

Piercey rebuts nursing petition

by Cris Clarke

Associate Dean of Instructional Operations Jim Piercey says that the accusations made in a recent petition submitted to the Nursing Department by nursing students are unjustifiable. The TORCH printed the petition in its May 26 issue.

Says Piercey, "First of all, I believe LCC

has a highly regarded instructional program by both the nursing profession and the health service agencies that employ nursing graduates. Thusly, I find the charges listed as unfounded as any I've ever read regarding the curriculum, instructional presentations, and quality of

professional staff."

Piercey went on to say that the petition contained ambiguous phraseology and statements which were out of context, and says he feels that perhaps there are some hidden purposes in the document.

The underlying cause that Piercey says may have gotten the petition initiated is the recent dismissal of a nursing student.

But according to Nursing Administrator Carmel DeCroos, the student wasn't technically dismissed. "She was just deferred," says DeCroos, "she can still finish the program."

The Nursing Department, says DeCroos is in the process of revision some of its policies regarding students but says, "I can't go into detail about changes in student policies."

DeCroos feels that some contacts she made personally and a meeting she held with the nursing students proved to be more effective tools for input than the petition.

Concludes Dean Piercey, "You can argue with success--all graduates from LCC passed the State exams last year--but I feel the concerns expressed are without basis."



Powell to sue for discrimination

by Mike McLain

Bill Powell, chairman of the soon to be disbanded Interdisciplinary Studies Department, plans to sue Lane Community College for racial discrimination in addition to breach of contract he alleged would result from the disbanding.

While refusing to specify all the areas where he alleges the college discriminated against him, Powell did say the college's treatment of him while he held the office was different than that of afforded other department chairmen and he will use that as partial grounds in his discrimination suit.

At its May 12 meeting, the Board decided to accept the recommendation of Dean of Instruction Gerald Rasmussen to disband the department and to relocate the classes in the Social Science and Language Arts. It was Rasmussen's assurance that the classes could be better facilitated in the two larger departments and that the move

would cost no one their job.

At the time Powell decried the decision as "de-facto racism and sexism" and predicted the classes would be discontinued within a year. He vowed to fight the decision in court on the grounds that it would violate his five year continuing contract which specified he be employed as Interdisciplinary Studies Department Chairman. It was his contention that if there is no department, then he could not be department chairman, which would be a violation of the contract.

Now, in addition, he intends to add the racial discrimination charges.

Powell alleges that because of his race, he was paid less as a department chairman to do more work than any other chairman on campus.

But Dean of Instruction Joyce Hopps said that Powell's salary was determined by the same set of criteria used to set other

chairmen's wages. She said those include the amount of experience, the size of the department (Powell's department contains himself and two part-time instructors) and the number of advisory committees in the department.

Powell feels that although his department was smaller than any other at the school, the lack of adequate funding to provide a full-time secretary demanded he carry a fuller workload. "I spend more time doing administrative duties than other departments with a larger staff."

"Because he had only two part-time instructors," Hopps contends, "his duties weren't as heavy."

He also feels the college was also discriminatory by not providing more funding for the department which he says has incurred a "greater percentage increase in Full Time Equivalency students than any of the other departments." In fact, he alleges there was a decrease in funding even while the department was growing.

Hopps disagreed with this contention saying, "We provided more money this past year for the Chicano and Women's Studies courses. The dollars were there according to need."

"I don't think there are grounds for a racial discrimination at all," said Hopps. "This surprises me completely."

Though Powell says his lawyer feels the breach of contract portion of the lawsuit may result in the courts overturning the Board's disbanding decision, he is not interested in continuing the department. "If the department were allowed to remain, we could expect the same results--a decrease in funding and no support."

Powell asserted that he hopes to gain nothing personally from the lawsuit, but just wants to insure that nothing like this happens again. "It is my desire that the college adhere to Affirmative Action guidelines in the future," he said.

"Farewell"

This is the last edition of the TORCH for this school year. The editors and staff of the TORCH would like to thank everybody involved for their help and support over the past year. We hope we have been able to objectively expose our readers to many of the issues and problems confronting the campus and the community. Kathy Monje and her staff will take over the duties of the TORCH next year and we are sure the TORCH will continue to improve in their capable hands. GOODBYE AND GOOD LUCK.

