piece does not demand that the spectator decide what it is," and "a person can just look at it, not being forced to name it or find a purpose for it. On the other hand the sculpture has a uniqueness of form, clearness of lines, and an aura of strength about it that provides the spectator with a good deal of material to work with if he wants to make something out of it."

While almost every student wrote that the sculpture reminded them, or brought a picture of something to their mind, Terri Dillen thought that "there seems to be a feeling of indifference about it."

Leslie Fields said the sculpture turned her off because "I like complex structures, something I can explore and find something new every time I see it," but Naomi Ownbey commended its simplicity because it "seems to symbolize the simplicity of the younger (now) generation."

For each aspect of the sculpture there was a recommendation to cancel out every other recommendation made.

Grey Tuski came up with perhaps the classic idea of all times: "If he (Hoy) could be persuaded to build a much larger model -- big enough for students to walk underneath the inverted 'V', it would give a much more visual effect. Who knows? Maybe a myth will develop, a fertility symbol or something where all males reaching puberty will have to walk underneath it."

On the whole, if it were left up to those polled, the sculpture would have a permanent resting place at LCC. It might be somewhat of a problem, however, in complying with each individual's demand. My Hoy has provided a lifetime of work for himself from simply "doing an idea."

ASCUS Members Honored

The ASCUS (Associated Students for Community Unified Services) Club honored certain members with ASCUS Service Awards at Danny Chins Chopstick House on Saturday, May 24.

S. James Long, Marty Ravellette, Bill and Joanne Denniston were four of the members present to receive the award.

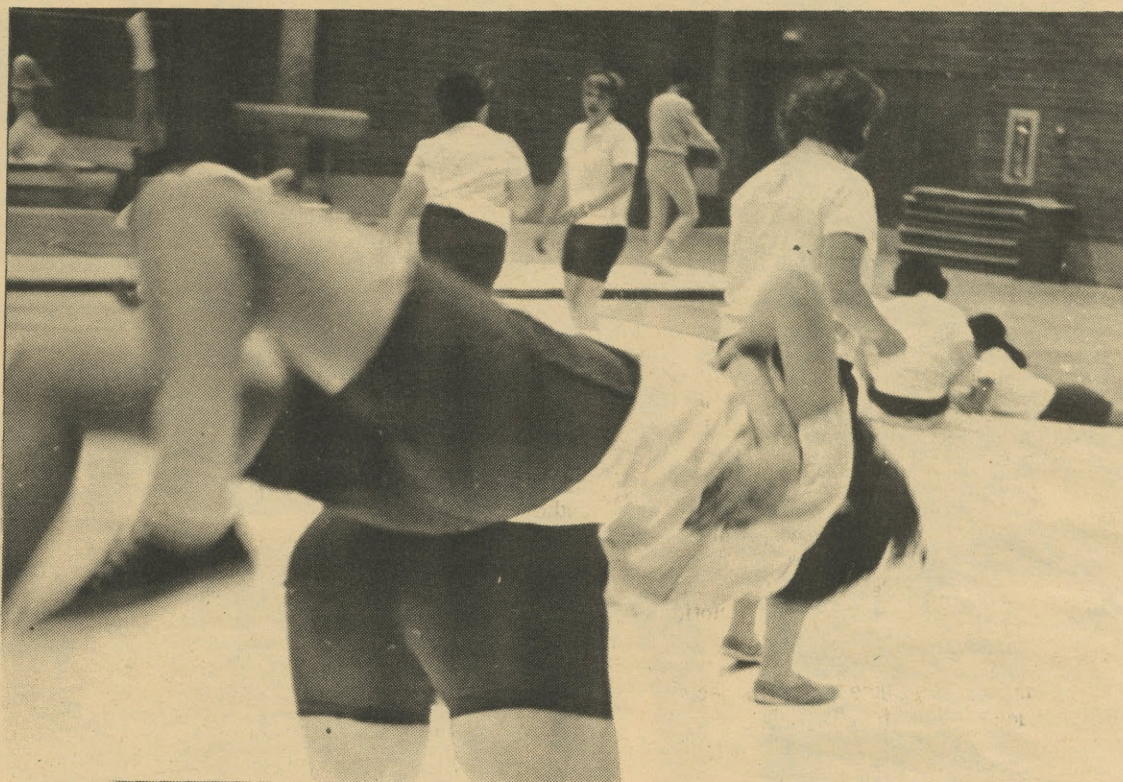
Other members selected for the award, but not present were, Mike Bingham, Bob Brady, and Xenia Zeltway.

