

On-campus concert by Iron Butterfly rejected

Iron Butterfly, an "acid-rock" musical group, is still scheduled to appear in Eugene May 19. Where they will perform is uncertain, but it won't be on the LCC campus.

In an informal decision Wednesday, April 14, LCC Board of Education members and the college administration announced that the group would not be permitted to play on campus. Rationale for the decision was the scheduled date, which is a Wednesday. It was feared parking problems might develop due to evening college class sessions. Also, the group is expected to draw a large crowd which might

create a traffic problem and exceed the college's 4,500 person-capacity gymnasium.

Another consideration was the group might attract an audience with "undesireable"—primarily, drug-oriented—elements.

At the same time, permission was given for Canned Heat, another rock group, to appear on campus May 30. Both groups are nationally known and popular. It was felt, however, that Canned Heat would draw fewer people and would cause less traffic and parking problems since its performance is scheduled on a Sunday. It was also suggested the group, which is more "folk-

rock" than "acid-rock," would be less likely to draw an "undesireable" audience.

The Eugene appearance of both groups was arranged by ASLCC President Warren Coverdell. Their performances are part of a new ASLCC project by which student leaders hope to raise at least \$6,000 before next year. That money would be placed in a special scholarship fund, Coverdell said, for use by students who suffer financial hardship as a result of the \$10 per term tuition increase passed by the LCC Board.

Coverdell said the request for approval of Iron Butterfly's appearance on campus had been on the Board agenda for the April 14 meeting, but that he requested its removal after consultation with the administration. He expressed surprise at the item's consideration, stating the last information he had was that the item would not be brought up. Discussion of the item occurred at a private session.

Coverdell said he requested that the item be removed from the agenda because of the possibility of a Board decision not simply on the one concert, as was the intention of the item, but on the question of concerts as a whole.

The question of activities to

be permitted on campus was raised following the recent Grateful Dead concert, sponsored by an off-campus group, which posed problems of severe overcrowding and audience behavior. A committee was formed to establish guidelines for use of LCC facilities by both on and off-campus groups, and is currently conducting a survey of the facilities use policies of other colleges.

Coverdell is still negotiating with the Lane County Fair Board on the possibility of using the

fairgrounds outdoor arena. Should the fairgrounds be unavailable, the possibility of using the Eugene Speedway would be investigated.

In clarifying the administration's position, Bert Dotson, Administrative Assistant to the President, said the primary factor was the scheduled date. Such a concert was untenable on a Wednesday night.

The discussion of attracting an "undesireable" element, Dotson said, was never pursued to the point of resolution.

LCC budget defeat may limit enrollment

"I believe the public's reaction to the college levy simply signifies they are feeling the brunt of taxes in general, but it could be that the college should no longer be an open door institution."

That comment was made by LCC's President Eldon Schafer after learning that a \$1.25 million tax levy to support LCC's 1971-72 operating budget had been turned down by the voters 2-1 last week. The vote was 11,592 against the levy to 5,910 in favor.

At LCC's Board meeting, April 14, members informally agreed that there was little point in holding a second tax levy election before the end of Spring Term, and last week's budget defeat may mark the point at which LCC will have to begin seriously limiting enrollment.

Board members got a view of what may be the pattern of the future if LCC has to contend with "tight" budgets.

The preview, a result of the budget defeat, was in the form of a Spring Term report presented by LCC Director of Plan-

ning and Institutional Research, Marston Morgan.

Morgan stated that Spring Term enrollment is expected to be some 40 to 50 full time equivalent (FTE) below a previously projected enrollment. He went on to say that the reduction is the result of conscious, careful culling necessitated by a lack of funds.

Last year LCC had to hold three property tax levy elections before receiving a one-year addition of \$574,000 to the established operating base of \$1.59 million. LCC originally sought \$1.3 million in additional taxes in 1970, warning that enrollment would have to be cut if the request had to be reduced.

The first indication that LCC actually had to restrict the enrollment of any student living within the district was brought out at the April 14 meeting.

There was a temporary freeze Fall Term placed on enrollment of out-of-district students last summer when a registration rush raised concern that some in-district students might be denied admission.

OEO denies funding for Lane Human Resources

Lane Human Resources, the county's anti-poverty agency for the past five years, has been denied renewed financing by the Office of Economic Opportunity.

LHR received notice of the denial by a letter sent April 6 according to James Young, deputy director of the regional OEO office in Seattle.

Degree applications due from students

All LCC students completing a program in June, 1971, who are eligible for a degree, certificate or diploma must fill out an application for the degree as soon as possible.

In no program is a degree, certificate, or diploma issued automatically. Students should apply in the Student Records Office, second floor of the Center Building.

Students who are uncertain whether they qualify for a degree, certificate or diploma should check their status with the Student Records Office.

Harold Covey, LHR's interim executive director, said he hadn't received a copy of the letter and could not comment on it. He assumed that the board will meet to discuss the problem.

OEO officials said a hearing will be scheduled if LHR decides to appeal the decision. Covey said a hearing probably will be requested.

If LHR's appeal is denied, funding may be available through the federal War on Poverty Program.

The letter stated that the county's Head Start Program, which is funded through LHR, won't be affected by the withdrawal of support.

LHR applied for \$370,000 for its yearly budget beginning March 1. The agency has been operating on month-to-month extensions by OEO since March.

County Commissioners Kenneth Omlid and Nancy Hayward feel there is a need for an anti-poverty program in Lane County and that local government agencies should work together to find a solution.

Bill of Rights diverted

The LCC Board of Education voted Wednesday, April 14, against reviewing a proposed student "Bill of Rights," favoring the drafting by an ad hoc committee of an all-campus document proposed by LCC President Eldon Schafer.

Schafer and members of the faculty and staff agreed the student-proposed document would be best merged into a "unified" document covering faculty, staff, administration and students.

Student Senate leaders protested the action, pointing out that students have worked on composition of the document for the past five or six months.

ASLCC President Warren Coverdell urged Board members to continue reviewing the student document, with the possibility of adopting it. He said that the best procedure would be to tentatively adopt the student document until an "institutional bill of rights" could be drafted at a later date.

Coverdell told the Board that in complete fairness he would have to agree that an institutional bill of rights, in the long run, would be a more appropriate document than a single student Bill of Rights.

"However, if students on this committee are treated the same as they are on other committee's on this campus," he said, "an institutional bill of rights would not be in the best interest of the college either."

Coverdell noted that since students did the initial work toward a bill of rights, it should not be turned over to Schafer's office. He added that if the drafting of the new document was placed in the President's office a majority of students should sit on the committee, with a student serving as chairman.

"This would be a good opportunity," Coverdell said, "to let students take some of the responsibility that they are asking for."

Before the Board voted on the proposal, Schafer said students would probably be the majority of the committee. However, this was not stated in the motion passed by the Board.

Amendment hearing set

A hearing has been scheduled in Salem Wednesday, April 21, on a proposal that Oregon ratify the 26th Amendment to the U.S. Constitution.

That proposed amendment gives persons 18 to 20 years of age the right to vote in all elections, both state and national.

Under present law those 18 to 20 may vote only in federal elections unless states have taken action individually to lower the voting age. Congress earlier adopted a bill to lower the voting age to 18 in all elections, but the U. S. Supreme Court ruled the measure was valid only for federal elections.

The result of the court opinion is that states such as Oregon--

which defeated in May of 1970 a proposal to lower the voting age to 19--must maintain a dual registration system with resulting additional cost and confusion.

The first hearing on the ratification of the proposed amendment will be held at 1:30 p.m. Wednesday by the House State and Federal Affairs Committee. Republicans have an 8-5 majority in the committee.

Earlier efforts of Democrats in the Legislature to persuade Republicans to join in ratification have been unsuccessful. House Republicans feel the legislature should not ratify the amendment because of the voter's rejection of lowering of the voting age last year.



LCC STUDENTS ENJOY SPRING WEATHER during an infrequent break in persistent Oregon showers. With the arrival of good weather students took

advantage of breaks between classes and lunch breaks.

(Photo by Hewitt Lipscomb)

Editorial Comment

Frustration or Unity ?

The LCC Board of Education has rejected the Student Bill of Rights and Responsibilities, which the Student Senate has been actively working on for the past several months, and agreed that an "all-campus" document was needed to represent all segments of the college. The Board directed that a committee be appointed immediately to begin drafting the document.

Primary responsibility, which should have remained in the hands of students who initiated the original Bill of Rights, was placed in the office of the college president.

The Board's action was based on a recommendation made by LCC President Eldon Schafer. Dr. Schafer said, in part, "I have been concerned that while we may succeed in developing a workable Student Bill of Rights, I'm of the opinion that the best interests of Lane Community College will be served by an overall Institutional Bill of Rights and Responsibilities encompassing the several segments of the college family."

We have no quarrel with this recommendation. The action of the Board in assigning primary responsibility for drafting the document to the

office of the college president, however, is another matter.

The Student Senate has spent countless hours compiling research material for the Student Bill of Rights, not to mention the time spent in drafting the document itself.

If the Board is truly interested in a college that will represent the needs of the students, then it should take into consideration the amount of effort produced by the students themselves toward that goal. It seems Board members did not consider this when they moved responsibility for the Bill of Rights from the students as if they were not to be trusted.

The Bill of Rights presented by the students, which is basically a sound document, could have been adopted as suggested by one of the Board members, and with very little revision been developed into a document that would represent the entire college community.

Action like this by the Board in the future can do little more than create frustration and distrust, rather than unity, between the college and students.

Student Forum

LCC's financial problems solved !

by Elden Dunsmoor
Social Science

With the defeat of the LCC budget I feel these are indeed difficult times for those whose task it is to compile masses of figures commonly known as the "school budget." It is indeed sad the budget was not approved, as there will undoubtedly have to be some curtailment of enrollment for the coming school year.

One who has not labored over the compilation of so massive a document as a school budget cannot possibly know the feeling of exhausting frustration that overwhelms one when it goes down to defeat.

In this time of troubled economics I would like to make a suggestion for financing LCC that would undoubtedly meet some opposition, but with proper promotional effort expended by the P.R. staff I feel certain this proposal can be presented to the voting public in such a way that would meet with overwhelming approval from said public.

This program would necessitate two additional courses of study that should bring in something like \$19,000,000 per year. Obviously not all of this would be clear profit, but surely this prodigious sum should yield some clear profit. Though this program would necessitate some rather specialized equipment and supplies, one distinct advantage to this proposal is that both courses of study could use the same classroom area and facilities, and simultaneously.

The first course of study I would incorporate into the college curricula would be Bartending. This would probably draw some of the lesser desirable elements as applicants, but the Admissions Office could, with proper screening, eliminate all tipplers who if allowed into the course would consume all the profits, thereby destroying the

effectiveness of the program. To teach a subject so technical as Bartending, it should be quite obvious to anyone given to thinking that the next logical thing needed would be a suitable place in which to teach. That would have to be a BAR!

Of course, it would be utterly folly to mix all those drinks and just pour them down the drain, and this is where the plan begins to really come to life and make sense. With the large number of students desirous of entering so glamorous a profession as Bartending, it would have to be a very large BAR! This would mean literally gallons and gallons of booze just waiting for adequate consideration, that for two very good reasons you couldn't just dump it down the drain. First, if you did, think what it would do to those poor unsuspecting ducks in the lagoons. We would see enacted in real life some of that old drinking song, "...if the ocean were whiskey and I were a duck, I'd swim to the bottom and never come up." I'm quite certain nobody would want those poor ducks to drown. I doubt there is any need to explain the second reason. These drinks could be sold at whatever the downtown going rate was, thereby preventing any hard feelings from the dispensers of liquid refreshment downtown. It is at this point that one begins to understand where the profits to sustain the college and permit the future anticipated growth will come from.

What with all that profit in all that hooch, and with something over 5,000 full-time students, and enough more part-timers to make a total of approximately 16,000 F.T.E. running around here all day and half the night, it doesn't take much of an imagination to get a glimmer of how much "red eye" could be dispensed. This

doesn't even begin to consider all the curiosity seekers who would come from miles around just to see what a marvelous campus we have.

Consider for a moment, if you will, at approximate 6 drinks per student per day, at \$1.00 per drink times those 16,000 students, what the daily gross would be. That is \$96,000 per day; with 200 operating days per year that comes to \$19,200,000.

At this point we add in the second course of study, go-godancing. A moment's contemplation should give some indication of the added monetary implications. By charging a reasonable tuition fee (something like maybe \$100 per term) an additional small sum could be raised, perhaps enough to cover the initial capital outlay for lounge equipment and a reasonable supply of booze. Instead of hiring a combo, the music department could provide that. There would have to be a nominal cover charge for admission to the go-go lounge, which would add a little more to the take.

For those devoted and ardent souls who decry exploitation of the female as a SEX SYMBOL, there could be a course for male go-go dancing - hence, true equality.

Before dismissing this suggestion as frivolous folly incubated in a demented mind (caused by over indulgence in Psych or whatever), consider the full implications of a plan such as this. For example, one person with whom I discussed this plan thought the idea could be expanded to include a House of Ill Repute on the fourth floor of the Center Building. Not a bad idea. There are any number of very advantageous facets to this plan.

1. All that money from tuition (thousands of dollars).
2. All that money from all that liquid euphoric tranquilizer (millions of dollars).
3. All that money saved by the students themselves because they would no longer need tranquilizers (thousands of dollars).
4. And here is the kicker. Think of all the salary money saved because there would be no need to have counselors on the staff because there would be no more frustrated students because they would all be so well oiled nothing would bother them. Everybody would be tight, but no one could accuse anyone of being uptight. With all this money making going on, maybe it would be possible to send some money back to the voters.

S.A.C. Housing

For these and other listings, check with the Student Awareness Center, second floor of the Center Building.

APARTMENT: \$65/mo. 1 bdrm. Furnished. 1242 D. St. Spfld. Lanning Realty. 746-8267.

APARTMENT: \$125/mo. 2 bdrm. Furnished. 750 E. 18th, Eugene. Ogal Realty. 686-8042.

APARTMENT: \$125/mo. 1 bdrm. Furnished. 735 E. 17th, Eugene Lynch Realty. 342-4436.

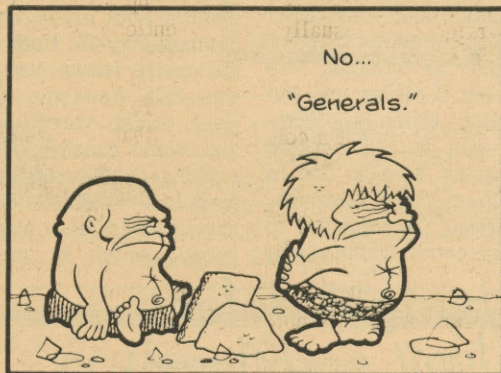
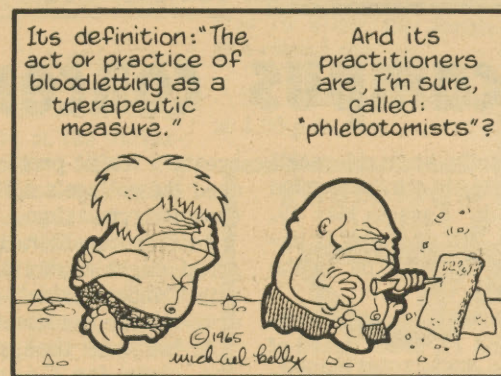
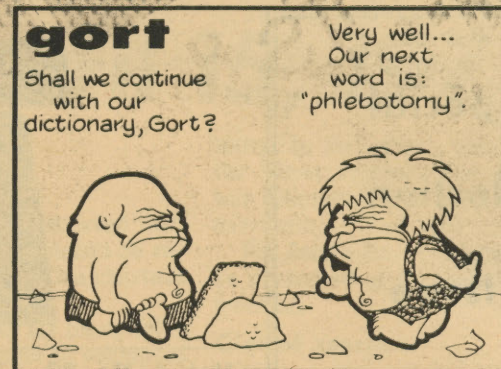
STUDIO: \$90/mo. Furnished. 1742 Ferry, Eugene. Ogal Realty. 686-8024.

TRAILER: \$50/mo. Utilities extra. 1756 S. Brooklin, Glenwood. Available May 1st. Furnished. Ben Vimont 726-7968.

ROOM: \$40/mo. Male. 1235 E. 30th, Eugene. Furnished. Edith Rolston. 686-0279.

ROOM: \$50/mo. 1780 E. 25th Eugene. Furnished. Female. Kitchen privileges. Mrs. Elliott. 345-7687.

More housing available. Posted on Student Awareness Center bulletin board.



Campus Calendar

CLUBS

Campus Crusade for Christ

Campus Crusade for Christ will meet at 12:00 noon on Tuesday, April 12, in Forum 308, and Thursday, April 22, in Center 406.

Christian Science Club

The Christian Science Organization will meet Tuesday, April 12, at 12:00 noon in Forum 305.

FOCUS

FOCUS will meet for Bible study Tuesday, April 12, at 1:00 p.m. in Center 402, and at 2:00 p.m. Friday, April 23.

ACTIVITIES

Circle 'K' Club

The Circle "K" Club will observe National Drug Week by meeting daily at noon this week

to hear speakers and see films on the drug problems. Thursday's meeting will be held in Adm. 103. All others will be in Adm. 202. Wednesday's session will present two films.

Circle "K" members are also invited to attend a no-host luncheon Tuesday, April 27, at 11:00 a.m. in Center 124. Dr. John Gaines of the University of Oregon International Relations Dept. will speak on the relationship between the U. S. and Canada.

Theater

"John Brown's Body" will play in the Forum Theatre at 8:00 p.m. Friday and Saturday, April 23 and 24.

Lecture on divorce

"Legal Aspects of Divorce," a lecture-discussion which is part of the Family Life Discussion Series, will be presented Thursday, April 22, at 7:00 p.m. in Apprenticeship 223.

Lane Community College TORCH

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by Rick Mitz

Vacation gaps

We hear much discussion about how it is everything from drugs, the Revolution, the Movement to rotten dorm food that binds students together.

Not true. There is one thing that binds all students all over the country---all over the world---together.

Their parents.

There usually are two of them per student. Some students have more, or less; but usually each student is blessed with two. And it's not easy for us to forget them.

They help us select a college. "I don't like it, Al," your mother caws to your father.

"Don't like what, Esther?"

"This college---this Harvard---place. What kind of school is that for a nice boy like Our Marvin---so far away from home?"

They even give us the application fee money. They give us money to go away to school with. They pack our clothes carefully, underwear and socks on the bottom, shirts and suits in the middle, and a gas mask on the top (I mean, they read Newsweek, they know), your mother muttering God Forbid as she closes the mammoth trunk shut.

And finally we're gone---supposedly basking in educational bliss, miles away from home. Yes. We're gone. But they're still there.

The first letter comes a day after you've arrived, taped to the outside of a large package. "Dear Son, Enclosed with this letter is a year's supply of vitamins so that you shouldn't get a deficiency." And the letters are always signed Your Mother so you shouldn't think it's someone else's mother who's sending you vitamins.

For the first few weeks of college, the letters arrive daily at the dorm. Then the phone calls start coming.

"Hello, Marvin? This is your mother."

"Oh, hi, Ma."

"Don't 'Hi, Ma' me. Marvin, do you know how much this phone call is costing me?"