Oregon author will address graduates

Oregon author Gladys Workman of Scottsburg will address the graduates during the 11th annual commencement ceremonies at Lane Community College.

Mrs. Workman is the author of *Only When I Laugh*, a lighthearted autobiography published in 1960. Since that time she has appeared on over 200 television talk programs, spoke to numerous groups and traveled widely.

Also on the program will be retiring Board of Education member Dr. Al Brauer, LCC President Eldon Schafer, LCC Financial Aids Officer Jack Powell, who will serve as master of ceremonies, and the LCC Swing Choir, directed by Terry Gilliam.

In conjunction with the graduation ceremonies, about 40 LCC staff members will receive certificates for completion of 10 years of service to the College.

About 200 of the 550 eligible graduates are expected to participate in the exercises which are free and open to the public.

A total of 550 associate degrees and certificates of completion will be awarded during annual commencement exercises at Lane Community College, Friday, June 4, in the Performing Arts Theatre. The ceremony will start at 7:30 p.m.

Employee succumbs

Described as an "exceptional employee and well liked by his co-workers," part-time librarian Terry Clingan, 28, died last Wednesday, May 26. Clingan, a practicum student from the U of O School of Librarianship came to work in the LCC library Fall Term. During his stay here as a student he suggested several projects for the library that have been finished or are underway.

His work was liked so well that he was hired part-time for Spring Term, following another staff members leave of absence.

Strained muscles from moving furniture had caused him some chest pains, and he was under a doctor's care for it. The cause of his death, however, occurred last Wednesday evening. He had been eating some peanuts, and choking on one, was unable to expell it.

Stained glass workshop

A stained glass workshop will be offered this summer term by the LCC Department of Art and Applied Design beginning August 16 and ending September 10.

The workshop will be worth 6 college transferable credits. Total costs for each student include a \$40 fee, plus tuition and materials (some practice glass will be provided free). Tools will be provided. The class is scheduled to include a total of 35 classtime hours per week, running from 9 to 5, Monday through Friday.

The class will be taught by Tenold Peterson, the Art Department's latest addition to its teaching staff. Tenold has been living in this area for three years and prior to that, was an Assistant Professor of Art at San Diego State University for nine years.

The workshop will be held at Tenold's home and studio which is 10 miles west of Junction City on High Pass Road. Maps will be available to students in the Art Department at registration time.

Plans for the workshop include: dealing in two and three dimensional work with glass, cutting glass, foiling, soldering, staining techniques, taking a trip to a Portland glass factory, and hearing a guest speaker.

The Art Department is anticipating that students will form car pools before or after the first class meeting to alleviate driving expenses and parking problems that will develop at Tenold's place.

The class is limited to 20 students and registration will take place during the regular Summer Term registration period in the LCC Cafeteria.

There is no pre-requisite required.

Vote YES on the budget

editorial by Mike McLain

The TORCH urges all students, faculty and staff to vote YES on the budget election scheduled for June 29.

The budget cuts following the defeat of the original budget on April 20 from \$1.9 million to \$1.5 million outside the six per cent limitation have jeopardized over 40 CETA funded employee's jobs and will probably result in a capital outlay fund reduction of \$165,000. The capital outlay reduction means that some of the planned remodeling and building will not be done.

At this level no instructional areas will be affected according to college officials. The students may not be so lucky if further cuts must be made.

Many students were upset by the 26 per cent tuition increase passed by the board of Education earlier this year and because of this, vowed to fight for defeat of the budget. It was the opinion of these students that the tuition increase would be used to fund an increase in administrative salaries. It should become evident to students that cuts in the budget will not be made in the area of salaries already agreed upon by the Board, administrative or otherwise. Further cuts will be made in people, not amounts, and those people will be cut according to the seniority system inherent in the faculty and staff contracts--last hired, first fired. And a reduction in staff will hurt only the person fired and the people he/she instructed.

The students can only lose by misdirecting their anger over a system they feel pays too much money to some while others starve, when the only people hurt by their anger are already hungry.