ASCUS will have its election of new officers for Fall Term next Tuesday at 12 a.m. in the Student Senate Office of the Health Building.

Bill Denniston was nominated for president, Stewart Bronti for vice president, Joanne Denniston and Cytha Davis for secretary, Karen Benson for Treasurer, Gary Yaygers, Marty Ravellette and Dick Cerita for ASCUS Student Senate Representative.

Girls Learn Self-Protection Through Defense Class

BY CAROLYN JOHNSON



The Personal Defense class, a new class this term in the P.E. Department, teaches the girls the art of self-protection.

The newest addition to Lane Community's P.E. department is a Personal Defense class. Unlike ordinary P.E. classes, though, it offers most girls their first chance to learn self-protection besides good exercise.

According to Mr. Tarpenning, the instructor, "Personal Defense consists of a series of physical skills presented to students that can later be used in self-protection."

Mr. Tarpenning has taught this class to boys and girls in high school for the past seven years. He also instructed 350 other high school P.E. teachers in Oregon at a recent Pacific Northwest District Health, Physical Education and Recreation Convention. Following this Convention, many similar classes were offered in high schools throughout the Pacific Northwest by these teachers.

Mr. Tarpenning collaborated with another P.E. instructor from Portland State University to write a book describing the basic concepts of personal defense. This publication will be released in December of this year.

The one Personal Defense class in session this term at Lane includes 30 students, all girls. Mr. Tarpenning expects, though, that at least one class for boys will also be offered next year.

Personal defense for girls is not generally a strength-against-strength pursuit. Instead, it stresses the use of a girl's strong points against her opponent's weaknesses. In class the girls are taught the most vulnerable parts on the opponent's body that they should concentrate on counter-attacking as well as those parts of their own body

which they can use as effective weapons.

The fundamental skills include basic rolls in escaping, how to avoid injury by falling correctly, and various counter-attacks to wrist holds, body grasps, choke holds, knife threats, and others.

"A woman who knows personal defense usually surprises her would-be attacker since most women generally know very little about self-protection, but the key to her success rests completely on a quick counter-attack," Tarpenning said.

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Spriggs Reports Intentions Of '69-'70

The following interview was taken with Dave Spriggs, president-elect of the Student Senate by Bob Smith, reporter.

Smith: How do you like being Student President of Lane Community College?

Spriggs: I am still President-Elect and as such have no power. This can be very frustrating when you have to sit back and watch things happening that will make this next year more difficult.

Smith: Were your expectations of the job correct or incorrect and in what ways?

Spriggs: I didn't run for this position with the idea it is going to be some kind of a lark. I feel I know what I'm in for in the future. I have "been under the gun before" in other organizations.

Smith: How do you feel about the students at the college? Are they interested student government and in campus issues or are they apathetic?

Spriggs: Most of them seem to be pretty much uninterested. This is a natural mental attitude for a community college. Many of the students that attend don't have the time for anything but their studies. Maybe the term "apathetic" is not quite accurate. Let's say their feelings and interests are more with things that concern them personally other than college or campus life.

Smith: In your campaign you said you had a plan of action for increasing communications between students and the student government. Can you spell out this plan and explain what you have done to carry it out?

Spriggs: The first order of business is going to be to find out what the interested students on this campus want, then try and perform our jobs in conjunction with these wishes. Possibly then some of the disinterested students will get interested. We as student leaders aren't mind readers, we want advice, comments, desires, wishes and criticisms. I hope to get the Senators to visit their respective areas and let the student body know who and what they are. Then set up lines of communications and make them function.

Smith: What background have you had in student government or government in general before becoming A.S.B. President?

Spriggs: I've had two years as Student Council Representative at ETVS and LCC, a membership in Jaycees for four and a half years, member of Demolay for two years, and AF and AM Secretary for 18 months.

Smith: What are your plans for a career? Are state and national politics in your plans?

Spriggs: At this point I have no plans for a political career. I presently am a Business Administration major. Just what particular area in B.A. I am going for is rather uncertain at this time.

Smith: What changes do you foresee in government here at Lane in the near future?

Spriggs: I am hoping for a radical change from personal ambitions to that of student government that tries to represent the students on this campus. From the signs before me at this time I am optimistic. There are some very interested and qualified people who are trying to get into the Senate. However, I foresee some difficulty for them until the old administration is completely out of the picture.

Smith: What changes or goals will you be working for?

Spriggs: Student-staff instead of Senate-staff committees. Head the Senate in the direction of student representation and government and away from being (trying to be) the entertainer. Better relations with the news media including radio and TV. To restore dignity and respect to the office of President and in the Senate.