"Ma, you didn't have to---"

"Marvin, I know what's going on. I know. I saw the 6 O'Clock news tonight. I saw you sitting in the president's office with that bunch of roughnecks. I saw you smoking his cigarettes and drinking his sherry."

"Ma---"

"Marvin, I saw. I saw it all."

"But, Ma---"

"Marvin, I want you to know---and I don't want you to feel the least bit guilty---but you've let your father and I down terribly---"

"Ma!"

"I didn't know. I didn't know. This is why we sent you away to that fancy-shmancy \$4,000 a year college? We never thought you'd be up to anything like this."

"Ma, I---"

"Marvin. You promised. And you've let us down. Your father and I are very disappointed that you're, that you're---"

"That I'm what, Ma?"

"That you're smoking cigarettes and drinking sherry. You promised you wouldn't, Marvin."

"But, Ma, I---"

"So listen, Star. You looked very nice on the TV. Maybe you should go into the television

field..."

"Ma."

"So who was that girl you were with? You never told your mother about her..."

And on and on it goes, your Mother, having only your best interests at heart. Of course.

And then there's that evening you call home "just to talk" and your mother's out and you attempt to talk to your father and mention that you're changing your major.

"Dad?"

"Yes, Son." (He calls you Son so that you shouldn't forget.)

"I'm changing my major from Pre-Med to Humanities."

"To Humanities?"

"Yeah."

"What are you going to do---open up a Humanities store?"

But worse than the letters, worse than the phone calls, are the Vacations. There usually are three or four a year. You come back home exhausted from cramming hard after week-long exams, tired from having led such a staunch, clean-cut, moral college life, wiped out from those post-finals parties. You return home looking tired and worn out, ready to go back to your old room and faint.

As you walk in the door, your mother pulls out an old copy of the National Observer.

"See, Al," she says to your father. "I was right."

Your father tucks in his undershirt and takes a deep breath.

"What's all this about?" you ask weakly.

"Marvin, your eyes are blood-shot," your mother says.

"I haven't slept much---exams."

"And I detect a drastic change in your personality."

"Mom---I'm exhausted."

"And you've lost weight," she says, reading from the paper as she nods and sighs. "And you're wearing a long-sleeved shirt. I knew it."

"Mom, it's ten below out."

"I knew it. Al, I knew it. I was right all along. The boy," she says, ignoring you, turning to your father, "is On Drugs. Any minute, the narcotics men will be here to take you away, to ruin all the pleasure of our vacation with you..."

Student protests really have nothing to do with the college campus. Student protests are what take place when college students come home for vacation.

Mothers and daughters often have a hard time during that first college vacation home. Thanksgiving. With the mother giving thanks that her daughter isn't pregnant; the daughter giving thanks that she can go back to school in two days.

But suspicions arise. As the daughter unpacks, her mother looks carefully over her shoulder.

After a few hours home, the mother beckons her daughter into her bedroom, where she is laid out, suffering, on her carefully-made bed.

"Marjorie?"

"Yes, Mom?"

"I'd like to talk to you. I think your father and I have been very receptive to your desires. We've given in to your whole etymology schtick---"

"Ecology, Mom."

"Yes. Well, we've been very nice. We've stopped using colored toilet paper while you've been home---and, God Knows, it's ruining my whole color scheme in the bathroom. But that's oka. If that's what makes you happy. And Dad's been saving his shirt cardboards and this morning I used them to drain the bacon. We don't usually eat bacon, but you said it was for astrology--"

"Yes. So we did it for you. But there's something I want to know, Marjorie. I saw a copy of your campus newspaper in your room, And I couldn't help picking it up and reading it---God Knows you never tell us what's going on at that school we're paying a fortune to---"

"Mom, I've told you not to go through my room."

"Well, what I want to know is this: who is this roughneck student boy president on the front page shouting about tearing down the walls and revolution? Tell me, what kind of boy is this president of your student body?"

"Beats me, Mom. I don't know him."

"What? So why don't you know the president of your own student body? It would hurt? How do you expect to get anywhere?"

And a few hours later...

"Marjorie, I wish to talk with you about the problems of pregnancy in today's collegiate society."

"Oh, Mom."

"Listen, Marjorie. Your father and I have your best interests at heart. You've been in college exactly 68 days now and I just want to warn you---to tell you---how much it would disgrace your father and I if you were to become pregnant out of wedlock. Now I don't want you to feel bad, but it would give him a heart attack."

"Oh, you don't have to worry, Mom. I'm being careful."

"Careful!!! Marjorie---your father will have a heart attack when he hears this. How could you disgrace us...?"

But parents try. As Marvin is about to leave his home and return to college, lugging his water pipe, wearing a sweatshirt with a clenched fist printed on it, his mother is still wondering about those long-sleeved shirts.

And, as Marvin walks out of the house, his parents call after him.

"Um, Right On, Marvin, and we'll write back," his mother cries.

"Get those grades Up Against The Wall, Son."

"Have a Groovy semester, Sweetie."

"Don't get, ah, Freaked In by all the hard work."

"And, Marvin," his mother shrieks. Marvin stops in his tracks.

"Marvin, don't forget..."

Marvin smiles, clutches his umbilical cord, and mutters something to himself about The Cat's Meow. And then he goes off to college.

LCC parking fee discussed

Most people would admit that parking has become a problem at LCC. Several possible solutions have been suggested---among them the institution of a parking fee.

The suggested fee, discussed at a recent meeting of the College Cabinet, would be \$7.50 for staff and administration and \$5.00 for students.

Any such fee would need approval of the Board of Education before being instituted.

The idea behind the proposed fee is to encourage the sharing of rides and also to get students and staff to use the bus facilities available. People outside the Eugene area would be exempt from the proposal because transportation can be a problem for country dwellers.

Marston Morgan, Director of Institutional Research at LCC, estimates the proposed fees, if adopted, would bring about \$25,000 per quarter from students alone. The revenue would be put into the school's general fund, and part of it would be used to improve bus service now being used.


Morgan said summer sessions might be exempt from the fees since the parking problem is not as bad during summer months as during the school year.

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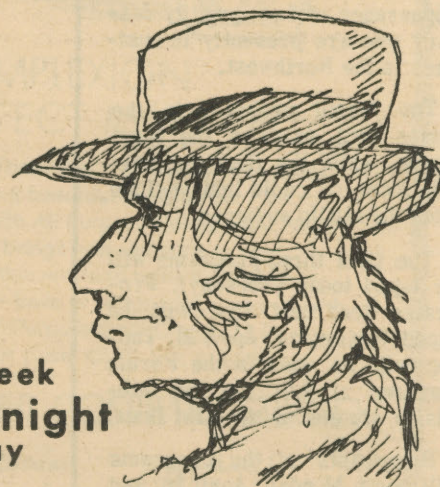
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Letters to the Editor

Can Blacks speak for Blacks?

After much debate and deliberation with myself over the article in the Torch last week titled "The Minority student: part II," I feel that the time has come to speak out as an individual. Let me make this very clear from the beginning - I speak only for myself.

From the very first line of Mr. Barbarossa's article I began to see red. As if Blacks haven't been bagged enough by everyone who has a hand-shaking acquaintance with a black person, to the ever present spanish American Authority, who has become an expert on where black radicals come from. No doubt if many black radicals had had the opportunity or choice to have come from a middle-class family, he might not have become a black radical.

The next paragraph states that the demands for black Education (whatever kind of education that is) has been led by noncredentialed blacks. As a noncredentialed black, I was under the impression black students wanted a better education, period - but also one which took into consideration the black population, thus the black point of view. And as far as having a black view point is concerned, I wonder if we aren't more concerned about the white point of view and perhaps now the point of view of Mr. Barbarossa.

If the students or staff of the black studies program have anything to say about the Black Studies program, I believe there are students and staff as well who are capable of stating their views - and to the proper authority.

If a minority faculty member were guilty of co-opting as trying to follow the white faculty, who would be in a better position to determine this? The black student or Mr. Barbarossa?

I can't image any black student trying to give the Mexican-American point of view, which leads me to wonder why Mr. Bar-

barossa would attempt such a feat as trying to give the black point of voice without the aid of some Black person. Why not write a column about minorities under the byline of three minorities? At least then we know that the opinions given were from persons with that particular kind of minority experience. But I resent Mr. Barbarossa's trying to speak for me when in most states in the U.S. he has been legally declared as belonging to the white race. At least he has some option in a tight situation. But I am labeled and I have none.

People have studied or written about black people for many reasons often for money or some other gain. If Mr. Barbarossa is trying to become an authority on black people I would suggest some other field of endeavor. There is enough confusion and misunderstanding about black people now. One more uninformed authority can only add to the confusion.

Jonathan West
Counselor

Vietnam panel

I would like to send my thanks for the information I received from the panel of the Viet Nam Information Committee.

The meeting was very enlightening and the panel was very informative (when the time was allowed them).

I do believe this is a great panel and that if you want information on Viet Nam, participate and direct your questions to the panel. These men have been there and they should know what it is all about.

If you have gripes or other views, please do not bring them before this Viet Nam Information Panel.

Ron Davis

International Club

To the Editor

Interested students at Lane Community College have organized an International Club, and we would like to have you

join. The Club is composed of both American and International students. We meet every Tuesday at 12:00 in the Center Building (Room 223). Dues are \$1.00.

Some reasons for organizing this club were: 1) To promote international understanding, 2) To increase opportunities for education about this and other countries, 3) To provide activities which will encourage social interaction. We hope to fulfill these goals and we need your help to accomplish them. During spring term we plan to sponsor an International week, a trip to the beach and other activities. Each Thursday we will sponsor an International Table in the cafeteria. Won't you join us and add your comments?

The offices are Godwyn Smith, President (Guyana); Kathy Wartmann, Vice-President (Switzerland); Sheryl Wade, Secretary-Treasurer (USA); Adviser, Mrs. Parent.

Please help support this new organization by attending the meetings and helping with the activities. It was organized to help YOU!

Be seeing you,

Godwyn Smith
Kathy Wartmann
Sheryl Wade

'Justice' questioned

To the Editor

On Tuesday, April 13, I was scheduled for trial concerning a traffic ticket received last October while on the way to the hospital for treatment for an asthmatic attack.

I was denied an attorney to be appointed by the court, then lost my right to a jury trial because I misunderstood the letter sent out by the court. It made no difference whether I understood or not - I received it too late but didn't know procedure to rectify this. Further, I did not wish to be tried by the judge because he already knew of the case and he also knew I would appeal HIS decision.

This same day I went to see my doctor and found I had bronchitis. My wife then called the court and asked advice, then did what they told her. The court's advice turned out wrong; they forfeited my bail and the court specifically forbade me the right to appeal.

This only proved to me my suspicion that the judge was biased, that the court only wanted my money - not justice, and that an attorney is not provided to people of small amounts of bail to prevent them from obtaining justice, following court procedure, or saving their money on traffic records from loss just because of an ignorance of what to do.

The city can have an attorney and I have to outsmart some who has been educated to "know the ropes."

I wonder how many people have been railroaded into losing their money because of ignorance or not wanting to lose time off work or school.

All I want is justice.

A.M. Faulhaber

Physical exam policy

To the editor:

In reference to your article in the April 13 TORCH regarding physical examination policies, I would like to stress a couple of additional points that I think might reduce some of the confusion as far as the physical examination requirement for Fall Term, 1971.

1. The article states, "Students needing physical examinations to complete their entrance requirements will be those involved in the following programs:

Flight Technology, Paradental/Paramedical, Physical Education and Intercollegiate Athletics." The point that I would like to emphasize is that all students taking physical education activity courses such as Golf, Folk Dance, Archery, Badminton, etc. will also have to have a physical on file with the College Health Services before they will be allowed to take part in those activities.

2. I think students should know that in order to pick up their Fall Term registration packet they will have to provide proof of the TB test at that time.

Robert Marshall
Director of Admissions



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KLCC to feature series on drugs

A five-part symposium on the local drug issue will be featured by KLCC, Lane's FM radio station, during the week of April 26.

The symposium, presented in cooperation with LCC, LCC-TV News and the White Bird Clinic, will be composed of five one-hour radio and television programs. The programs will feature a four-man core panel, and numerous guest panelists.

The first program will place the local drug issue in perspective, defining people, places, and things. The second program will examine each drug's medical ramifications. Program number three will feature a discussion with ex-drug dealers, and will include an anonymous, taped appearance of two quantity dealers who are presently in business in the Northwest.

The fourth program in the series will examine the legal issues, while the final program will focus on cadid impressions from the studio audience.

The first three programs will be taped today (Tuesday). Programs four and five will be taped Wednesday, April 21. Taping will be done in the Forum Building at LCC in the television studios on the first floor.

Broadcasts of the programs will begin Monday, April 26, and be heard on KLCC-FM at 9:00

a.m. and 7:00 p.m. each day that week.

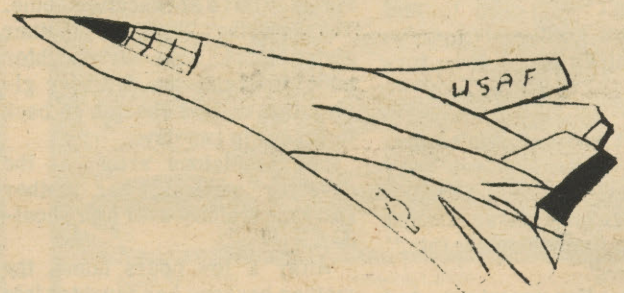
KLCC Program Director Tom Lichty said copies of the audio track will be available to local broadcasters after the first of May. He has already received requests from two local stations for such copies. Arrangements are still in progress for video dubbings.

KLCC operates at 90.3 on the FM dial.

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Final theatre production opens April 23 at LCC

by Jon Haterius

"The war has cost about 1,000,000 killed and wounded. During the war a U. S. President was assassinated!"

Vietnam?

No!

"John Brown's Body," LCC's last theatre production of this year, deals with the Civil War rather than Vietnam. The Steven Vincent Benet play, which opens April 23, features three actors and a chorus of twenty that tell by way of narrative and song of the irony, cruelty, and trauma of one of the world's greatest struggles.

Ed Ragozzino, Priscilla Lauris, and Peter Simpson (who plays Abraham Lincoln) serve as commentators and witnesses as they tell of the confrontation in our nation's most costly war. Historians have estimated the Civil War cost more than 15 billion dollars.

This epic is directed by George Lauris, who directed "We Bombed in New Haven" Fall Term. LCC's production of the

play, viewed in rehearsal earlier this week, is the most MOVING theatre production staged this year. Lauris has used the three actors, lighting and rustic board and plank backdrop set to advantage. The music, no small part of the production, provides background as the central characters give running narrative in the present tense of the war's unfolding and climax.

The twenty-voice choir is excellent, and is a large asset to this narrative "documentary."

For history buffs, or theatre patrons, this final production is a MUST. Do not expect a carnival or side-show, with exotic dancers. There are not really that many laughs. War is never very funny.

The show opens at 8:00 p.m. April 23, and will play April 24, 28, 29, and 30, and May 1 in the Forum Theatre. All tickets are reserved.

Information and tickets may be obtained at the Information Desk in the Administration Building, or by phoning 747-4501, ext. 310.



Dental clinic redecorated



Figurines of animals parade across the once sterile walls; mosaic patterns have replaced the drab bulletin boards; and the X-ray machine has developed a cross-eyed stare.

Children who panic at the thought—or sight—of a dentist's drill will have these pleasant distractions at eye level in LCC's newly redecorated Dental Hygiene Clinic.

Changes in decor in the X-ray room and parts of the clinic were the result of a project in sociology undertaken last term by dental hygiene students Brenda Smith, Molly McCauley and Debbie Dexter. The project was designed to test the effect of the environment on children visiting the clinic. Redecoration was completed after approval by Mrs. Becky Armstrong, head of the dental clinic, and Dr. John Dickson, head of the LCC Parodontal Department.

Patient response to a questionnaire designed by the students indicate the kids like the new environment, and even the "big people" who don't mind a trip to the chair appreciate the new decor.

ZPG slates

Earth Day sessions

As part of Earth Day activities Thursday, April 22, Lane's chapter of Zero Population Growth (ZPG) will sponsor a series of films, speakers, and rap sessions on family planning.

Discussions will focus on topics such as contraceptives and the need for family planning. Registered nurses who have worked in the field of family planning will be available to answer questions.

The group will meet from 11:00 a.m. to 12:00 noon, and from 1:00 p.m. to 4:00 p.m. in Business 207.

The meetings are open to the public, which is invited to join the discussion.

Veterans benefits increase with changes in dependents

Veterans in training under the G.I. Bill are entitled to more money when they get married or have children.

For example, a full-time student in school will have his \$175 a month increased to \$205 when he gets married and to \$230 if he becomes a father.

Veterans taking cooperative, apprenticeship, on-the-job or farm cooperative training also have their Veterans Administration payments increased when they get married and have children. Apprenticeship and on-the-job trainees get additional payments for only two dependents, while others get them for all dependents.

Previously, veterans could be paid the additional amounts only from the date they notified the VA of their new dependent. Under legislation effective Dec. 24, 1970, however, students have one year from the event to present the marriage license or birth certificate to the VA.

Since the new law is not retroactive, veteran students who

were married or had a child before Dec. 24, 1970, and failed to notify the VA, can be paid only from that date.

Veterans who are eligible for increased payments are urged to contact their local VA office.

Buy Back is closed

until June 1

Our Spring Term book needs are now supplied and we have no need of further purchases at this time.

The used-book dealers to whom we sell discontinued titles are now revising their buying prices, making for an unstable market during the next few weeks.

By June 1 we plan to have information on the books needed for summer school and the 1971-72 school year. We will then be in a position to offer a buying service again.

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Letters to the Editor

Cherrie McMurray

To the Editor:

Ever since Lane Community College was moved to this campus, there were serious financial problems concerning student money. In fact, during the school year 1969-1970, this student body has gone through four treasurers. Last year, the 2nd Vice-President had to assume the duties of the treasurer, as a result of the elected treasurer resigning. The reason Lane has had so much problem keeping treasurers was that the previous treasurers had not kept legible books.

When Cherrie McMurray was

appointed, she promised to execute the treasurers office to the best of her ability. After she took a good look at the previous years books, she had second thoughts about staying in office. But she remembered her promise to the students, and she sat down and worked hours and hours on those books. When she was done, those books were an accountants dream. They still are. In fact, Cherrie has made those books available to anyone who cares to take a look, and she challenges anyone to find an error in her work.

They say you should judge a person on past experience, Cherrie gets an "A" plus.

Cherrie has done a fantastic job. She is now seeking re-election for treasurer of Lane Community College. So when you go and vote Wednesday (tomorrow) put an "X" in the box next to Cherrie McMurray. And when you do, you'll be helping yourself more than Cherrie, because whenever an outsider or a Lane student takes a look at the Senate Treasurer's books, they will be awfully proud of Lane for electing such a competent and capable Treasurer.

Rick Krumdieck

Suzanne McGill

To the Editor:

The LCC Vietnam Information

Committee wishes to announce its support for the candidacy of Suzanne McGill.

We feel that the ideals expressed by Miss McGill are in keeping with our ideals.

This announcement is necessitated by conflicting statements and rumors regarding involvement with, and support for, the other candidates.

Tony Rogers
VNIC

The "political game"

To the Editor:

Why is it, when this time of year rolls around, there are a few people who feel it necessary to play "the political game." You know the ones—"I promise this" or "I promise that"? Did you ever stop and think about how many of the candidates, when asked something, answered: "I can't do that" or "I don't know that, but" and then put you in touch with the person who can help you? There are very few candidates like that.