While the property tax system of funding education is coming under increasing fire from many people, right now it's all we have. The \$137 per 1,000 of assessed value taxpayers are being asked to provide for LCC next year will mean increases only for those whose property value increased by more than 17.5 per cent. For those whose assessment was more, the increase will still amount to only a couple of dollars per year. A small price to pay in order to give someone a chance to lead a fuller life.

Almost half a million dollars was lopped off the original defeated budget, which should satisfy the taxpayers, and the students should realize that further cuts can only hurt themselves.

Vote YES on June 29.

Is our system failing to adequately teach grammar?

By A. D. Elbert

As a part time writer trying to meet a publisher's deadline, I was discussing a research problem the other day with a friend of mine. He is a teacher at Lane Community College in Eugene, Oregon. The conversation ended with a discussion of the educational system in the United States. This personal part of the conversation began when my friend, who had always loved teaching, said that he was tired of instructing in a system that did not train or challenge students to do their best. He said, "I now exist in a school that uses a Neilson rating system called FTE, that forces me to lower my standards so I can keep a large enrollment of students. The students then shop around, drop challenging classes and take those that require little or no reading, writing or thinking ability and still get their 'As.'"

I left my depressed friend and on the way home I began thinking about my own two children. My son will enter high school and my daughter begins junior high in the fall. I thought of the problems that we have had to solve as they grew up in the American educational system. My son has yet to develop a legible handwriting and my daughter recently wrote, in her beautiful handwriting, a note which had fifteen words in it, five of which were misspelled and improperly used.

I remembered the time I saw my son busily copying information out of the encyclopedia for a report on Eli Whitney. I questioned him, "In as much as you're really not an authority on Eli Whitney, do you think it's fair to use the encyclopedia's words for your report?" His comment was, "Well Dad, that's what everyone does." I later saw the paper, and he had gotten an "A" on it.

I also recalled when my son and I were invited to attend a conference with the high school counselors who were going to help us prepare a high school curriculum. I left after two hours with the distinct impression that my son had three choices at that point. Number one, he could get into a track which would prepare him for college and very little else; two, he could get into a vocational track which would teach him how to cuss and chew tobacco; or three, go to a private school.

My daughter has been asking me for some time to buy her a calculator. When I asked her to do some basic math it was evident that without a calculator she was hopelessly lost. I should have guessed that she would not be able to do mathematics when she came home very excited on day and said, "My rocket went 100 feet in the air, Dad." I asked her what class she was taking that taught how to build model rockets, and she said, "Oh, my math class."

I resolved before I got home, that this summer I would teach my children how to spell and do basic mathematics with paper and pencil. At that point I thought, "Why do I pay taxes for schooling and then have to teach my children myself?"

It is no wonder that taxpayers nation-wide are beginning to make their feelings known. They are tired of a system that does not hold teacher or administrators accountable, that has no agreement on and definition of philosophies, and makes "average" people out of everyone. I am not an authority on educational philosophy, but a little basic research indicates some of what is wrong in the United States educational systems.

Time Magazine for December 8, 1975, deals with failure to teach writing skills. It says "Nationwide the statistics on literacy grow more appalling each year." **Time** also offers a possible reason: "Some researchers estimate that more than 50 per cent of the nation's secondary English teachers did not specialize in English at all in their college years. School officials in Maryland were horrified by the results of the recent study which showed that half of the students who applied for English teaching jobs in Montgomery County fail a basic test of grammar, punctuation and spelling."

Not only the taxpayers, but even some educators themselves recognize we are teaching failure. **Newsweek**, May 24, 1976, page 50 says: "Until recently promotion from grade to grade through high school was automatic - making the diploma hardly more than a certificate of 12 years attendance." Some educators are trying to do something; a case of too little too late, for we find in the same **Newsweek**: "At a recent conference sponsored by the Education Commission of the States, representatives from 32 states talked about minimum-competency standards."

ABC News Close-up of Thursday, May 27, 1976 showed a principal in Evenston, Illinois saying "Even the educators don't agree on the objectives of education."

Some parent are doing more than voting against the educational system at the poles. Two parents in San Francisco have a son who graduated from Marina Junior High School and Galleo High School. They are suing the school system for education malpractice. This case will be a landmark and may force educators to become accountable for their product.