Smith: Are there any comments you have about anything that concerns you or the college?

Spriggs: There is quite a lot that concerns me. I think that was apparent or I would not have run for this office. However, I find it very difficult to list these feelings at this time for various reasons. I would like to wait and make periodic comments from time to time when it's really worth commenting on. I would like to close by saying I am very patriotic towards my country, community and LCC. I intend to work very hard to preserve projects and upgrade all of them.

BY

MICHAEL HIGGINS

I dream of a world,
a world without much woe.
A place where rich and paupers
dwell,
and none shall be the low.
A land so free that none shall
claim
and fewer yet shall rule.
A garden place where all shall
rest
and none shall call them fool.
They tell me that this dream
of mine
has been fetched a mite too far.
Then they turn their heads and
laugh.
Not seeing that Guiding Star.

Students View Retarded Teaching Techniques

During the last few weeks, members of the classes of Mrs. Joan Cohen, Psychology and Human Development instructor, have been visiting the Fairview Training Center and the State Hospital in Salem. Mrs. Cohen arranged the field trips through Clarice Warren, Superintendent of Volunteer Services at Fairview, in order to give the students of her classes the opportunity to view psychological techniques such as operant conditioning methods, in actual use.

The students watched Mrs. Sarolta Nagy, an instructor, at work in her classroom as she explained her methods of training retarded children.

The students expressed amazement at the results Mrs. Nagy was able to achieve. They were also impressed with the care, cleanliness and obvious attention being given to the mentally and physically handicapped. The students were free to ask questions from their guides and were treated to a round table discussion with the chief psychiatrist of the State Hospital at the conclusion of their tour.

Those students participating in the trips were: George Lucas, Glenda Cozine, Gina Snider, Vickie Dinnel, Nikki Blagaich, Joanne Hoppe, Joanne Ness, Dorothy Brooks, Doris Knutson, John Spiering, David Richey, Jerri Ahmad, Bob Peterson, John Van Zooneveld, James Jenson, David Long, Greg McGill, Rick Majors, Barbara McKenzie, Margaret Terry, Carolyn Winfrey, Jim Jacobson, Linda Martin, Michiko Ulrich, Brad Rumbaugh, Ellen McInnis, Bob Hunt, Bob Niyon, Verla Kennedy, Liz Soleim, Julie Rook, Nancy Fredricks, Larry Williams, Boyd Iverson, Diane Kleine, Ken Biggs, Jr., David Soha, Marilyn Fishback, Dan Ely, Larry Oltman, Carol Noel, Jim Harrison, Barbara Allen, Donna Jones, Carolyn Parck and Tonie Nathan.

Tonie Nathan

Want To Train For A Professional Career in REAL ESTATE

Beginning next Fall the LCC Business Department proposes to offer a full 2 year vocational program in REAL ESTATE TECHNOLOGY designed to graduate students with a solid, well-rounded background in real estate.

This curriculum is designed to provide depth of understanding in the requirements of the occupations in and associated with the real estate industry.

Due to the recent increase in demand for qualified property appraisers, the program will be basically aimed towards preparing students for future professional careers in Real Estate Appraisal.

A property appraiser engages in skilled professional appraisal and classification of property for tax assessment, loan, sale, lease, or rental purposes; and performs related work as required.

In addition to preparing the student for appraisal theory and practice, the two year program will present, in broad scope, the information essential for satisfactory performance in related subjects such as:

PROPERTY MANAGEMENT
REAL ESTATE FINANCE
SALES AND BROKERAGE
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MORTGAGE LOAN NEGOTIATION

The first year curriculum includes:

- Introduction to Psychology
- Public Speaking
- Business Mathematics
- Communication Skills
- Real Estate Law
- Business Economics

and selected Business Courses

In the second year, instruction is concentrated almost exclusively on real estate subjects, covering—

- Real Estate Sales
- Real Estate Sales Promotion
- Real Estate Trends and Developments
- Property Management
- Elements of Design and Construction
- Real Estate Practices
- Real Estate Appraisal
- Real Estate Taxation
- Subdividing and Community planning
- Commercial and Investment Properties

In addition, students will be given an opportunity to secure field experience through cooperation of local savings and associations and construction firms.

An EVENING PROGRAM is also intended, presenting courses which will be of value to persons presently employed in real estate occupations and who wish to enhance their professional ability by continued study. The instructors for these courses are selected for their prominence in the various specialized areas of real estate.