"The political game" is one of the cruelest forces that our society is faced with today. Candidates talk of changing politics to be more representative of the people. To me, this is just another political play for the voters that is an attempt to hoax them into believing that the candidate can change the political structure, and that they care about the voter. Bull!

The people that are truly concerned, are people who try before elections. To try, it follows that there will be mistakes and failures. Beware of those people who would lead you to believe there are no mistakes or failures in their past; they are either lying or have never tried.

Today, unfortunately, some people feel that in order to be "successful politicians," it is necessary to see how many people they can use with the least amount of noise. I personally find this distasteful.

The candidates that are running for student body offices here at Lane are supposedly well-qualified for their respective positions. Are they really? What experience do they have? Have

they been connected with Student Senate before? Do they know what is happening on campus? Do they know enough parliamentary procedure to carry on meetings? When about 90% of its members don't know these things, or can't answer these things, you and student government are in trouble, because you are being used as stepping stones.

This is your future—play with it as you like.

Bill McMurray
A Student

April 22nd

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TITAN DENNIS HILLIARD BREAKS THE TAPE breaking the previous record for the two-mile relay. Hilliard was anchor man for the team of

Hilliard, Pickett, Isley and Van Camp. Lane placed fourth among eight teams competing in the Mt. Hood Relays April 17. (See story, page 7) (Photo by Bill Hirling)

SPORTS BRIEFS

Baseball

There were no baseball games last week due to Oregon's famous unpredictable weather.

The team should be well rested for action this week when they take on the Oregon College of Education jvs on Thursday, April 22, in Monmouth at 3:00 p.m., and Linn-Benton Community College in a double-header at Hamlin Field at 1:00 p.m. Saturday, April 24.

The five day forecast? Cloudy with periods of rain.

Women's tennis

The LCC women's tennis team defeated the University of Oregon j.v.'s 4-1 Monday, April 12.

Singles winners for Lane were: Kathy Haines over Sylvia Sandoz - 6-2, 6-1; Karen Barrong over Lindalee Davis - 6-3, 6-2.

The only Lane loss was credited to Rosemary Taylor, who was defeated by U of O players Molly Madden - 9-7, 11-9.

In doubles, Jan Peterson and Francie Behm (LCC) teamed up to defeat Oregon's B. Crawford and J. Bassett, 6-4, 6-4, and Sera Deathrage and Janet Wooten (LCC) defeated C. Towne and M. Hessel of the U of O, 7-5, 9-7.

Bad weather caused other matches to be cancelled.

The LCC women are scheduled to host a match with Clark College Tuesday, April 20.

Intramurals

Two more intramural tournaments are getting underway next week and meetings are scheduled this Thursday, April 22, for the participants. Both meetings will be held in the conference room of the Health and Physical Education building.

At 1:00 p.m. there will be a badminton meeting, followed at 1:30 by a volleyball meeting.

The meetings will cover times, schedules, and rules for the two events.

Women's intramurals

Soft Ball

Women's intramural softball begins soon. Any full or part-time students interested in play-

ing softball should sign up in the women's locker room or in the Intramural Office.

If there is enough interest, teams will be formed and tournaments played. Individuals and teams are welcome to participate. Games will be played at 4:00 p.m. weekly or at times convenient for the teams.

Tennis

With the coming of good weather, it's time to get rackets and head for the tennis courts. The intramural office is organizing a tournament for women. Both singles and doubles play will be offered.

Sign up sheets are located in the women's locker room and the Intramural Office.



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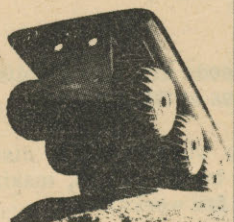
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Women's track team sets 9 records in close win

by Louise Stucky

The LCC Women's Track Team emerged victorious in a close contest held at Lane Tuesday, April 13.

LCC won the meet with 42 points. The University of Oregon was a close second with 40 points, and Oregon State and OCE tied for third place with

35 points each.

In addition to winning the meet, several of the team members broke LCC records set at the first meet of the season. Out of fourteen events, the Lane women set new records in nine departments.

Karen Wicklund made new records by placing third in the long jump with a jump of 15' 5", and first in the high jump with a leap of 4' 11".

Beth Smith set two new records also. She placed first in the discus with a toss of 137' 5.5" and second in the javelin by throwing the spear 128' 9".

Patty Howard placed third in

the 440 yd. run with a time of 1:14.4.

New records were also set by the 440 and 880 medley relay teams which won third place in both events. Members of the 440 relay team are Peggy Bartholomew, Karen Wicklund, Louise Stucky, and Marsha Rea; their time was 54.4. The 880 medley team consists of Patty Howard, Louise Stucky, Beth Smith, and Karen Wicklund, their time was 2:08.1.

Setting a new record in the 200-meter hurdles was Peggy Bartholomew, placing fourth with a time of 33.8.

Marsha Rea finished fourth in the high jump with a 4'8"

effort and second in the 100-meter dash with a time of 12.1.

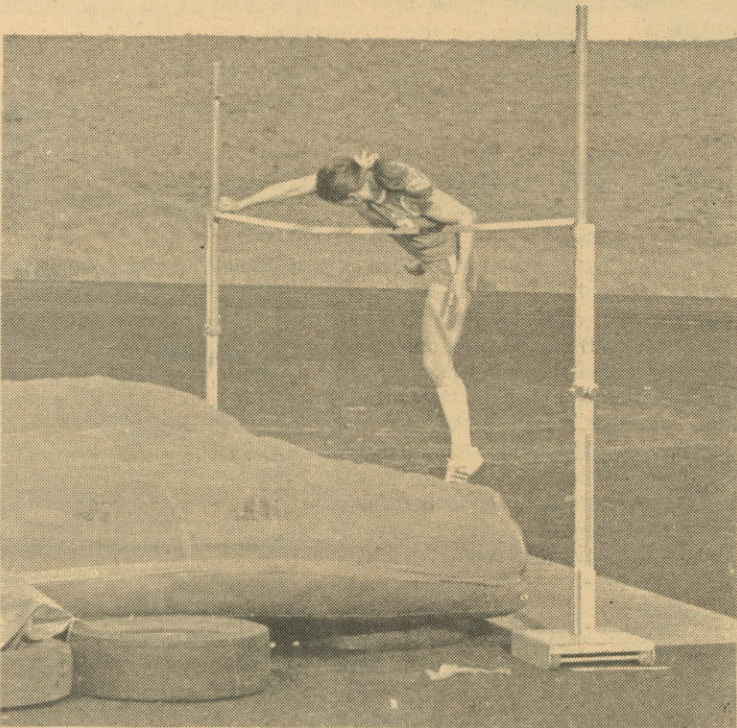
Beth Smith captured first place in the shot put with a respectable put of 41' 11.5". Other efforts in the shot put were by Lorraine Hein, who was second (36' 2.5") and Kris Havercroft, fourth (29' 4").

Peggy Bartholomew finished fourth in the 100-meter hurdles, timed at 18.0.

Louise Stucky took fourth in the 880 with a time of 2:49.

Kris Havercroft was fourth in the 440 with a time of 1:15.6.

Lane's women will travel to Oregon College of Education Thursday, April 22,



KAREN WICKLUND clears 4' 11" in the high jump to take first place and break the LCC women's record. She was instrumental in Lane's close victory over the U of O and OCE April 13.

(Photo by Bill Hirning)



Athletics vs. politics

by Bill Hirning
Sports Editor

A form of verbal combat exists between the LCC Athletic Department and the LCC student government over money.

Since the athletic program depends largely upon the generosity of the student government, it is only plausible that the student government be the first attacked when the money seems to get too tight, and the athletes begin suffering from lack of funds.

Athletics provides more than one function on any college campus. It provides activities for participants, granted, but along with the athletes, the school benefits also. A well-rounded, good athletic program offers entertainment at a small cost (no cost at Lane) for the students. Many students go to a good basketball game, baseball game, tennis match or other athletic competition not for the "old fashioned" "school spirit" cliché, but for the sheer enjoyment of the game.

College athletics serve another function, that of public relations with the community. With the trouble college campuses are going through politically, one faction of college life is acting

as a buffer between college relations and community "backlash." College sports.

It is hard for a man to become angry at his old school when they are whipping their cross-state rivals 25 to 6 in a Saturday televised football game. It is equally hard to align an athletic program politically.

There are students at Lane who would stop all student financial support to the athletic program. Regretfully enough, some are in a position to control the student money. These students would abort your athletic program.

Who is to blame for the financial situation of athletics at LCC? I cannot in good conscience place all the blame on the Student Senate, although they are largely at fault.

Blame should be placed on the students who are athletes and the students who feel nothing can be done about the situation. Something can be done.

Athletes and interested students, arise! Ascend upon the student government. Demand they support the athletic program! Demonstrate, petition, get support from the student body or organize against the student government if necessary, but do something to let the "money spenders" know what you want done with "your" money.

The athletic department is handicapped, because of the "credibility" gap that exists between most administrators and student governments, and cannot work alone with the Senate. If the students of LCC want a good athletic program they must work for it and against some student leaders if necessary. However if you want nothing but a second rate program, do nothing.

The ball is in your hands, don't drop it.

Lane shatters record in two-mile relay

by J. Allgood

The foursome of Ron Pickett, Larry Isley, Dan Van Camp and Dennis Hilliard shattered the two-mile relay meet record as LCC raced to a blazing 7:46.1 in the annual Mt. Hood Relays held April 17 at Portland.

The Oregon State JV team won the nine-club trackfest by amassing 101.5 points. Host Mt. Hood was second with 99.5, followed by Portland Track Club, 86; Lane 75.5; Umpqua, 39; Southeastern Oregon, 18; Central Oregon, 17.5; Northern Idaho J.C., 16; and Byub Track Club, 8.

The two-mile relay team broke the record held by Staters Track Club of 7:53 which was set last year. Pickett started out the first half mile by racing to a 1:58.1, followed up by Isley's 1:57.5. Van Camp ran the third leg in a blustering 1:53.1 as Dennis Hilliard capped it off with a fine 1:57 effort for the Titans' only first place finish.

Three other records were set as Les Tipton, of the Portland Track Club broke Don Van Arnum's record in the Javelin by tossing the spear 236'-4 1/2". Van Arnum a former LCC athlete, set his record of 197'-10" last year.

Rick Taylor of Mt. Hood set a new mark in the pole vault as he sailed over the bar at 15'0", breaking Curt Nettle's effort of 13'6" in 1969. Nettle is also from Mt. Hood. Blain Pomeroy of Mt. Hood and Ray Shop-taw of LCC also sailed over the old mark by getting leaps of 14'6" and 14'0" respectfully.

Mt. Hood's 440-relay combination of Dick Krohn, Tom Golke, Robert Bates, and Bob Peterson blazed to a 42.4 clocking, followed closely by LCC which ran the event in a swift 42.6, a new school record for the Titans. The old record for LCC was 42.9, set last year. Mt. Hood previously held the record earlier with a 43.0 time set in 1969.

Mt. Hood's Tom Golke had an outstanding leap of 22'5 1/2" in the long jump as he won the event by a half inch over Dale Groshong, who represented the OSU JV's.

Portland Track Club captured the mile relay as they ran the four-lap affair in 3:23.7. Lane placed third with a time of 3:28.9 but in the process broke their school record of 3:30.

Tim Bishop of LCC placed second in the 120-yard high hurdles as the former Churchill high ace skimmed over the barriers in 15:3, just one-tenth of a second behind OSU's Doug Synder's time of 15:2. Bishop also placed third in the triple jump with a combined leap of 42'-3".

Lynn Henkel of LCC placed third in the high jump with a leap of 5'10", and was the only other Titan who finished in the top three.

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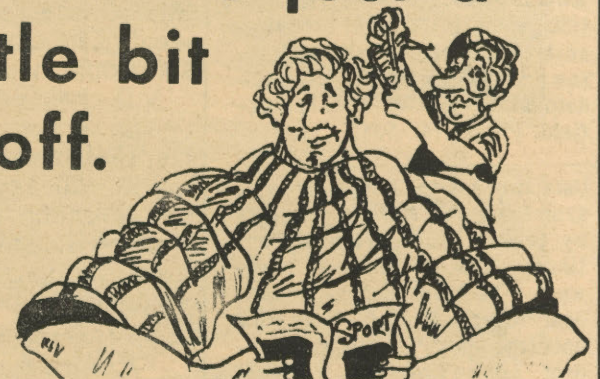
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Titan cagers best in nation

The Titan basketball team, coached by Irv Roth, had the top field-goal percentage among teams in the National Junior College Athletic Association, the NHCAA announced last week.

The Titans made 865 of 1,543 shots for a shooting average of 56 per cent . . . tops in the nation.

Student Senate Minutes — April 15, 1971

(EDITOR'S NOTE: These minutes are unofficial until adopted by the Student Senate at its next regularly scheduled meeting.)

The meeting was called to order at 1:35 p.m. in the Board Room by President Warren Coverdell on April 15, 1971.

Senate Officers present: Warren Coverdell, Cherrie McMurray, Mark Parrish. Senators present: Larry Hofmann, Bill Nelson, Debbie Ulrich, John Douglass, James Henning, Dan Rosen, Paul Christensen, Omar Barbarossa, Mel Wood, Roberto Loreda, John Purkey. Club Representatives present: Cheryl Burgess, Doug Strong, John Mills, Joe Armas, Loren Rictor. Advisors present: Mrs. Betty Ekstrom. Excused Members:

Bruce Nelson.

Graduation Committee

Mr. Ron Davis, Committee Chairman, requested that Senators James Smith and Omar Barbarossa be removed from the committee. Because of other priorities the Senators have not been able to attend committee meetings.

Senators Smith and Barbarossa were removed from the committee and their positions were filled by Senators Hofmann and Wood.

Mr. Davis reported that the committee was progressing very well and that another report would be submitted to the Senate at the next meeting.

Mrs. Betty Ekstrom, Student Activities Director, commended the committee for the effort and work they have put forth.

Elections

The vote-o-matic machine

will not be used for the Student Body elections. Because of the cost of computer time (\$200-300), the Board of Tellers decided against using the county's machines.

Chicano Student Union

Senator Robert Loreda presented the constitution of the Chicano Student Union for charter. Treasurer Cherrie McMurray moved to adopt the constitution and charter the C.S.U. The motion was seconded.

Publicity Director Mark Parrish called for the question on all pending matters. The motion was seconded and carried by a voice vote.

The main motion was carried unanimously by a voice vote.

Iron Butterfly Concert

The Iron Butterfly concert has been confirmed but not contracted.

Because the tuition increase will cause some students great difficulty in continuing their education, the Senate has set a goal for \$6000 in additional revenue (to be acquired through the sponsorship of concerts) to be put into a Senate scholarship fund for needy students.

School Aide Program

Senator Bill Nelson moved to adopt the constitution of the School Aide Program and grant them a Lane Community College charter. The motion was seconded and unanimously passed by a voice vote.

Committee for Mention

The Committee to Support Bob Mention for re-election to the Board of Education of Lane Community College requested that \$500 be allotted to Mr. Mention's political campaign. Mr. Mention is a student-oriented member of the Board and he is running for re-election to the Senator-at-Large position.

It was the consensus of the Senate that student body funds should not be used to support a political campaign; however, the students could express their concern and support through individual contributions and campaign help.

Senator Mel Wood moved to form a committee to support Mention and solicit funds to help him retain his Board of Education position. The motion was seconded and carried by a voice

vote.

Adviser's report

Mrs. Ekstrom reported that: 1. club charters should be reviewed and the inactive charters pulled;

2. trip reports for those driving to Bend should be submitted to the Student Activities Office; and

3. the Chess Club of LCC has been billed \$32.90 for damages occurred during the ACUI Chess Tournament held at the University of Idaho, Moscow, Idaho. The Chess Club denies any responsibility for damages and they have, along with Student Activities Director Betty Ekstrom, sent a letter stating that fact and that they will not accept the responsibility of payment for said damages.

Publicity Director Parrish moved to support the Chess Club's statement and send a cover

letter to that effect, along with the other replies. The motion was seconded and unanimously carried by a voice vote.

The Senate financial policy will be presented at the next Senate meeting.

Closed session

The meeting was recessed at 2:58 to allow the Senate to go into closed session.

The meeting was adjourned at 4:00 p.m.

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JOB PLACEMENT

TO INQUIRE ABOUT JOBS, contact the LCC Placement Office, 747-4501, ext. 227.

PART TIME/MALE: Young man for car wash. Hours: Around student hours. Pay: Varies.

PART TIME/FEMALE: Waitress needed. Must be over 21 years of age and some experience. Hours: Friday, Sat. and Sunday. Pay: \$1.50 hr.

PART TIME/MALE: Young man for bussing. Hours: 11 a.m. to 2 p.m. Pay: To be discussed.

PART TIME/FEMALE: Young lady for housework. Will work around student hours. Pay: Open.

PART TIME/FEMALE: Young lady for waitress work. Hours: 11 a.m. to 2 p.m. Pay: To be discussed.

PART TIME/MALE: Young man with keyboard background. Ages 21 years to 30 years of age. Sales job. Hours: To suit student. Pay: Salary plus commission.

PART TIME/MALE: Young man for filling station work. Must have experience. Pay: Will discuss. Hours: Around student.

CLASSIFIED

FOR SALE: 1955 GMC Pickup, 4-speed with canopy. See at 1380 Acorn Park, Eugene, or call 344-4632 anytime.

RALLYE DAY — U.S.A. April 25. Registration 12:30 p.m. First car out 1:30 p.m. South Eugene High East Parking Lot. \$3.00 per car. All cars welcome. Questions, call 344-0435 evenings.

HELP WANTED: Can you work 9 a.m. to 1 p.m. - 4 p.m. to 8 p.m. 5 p.m. to 9 p.m. Mon. - Thurs. 9 a.m. to 2 p.m. on Saturday. Will pay \$1.75/hr. to start. Phone 686-8160 anytime.

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LEGALIZED gambling in Oregon. Assistance for persons over age 60. For information write: Bud Nixon, Oregon Association for Legalized Gambling, P.O. Box 2305, Eugene, Oregon.

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FOR SALE: OPEN 1-4 p.m. SATURDAY. This lovely 3 bedroom home built by Rustic Construction Co. can be yours with little down. Carpeted, beautiful cabinets. 805 Evergreen, Creswell. FHA, Possible 235 if you qualify. CALL: K. Palowski, 895-4214, evenings. JAMES HEMINGWAY, INC. REALTOR.

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CANDIDATES' FORUM

Section B

Lane Community College TORCH

April 20, 1971

TORCH recommends Coverdell

Selection of effective student officers is a process requiring lengthy deliberation.

After conducting extensive interviews (reprinted in this section) with the three presidential candidates—Warren Coverdell, Omar Barbarossa and Suzanne McGill (write-in candidate)—and after considerable evaluation of those interviews and the candidates' past performance, the TORCH recommends the re-election of Warren Coverdell as ASLCC President.

This recommendation is based primarily on two major factors: 1) experience, and 2) more important, each candidate's attitude and approach to the office of the presidency.

The most realistic choice lies between Coverdell and Barbarossa. The TORCH would not recommend Miss McGill. She has very little experience in positions of leadership, which in itself might be no handicap were her program better developed. She has no organized proposals to suggest, and many of those she advances are recent thoughts still in the stage of "being discussed."