In the April issue of **Atlas**, on page 116, Dragoljub Najman wrote about another part of the problem in an article called "Education - For What?" to the question of, "How can you condemn the modern concept of education out of hand?", his response was:

"The solution is to define the purpose of education. The usual answer is to insure equal opportunity for all children. But this is ridiculous because we know that the same patterns of geographic and social stratification prevailing when children enter school repeat themselves after they graduate. The fact is that children who at birth have been lucky in their choice of parent, neighborhood, city, and country are favored. Where then are the equal opportunities in life? Let me give you an example. In a country that remains nameless I learned that every year an average of 70 per cent of all first graders repeat that grade."

If only he were talking about the educational system in the United States! But this educational failure is by no means isolated in America. **The Educational Broadcasting International**, a journal of the British Council, Volume 8, No. 4, December 19, 1975, page 179, has an article called "BBC and Adult Literacy in Britain-The Campaign Begins." The upshot of the article is that their system is also producing adults with writing difficulties and the British are using broadcasting to provide a way to eliminate the illiteracy problem. Neal H. Barnes, the author says that, "...the project helps adult non-readers in an industrialized society which demands a high level of literacy skills."

Community college education problems are compounded because of the primary and secondary school system failures. Community colleges are trying to respond to each and every need that the system or community comes up with by offering new programs, courses, and revising the instructional nature of what they are teaching. This tendency causes problems for the educator.

In **College Responses to Community Demands** by Arthur M. Cohen and Associates, they say: "The institutional role changes constantly. Just as the process of screening people for universities becomes sharpened we discover that the colleges are supposed to be in the career education business. Just as we develop useful occupational programs, we find that community service is being hailed as the activity that will usher in the millenium and at the same time the colleges continue to claim that they serve individuals primarily by helping them find their way." I think the current trend toward sending people back to the basics will help the student to survive. If we recognize that the equal opportunity idea is for all children then it follows that at the elementary school level, the purpose is schooling, open and required by everyone, used to raise the general education level. Progressing to secondary level, the purpose then is to raise the general cultural education level. I submit that perhaps there are some other alternatives: To enable people to govern themselves, to provide a status and a role for them in the society that they exist in, or to use the high school education process to make choices and prepare for life. If we could teach our children knowledge of basic skills, how to read, write, do basic arithmetic, how to solve problems by giving them the ability to apply abstract knowledge to specific situations, to minimize the facts, then we could allow the end product to be someone who, for example, is a successful worker in an auto plant, can play classical violin, and once or twice in his lifetime, is provided the opportunity to participate in an art exhibit. This cold reverse the trend of students who today, regard school as "something to get out of," or "a place to do what you want to as long as you don't get caught."

Our society is having difficulty as this time developing strong mature people who can effectively use their minds. Perhaps that is because young people of this generation resisted attending schools that exercised control over their lives. But more and more we see a sizeable number that used to avoid bureaucracy looking for direction and purpose in what they do.

I think that the education system, and particularly community colleges, at this point need to take a firm stand, plant their feet on the ground and look at what they are doing. I think they need to accept the idea that perhaps growth is not the solution to the problem that exists at hand, but to improve what they currently have and to find ways to test and help those students who are current products of the failure school system and do not have basic life survival skills or who have never been taught to really use their minds. Perhaps education can take a leaf from the book of business and note that continuous growth leads to diminishing returns, and the larger you get the less flexibility that you have to maintain all of the objectives that you have fought so hard to get.

This seems simple enough and perhaps the emphasis that is being provided to the educators in terms of what the tax payer wants to do with his inflated dollar will provide the impetus for the educator. I hope so. In four years one of my children will be in college and two years later the second one will follow. I wonder at this point what the education system will be like when they get there. I hope that somehow the educators will begin to take a stand on the issues and put education back on the track. As innovators and leaders within the community, they need to heed the voice of their constituents, as Mohandas Karamchand Gandhi did when he said: "There go my people. I must hurry and catch them for I am their leader."

LETTERS

How to safely cut education ?

To the Editor,

As a student and tax-paying citizen, I am actively supporting the passage of the LCC Budget on June 29. A "Yes" vote is necessary to maintain the present quality of education and services being provided to us as students.