★ IF YOU WOULD LIKE FULL PARTICULARS REGARDING THIS NEW PROGRAM, PLEASE CONTACT —

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Business Department Chairman Tel. 342-2222

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Join Project Conducted On Former LCC Students

BY JIM SNOW

INSTITUTIONAL RESEARCH

During Winter Term an opinion survey was made of former LCC students who are now attending the University of Oregon. This was a joint project conducted by two graduate students and LCC's Office of Institutional Research.

The object of the survey was to determine some factors responsible for an individual's occupational choice, to find the stage of development in an individual's life when an occupational choice is made, and to investigate the strengths and weaknesses of Lane Community College regarding preparation for study at the University.

It should be noted that the students who answered the questions have not had any classes on our present campus but attended LCC when the school was in several locations. Some of the students indicated their willingness to participate in personal interviews; these were taped for further use.

Subjects taken at LCC as pre-requisite for U of O courses proved very helpful. Nearly all students indicated, during the interview, that courses taken at LCC served as an excellent background for courses they were taking and that they did meet the demands presented by the U of O. In this respect, academic counseling for transition to the U of O was rated very high. An important factor, too, stated by the majority of the students interviewed as the great help that the small classes and the individual attention to students played.

Instructors at LCC were rated very high with respect to both instructional abilities and personal qualities. Students who were interviewed regarded most of the instructors as being concerned and interested in students. The students felt free to visit instructors in their offices and expressed gratitude for the personal help offered by the instructors. Most indicated these qualities were lacking at the U of O.

How the students responded to some specific questions should be of general interest.

22 of the 60 responding to the questionnaire stated that LCC instruction was in their judgement better than at the U of O. 18 said it was about the same, 7 said it was not as good and 13 stated it was difficult to compare.

44 said that LCC's grading was about the same as the U of O.

23 said preparation at LCC was very adequate for the University of Oregon and another 32 said it was adequate.

45 rated LCC's academic counseling as GOOD or EXCELLENT. 45 rated LCC's counseling for transition to the U of O as very adequate or adequate.

55 of the 60 said they were progressing at least as well as students who started their college work at the U of O.

12 indicated they wished they had started at the U of O instead of LCC while the remaining 48 were glad they started at Lane.

The opinion of the sincerity of LCC counselors was rated

very high. Statements made by those interviewed pointed out the closeness, friendliness and personal concern displayed by the counselors.

The questionnaire contained eight questions pertaining to occupations. The data revealed that about 60 percent of the students realized their occupational goals at the university level. The remainder indicated their occupational choice was made during high school or at LCC. The data strongly suggested that occupational counseling was not used to any great extent during high school, at LCC or at the U of O.

Those interviewed suggested they were not aware of occupational counseling through their life but rather obtained their occupational education from peer group sources. Few indicated parental influence as a factor contributing to occupational choice. Many indicated they "just happened" upon their occupation as a result of their past experiences. Also, it seemed apparent that no set combination of factors contributed to a choice but that each individual came to his own decision in his own unique way directed by his own personal interests.

Senate Balks At New Quarters

The Student Senate raised its head in angry disagreement last week as it rebelled against its new quarters in the LRC.

The Senate members moved in, partially, into an area designated for a student lounge in the LRC last week. The Senate was refusing the area assigned because "...there is no room for a committee meeting, no storage area," and that there is no room for the 50 people that were estimated would be occupying the area. Included was Jack Carter, head of student activities, and his secretary, and the entire Student Senate. The rebelling members said that the administration had "hamstrung" them in the past, and that they (the administration) would be stifling their (the Senate) attempts to function properly next year by limiting the space.

The fact that not all the Senate agreed came out later in a meeting in the office of Dean Cox, college services.

Paul Nosbisch, OCCA vice president, and S. James Long, senator of the Electronics Department, had drawn up a plan for the settlement of the lounge area. They planned to involve students by leaving one third free for a small student lounge.

Cox discouraged the suggestion by saying "...you will not be able to schedule the area whenever you want, there is not enough room for this dual purpose you have in mind, and you would not be able to have an office in

one end with committee meetings going on constantly at the other end."

Dean Hakanson, dean of students, was also present and explained to the Senate members why they had been placed in the open area on the second floor, just opposite the library and beneath the Book Store. "This way the main concourse will be going right by the Student Senate," Hakanson said that what was wanted was more student participation in the Senate, and that if the Senators wanted privacy to an extreme, "...you had better not be on the Senate." He said that housing the 50-odd members should be no problem as, "you shouldn't all be there. As a Senator you should be in your department with your constituents, finding out what they want and how to represent them."