Miss McGill's primary qualification, she notes, is concern. However, concern characterizes all three candidates, and concern in itself does not guarantee effectiveness. Her concern is primarily directed toward improving communication with the Board and with the public. Yet even in this area, she offers only an undiscloseable method, apparently available only to her. True improvement in communication, if it is to benefit the school and the students, must be open and available to all rather than based on private arrangement.

Perhaps Miss McGill's primary handicap is that she lacks the necessary air of authority the position of ASLCC President demands. She seems reticent and withdrawn. She is reluctant to take a definite stand on a controversial issue, and is evasive or uncertain in many areas. She expresses unwillingness to criticize publicly in any way actions of the Board or administration, even should she disagree with them. It is doubtful that Miss McGill could effectively deal with problems arising in the Student Senate, during Board deliberations, or in dealings with other segments of the college community. It would appear that in any situation in which there was conflict, students' interests would not be well represented.

In recommending Coverdell over Barbarossa, the TORCH considers the following:

Any new officer must of necessity undergo a period of orientation to that particular office. That orientation period could conceivably require as much as half the academic year—valuable time that could be devoted to important student issues. Though Barbarossa has worked extensively in various organizations both on and off campus, he would still have to adjust to the specific responsibilities of the ASLCC President. Coverdell, on the other hand, completed this process last year and would be able to begin effective work almost immediately.

Simply having occupied the office of President is not Coverdell's primary qualification, however. That occupancy has been productive. During his tenure student government has for the first time become an active force on campus, and student views are now given consideration. A prime example of the improved position of student government is the Board of Education's invitation to Coverdell to participate in Board deliberations. Other accomplishments include approval of student housing after three years of planning. A Student Bill of Rights was constructed. A new constitution and by-laws are nearing completion. And, through Coverdell's continual personal efforts, one of the primary problems of student government—communication with the student body—has been attacked by assuring that Senate minutes are regularly made available in time for publication in the TORCH. Whenever an agenda can be developed sufficiently in advance, it also is made available for publication prior to Senate meetings. That did not occur under his predecessors.

This is not to say that Coverdell has totally solved all problems presented by the office, or that he has not made errors. One serious error was the public threat of a student strike in reaction to the tuition increase before exploring available alternatives—an action the TORCH editorially opposed. Yet he was flexible enough to reconsider, and alternatives were developed after realizing the disadvantages of such a strike. Since that incident, Coverdell has openly admitted his threat was a "gut-reaction" response, which he regrets. His subsequent performance in two situations similar to that which produced the strike threat indicates that he learned from the experience, and that such behavior would not likely occur again. His response to a recent personal attack by one of the Board members during a public meeting was controlled and reasonable. When the Student Bill of Rights was rejected in favor of

Comment by

TORCH Editorial Board

developing an institutional document, Coverdell reacted in a mature, rational manner. His performance should be judged as a whole rather than on the single issue of the strike.

In selecting a presidential candidate, one must consider more than experience and past performance. As desirable, hypothetically, as it may be to avoid any consideration of personality, it is in aspects of personality, attitude, and approach to the office of the presidency that the two candidates differ substantially. And those attributes will, to a great extent, determine effectiveness while in office. To avoid consideration of them is unrealistic.

The scope of Coverdell's approach to the office is more comprehensive than Barbarossa's. Barbarossa's past activities have been primarily directed toward—and he is extremely interested in—community action programs and programs for minority groups. The TORCH feels it would be extremely difficult for him to broaden that focus sufficiently. Coverdell's focus is not limited to any one area of student need. Rather, he envisions an overall program involving both campus-related and community projects, with attention to the needs of sub-groups within each.

Though the scope of Coverdell's interests is wide, he has displayed the necessary persistence in following through with those projects he has initiated. Items such as student housing and the Student Bill of Rights are not projects which can be started, organized, and then abandoned by the president. They require patience and continual supervision. Barbarossa seems to lack this patience in carrying through with the tedious details of completing a project. He is an effective "idea man," in that he is continually developing new proposals and projects, but the idea itself is only the beginning. Barbarossa contends that a president can only be effective if he knows the proper time to relinquish further development to others, and to a certain extent he is correct. Premature withdrawal, however, and failure thereafter to maintain close contact with those other people, makes the project of little value. An example of such premature withdrawal by Barbarossa is his establishment last summer of the Student Awareness Center, and his quick disassociation from it. The Center is just now recovering part of the effectiveness it lost by that move.

In developing and carrying out his programs, Coverdell seems more flexible and open to the views of others. Barbarossa admits it is very

difficult to sway him from his philosophy and goals, and suggests the president should surround himself with those who think like him. His approach to issues takes the form of insistence, as exemplified in his positive declaration that the committee developing an institutional bill of rights WILL have equal representation. Barbarossa seems to regard the relationship between student government and other segments of the college community as that of adversaries, in which it is necessary to "deal" or "bargain" from a "position of strength." This approach results in an impression of being overbearing, which produces defensiveness and uncooperativeness in the listener. Coverdell, on the other hand, expresses a desire to arrive at solutions cooperatively, as is evident in his discussion of developing communication with the administration.

A cooperative approach is also present in Coverdell's attitude toward others involved in student government. Throughout his discussion of Senate activities, successes are viewed in terms of what "we," rather than "I," have accomplished. He also assigns himself a share of the responsibility—if not most of it—for failures. In contrast, Barbarossa, when discussing the Senate's failures, does so in terms of "they," even though he is himself a part of the current Senate. When talking of successes, however, he does so primarily in terms of "I." An inability to share both credit and blame can produce frustration and lack of cooperation from those with whom the president must work. At times, it can also be misleading. For example, Barbarossa comments he was "probably the first senator who stood up and spoke against the strike," yet Senate records show that he ultimately voted in favor of the student strike—even though it was with qualifications. He also comments that he "set up" the off-campus work-study program. However, discussions about implementing off-campus work-study began as early as December of 1969 or January of 1970, when a letter from Washington, D. C., stated that schools which developed extensive off-campus programs would get larger shares of federal monies in the 1971-72 school year. At that time plans were made to hire a full-time staff member to direct off-campus work-study. Due to the budget defeats, however, the full-time position did not materialize. Barbarossa was hired to implement the program which had already been designed.

In an overall view, Coverdell seems to have a more realistic view of the possibilities of student government. He realizes that there are no simple answers, and that things cannot always be done his way. Considering his experience, accomplishments, approach, and attitude; considering the maturity he has gained while in office—the TORCH feels the interests of LCC students would best be served by his re-election.

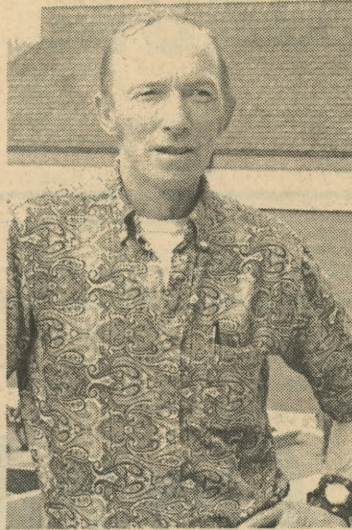
The prospect of re-electing a current officer has raised the question of developing a "professional" student government, in which students neglect educational achievement to focus on official duties. A second term in office hardly qualifies as "professional" student government. In addition, the decision to temporarily delay portions of one's education is a personal matter which is based on individual priorities. As long as the president maintains sufficient hours to qualify as a full-time student, his progression through the academic curriculum is a private matter.

Although the TORCH recommends Coverdell for the position of ASLCC President, the TORCH also strongly urges that Barbarossa be included in the power structure of the next administration so that he can continue to serve in an official capacity as a representative of LCC's student government. His abilities as an initiator of ideas, and his interest and talent in community action and minority programs, are valuable assets to LCC. But those talents can function best in a position outside the presidency.

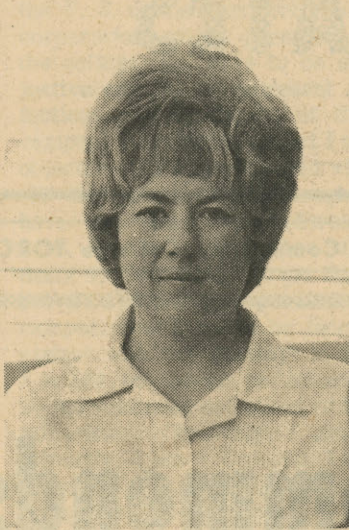
CANDIDATES'



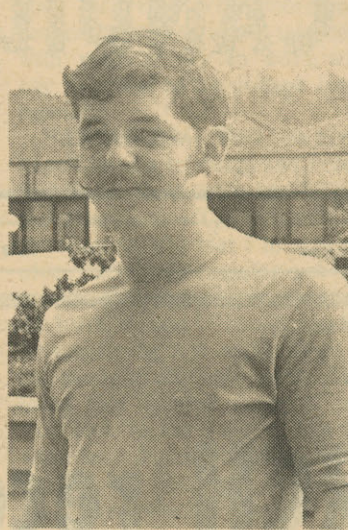
WES KIGHT
First Vice President



RONALD DAVIS
Second Vice President



CHERRIE McMURRAY
Treasurer



JERRY HAMAKER
Mechanics Senator



GARY HERCHER
Mechanics Senator

First Vice-President

Wesley Kight

I am running on a write-in campaign for First Vice President. I have been a member of the Student Senate about two school years. With my experience in the Senate, I have obtained a working knowledge in student government and how it performs.

The duties of First Vice President are: a) assume the duties of the President in his absence, b) be in charge of all elections, c) appoint and serve as chairman of the Board of Tellers, d) carry out all duties assigned by the President, e) at all times uphold the constitution of the student body. As First Vice President, I would be a member of the Executive Cabinet.

I would try to help the students of LCC to obtain the type of student government they want. I would try to answer all questions about student government

that are asked of me.

Being a member of the Board of Tellers, the duties would be: "a) be chaired by the First Vice President with at least three other members, b) declare the eligibility of each candidate prior to nominations, c) certify all election results, e) immediately after tabulating election results (1) announce winning candidates, (2) compile records of all candidates, and votes cast for each, and retain them for no less than one term, then open them to inspection by any student body member, f) post election results in at least three locations, one of which being the Student Center."

I believe that the job of First Vice President is a position of responsibility. I think that I am the man to carry this responsibility. Please write-in my name, Wes Kight, for First Vice President.

Publicity Director

Mark Parrish

Since I seem to be the only candidate running unopposed for a position with the Executive Cabinet, I find myself reluctant to engage in any lengthy dialogue extolling the relative virtues of myself.

I feel that it is relevant to point out that I will continue to fulfill, to the best of my ability, the responsibilities of Director

of Publicity, assure freedom of expression, and explore all possible avenues directed towards increasing student and community awareness of the many activities and accomplishments of the student government of Lane Community College.

I wish to further state at this time that I fully support Warren Coverdell in his effort toward re-election at Student President. Having worked closely with Warren over the past several months, I know him to be an individual of great ability, with deep concern for all Lane students, and with heavy commitments toward their collective betterment. He is the best man for the student government, for the college and for you.

I urge all of you who would vote for me, and you who would not, to support and vote for Warren Coverdell, Student Body President.

Treasurer

Cherrie McMurray

I am Cherrie McMurray, candidate for A.S.B. Treasurer.

I have attended Lane for two years and will require one more year, then three years at the U of O.

I am majoring in Home Economics and Sociology. After spending a year straightening out the books, I would like to spend a year working with orderly books.

If re-elected I will do the job to the best of my ability, as in the past year, and will uphold the constitution of Lane Community College.

Mel Wood

As a member of this year's Student Senate, I have had the opportunity to become familiar with the workings of the Associated Students of Lane Community College. I feel that this knowledge and experience will be beneficial to the office of Second Vice President of the student government. As a member of the Executive Cabinet of the Senate, I could provide some of the continuity of Senate programs and policies necessary to effective representation of students on this campus.

My campaign is based on my record this year as a Senator and on my pledge to continue to work for the students at Lane: to serve to the best of my proven abilities. I'm willing to listen to the voices of students objectively and to represent YOU, not my own personal interests.

In fulfilling the obligations of the office of Second Vice President, coordinating student activities and publishing a student handbook, my ideas coupled with your ideas will generate a diverse and interesting activity schedule for next year. My knowledge of the school and the community, as well as previous business experience, will be helpful in implementing a strong activities program.

In addition, I would encourage increased communication among students not only at Lane, but among students of all community colleges in Oregon. As a member of the LCC delegation to the recent OCCSA convention in Bend, Oregon, I was impressed with what the students at Lane are doing, but convinced that we need to have more personal contact with the student leaders of all of the community colleges.

Ron Davis

If elected, I intend to better the communication channels between the student and Student Senate, and, as your student representative, I will carry out the duties of the Second Vice Presidency which are as follows: 1) Uphold the constitution of the student body at all times, 2) Activities Committee Chairman, the functions of which are to a) review proposed campus club constitutions, b) review and recommendation on student activities budget requests, c) written evaluations of associated student body sponsored activities to the Senate; 3) Director of Student Activities, 4) assume duties of First Vice President in his absence, 5) preparation of student activities calendar for the handbook.

As your student representative, I will perform the above

Second Vice-President

duties to the best of my abilities, and see that your constitutional rights are protected. I further intend to see that no "communication gap" exists between the students and the Student Senate, Administration or Faculty.

"Taxation without representation" is not any different than student body fee without representation. So, on election day, I will be grateful for an opportunity to represent each and every one of you.

Senator: Mechanics

Gary Hercher

I, Gary Hercher, am a candidate for the position of sophomore senator from the mechanics department. My major is Airframe & Powerplant Maintenance Technology, and am enrolled presently in the third term of the two-year program. I am seeking the Senate seat because I feel that there is a requirement for more direct representation by those involved. I also feel that the students in the various departments are not receiving the word of happenings in the Senate that they should be receiving. I stand for the betterment of the conditions and programs for the students at LCC and that they should come before all others. If elected, I promise to do my best to serve with honesty and integrity and to attain the goals

which I have just stated. I feel that is the most anybody can do.

Senator: Air Tech

Jerry Haymaker

As a senator from Air Tech, I would like to voice the options of the students for which I represent. I would like to see ASB funds used for the students on the LCC campus. This means reforms. I would like to see reforms made in the ASB Constitution.

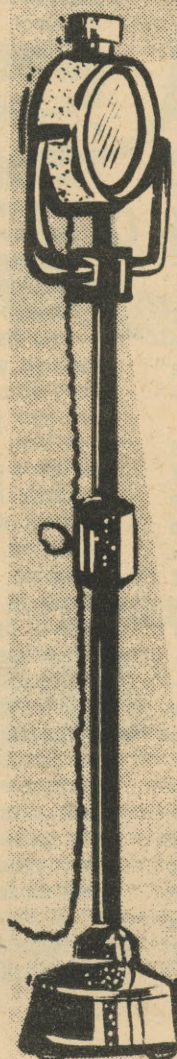
I have been a full-time student at LCC for over a year and maintained a high grade point.

If you are for honest government for the students and by the students along with hard work, vote JERRY HAMAKER, senator.

LCC-TV NEWS

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Omar Barbarossa
Suzanne McGill (write-in)
1st VICE PRESIDENT:
Bob Gilbreath
Wes Kight (write-in)
2nd VICE PRESIDENT:
Ron Davis
Mel Wood
TREASURER:
*Cherrie McMurray
David Red Fox
PUBLICITY DIRECTOR:
*Mark Parrish
Sharon Kephart (write-in)
SENATOR-AT-LARGE:
*Mike Woodring Merlin Finn
Sharon Danford John Mermis
Paul Christensen
Steve Leppanen
SENATOR: Language Arts
Greg Browning
SENATOR: Mechanics
Jerry Hamaker
Gary Hercher
SENATOR: Art & Applied Design
Barry Flynn
SENATOR: Social Science
Katy Eymann Patricia Reid
* means incumbent

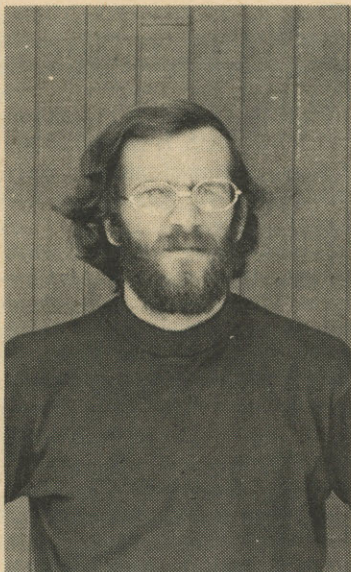
STATEMENTS



SHARON DANFORD
Senator-at-Large



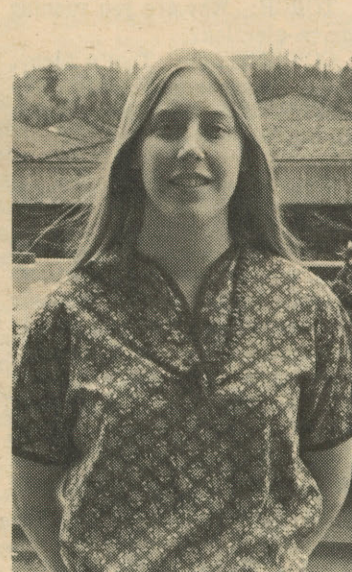
MERLIN FINN
Senator-at-Large



STEVEN LEPPANEN
Senator-at-Large



PAUL CHRISTENSEN
Senator-at-Large



KATY EYMANN
Social Science Senator

Senator—at—Large

Merlin Finn

I'm Merlin Finn, seeking an ASLCC office position of Senator-at-Large. I am presently in the third term of a two year Associate Degree program in Airframe.

Prior to enrollment at LCC, I was employed by the U.S. Air Force as an electronic maintenance supervisor. I have had experience serving on various governing boards and advisory councils, in the position of a member and a chairman.

My primary purpose in running for the position of Senator, is to improve student government. I strongly feel that more

effort should be directed toward the betterment of Lane Community College and more compliance to the wishes of the majority of the student body. I believe that better communications should be established with the student body and the LCC staff. This would prevent further irrational decisions by the Student Senate and needless waste of student funds on questionable charitable activities.

Lane Community College offers tremendous opportunities for students striving to achieve a desired goal in any of the vocational or academic programs. A strong objective Senate would benefit all students.

Paul Christensen

I, Paul Christensen, am seeking your vote for Senator-at-Large. I am presently enrolled in third term of Aircraft maintenance and sixth term of Electronic Engineering Technology.

This last year I had the privilege and responsibility of serving the Electronics Dept. as their sophomore senator. I have strived to keep them informed of the events and to make their opinions heard in the Senate. Only by better communication of student needs, and responsible spending of Senate funds can the Student Senate become an asset to you.

I, Paul Christensen, ask for your support in making good student government a reality.

Steve Leppanen

I'm not interested in cute cartoons, catchy captions, or vague generalities made in the form of campaign promises. You'll probably get enough of that kind of bull from other people running for office. I'm interested in action. I'm interested in ideas. I'm interested in issues.

The issues that vitally concern me, the actions I propose to take on them, are an extension of where my head has been at for the past several years. For some time I've been opposed to the war in Vietnam. I think this is a very pressing issue. You might say, "That's all very well and fine, but what does that have to do with LCC politics?" You and I and LCC are all a part of the system that is responsible for the fiasco in Southeast Asia. I believe that, as a student senator, there are some things that I could do to further extend this opposition. The main action I'd like to see effected is the banning of Armed Services Recruitment from this campus. I would propose a resolution passed by the Senate condemning the war and the inaction of this government in ending it.