Before I became a student, I served on the Board of Directors for Springfield School District #19 for eleven years and realized the dilemma of a board when faced with a budget defeat. The big question is, "Where do we cut so that the taxpayers will approve the budget and yet not hurt quality education for students?" There are not many choices since salaries and related costs constitute approximately eighty percent of the budget and, by law, have been negotiated, and a firm commitment has been made. Inflation provides an inescapable increase in budget. If my personal living expenses have increased, is it realistic for me to expect an educational institution not to experience a similar increase? I think not.

Among the choices a board could make would be to curtail capital expenditures. This could mean that the voc-tech, science, or other departments would not receive funding for necessary equipment. The

board could choose to delete some student services on specific programs. It could choose to reduce staff. It could choose the deletion of a program especially meaningful to me--or to you. This is the dilemma.

I have talked to students who are using the budget as a vehicle to protest other things. This is unfortunate. A budget defeat cannot lead to a decrease in tuition. It cannot lead to the addition of programs. Attempting to defeat the budget, in my estimation, is a self-defeating exercise. There are ways to effectively protest: defeating the budget is not one of them.

A committee has been formed called, "Students/Citizens for LCC Budget." We would invite anyone who shares our concerns to join us. Call Mildred Holly, 746-2836 if you are willing to help.

The legislature granted the eighteen-year-old the right to vote. All of us, as students at LCC, can vote if we register and exercise that right. I am convinced that students, faculty, and other staff voting together could assure a "Yes" vote on LCC's budget. Join me in exercising our right June 29.

Mildred Holly, Chairman
Students/Citizens for LCC Budget

G for murder, X for love

To the Editor:

Why can't women go shirtless? Because it aint right! Why isn't it right? Well, that is a good question. There are many possible answers. Some people use the Bible (that ever present justifier) to show why it is wrong to be naked, and that probably includes no tops for women too. Some people say that nudity or bare breasts are immoral. These are probably the same people that think it is OK for a movie to show a man murdering a woman, but find it immoral to show a man and woman making love. G rating for murder, X rating for love; that's morality for you,

American style. There are people who think bare breasts may harm their children. If some kids grow up in homes that have perverted their minds to the point that the sight of a bare breast will harm them, then it is obvious that they have already been harmed--by their parents. Approximately half of those kids have, or will have, breasts of their own, and the other half will hopefully come in contact with some before long. Is that also harmful? Ms. Pepin mentioned the fact that when money wasn't being made on bare breasts, then people seem to think

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EXAMPLE:

YOUR NAME	TERM	CLASS#	INSTRUCTORS
MURTHA, K.	Spring	HEA 104	STAFF
Rate the following			
MOST FAVORABLE	A. Fulfillment of your expectations		MOST FAVORABLE
	1 2 3 4 5 6 7 8 9 10		
	B. The Instructors expertise		
	1 2 3 4 5 6 7 8 9 10		
C. Interpersonal communication with instructor			
1 2 3 4 5 6 7 8 9 10		Etc.	

YOUR NAME	TERM	CLASS#	INSTRUCTORS
Rate the following			
MOST FAVORABLE	A. Fulfillment of your expectations		MOST FAVORABLE
	1 2 3 4 5 6 7 8 9 10		
	B. The Instructors expertise		
	1 2 3 4 5 6 7 8 9 10		
C. Interpersonal communication with instructor			
1 2 3 4 5 6 7 8 9 10			
D. Recommendations of class to others			
1 2 3 4 5 6 7 8 9 10			
E. Overall evaluation of class			
1 2 3 4 5 6 7 8 9 10			

YOUR NAME	TERM	CLASS#	INSTRUCTORS
Rate the following			
MOST FAVORABLE	A. Fulfillment of your expectations		MOST FAVORABLE
	1 2 3 4 5 6 7 8 9 10		
	B. The Instructors expertise		
	1 2 3 4 5 6 7 8 9 10		
C. Interpersonal communication with instructor			
1 2 3 4 5 6 7 8 9 10			
D. Recommendations of class to others			
1 2 3 4 5 6 7 8 9 10			
E. Overall evaluation of class			
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	1 2 3 4 5 6 7 8 9 10		
	B. The Instructors expertise		
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C. Interpersonal communication with instructor			
1 2 3 4 5 6 7 8 9 10			
D. Recommendations of class to others			
1 2 3 4 5 6 7 8 9 10			
E. Overall evaluation of class			
1 2 3 4 5 6 7 8 9 10			