Hakanson added that maybe, by next fall, the members of the Senate could get a two hour credit for participating. He also assured them that there will be an individual with the sole purpose of scheduling activities and meetings by next fall. "Then if your meeting is scheduled to a certain room, you will have that room all year, and for no reason will your meetings be bumped," Hakanson added that if this did not take place next year, that the Senate could take over both the area they have now and the student lounge.

The Senate agreed to the terms and is now occupying the space assigned to them.

Nita Sander

ANNOUNCEMENT

Four to six part time jobs will be available to any student next fall in the LRC. Howard Lindstrom, Audio-Visual Department, will train the students to operate projectors, tape recorders, and the P.A. system so they can tape all speakers and events at LCC.

The student will be on call and will work when their schedule allows. This work will not be done for a credit but they will be paid.

Training will be in September before school opens. Anyone interested should contact Buck Bailey, Placement Office in the Health Building.

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Gallery holds New Art Display

Several sculptures, described as "allegorical" are now on display in the gallery of the Administration Building. The sculptures, done by Diane Johnson of the U of O Department of Fine Arts, were briefly explained by Marston Morgan, facilities Planner of LCC.

"It is really a very traditional way of approaching sculpture, and it's not all representational, at least not all of it. It is allegorical, which means it borrows heavily from literature symbolism," Morgan said that this fits in, as Miss Johnson has a BA in literature, and that this causes a "hangover" in her sculptures.

"It's totally different from Hoy's, because, where his was visual and dealt with an idea, it made it hard to look at, while this stuff isn't," Morgan said. "You don't pin a definite allegorical symbolism to this work. Hoy is dealing with a much more difficult problem, and the irony is that many more will accept these pieces a lot easier than they would the minimal piece by Hoy. The main reason is that we don't understand, as it's very difficult to grasp."

Morgan said that many people identify or cling to pieces that symbolize something to them, as then they can understand it. These pieces, he said, are abstract symbols. "Take the one titled (Miscegenation) -- miscegenation socially means marriage of black and white, so this is a piece that symbolizes the marriage of two different types of materials, one is of wood and one of stone. Some are more obvious than these free forms, like (Torso and Shadow). That you can look at and see what she is getting at. The one is the shadow because the bronze is blackened and has different connotations. But (Reality in Three Pieces) has a definite metaphysical meaning which goes entirely beyond the realm of (Torson and Shadow)." Morgan said that the appropriate way, "...the rewarding way...to approach these things is to look

at them as problems and solutions, or just partial solutions. You get the feeling that this is a process that you're looking at, and this is a process of experimenting with forms."

Many of the forms are called "free forms," which were defined by Morgan as, "without geometric radiating and symmetrical plans." He said the free form originated in Brazil, "...by a landscape architect named Marx, who revolutionized the landscape architecture syndrome. One of the things he did was to introduce curves into his architecture, and then went on to introduce different materials, etc., which ended in a thing called the free form. It doesn't represent anything -- it's just a form."

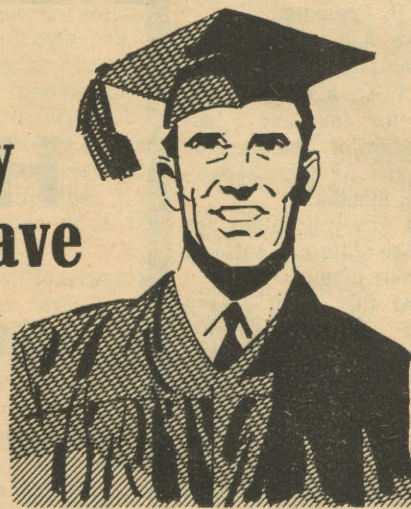
Miss Johnston has listed the pieces and the price of each as follows:

Miscegenation -- Soapstone/Redwood...\$45.00
Emanations -- Stainless Steel/Resin...\$350.
Reality in Three Pieces -- Cement...\$350.
Self Preservation -- Bronze Casting in Jar...\$100.
Untitled -- Styrofoam...\$200.
Torso and Shadow -- Bronze Castings...\$100.

She has written the following comments: "Machines and technology are useful and fun; minimal art and all those things are fun to play with; shows are a good summerization process now and then, and fun. But these are all the tools of art rather than art itself, which must be a personal revelation. Artists now seem to be in hiding and behind their contemporary barriers to be assuming a false authority to tell the world 'where it's at'...artists are never sure of anything, are never in advance of anything. I hope that my work is sanstemporary rather than contemporary; but I'm not talking about universal timelessness and pure art and all that--I only mean I'm not in the race to be 'new' and 'modern.'"

William T. Erickson

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