Ecology is a big issue. Everybody is talking, but damn little is actually being done. I have a couple thoughts on ecological action that might be applicable to LCC. Why does the cafeteria use so many disposable cups? What kind of pressure could be brought to bear to stop this practice? Could more land around LCC be used for an organic garden, perhaps in conjunction with a class through either LCC or the Lane County Free School? Why aren't there any collection boxes on this campus for the recycling of newspapers? These are all pretty small and limited compared to the scope of the

Sharon Danford

All of us are a part of this school and, therefore, are automatically involved in whatever happens.

I like to have a voice in things that involve me. I would also like to serve as your voice.

I chose the position of Senator-at-Large because, if I am elected, I will not be tied down or dictated to by any department and will be free to do what I feel would benefit the majority of the students, not just a few in one department.

Vote for me as your representative to your Student Senate.

Notice

Wednesday, April 21, is election day for student body offices.

Polls will be open in the cafeteria from 8:00 a.m. to 8:00 p.m. Additional polls will be open from 10:00 a.m. to 5:00 p.m. by the reflecting pond in front of the Administration Building and on the East side of the Forum Building.

If it rains, the voting booth by the reflecting pond will be moved to the Gym Foyer across from the Administration Building, and the booth on the East side of the Forum Building will be placed on the walk-way under the Forum Building eaves.

To vote, a student must have in his possession a current LCC student body card.

Senator: Social Science

Patricia Reid

Despite the major personal problems going on in the Senate right now, I know that better things can and will happen.

As soon as the officers realize that this is not a high school and that we are supposedly mature adults; Lane Community College will be a school taxpayers won't mind supporting.

Since most of the students here are not interested in the way the school is run, there is not really a lot I can say that will get you to vote at all. So it is going to be even harder to convince you to vote for me.

I could make a lot of vague promises, but we all know that most campaign promises are never kept. So why waste time fooling ourselves?

I do not know exactly what I hope to accomplish through this election, but I do know that I am willing to listen to others, especially the senators.

The students at LCC deserve better representation than they are getting now.

I would like to see more attention given to the problems of the "minority" students here. An example of this would be to dedicate ourselves to programs such as the low-cost housing development worked on by Presidential nominee Omar Barbarossa. It would be wise to start and follow through with solutions for the other related problems.

The best way to obtain funds for these programs would be to disband the annual Senate conferences at the beach. This is an extreme waste of much-needed student body funds. If the officers really want to iron out their differences, they could do so easier and cheaper right here in town.

So far I have not said anything

to make the "average" student want to run out and vote for me. But I am not running for this office on my name. Rather, I am hoping the student voters will realize that having sincerity is much more important than having a big name.

I am not going to beg you to vote for me, but I am going to ask for one thing. Please vote in the school elections on April 21. Show that you care.

Then, if you think that this school deserves a chance, vote for me. I will not guarantee anything, but I will try hard.

Katy Eymann

Any statement of political beliefs usually comes across as a lot of empty, cliché-ridden promises about good intentions, or as a strict, unrealistic statement on each of the issues. I won't do either. I will simply tell you where I am at.

As a student, I share the sense of apathy that politics provoke here at Lane. Oftentimes the "student leaders" appear so distant and alienated from the actual student body. They have an attitude of urgency that many or most students do not share. I feel in a balance between these two groups—"leaders" and students. I feel some things are important and need attention; but one needs to be realistic about one's attention to all facets of life, not just politics.

I can only say I am a college transfer student majoring in philosophy; I am growing a far-out garden; I grew up on a farm; I'm considered a little left of liberal, but I feel labels fail to express how I want to approach politics. And that's from a HUMAN point of view...for, in the last analysis, that's all I really am.

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Presidential interview:

TORCH: Why are you running for re-election?

COVERDELL: That's funny. Lloyd Paseman (a EUGENE REGISTER-GUARD reporter) asked me that yesterday.

TORCH: Then you should have a good answer.

COVERDELL: No, I didn't have a good answer for him either. I suppose that the only real answer is a particularly selfish one. There are many projects which we have started this year, and others we had planned, that as a result of other major issues taking up more time than we had expected, we're not going to have time to complete this year. Since it is necessary for me to return next year to finish my education anyway, and since I have initiated these projects and I'm deeply involved with them, I hope to have the chance to see them successfully completed.

TORCH: Would you comment generally on the desirability of student leaders serving in the same capacity for more than one year?

COVERDELL: Definitely. State and national organizations beat it into my head every day. The aspect of continuity is the main one, and it's particularly true on a community college campus. It takes approximately three to five months for a new officer, particularly a president, to break into office and find out every aspect of that office and the ramifications of his different obligations and responsibilities. With that in mind, there's another four months left for him to really do the work. This doesn't allow enough time, as I stated earlier, to get everything done he hopes to do. New things come up every day from the students on the campus. I think by re-electing an officer who has been in previously, you naturally get rid of that lack of real work time that a new officer would be orienting himself to the organization and the system. And I will be able to continue in a rather smooth organization which we have spent most of this year trying to set up in an efficient, effective manner of getting things done for the students and for the organization itself—student government.

TORCH: Did you have any past experience and knowledge of parliamentary procedure before you became involved with the Student Senate?

COVERDELL: Next to none, really. No. The first really thorough use of parliamentary procedure was when I joined the Senate last year as a Senator. Before that, of course, I had belonged to certain clubs and organizations that had meetings and operated in a loose form with parliamentary procedure, but nothing real strict or formal.

TORCH: What are the primary qualifications you feel you have for the job of ASLCC President?

COVERDELL: One of the major ones has been stated earlier, experience in the office. I think another major one is objectivity. I can't speak too awfully much for the other candidates, especially for one. However, I feel that objectivity again is something that comes with the job. It's been commented to me by my own senators that it wasn't until about three months ago they felt I was becoming completely objective in the job, during Senate meetings in particular, circulating around the proper hands. Apparently, while I thought I was being objective, I wasn't really successful at it. That's an important aspect. Knowledge of parliamentary procedure is another one. Plus,

again, I have a working organization at this time. We have blueprints for many projects for students to start now, and I think the completion of these projects would be important and valid for the students. I think it's another point, or advantage, that should be considered.

TORCH: You mention objectivity. Could you explain? Objectivity toward what?

COVERDELL: Objectivity while making my decisions, starting on what I suppose could be considered the lowest level—in the Senate meetings themselves, picking people to speak. For anybody to make a rational decision on a subject, especially such important ones as Kent State, ROTC, Bill of Rights, or anything of this nature, all viewpoints should be heard, and must be heard. Those who are neither liberal or conservative—whatever you want to use—they especially need both sides, and take from the middle. If the chairman, which at this time is the student body president, is not objective during the meeting, he either purposefully or unknowingly picks out people whom he knows, and he knows more or less what they're going to say. And many times, subconsciously it happens I suppose, they will back up how he feels on a particular subject.

It takes a while for those who think they are objective in the first place to really become objective and give everybody, even his opponents on a particular topic, a chance to speak and make known their opinions, or the opinions of the students they are representing on a particular subject.

This is one very important subject. There many others—jobs of the student body president that are done just by himself alone, or by him and his executive cabinet on a day-to-day basis between the Senate meetings—decisions that are made that reflect upon the students. And he must learn to take into accord those student views that he is able to find out and hear, and what he thinks the mood of the students on this campus is at the time, instead of reacting completely on his own judgment and his own biases.

TORCH: Was your position as student body president responsible for your decision to remain at LCC another year?

COVERDELL: Yes. I don't know if it was fortunate or unfortunate. Once I took the office and found out exactly what it would take to fulfill the responsibilities of the office completely, it soon became evident that I wasn't going to be successful to the fullest extent in both at the same time, in my educational career and in my job as student body president. At that time, I think the person has to make a decision—in this case, me for this year—whether to do everything he could to do his job as student body president effectively and slack off on his education, or put his education as the primary point and not do his job as student body president as effectively as could be done.

With this decision to make, I guess it's my own ethics—I was elected to that position, even if it was by such a small number, and these people expected me to do the job they had elected me for. And at my particular age, it doesn't matter that much. I decided to postpone my education, or parts of it, for another year in order to fulfill the responsibilities of student body president as best I was able. This necessitated an average of twelve, sometimes an extreme of 18 hours a day, working on student government-related subjects and topics, and with that kind of time in the

office you don't have enough time to fulfill 12 hours in TV broadcasting or something of this sort.

TORCH: Do you feel a student can fulfill both responsibilities of classwork and student body president while carrying a full load of classes?

COVERDELL: Not at this point in time, no. Perhaps some time in the future student government will be organized to the point where one can carry 17 or 20 credits per term and still have time to do his job quite effectively, but at this time student government itself still needed complete organization. It was still—what would you call it? Most people think it's just a sandbox affair anyway, and at that time that's what it was. We were still



in the growing stages. We've only been around for about four years, and organization hadn't really taken place. It was a loose affair, and with this, on top of the other duties of attending all the meetings necessary, doing the research for the projects that we've initiated this year and carried over from past years—in order to get them passed to the level of the Board, it did not leave enough time to carry a maximum load of credit hours to graduate this year.

TORCH: Is that being reflected in the new by-laws being drawn up for the proposed constitution?

COVERDELL: In the minds of most of the committee members, yes. We hope to put in the by-laws less strict restrictions on executive cabinet officers by adopting, or hoping to have adopted anyway, rather than the 10 credit hours of work necessary to be an officer, 9 class hours instead, which is in effect at many colleges and universities across the U. S. at this time.

This puts an extra responsibility and worry on those who want to become involved in student government. They'll have to make the decision ahead of time. They'll know ahead of time what they're getting into and they'll have to make the decision whether graduating on time is of primary importance to them or whether it is doing some work at the campus they can leave behind that would help the students in the future.

TORCH: What do you feel has been your major accomplishment this year as president?

COVERDELL: That's a good

question. There are two or three things I tend to say are more major in my mind, and all fairly equal. After three years of hassle, I suppose our top priority as we went into office this year was student housing. It's taken three years to get passed, and we've finally accomplished it this year. That naturally would be one of the major accomplishments we've been able to get approved this year.

Other major accomplishments are not yet completed, the ones I think would be of major importance, such as the Student Bill of Rights. It received another postponement by the Board (April 14). However, the authoring of such a document in the first place, the research necessary, was an accomplishment in itself.

planning stages now for both rock concerts and country-western, so that we can try to cover the major entertainment interests on campus.

TORCH: In looking back over your term, is there anything you would have done differently?

COVERDELL: Probably quite a few things. The only one that pops into my head right away is the strike threat of recent days. I've been asked that question in quite a few different ways in the past couple of months—the last month anyway. And I guess the best way to react is the proposal of a strike threat was made from a straight gut-reaction, an emotional reaction base. And I think, as far as I can remember, it's about the only time that I personally, or the student government as a body, has done that this year. For the most part we try to work with the system that's set up now, and if we hadn't stopped to think and had followed through with that threat, it could have done great damage to both the students and the school.

TORCH: Would you propose a strike again if the administration became "uncooperative"?

COVERDELL: It's hard to say, and it depends on the conditions that surround it. At this particular time, a strike would have hurt us on the other issues we had before the Board at the time, such as the Bill of Rights and the removal of student funds from the college, where we get screwed up every day by the Business Office. And those were some of the major reasons why it would not have been beneficial to the students to go ahead with the strike. The Board would have reacted by slapping us in the face with our other projects we had before them at the time. At times, I believe threats or . . . I don't know exactly what you would want to call it—a strike might be necessary. It could come up again. I hope not. At this time I don't think it would, but you can't tell those things ahead of time. They happen, and they're there in front of you and you've got to make the decision.

TORCH: Is there anything you didn't do this year that you would have liked to have done?

COVERDELL: Yes, a major one, and it also happened to be one of the major platforms that I ran on last year, was establishing a more competent communications system between student government and the average student. However, once you get into office, you find it's a little bit harder than you initially realized. There's a great need for more communications between the students of this campus and the student government who are supposedly their leaders. And as yet I have no real decent answer to how to improve that. We only have a certain amount of communications media on campus to get across to the students. None of them reach all the students unfortunately. The TORCH is one of the best, it reaches approximately 2,000 and we have been attempting to reach the students through that medium. The PA is ineffective. And in many cases our own student senators are ineffective. This is a primary means of communicating with the students. The student senators have to speak to their various departments and get comments from them to provide some leadership for us to follow. In many cases, senators do not do this. They talk to a select few, or they don't talk to anybody and report on their own opinions and biases. This would be the first step, to train competent senators to do their job

Warren Coverdell

properly. This would help extremely.

Other than that I have no real answers in improving the communications between students and the student government. I think it's one of the main problems we have, and one of the main problems I wanted to tackle this year and unfortunately have not been able to do. Other things that we haven't done that we had wanted to, or would have liked to, is to build—and we hope to do this next year if there's not the same conflicts—is to work with the administration and the Board hand in hand in building up the minority programs on campus. There's a need in this area; however, there are other selfish conflicts that at times have gotten in our way to where we could not fulfill or help fulfill this need.

We need more housing—lower rated housing—than we have accomplished so far. Many of the students on this campus will not be able to afford those nice Adult Student Housing apartments which we've finally accomplished in getting passed through the Board this year. The prices on the average are lower than in town, but not that much as to affect the students. We need to attain more housing for the lower income people. More housing, period. 150 units helps, but it's only a dent in the real problem. There's two or three other things. We could go on for a long time, as to what we had hoped to do and other problems took priority to where we could not. I think the only one I consider of major importance—that I really feel bad about—is community involvement and community action between students of the student government and the respective communities of Eugene and Springfield, since that's where the campus is right now. Community action programs involving students of an academic community and the community that that academic community is living in has been a great help in many issues in cities and counties across the nation but particularly where you have to get a budget passed. These are some of the things. We get ideas for community action programs from ASG. Unfortunately, we have not been able to initiate that many of them here because of other priorities getting in the way.

TORCH: What programs under your administration have been designed to assist minority groups at LCC?

COVERDELL: Under the present administration to assist minority programs? Unfortunately, like I said, we weren't able to tackle that problem very efficiently at all. Most of the things were in complying with administrative committees on the problem. We've been unable to work with the BSU at all this year, partly through my fault and probably, partially as a result of me beating Bobby Edwards for the presidency last year. We have been working with the American Indians in attaining recruitment of more American Indians here on campus, establishing financial assistance for them and trying to get federal grant aid for American Indian programs here. But that's the farthest we've really gone. Those programs which we had in mind to work with the minorities, in most cases, were not able to be initiated, or in other cases where we tried to, we were blocked from other conflicts on campus. So at this time all we are really doing is working with the minority program committees through the administration by giving student representation and the best representation we can find on campus

for that particular problem. We are trying to design programs for the future to help those minority ethnic groups here on campus.

TORCH: At the April 14 Board of Education meeting, the Board voted to revise the Student Bill of Rights and Responsibilities presented to them by the current student government. Primary responsibility for that revision, according to the Board's decision, would be placed with the office of the college president with student participation. What are your feelings on that decision?

COVERDELL: First, I disagree. There wasn't any condition passed that night that requires student participation. It was left entirely up to the office of President Schafer.

Whereas in all fairness, as I stated to the Board that night, I agree with the idea and conceptualization of an institutionalized bill of rights, responsibilities and conduct, it would depend on many conditions. One, the idea, as far as I know, because it was not ever voiced in any way, had not been thought of by the other factions on the college. It's a student-initiated project. We've gone through much hassle and postponement by various extremes, including the Board, already. And as such, if an attempt is going to be made to postpone it further in order to develop an institutionalized bill of rights, it should be handled by the students who have done the research, and I do mean research—we've got a boxful of it. The motion in being turned over to President Schafer's office and letting him do it the way he wants to is completely out of order. The idea of the motion—to instigate an institutionalized bill of rights—under the following conditions I would completely have to agree with in all fairness. Those conditions would be that there would be a majority of students on the committee and that it would be chaired by a student. Under those conditions, whereby we're not on a committee just for tokenism, as is the case with most recommending and policy-making bodies on the campus now, it would be totally fair if we could come up with something and have it approved before the beginning of the next school year.

TORCH: Were you officially notified of President Schafer's recommendation prior to going into the Board meeting? Not the letter that was in the Board mailing, but officially that this was going to be a formal recommendation to the Board by the

President?

COVERDELL: No, the letter was in the Board mailing. I had read the letter and we had kind of authored a verbal retaliation to points of that letter the night before. As far as it being a formal recommendation, or a motion to change or reconsider the Board's earlier decision to review our document and approve it section by section, no. We didn't have any idea of this. However, we expected it, especially after the manner they handled the tuition increase. We fully expected that Dr. Schafer's recommendation or suggestion, as it was stated (April 14), would probably be honored by the Board, and this is exactly what would happen. The most we could do was deliver our arguments against it, our statements pro and con to it. And as has been happening—there has been a trend in the recent past—they listened with a polite ear but we were really not heard.

TORCH: But you were not officially notified as student body president?

COVERDELL: Other than the letter, no.

TORCH: Back to the question of student involvement in preparing the Student Bill of Rights, it was my understanding at the Board meeting that one of the Board members recommended that students be involved in the preparing of the document to Dr. Schafer before the motion was passed. And while it was not included in the motion, it was understood at that time that students would be involved.

COVERDELL: Oh yes, it was there. Dr. Schafer himself made the public statement that students would be involved, and he even said probably in a majority. But, if it's not in the motion, it's not binding. It could be a public statement for good PR purposes. I, myself, have the feeling that I think he'll follow through with this. There's no reason one way or the other—I just think he will, in this particular case. But it's not necessary. If he wanted to turn around and, as far as the actual process of building this, leave out students completely, the motion in the minutes will have to support him in it.

TORCH: What do you think the relationship should be between the college administration and student government?

COVERDELL: The relationship to what effect, to what manner? If you want a broad, general answer . . . As broad as I can get, it should improve. There is very little, if any, communication between the adminis-

tration and the student government at this time. The only actual communication we have, except for personal communication with Jack Carter (Dean of Students)—he's only one person out of the administration—is by my representation on the President's Cabinet, or I believe it's called the College Cabinet now. And that is a more formal policy-making, recommending body, where it's not really communication with the administration as such. It's a statement and discussion of policies. I think that if it's at all possible, the entire administration—from President Schafer on down through the Associate Deans—and at least the executive cabinet of the student government if not the entire Student Senate and students who are not a part of student government at all, should get together on a bi-weekly basis or every other week—something like this—and discuss the problems that come up and try to find appropriate resolutions that would be agreeable to everybody for these problems—to find out what each other is doing, for what reasons, how they are going about it, how it is going to affect the two different factions. If it's going to affect one faction or the other badly, why are they doing it anyhow? Could they do it differently to where it would help everybody instead of hindering someone? A simple communication device of this sort should be initiated. It's been talked about, but it's never been done. Other than that, there's very little relationship between the student government and the administration until we get to the formal type meetings that are set up on campus.

TORCH: You mention there is a lack of communication, and the relationship needs to be improved. Would you care to fix responsibility for that situation?

COVERDELL: Yes. I would fix the responsibility for the situation, as far as this year goes, on President Schafer and myself. However, it is something that has evolved from the past. From my experience last year, I think the responsibility would be on Dr. Pickering (LCC President prior to Dr. Schafer). What happened before that, I don't know. Dr. Pickering found it impossible to communicate with anybody, let alone students. Maybe that set the groundwork to where we had to tackle the problem this year, and we have not tackled it efficiently. We've had our problems within student government and sometimes you forget some things in order to take care of others. I'm sure President Schafer has been in the same position. The fact remains that the communication is not there and at some time in the near future it should be initiated and

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Coverdell

(Continued from page 5B)

start taking place. Whether it will really be helpful or not, I don't know. At first it probably will not. But eventually, once it's started, I don't see how it could help but be helpful to both parties.

TORCH: Let me make it clear to myself. Do you feel that it is as important to communicate, or for the administration to communicate, with students as with anyone else.

COVERDELL: Most assuredly. That's the only way it will improve the day-to-day working relationships between the Board, the Administration and the students—to put them on an equal basis, or as much as possible. As was brought out this morning (April 15), it's next to impossible to be completely equal when you're trying to learn, say history, from somebody who's taught it all his life, and you turn around on a committee with him on how to improve that subject or the teaching of that subject. You can't be on a completely equal basis. But you should be treated as equally as possible by equal representation, and using the same statement again, while you're sitting in there—three students, three faculty, and so on—just sitting there doesn't equal representation. You have to be heard and listened to, not just have a deaf ear turned to you, and this is what happens in most cases. You have to be treated equally in the minds of the individuals, and students suggestions have to be treated with respect. If they're rotten suggestions, tell the man so, but give him reasons why—not just "because I said so," like mother tells little boys. If they're good suggestions, commend him for it and give him the same rewards that a teacher does when he or she develops a new curriculum. This type of equal representation. And unfortunately, especially at an educational institution, it has to take place in the minds of the individual as well as the overall organizational concept of the committee. You've got equal representation, you've got equal vote, and this type of thing. And it's a hard thing to acquire. I'm saying this has to be done in order to fully improve the working relationships between the different factions of the college.

TORCH: Do you feel students need more power?

COVERDELL: "Power" is a bad word, I guess. I don't know. But it, or "authority," or something along that line has to be used; but definitely more "power". Right now the classified and the students, out of all five sections, are the only two that are more or less useless as far as the overall organization is concerned. Faculty have representation and the ability to make policy that is binding upon the college through SPPC, through the faculty association, and especially through Instructional Council. The administration has the same ability through the College Cabinet, Instructional Council, and their direct communication and recommendations to the Board, which none of the other sections have. When we want to communicate to the Board, we have to speak on an informal level in the form of remarks from the audience, or be screened by going through Instructional Council or the College Cabinet. And, of course, the Board is top dog, and the state acknowledges this—state statutes state that almost everything regarding the community college can't have legal authority—the final decision is up to the Board, no matter what, and that is binding.

There are very few state laws, state regulations concerning community colleges. Everything is left up to those seven individuals on the Board. Classified and students do not have anything near the type of organization that the other factions—administration, faculty—do. And I think we should be included—taken however many steps up is needed and included in these policy-making bodies on an equal basis. In that respect, it would be giving us more power.

TORCH: Do you feel it is the proper function of the student body president to criticize or make negative comments about the college in public?

COVERDELL: If it is needed. It's up to the student body president to represent both the views of the students that are expressed to him on any particular subject, and what he and those who attempt to lead with him think are best for their constituents at the same time. You put the two together. If it comes out that the school is deriding the students, they are doing something detrimental to the students, it is our place to let them know how we feel, and to attempt to bring out a reconsideration or a new decision on whatever the subject was. In many cases, the only way you can get through to the Board, unfortunately, and in some cases the administration, too, to make them listen to you, is by denting their public image to the community. It's something that I wish didn't have to be done, because it does hurt the college to a certain degree in the community, and the college is what we're here for. But it is definitely part of the job when necessary.

TORCH: Assuming that the bi-weekly meetings between the administration and the students, and other communications improvement you've suggested come about, do you think such public statements would be a necessity in the future?

COVERDELL: It's hard to say. I would think not if, again, the individuals in the administration particularly, I think, would have the harder time doing it, but also the individuals representing the students can meet on open ground and with an open mind and give each other more or less that equal representation and be listened to objectively. Eventually it would come about that we could take care of these things on an in-house basis. It is only when a group of people speaks on something important and is not listened to at all, or not given the chance to speak, that more harsh extremes are necessary.

It would depend upon how objective the administration can be while working with us, and how objective we can be in working with them. In other words, communication is not just sitting together and talking back and forth. It's believing in each other at the same time, and understanding, or attempting to understand, each other. And this has not been done in the past, to any extreme anyway, and especially on important aspects of the subjects relating to students.

TORCH: What goals have you established for your term in office should you be re-elected?

COVERDELL: I think it's quite obvious that the most important one at this time is expansion of the student orientation in the decision-making processes on campus. That will be my personal goal, anyway, to try to bring about some of these changes on the campus here at LCC. Other

goals—again, we can go back to the scholarship fund. That's going to be a very important one, I think. We still have to get the Bill of Rights passed. That will be done through the summer, I hope. We have to completely rebuild our own foundation of student government, rewrite the constitution and by-laws. Those we have to work with now are out of a kindergarten book. It's not binding on anybody. It's hurt us, and it's hurt the administration when they've wanted to hurt us.

Other programs—student involvement in prioritizing programs on campus. We've been hurt by this. The Board has many different representatives in outlying areas. Programs that have been started here are not ever completed to fulfill the promises the school makes for these programs because too soon they start a new one somewhere else. This is shown in my own area, in TV broadcasting. Our own survey, from last year, and we've argued this point before, shows that a majority of stations in Oregon will not hire any new people coming out of school without any color experience of some sort or another. The school in its catalogue says you take this two-year course, get the degree, and jobs are available to you. They're lying. The program has to be finished here before another one is started in Florence, Cottage Grove, or anywhere else, or even a new one here on campus. Again, the student involvement in communication. We've talked about that quite sufficiently.

I think two areas that work together, but yet they are separate, are academic reform. There should be student involvement within that. The school professes, and in most cases they are right, to be one of the most innovative schools in the nation—among community colleges. We need student involvement within these innovations, helping to outline what the needs

are by the community and by the students for a new program. And of course we have other programs which we hope to work with chartered organizations on campus concerning the environment, ecology, pollution. Employment is a bad problem here in this particular area. The students should give some of their time and energy in trying to improve the situation. The Placement Office here at school does not do the job it can do, or that it should do. We do not have the working relationship, or the foundation for such in the community, in many cases, in different job areas to where we can improve employment for students coming out of school here. I think students, student government in particular, should work with the school, with the state, and with the city in improving the situation. It can be done. And again we get back to some of the others we've talked about before—community

action programs should be started if for no other reason than to give some knowledge in the community's mind as to what we're all about here at LCC, and if for no other purpose than to get the budget passed.

But there are more far-reaching advantages than that to community action programs. Especially the poor. We can help the people there through what we learn here. And then, housing and minority programs, which we have discussed quite sufficiently, I think are others on the list of issues or goals that we hope to attain next year. Again, some of these were on our list after being elected last year. We haven't had time to get around to them, or to get around to them to any extent, because of other priorities that came up. This is natural and some of the programs won't get started next year for the same reasons. But that's some of the ones we hope to get into.

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Presidential interview: Suzanne McGill

TORCH: When you got your petition, you were running for Second Vice President and you have now dropped out of that race and are running as a write-in candidate for president. Why did you make the change?

McGILL: At the time that I ran for Second Vice President, I put in. . . Well, I just decided at that time there had not been another person running for president, and I got a general opinion from students that they didn't want either one of the candidates. And I put out two petitions, in fact. One of the first ones was for a Student Senate position. So I got 200 signatures and possibly 175 views that the students didn't want either one of them. And I finally realized, after the petitions were in, that this was true--that the students did need another choice. I went to a Student Senate retreat; I talked to three of the Board members; found out as much as I could from them and some of the administration and some of the students in the Student Senate; came back from that and I had made an appointment with about six students who sat down and decided who would run, and to find a person to run as a write-in.

At the time of the Senate meeting at the coast, I decided it would be me. I came back to the meeting, and before I had a chance to say "I think that I would like to do it," they had all come to the conclusion while I was gone that it should be me. And that's why I decided to run as a write-in. At that time I cancelled with the Board of Tellers my Second Vice President petition.

TORCH: What do you believe are your primary qualifications for the office of the president?

McGILL: Concern. For the students themselves. And I have ways that the students can be more involved in student government. My primary concern is I didn't feel there is the communication with the Board that there should be. And I feel that I have one area in particular, that I feel I can become closer, and can relate to them a lot better. At this time I can't say what that is, because it might hinder the chance of me being able to do that. And that seems to be the main concern--communication between the Board and the students and the Student Senate. That was evident in the strike proposal, and on the Bill of Rights for example. Students lacked communication.

On the proposed student strike, as I saw it, there was a great lack of communications. This is what I got from the students: the student interpretation of the strike was that the Board called a closed meeting which the Student Senate was not allowed to be in, and that they sprung the whole thing on them. And that wasn't true, because in the first--I don't remember the exact date--but the first proposal for a tuition increase was, I believe, for \$14, and it was voted down, 4-3. Mr. Ackerman suggested at that time that this could be considered again. And a lot of students didn't hear that. So there was no closed meeting, and at the next--or thereafter, another--Board meeting, they proposed a \$10 increase and that passed. At that time, there was a strike proposal, thinking that this had happened behind their backs. And I don't feel the Board operates that way. I do feel that I could work with them.

The Bill of Rights was another example of lack of communication. I ask why wasn't this presented in a definite manner to the students, rather the president of the Student Senate, that

it was going to be considered. Why wasn't it presented to them--the possibility that it was going to come up in this last Board election or Board proposal, to combine it into an administration, staff, Student Bill of Rights? I ask why? I knew about it before. It wasn't too long before, but the Board did tell me, as a student. That's just another example, directly related to the Board. And I feel that I can work with them, and that is one major thing that needs to be improved.

TORCH: Would your working with the Board be based on a personal friendship with some of the people?

McGILL: No. I feel that I've been a landowner at one time, and I feel that I've been in a business, and a lot of these people I feel I can relate to and put myself in their position. It's not only the Board members but the community.

TORCH: You also mentioned that you had ways for students to become involved? Would you care to elaborate on that?

McGILL: There is just a simple solution of letting students know who their student senators are what the Student Senate is doing--very simple. Every day a bulletin is put out of what is happening that day, and that could go to students--very simple solution. There could be a student senator in the office at all times. There are thirty or forty. There could be one every hour in there. Many times in the past year--I would say five times--I went to find something directly to do, to get involved. One time was the only time I got response. This was with the AMIDS area, manpower, for the development of staff--a project that was possibly going to come to Lane--was looking over Lane. It would have informed staff of how to deal with minorities, how to teach underprivileged, or handicapped, everything. It was the only time that I, as a student, could actually come up and get in. One out of five times. I worked on that for about a week, with very little cooperation from any of the Student Senate that was working at that time, that was involved in AMIDS. Not implying that all the Student Senate didn't work.

One of those persons who didn't help much seemed to put a lot of burden on Warren (Coverdell) last year--put a lot of his work on Warren. I don't think that should happen. I think it should be avoided. I think the Student Senate's responsibility is to have everybody there working for and not against the students.

TORCH: In communication with the students, right now the largest medium to get information to the students is the newspaper, and we do print the minutes from the Senate meetings, stories about what goes on in the Senate meetings, and the agenda of Senate meetings that are coming up. Do you think the handouts will get any more response than the paper would?

McGILL: I think it would get as much response. The paper is once a week; I don't mean it as competition for you, but I mean it as a lot of times--now I know where I can pick those up, and I pick them up and there's a lot of things that I'd read in the paper that I'd forgotten were that day.

TORCH: Have you investigated the feasibility, and the cost involved for that kind of a daily bulletin?

McGILL: I realize that, yes. I know how much it costs, from the Print Shop. I've had things printed up myself. But it is a direct spending on campus to

benefit the students.

TORCH: You think that should come out of the Student Senate budget?

McGILL: I think so, because it is for the students. It would be for their benefit, and it would be on campus.

TORCH: What past experience or knowledge do you have of governmental procedures or parliamentary procedures?

McGILL: Well, parliamentary procedure came in high school. That's something I do remember about, and that's one of the president's duties, when someone else takes over, is to refresh him. A lot of things have been in the past. I haven't been in the Student Senate last year at all, other than attending the meetings. As far as parliamentary procedure goes, I don't think it's a problem. I feel that by having a new president each year, which I hope to propose--I shall propose--the new . . . the executive offices

realize that, and I'm sure a lot of people do. I don't feel that they would be dropped, if they're worthwhile projects, and surely they all are. And, too, if it was stated that they would only serve one term . . . I had thought about running for a year and so had somebody else who will be working on this thing, although I didn't actively state this until a couple of months ago and then realized the possibility of running against Warren. I think if he wouldn't have been running this year, a lot of things could have developed.

TORCH: Can you assume that every time someone runs for office he will know in advance, and that he will agree with the proposals and projects that have been going on?

McGILL: Well, it would be unrealistic to say that he agrees with all of them.

TORCH: Okay. With that in mind, do you think it would be



I want to be held one year. That way potential candidates for the next year can work with the one that is in office that year. As a result, we would have "x" number of students going out every year into the community that will benefit the community from what they've learned here.

TORCH: Would this be just for re-election to a post, or would it apply to a person who holds an executive office and runs for a different executive office? If someone were first vice-president one year, and then decided to run for president the next year, would this be allowed in your proposal?

McGILL: This is something that's come up in the past three days. There are members of the Student Senate right now, and myself, discussing it, and that's as far as we've really decided on. That there would be some sort of proposal like this. The limitations, and so forth, will be discussed in the next few weeks.

TORCH: Have you considered the possibility of programs or projects started by individuals in office and not being completed in one year, and then being dropped by the next person that takes over that office--the expense and time involved in those things not carried on under your proposal?

McGILL: Those projects started this year, as an example, are worthwhile projects. I

wise to elect a different candidate each year?

McGILL: I think so.

TORCH: If you had been president this year, what would you have changed? You mentioned the Bill of Rights and the strike, and the tuition proposal. Would you have done anything differently with these or any other projects that were handled this year?

McGILL: As far as the strike, certainly. As I stated--what actually happened and what they thought happened--it was just a misinformation. Now, as I stated what happened in the strike--when I stated what I heard had happened--this was what the students were getting, not what anyone in particular stated. Just an example of misinformation somewhere that I can't explain.

With the Bill of Rights, as I have stated before, there was a definite problem that the Student Senate didn't know more about what the Board was going to propose before. And I think that would have been handled differently. I think I would have made it a point to know what was happening. I sensed it as a student, and I think as the president I would have still sensed it--that something was going on like that--from the Senate retreat, and again before the Board meeting.

TORCH: What are your feelings on the proposal to incorporate the Student Bill of Rights

into an institutional Bill of Rights and assigning it to the LCC President's office for composition?

McGILL: I feel that they should have adopted the Student Bill of Rights. And I feel that the people that in the past couple of years that have been working on it--there were still about three members that were present who are very enthusiastic about the whole bill and who, if it had been adopted, would have been just as enthusiastic--I'm sure there are a lot of other students who would be--in revising it at a later date, in talking with staff, in getting it into a combined institutional Bill of Rights.

TORCH: In other words, combine the institutional bill of rights with the Student Bill of Rights?

McGILL: Yes. And I think that there would have been a lot of cooperation, because as it happened--this way it was very disheartening to the students. And as it developed, one of them in fact walked out and said he would not have anything else to do with the Bill of Rights. And I think if he had had the opportunity to revise it later, he would have. So I was very unhappy with that decision, although now Dr. Schafer is actively working in getting it going. But still, it was disheartening to the students at that time.

TORCH: Do you feel the responsibility should have been assigned to the President's office or to the students? You said it was disheartening. Do you have any further feelings?

McGILL: Do I think it all should have been assigned to the students? No, I don't think so. I think that, as I said, after this was proposed--students to work with the staff members and the administration--they would have been willing, I felt, to go ahead and work on it.

TORCH: What do you think the relationship should be between the student government and the college administration?

McGILL: (no response)

TORCH: I think that's a little ambiguous, but there's no way to word it without being ambiguous. All we're asking, really, is what kind of relationship do you think should exist between the two--between student government and the administration.

McGILL: Well, of course, a working relationship. And that's the only answer. And just working constantly to keep that going. The problem would be the personalities. I think that's there any time. It's really difficult to come up with a solution for that.

TORCH: Do you feel it's a proper function of the student body president to criticize or make negative statements about the college in public?

McGILL: Oh, definitely not.

TORCH: Why?

McGILL: Well, first of all I'm really concerned about community feelings of the college. And if the president's going to make negative remarks, the community is going to think as a result, "well, if he doesn't think much of the college, why should I vote on this bond issue? Why should I do anything?" I think another major thing in communications is communications with the community.

TORCH: Do you think the student body president should be sort of a PR man for the college by not making any hassles?

McGILL: Well, I just said he shouldn't make any negative comments about administration.

(Continued on page 8B)

Suzanne

(Continued from page 7B)

TORCH: How about what might be termed as constructive criticism of the administration?

McGILL: Well, that's altogether different than negative remarks. We're talking about generalities now. Everything else is popping up, you know, and it just depends on the particular case. I can't make a statement like that, because if something came up you might want to make a statement—not negative, but . . . It's hard to speak in generalities.

TORCH: Okay. Let's take a specific then—the tuition increase passed this year. Would you feel it your place, if you thought this was . . . First of all, do you think it was wrong for the Board to increase tuition?

McGILL: First of all, I'll have to admit that's really a very delicate question.

TORCH: Okay. Hypothetically, if you thought this was not in the best interest of the students and you were representing the students, would you criticize this move by the Board?

McGILL: I would just make a general statement that I'm not one to get too excited and too negative in remarks. I would be very careful, because in doing that . . .

ROGERS (observer): In that last string of questions, it seems to me that you are searching awfully hard for some kind of an answer. You seem to be trying awfully hard to push her in one direction or the other.

TORCH: The last question referred to criticism, which she said was too general. I tried to get something specific to work with to decide whether she would criticize or not. Maybe the ques-

tion could be reworded to make it clearer.

McGILL: If I felt I did not want the tuition increase, I would—"criticize" is a bit harsh. I would make comments if I didn't agree to it—IF I didn't agree. I think you should reword it. I'm really uneasy with the way that's . . .

TORCH: Okay. Do you feel it is the proper function of the student body president to constructively criticize or make negative comment about the college in public under any circumstances at all? Considering any circumstances that might come up, would you feel it proper?

McGILL: Okay. Constructive criticism or negative remarks.

TORCH: Right. You can answer those in two ways if you want. Together or individually. Do you feel it would be proper to make constructive criticism?

McGILL: Constructive criticism. I really think that any type of criticism would further hinder relationships.

TORCH: Then you feel you should not make . . .

McGILL: No. Because I can't see . . . No, not constructive criticism, making it public.

TORCH: What do you believe is the proper role and function of the student body president?

McGILL: I think it's the duty of the president to keep the communication lines open and free in any way, any aspect—community, administration, staff, Board or students. And if there's any . . . if the lines aren't kept open, and you don't have a working relationship, then you're going to run into problems some-

where along the line.

TORCH: Do you see any ways that this could be done that are not now being used?

McGILL: Yes, I do. In particular communication with the Board. I do have a way, but I don't want to elaborate on that. If I get elected—when I get elected—it might lessen my chances. I think it's just something, one particular way of being more involved with Dr. Schafer and the Board than there is now. And, of course, through the press. That's obviously one way, and a good way—just about the only way. Elections. Election turnouts. If our students don't vote at Lane, and it is covered by the press—our student body elections next week—and the community is going to be concerned about student apathy. So when the bond issue comes up they will probably sense some of this and they won't vote.

ROGERS (observer): You have a plan for the upcoming Board (of Education) election.

McGILL: Since we have in fact decided the next Board election—this committee here at Lane was set up to support one Board member in the next election. I am going to propose to this committee that there be a carpool of Lane Community students to go out and vote for this Board member. The candidate that they are supporting. Also, it's unfortunate that there wasn't a car pool of students participating in the last (budget) election. Because that's very definitely a very small turnout in that election.

TORCH: How would you pro-

pose to increase the interest and participation in student government?

McGILL: Again reiterating, if there is not the concern of the Student Senate . . . Let me put it this way: if there is somebody that the students can relate to, they know their senator, they know they can get involved. Again I go back to my example of trying to be involved directly instead of . . . You can go through the clubs. Another proposal . . . we'll start with that in a moment. I think that's one of the reasons for student apathy. Not knowing what's going on in government, in the Student Senate.

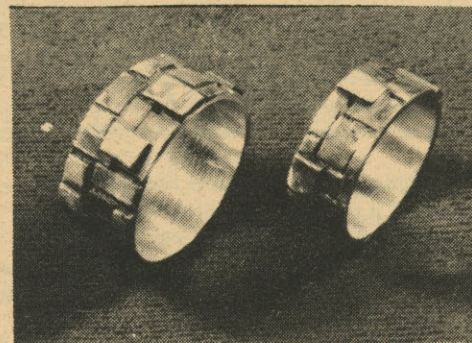
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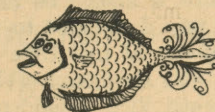
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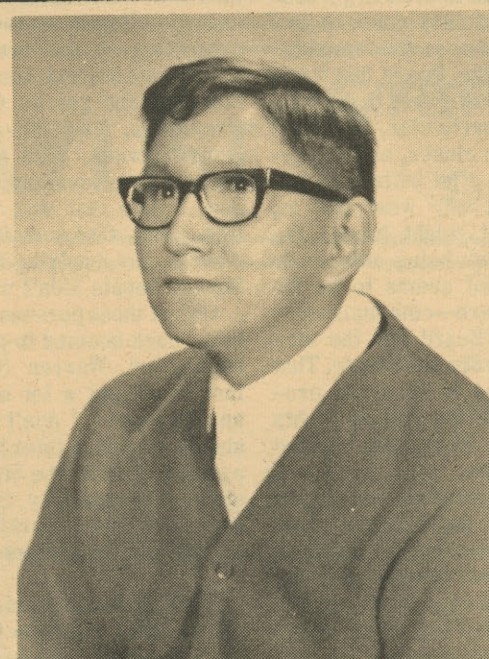
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sons for apathy, they didn't know what was going on. Many of them have been out of school for eight or ten years—since high school—and they don't remember exactly about the student government and aren't really aware of it. A majority of the students are aware, but I think with the percentage that are not, you should start from the bottom and teach them what it's about, and what they can do and what's available to them.

Again, a Club Council. Clubs have representatives to the Student Senate—they have student senators—but there is a plan right now that is being discussed for a Club Council in which a member of each executive for each club would be combined, making the other clubs aware of what's going on on campus, what each one is doing that they can take back to their own clubs. And, in fact, the Student Senate money could stay on campus. One example, Switchboard, which is a very good organization, was given money that they could have gotten from the community. I know examples of the ADC association receiving thousands of dollars from the community. I'm not denying that Switchboard isn't a good thing, but I feel that with the Club Council and support from the Student Senate we could have an equally effective organization right on campus that would benefit each and every student, and not maybe some that happen to be involved.

TORCH: What do you think is the Senate's main problem, and how would you solve it?

McGILL: As I see it, a definite personality conflict. I've been told one of the members of the Student Senate has refused to do anything and put the burden on the president this last year. That's definitely a problem, having to do two jobs. I think that in a severe case like that it takes a 2/3 vote of the Senate to get them out and somebody else in. Some of the cases could be resolved, but in a case like that where it can't, I can't see . . .

Another example, a small quotation: "you voted against me on this bill because you don't like me," and that's a wrong way to run a Student Senate. I plan to have a summer session—before the students leave this summer—in getting the student senators together, get them to working, get them involved, to get them to think about a lot of it. And hopefully a lot of them will be around this summer, because I plan to be doing a lot of work this summer. And finding out before next year just what's happening. This personality thing may come up. We should know about it, should realize it, and solve the problem before we go into the first Senate meeting, and then there would be no accusations of "you voted against me because you don't like me." That's no place for it.

TORCH: Do you support any other person running for office in the elections?

McGILL: The only person I know enough about to actively support is Ron Davis for second vice-president. He's been working with me ever since I've been running as a write-in for president. He's very enthusiastic. He's aware of the personality conflicts in the Student Senate last year and realizes that it could happen to any, and if it does happen next year when he is in, then he would do his best to resolve it. He is concerned about every student, as I am. Not any particular group, but just students as a whole. I wholeheartedly support him. He's really enthusiastic. He

works all the He sleeps about five hours a night, and other than that he's going constantly. Not only for me, but for everything. I really admire that.

TORCH: Do you feel the students at Lane need any more power? If so, what kind and in what areas?

McGILL: Currently they have the potential to have They've got a lot of power now. What do you mean by power? Do I believe they need more power? No. What was the last part of the question again?

TORCH: Then you think they have enough power now. What kind and in what areas would you say they have enough power?

McGILL: Maybe it's there and they're not utilizing it. Are you referring to the Bill of Rights? Again, it's generalities. I don't know what you're interested in finding out. You're just leaving it up to me to . . .

TORCH: The word "power" has been used a lot lately—student power, and so forth. It should be clarified how you feel about that term, and whether students, under your definition of the term, have enough power within student government—decisions in administration policies, school policies, etc. Whether they have enough voice—whether they have enough actual say, rather than tokenism. I think that's primarily what the word "power" pertains to.

McGILL: Well, I would have interpreted it differently than you. The way you interpret it, I think there's a potential for more power. Again, there comes up the idea that I have that . . . Well, it's just a basic trust, understanding, communication. The problem seems to be the Board. And that's what I'd concern myself with. I realize that there are other areas, but the problem is there and I feel that with having more trust, communication both ways with the Board and through myself . . .

TORCH: Do you have ways that you can gain more trust and understanding that you can air?

McGILL: None that I can air. But I think as a result, if you have that—what we'd all desire—that relationship, the trust, that's what has to be there for more power as you interpret it.

TORCH: How would you interpret it? If you've said, I haven't understood it yet.

McGILL: No, I haven't said it because I hadn't heard—as it was put to me in the question, it sounded like a quest for control. At the time the question was presented, I thought that's what the No, I'm not out for the control.

ROGERS (observer): He means do you believe that the students should have a realistic ability to control, at least in part, the things that go on on this campus.

McGILL: Yes.

TORCH: There is some concern that to fulfill the role of president adequately, there is not enough time to do an effective job of being a student. Do you think it's possible to do an effective job at both—as president and as a student?

McGILL: Okay. Are you referring to last year?

TORCH: If you were elected president, do you feel you could effectively fulfill that job and your student responsibilities?

McGILL: Definitely.

TORCH: What goals have you established for your tenure in office, should you be elected?

McGILL: Then again the president's main concern, the goal . . .

TORCH: What would you like to accomplish if you are elected?

McGILL: Well, again, the Club Council. I think there are a lot of programs that Warren has worked on that should be continued. It seems like I've stated most of them before in one way or another.

ROGERS (observer): There was something you discussed this morning with me, concerning Adult Education.

McGILL: Oh, yes. That I'm very concerned about. This issue was brought to my attention today, by an instructor serving as a delegate from the adult education class, inquiring why the Adult Education students weren't allowed to vote in the elections. This seems kind of strange, particularly at a community college such as Lane. It should be investigated. If I am elected, I am going to do all I can for these disenfranchised students. They do represent the community. And I feel they do have rights to vote in the elections.

TORCH: The main problem there is do they pay a student body fee and get a student body card? That is the only way you can vote in the student body elections.

ROGERS (observer): Are they permitted to pay a student body fee? I don't know.

TORCH: Neither do I. They are not required to. Whether they are permitted to, I don't know.

McGILL: I believe, the way the instructor asked, he was teaching a class of elementary school teachers in Eugene.

TORCH: I think also this would require going through the entire process of filling out the registration forms, and I don't believe they do that now.

McGILL: Another subject—the other group that has proposed student housing is a private firm and I see the potential of other student housing at a lower cost. It's another thing like Adult Ed.—it will have to be investigated, too—that I think concerns students who would spend a lot of time involving the students and their workable knowledge. It's hard to elaborate on this because there are a lot of things that I really don't know—what it involves building a house. I've never done that. I think it could be worked out as this is a learning institution. And I would like to investigate the possibilities of student involvement, even in construction, design—whatever—of student housing for the students of Lane.

TORCH: Are there any other comments that you would like to make that we haven't touched on yet? Anything we haven't brought up that you would like to?

McGILL: Another issue is the transportation. There are workable things going on right now—sharing rides with people in the area—but I see a great possibility in the expansion this year of the city bus system. There's a possibility of having a bus run from Eugene from 7:00 in the morning to say 10:00 at night. The question is asked: "are there enough night students?" I think there are enough that are not here that would like to come, and as a result of the city bus, could come. There's a possibility of having one from Springfield. I could see where this could come about.

TORCH: In thinking back over

the interview, I think at one point we got sidetracked—on the subject of your background. In talking about past experience in positions of leadership, and of parliamentary procedure, I think parliamentary procedure led us off. Would you care to elaborate further on your background—positions you've held, your qualifications?

McGILL: In high school I didn't hold any official positions. I was in charge of community relations. It was a very small town. I was the one who went to the community whenever anything needed to be given to the students, or any way the students should be helped out. And it seems to me almost all the activities—from Homecoming, from picnics to carnivals—I coordinated.

TORCH: And I believe you said you had been in business?

McGILL: Yes, I was in a managerial position for one year here in Eugene and I was in charge of hiring, firing, communication with the workers. I worked very fine with them, and didn't have any problems. In this position, I dealt a lot with the public. I feel that I can better realize the different areas of the community, the positions people hold, and getting involved in Jaycees and people involved in Jaycees . . . just about all aspects of the community. I can understand them and their feelings.

TORCH: One question that has been brought up that I think should be answered—several people have expressed concern that you would not have time for your children if you are elected president.

McGILL: I as a mother understand that concern. I think that I have also been concerned about students who have been in student government this year, realizing the problem and how many hours Warren has spent here, directly because of not having the co-

operation of another member. I think they are judging by the time Warren has put in this past year, and the burden of the other person's job was put on Warren's shoulders and naturally Warren had to carry through. Are you concerned about my children, or are you concerned that I'm not going to do the job?

First of all, I can talk as a mother, and how I feel about my children. They're very well-educated, happy, balanced, normal children. I live across the street from my sister. They're always taken care of. That seems to be a concern. I have people working on my campaign with me—I could name ten people who are sitting in the cafeteria right now who you could ask what kind of mother I am and how my children are, that would give very complimentary answers.

The question is asked whether I would have time to devote to my children. Is it a valid question. I don't think so, because the question could be asked another presidential candidate "do you have enough time for your wife and children?"

I can tell you how much I love them, how much they mean to me, but that is a personal thing, and I had that taken care of in my mind before I even thought about running for president.

I held a managerial position for one year. I worked ten hours a day. They're still happy, normal, adjusted children. It's unfortunate, but I realize society has a "mother image," as you said.

TORCH: Are there any other comments?

McGILL (from a prepared statement): This election campaign has been marked by a surplus of demagoguery and vehemence. A little more reason and a lot less rhetoric might better serve the needs of the students of LCC. This is essential if anything is to be accomplished after the election.



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Presidential interview:

TORCH: Why are you running for the office of president?

BARBAROSSA: Obviously because I think I'm the best qualified and because I think I can do the best job. And I think that I can probably lend some new, imaginative thinking to the student government as well as reflect program ideas that serve student needs.

TORCH: What types of imaginative thinking would you have in mind?

BARBAROSSA: Well, for example, I contend that the issue about student apathy may be a real one, but that student government has been negligent in that they have not done anything about it. What I hope to do is set up what I would call project SEEK--search, evaluation, education, and knowledge--SEEK. And this course would be mandatory for all new, incoming students.

In that course a student would have an option to exercise his field of interest. In other words, every student who comes on this campus has an outlet--a hobby or something they would like to do--their thing. Now, whether that is a social thing, social activity; or whether it's an interest to serve human needs, human concerns; whether it's an interest in a political field; or whether it's an interest in, say, economic areas--in other words, your education, your economic, political and social fields, whatever your thing is.

Within this course, you would be able to select that option, and you would work in the community or in the field or through research, and you would get credit for it. So that later on in life, a student would have a more keen appreciation for the real things that are happening outside of the classroom--not just what he gets: the theory, and the class and lab approach to involvement in our society. But he would actually GET to be involved. If he wants to be, let's say a singer, we should help him achieve that aim. He should learn "what does it take to be a singer?" "What do I have to do?" If a student wants to become politically aware and involved, then we should show him what things he needs to do, starting with the local level--the community, state and national levels. So what I'm really saying is that through project SEEK, a student would get to do his thing, learn about it, actually be involved in it, and get credit for it at the same time.

Now, within that course I would also see to it, or try to integrate in there, an awareness of what is happening at college. What is college life about? What does it entail--responsibilities as a student; options as a student; what the college has to offer in the way of facilities, services such as child care, housing, health, curriculum, options, etc. In other words, I would hope that he would try and learn how a college really functions and what his role is as a student. At the same time, what are the college responsibilities toward that student? I would try and get the administration and the faculty, on a rotation basis, to make some kind of approach as to what administration sees as their role. In other words, they would get a pretty good scope of what's happening at the college.

TORCH: You mention that this would be a credit course. Have you investigated this possibility with the administration, or is this hypothetical?

BARBAROSSA: No, it's not. I have talked to some administrators and a couple of the Deans, and they feel that with some kind

of adjustments, it's not that far out or far-fetched. It would, of course, have to be negotiated for like any other project or course. But I feel that the flexibility is there, and Lane does have that kind of flexibility so that it's not that unprecedented.

That's one thing. You said "what kinds of things." Another project which is right now being talked about in the Board Room is called project REACH. This is for research, education and action in the community home. One of the things that I am keenly interested in is community involvement. We are a community college. We have been accused of being isolated--the campus physically, and in our thinking. Well, I hope to dispute and rebut that, and the way you do it is to provide avenues of involvement for our students, specifically that student who is disenfranchised because maybe he is a hippie-type, maybe because he is a Black, a Chicano, an Indian, or an ADC mother. These people can serve as a resource to the community college in that there are many remedial services in the community which the agencies responsible for handling--such as housing, child care, welfare, employment--are tearing their hair out right now because they cannot really get to the people in the home. All right, I saw what better group could appeal to their peer groups than the minority and disadvantaged student on this campus?

So I will set up a project under the work-study program. It's going to be sponsored to the community services public agencies at the University of Oregon. The "Action Now" group, which is a graduate student program at the U of O, as you know, will sponsor it and they will supervise it. The students will interview and inform and come down to a person-to-person basis with the families in their home, and will explain to them the different options in the area of education, employment, housing, health care, and so forth. And what of course happens here is that the community is doing a service--the community college, that is--the student is gaining insight and he feels he is contributing in a positive way to solutions. The agencies, of course, love this because they are under-budgeted, they are understaffed, and they're crying, like I said, for this kind of outreach thing. So what we will be is an extension of that.

These are some of the things--the broad areas. More close to the student himself, I will set up a forum which will meet once a week. This forum will consist of one guest speaker, or a guest personality or whatever; one administrator; two faculty; and two students. And the forum will be open to the public. Each week it will be a topic of concern, hopefully a contemporary issue, and more hopefully a local issue. Now, the public will be able to carry interaction with this forum if they so desire--any questions, anything--gripes, complaints, suggestions on this campus.

At the same time, I will set up a communication in that every-

thing that is happening in the Senate will be posted on every bulletin board in this building, on this campus, and in each department--of what is happening now in the Senate, what is pending, and what will be the upcoming issues. So that at all times the students are informed of what is happening.

I, myself personally, will set up a noon rap session every day in the cafeteria--not in my office, but in the cafeteria or wherever the greatest influx of traffic is--so that I can have the ear and

that way really tune in to what the students really need. And this way I hope to be a communicating student body president that is trying to meet the express wishes of the student body.

Those are some of the imaginative things. If you will look at my record, I have demonstrated that I can organize and implement.

TORCH: What primary qualifications do you have for the office?

BARBAROSSA: Well, I think that I am a responsible and mature individual. I don't have formal education as such, but I have a wide variety of experience in the world of hard knocks. I have been very politically involved since I was 18. I worked for the Kennedys extensively. I worked personally for Bobby Kennedy in the Southwest in the organizing of the Viva Kennedy Clubs. I was the campaign manager and state coordinator for Fabian Chavez who ran for governor of the state of New Mexico. I did a lot of traveling. I have always worked with large groups of people, starting with the political aspect. This gave me some insight as to how you deal with people. I think this has to be a thing--learning to deal with people. I have served as chairman of the Urban Community Action Council--board chairman, that is--for one year, and the Community Action Council, of course, directs the Head Start, the dental, the housing and manpower development programs in this county. You know--OEO. That has given me, I think, a considerable amount of experience because I have been dealing both with the bureaucratic and with the poverty people, and believe me, it's pretty hard to transcend one to the other.

I have always been involved in action projects. I have set up a housing corporation--Build, Inc.--which is a self-help housing project for low-income families in the community. This has received very, very wide support and encouragement from HUD, Farmer's Home Administration back in Washington. I went there and they were really struck by how we did it. We did it by, again, marshalling the resources of the community. The students, the para-professionals, the professional people at the university level, National Alliance of Businessmen, the community action programs--all formed a consortium for housing.

I don't want to really enumerate, but that's all I've been involved in--many, many things. I fought for child care to be implemented on campus and off campus. The Student Awareness Center, which I set up this past summer. I think that all of these things add more. You can't help but learn when you're involved in the core of activities, and I consider that this is what it has been for me--a knowledge or a gain which I can in turn use to help other people.

TORCH: What experience or knowledge do you have of governmental procedures?

BARBAROSSA: Well, for example, I took of course the normal government courses that you have to take, history, so that gives me some. But I worked with legislative sessions, both in Oregon and New Mexico. I testified before the session here in Oregon three times. I worked quite extensively with the speaker of the house (in New Mexico), Fabian Chavez, who ran for governor. So I'm very, very familiar with parliamentary (procedure) and how you have to mechanize the intricacies of government, which it is--it's a very complex thing and it can be useful to you if

you know how to use it, if you know how to work it. It can be a very positive thing. If you don't really know things like budgets, if you don't know how to marshal through an issue, then you're dead.

TORCH: If you had been president this year, is there anything you would have done differently?

BARBAROSSA: You know hindsight is better than foresight. But at the risk of that, yes. One, I would not have called for a student strike on an impetuous, impulsive movement. Two, I certainly wouldn't become ineffective by trying to challenge the school Board (of Education) in things like threatening to fight against the school budget. You're only spiting yourself--cutting your nose to spite yourself. I would have found more ways to involve the student body, and I would try to find more issues in which we could involve ourselves



that were community college issues, rather than national. National issues are always there, and it's real easy to talk about them--you know, like the draft, the war, pot, whatever. I'm saying that I would have tried to find more things to do on campus to affect the lives of students here. For example, one of them is that every student has had a real hard time really learning where he can get guidance, whether it's a counseling need, career analysis, how you drop and add a class--all these kinds of things that a student needs to know. I would have seen to it that a booklet, and I will do this when I am in office, that a booklet is given out at registration time with the packets that would tell the student all his options--that would tell him how he can get all these services very readily. And that would be solved pretty easily. And, really, we're again talking about communication. I would have tried again to meet more needs of the students than we have in the past.

TORCH: You are very active in other projects both on campus and in the community. Do you feel that with these other commitments you would be able to devote adequate time to the presidency?

BARBAROSSA: That's a question that has been put to me many times. And I would say this--that the position of student body president is very complex. It's a large responsibility. I would have to drop and curtail all my

other activities because I would feel that as student body president many of these needs could be served that I'm already doing while not in office. What I would try and do is incorporate some of these activities into the function of student body president. But what I would do, of course, is devote myself and become the most effective, the hardest working student body president they've ever had on this campus.

TORCH: There has been some concern that because of your activities, you're spreading yourself too thin. Some people have seen a tendency, for example, to initiate a project and then to withdraw from it--as in establishing the Student Awareness Center and then disassociating yourself from it and going on to another project. Would you care to comment on this?

BARBAROSSA: Yes. This is one of the things I see--that it's hard to discern at what moment you start and you quit. However, I feel that this is one of my functions--to initiate programs, get people involved in that initiation and hopefully gear or build the people to the point where they can take over the project. No man can be all things to all men. And no man can bog himself down by being the one personality--in other words, that would run the whole show.

So what it takes then is other people--a team effort, and this is what I try to do. It's just like the president of the U. S. He has immense branches of government--agencies--which have to function. He has to surround himself with men capable. He has to use his judgment and discretion at what point he intervenes and at what point he uses executive power. So I'm saying that mine is going to be a team approach with students having a lot of the input. But I will, in the final say-so, have to use my judgment, according to my background and experience.

TORCH: If you are elected, do you plan to hold any other office while serving as president?

BARBAROSSA: No, I do not.

TORCH: You are presently working with Financial Aids

BARBAROSSA: Right, I am the coordinator for the off-campus college work-study, which I set

Omar Barbarossa

up, by the way.

TORCH: Why are you willing to give up a job that pays so well for one which pays less than half the money?

BARBAROSSA: Because there are sometimes times in society when you have to sacrifice if you really believe in change, and if you really believe what you stand for. And if sacrifice is going to be monetary, then I don't really mind it as much, because if I did not, I would be remiss and I would be just as materialistic as those things which I am trying to change and fight against.

TORCH: Do you see any conflict of interest in a person who has a half-time staff position running for a student office?

BARBAROSSA: Not at all, because I am a student. I have always been a full-time student. So because I have the status of half-time staff, I don't see how that would be contradictory with my stand that you have to involve students. And I see myself as a student counselor. And in that capacity I'm showing that involvement which we are asking for.

TORCH: Are there ever conflicts between the staff position and the student position?

BARBAROSSA: I have never been in the position of conflict, and I don't see where it would be, because as a matter of fact, I have gotten in trouble because I have taken the students' side and fought for the students' viewpoint probably much more adamantly than I should. My job has never really been contingent on the fact that I have to kowtow or concur with administration of with the Board.

TORCH: In your campaign literature you use the quotation "Some men see things as they are and ask why, I dream of things that never were and ask why not," which was used by Bobby Kennedy. Also, in a recent interview with TORCH reporter Jon Haterius, you said that you are yourself controversial for the same reasons the Kennedys are. Could you explain those reasons?

BARBAROSSA: I wouldn't say the SAME reasons--SOME of the same reasons.

First of all, some men see things as they are, and I dream things that never were--I am a product of today's youth, and today's youth is confronted with unparalleled problems. I'm sure that many people say they were here before. The reason we are more conscious of them is the fantastic speed of communication that exists today--the media. People have ready access and instant knowledge of everything that is happening.

In addition to that, everything has grown--population, pollution. We have engaged ourselves in a war which I don't think is any longer justifiable. We have become aware of the race problem in our society. We have become aware of the poverty conditions that affect many segments of our country--Appalachia, the New York ghettos, Los Angeles, the migrants, and so forth. Well, people who look at all these kinds of things and turn inward with negative outlooks immerse themselves in such stupendous negativism that it really is very discouraging. Well, to me, I look at it the other way around. To me, it's the challenges that are there. What are we going to do about it? I dream of a better world. I dream of a better future. And I say why not? In other words, I like to think in a positive way. I'm an optimist, in spite of my background, in spite

of the things that we see. I'm an American. I love my country. I love what this school represents. I love the fact that in this society if you really have the guts, the determination, and you're willing to work these things out, that we can make changes. And we have to believe that. If you don't believe that there's hope, then we're all kidding ourselves and we might as well quit. Then every guy can look out for himself. And that is not the kind of future that I would like to see your children or my children grow up in. We have to make a better world. And it has to be now. We can't dwell on yesterday, and we can't wait for the future. We have to react now.

TORCH: Why, then, would you describe yourself, as you and others have done, as a controversial figure even among those peers who have the same attitude?

BARBAROSSA: Because for one, if anything, I fight probably harder for the things that I believe than most people. Anytime you are going to be as involved as I have been, and active, you're going to step on somebody's toes. Anytime that you are trying to challenge the enfranchised establishment, you're going to get some backlash. Anytime you challenge any institution, whether it's education, government or business, they're going to fight you back. And as a result, if you are dedicated to your ends, they don't like that. As a matter of fact, I've had people make the statement, "you're an intellectual militant." And I say "well, what do you mean by that." And one guy said "well, I'd rather that you hit me, because I can deal with that, but I can't deal with a guy that just sits there, and I can't argue or change his trend of action and philosophy." In other words, I don't want to say that I'm too rigid in my goals, but I'm not going to be swayed by trivial, personal or immediate incidents.

TORCH: Would you say, then, that the controversy is not so much the goal, but the tactics used to reach the goal?

BARBAROSSA: Somewhat, at times. But more than that I really believe that my unwillingness to change or swerve from my philosophy and my goals, more than anything else. And as I have said, anytime that you are involved in any way--as many ways as I have been--you're not going to please all the people all the time. You're not going to serve all the people all the time. So what I do for one group incurs the wrath of the other.

Yet, as an example, you know, we keep giving labels to people about being conservative, about being liberal. Well, I don't like that, because I sometimes take the liberal stand and sometimes I might go with the conservatives. I have to decide on each issue and its merits. Just because I'm a liberal doesn't mean that I espouse everything that's liberal or for liberals. As witness, the draft situation here on campus. The Senate was very uptight about the draft, and they assumed when we had the vote about ROTC that I was going to vote against having ROTC on campus.

Everybody was trying to seek my thoughts on it, and I would not give them because I was not going to influence in any way, shape, form--and this is something, again, that I have never done. I have never tried to influence any Senate member in their voting. I have always done my thing alone when it came to deciding. And when the ROTC thing came up and I voted that we allow ROTC, I had people screaming at me and some of my best friends were furious be-

cause they said "how could you do this to us?"

I explained that here all of a sudden was an issue where the liberals were a majority and I saw them just as oppressant and just as down and hard on a conservative issue as they had accused conservatives of being prior. I felt that if 25 people on this campus want to go to ROTC class--I, myself, wouldn't go to ROTC class; I, myself, don't believe with a lot of things ROTC represents--but I am willing to give the right and protect the right of those individuals that so desire it, just as much as I want my rights to do what I want. And that's when you have to come to maturity and that's when you have to deal with integrity of what you believe in.

TORCH: In your interview with Haterius, while discussing charges by some that you are a "manipulator," you state: "if I am a manipulator its within the democratic process." Do you feel that manipulation is ethical and justifiable simply because it is done within the democratic process?

BARBAROSSA: I don't like the word manipulation. I don't like the term manipulator. Rather, it's working within the system like anybody else does. The guy that knows, as I said earlier, how the intricacies really relate to each other and knows how to utilize them so they can respond to effective change--I don't know what you call it, but what I'd call it is working within the system, within the democratic process.

TORCH: How would you define manipulation?

BARBAROSSA: Well, the way you say it connotes some kind of shoddy or self-interest type of thing. I don't see it that way. What I'm saying is you use what you have to the best advantage that you have. You do that in your school, in your job, in society, wherever you're at. You have to deal the best way you can with the situation. I am saying that I have been more effective in dealing with bureaucratic institutions than most people have.

TORCH: What do you think is the proper role, or function, of a student body president?

BARBAROSSA: To represent the express desires and wishes of the student body as best he can. To use his judgment, to use his knowledge, and to use whatever he can to try and articulate their needs to administration, to the Board, to the rest of the student body, and to the faculty. To negotiate on behalf of the students, to provide that leadership, to motivate, to give direction, to instill confidence.

TORCH: What do you think should be the relationship between the student government and the college administration?

BARBAROSSA: I think they should be equal entities. Pure and simple as that.

TORCH: Would you care to elaborate on that? How would you accomplish it?

BARBAROSSA: Well, you know there are many decisions made on this campus through the Instructional Council, the President's Cabinet, the Board, through other various committees. I would hope that I could get students and try to impress upon them the fact of how important it is that they represent the student body in these committees.

I also would try and stay on top of the issues as much as I could and deal with them as they come, so that when it came time to expound on them we'd deal from a position of strength. That's the

only way you could bargain. You can only do that if you have all the facts and the knowledge, and the only way you can gain that is by staying active in it, staying on top, questioning, probing, becoming involved, making sure that students are not being taken advantage of in any way. At the same time, the students have certain responsibilities in dealing with administration, just like administration does to the students.

TORCH: Do you feel students at Lane need any more power?

BARBAROSSA: They need not more power, they need more guidance and more voice in the decision-making process.

TORCH: Do you know of any ways they could accomplish this?

BARBAROSSA: I have just said that by making sure that at the committees, at the Board, through administration, the student body president, through appointments and through his own activities--make sure that any thing that is occurring or transpiring is not going to impede, or going to be a disadvantage for the students. I cannot speak on anything until I'm there, because right now it would be hypothetical for me to say.

TORCH: Do you think it's the proper function of the student body president to criticize or make negative comments about the college in public?

BARBAROSSA: No sir. Definitely not.

TORCH: Not under any circumstances?

BARBAROSSA: I don't think that anybody--what was your word again?

TORCH: Do you think it's the proper function of the student body president to criticize or make negative comments about the college in public?

BARBAROSSA: Okay, you're asking me two things now. First of all, I don't think that student government, administration, or anybody, speaking as an elected official or spokesman, should ever make negative or derogatory comments about another group in public. However, constructive criticism--definitely. I'll be the first to say that. If I don't believe the way I see something, if I don't like what is happening, I'll be the first to criticize. But I will not do it in a threatening manner. I would try to do it knowledgeably and articulately. And I'd try to do it in a manner that is... well, should I say businesslike. You don't accomplish anything by making threatening gestures or speeches.

TORCH: What is your reaction to the proposed student strike?

BARBAROSSA: I was probably the first student Senator to stand up and speak against the strike. I do feel that the tuition increase, the issue that brought the strike situation up, was not fair. Nobody likes the raising of prices. Nobody does. However, striking would not have been the solution to the tuition increase.

Number one, we would have had the distinction of being the only community college--the only educational institution--on strike while the legislature was in session. We've got to be realistic--they're the men that dole out the money.

Number two, the community has been very good to LCC. They have over and over voted for our budget increases. You don't show appreciation by student strikes. It would ruin our image in the community, and the community support. Number three, striking is an impetuous, rash thing when

it's called in the twilight hours of the next morning. I like to negotiate at the table. I like to negotiate under an orderly basis as adults.

TORCH: What do you think is the Senate's major problem, and how would you correct it?

BARBAROSSA: I think the Senate as a whole is trying to do a good job, basically. However, the problem that has resulted is that the Senate has allowed itself to get involved in personalities and conflicts rather than objective issues. The Senate has tried to become involved in issues which do not really relate to the community college.

I would hope to reverse this. I would hope to imbue in the Senate the idea and the philosophy that we're here to represent various departments, various needs--we need to deal with them. Not because I like this Senator or I don't like that guy, or I don't like what he represents. In other words, not indulge in trivia, not indulge in personalities, but to be mature and objective in their decisions. And that's the thing that has not occurred in the past.

They have also failed to communicate with the student body. The biggest criticism I have heard from students is "who is my student senator?" They have failed to generate enthusiasm for the Student Senate. Now let me qualify that. There are some student Senators who I think are trying to do a good job, and are doing a good job. Unfortunately, as I said, too many of them have become involved with conflicts that deal with personalities, rather than issues.

TORCH: How would you propose to prevent this involvement in personalities?

BARBAROSSA: By having a workshop and a retreat before the Student Senate convenes, which we should have done this year. We did it at the end of the Senate year. We came away from there, believe it or not, learning some things about each other, and learning that maybe this guy wasn't a bad guy after all. Why did a guy feel about certain things the way he did?

So we need to get together as a group and learn to interact with each other. Learn where we stand, and then make a commitment--individually and as a group--that we are going to be dynamic and that we're going to do some real constructive things in this coming year. Because it is an opportunity for us to get some good experience in government. Later on in years it will pay off. So what we do here, right now, will leave a mark for all other Senates and presidents coming in. I want to leave a mark that they will have to aspire to. I want to leave a challenge to them. I want to leave an unequal record of success, through teamwork.

TORCH: At the April 14 Board of Education meeting, the Board voted to revise the Student Bill of Rights and Responsibilities presented to them by the current student government. Primary responsibility for that revision, according to the decision of the Board, would be placed with the office of the LCC president, with student participation.

BARBAROSSA: Ha!

TORCH: What are your feelings on that decision?

BARBAROSSA: I laughed because of this thing about the primary responsibility with the president, with student participation. I would like to say pri-

(Continued on page 12B)

Barbarossa

(Continued from page 11B)
 mary participation of the president AND the students--EQUAL participation.

TORCH: That was not the way it was presented at the Board meeting.

BARBAROSSA: I'm saying this is what I want, though.

TORCH: How do you feel about primary responsibility being placed with the office of the president?

BARBAROSSA: That's why I'm laughing. That's kind of funny. It's always this thing--"with student participation." Hell, I want equal participation. I don't want "primary responsibility with the president, with student participation" or "primary responsibility with the students, with participation by the president." I want equal participation.

But I really do feel that the students did a lot of hard work on the drafting of the document, and I was really ticked off about one thing. The faculty, "all of a sudden," became interested in responsibilities, rights, and conduct on this campus. I'm saying if they had been on the ball, they would have taken the initiative. So once again the students have proven that maybe they do have a little bit more foresight, because they're the ones that took the initiative.

I would hope the college uses their (the students') document as the basis from which to draw a campuswide document, because by the admission of the Board's own chairman, he said "this is one of the best documents that I have ever seen drafted." So I'm saying if I'm elected, you can bet that the students are going to be, if not majorially, at least equally represented on that committee that is going to draft the campus document.

TORCH: What are your feelings about the proposal that the administration draft a campuswide document and INCLUDE the students' document?

BARBAROSSA: No sir. That's patchup work and it's inexcusable if it's allowed to happen. Again, I reiterate, the basic drafting of the document will be done from the Student Bill of Rights if I am elected president.

TORCH: How do you propose to insure that?

BARBAROSSA: By making sure that the committee that is designed--if it has three people on it, and I don't care if it's administration, faculty or classified, we're going to have three students. And I'm going to have the chairman of the Board be the moderator, because he has consistently aligned himself and been receptive to student needs. I deem him to be a fair and impartial man. He is the legal representative for the student body at the U of O. He is very up-to-date to the issues on students. So I would feel that either they appoint a student to moderate or the chairman of the Board. Because whatever the administration comes up with--we will have student representation in proportion. If there's three of them, there's going to be three of us. Six of them, there's going to be six of us. Pure and simple as that. We're not going to get caught in the vortex of faculty, classified, administrative, and students.

TORCH: Do you support any other persons running for office this year?

BARBAROSSA: I support and

will support whomever the student body elects. I am running my own campaign and I have not taken any participation for or against any other candidate, either vocally or in any other way. I would say that one of the things, for a president to be effective, would be that he would surround himself with some people who think like him. And I would say that one of the offices which I deem very important is the office of the treasurer, because that office and the office of the president have to work very closely together. I would think that it would be healthy if we had a change in that office, if we're really to succeed. And therefore, I would, yes, support David Redfox for the office of treasurer, simply because it would help me to be more effective in my job.

TORCH: Most of your activities during the past year have been focused on improvement of the status of minority groups. Would that continue to be your central focus during your term in office?

BARBAROSSA: No, it cannot be, because like the president of the U. S. or the president of any corporation, or the president of the college, you have to be objective and try to represent all factions and all facets of this campus. I have proven that I am objective and I have worked with all the groups, even though I have not taken the leadership role. I have helped other students do their thing and get their pet projects incorporated on campus. So it would be inconsistent with me if I were to say I would no longer be involved in the concerns and needs of the minorities. Obviously, I am a minority. I am a Chicano. I am proud of that. And as such, I recognize that they have certain needs which have to be answered. And I would continue to do so, no matter where I am in life, but never at the expense of the college or the student body, or anybody else for that matter. I am an American ultimately and first.

TORCH: Do you think being viewed by some as controversial,

egotistical, and aggressive--as you note you sometimes are in your interview with Haterius--do you think this would interfere with your ability to work with any segment of the college community?

BARBAROSSA: Well, so far it hasn't been a problem and I don't feature that it will be. I think that these are--if people call me aggressive, it's that I'm aggressive for their cause, not my cause. Not my personal cause. So I would hope to be aggressive in espousing and expounding on the needs of students again. Anything that I have done, if you will look at the record, has always been for other people, other groups. It would be the same if I were elected student body president.

TORCH: Would you like to bring up anything that hasn't been brought up during the questioning?

McMEANS (Campaign Manager): You should clarify your last statement about it being a stepping stone in your life.

BARBAROSSA: Well I of course

see my future as being involved in decision-making processes through the legislative means. I will hope to attain education as a college administrator, but I will also work in the community and, if the people deem it fit to elect me to office, this is what I aspire to. And I see the position as student body president as giving me good experience in that area, because the only way you can make changes is to be at the core of where decisions are being made. And this is why I am involved to change it. Otherwise, you don't have any basis for bitching about it, or griping, or complaining; if you're not willing to pay the price of involvement. I would hope to say this, that there are three good candidates running. I think that the student body has a wide variety of choice. I would hope that the election is made on the basis of qualifications as it alludes to past performances, of platforms, of philosophies, and I would hope that--and I know that students are aware and mature enough to decide on the basis of issues rather than personalities.

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