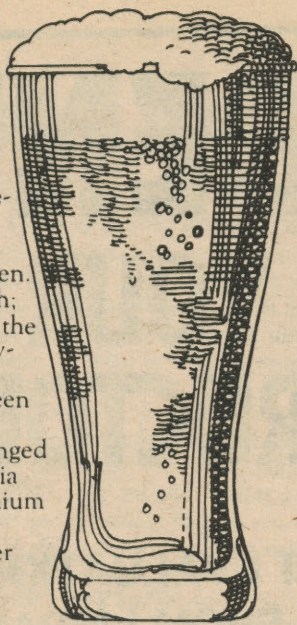
YOUR NAME	TERM	CLASS#	INSTRUCTORS
Rate the following			
MOST FAVORABLE	A. Fulfillment of your expectations		MOST FAVORABLE
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YOUR NAME	TERM	CLASS#	INSTRUCTORS
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C. Interpersonal communication with instructor			
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D. Recommendations of class to others			
1 2 3 4 5 6 7 8 9 10			
E. Overall evaluation of class			
1 2 3 4 5 6 7 8 9 10			

Gleaning pillar of constancy in a changing world, the design of the schooner is lost back in the dim past of Scandinavian glass craftsmanship. Until 1895, it remained nameless, when Australian sailors adopted it as the regulation beer quantity for young seamen. (A 3/4 pint mug was too much; a 1/2 pint glass too little.) So the wasp-waist, bottom-heavy taw-glass was christened with the name of a ship midway between a cutter and a frigate.

The schooner hasn't changed a lot. And neither has Olympia Beer. It's still made with premium ingredients and a heritage of brewing experience that never changes. A great beer doesn't change. Olympia never will.



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Continued from page 2
they should be covered. Certainly from a business perspective that is true. Just think what having lots of bare breasts around to look at for free would do to the market for viewing bare breasts.

The issue now is essentially whether some people should have the right to tell other people what kind or quantity of clothes they must wear. If they should have that right, then it is only fair that the other people should have the same right in return. For example, if you can tell me that I can't remove my clothes under certain conditions which you decide upon, then I should have the right to tell you that you must remove your clothes under certain conditions which I decide upon. That is both logical and fair. If some people don't think that they should be forced to remove their clothes at other people's discretion, then it logically follows that some people may not like to be told that they must keep their clothes on because other people say they must.

Wouldn't it be nice if people could accept the idea of doing unto others as they would have others do unto them.
Dave Crockett

Shirtless women long overdue

To the Editor,

The commentary written by Yvonne Pepin on shirtless women was excellent and long overdue. The point is, women should have the same moral and social privileges as men. Yes, it is time that women learn to enjoy their bodies, besides it being their right. It is also time that our society dissolve its stereotypes of the female body and look at "woman" as a whole being, not as an object comprised of sexual components. The article beautifully articulated many feelings I have. It is crucial that these kinds of feelings, which have alienated many people for so long, get into print. Perhaps we are making progress...yes, I think we are.

Ruth Sandven
Psychology major
University of Oregon

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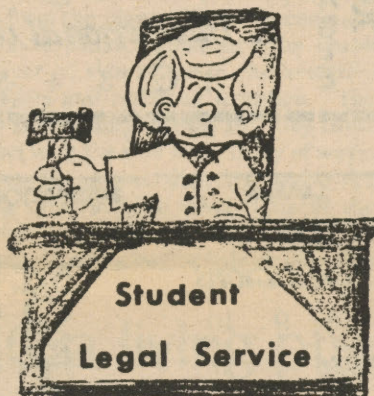
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WASSOM Recaps year

To The Editor

This year's senate has been condemned by some for being unproductive; yet we have done quite a bit of crusading.

We have taken positions concerning tuition hikes, Senate Bill 1, Interdisciplinary Studies (twice), the lettuce issue with United Farm Workers, worked on getting a student lounge and study area, and much much more, like funding organizations.

I feel that some members of the Senate have done an extremely hard and effective job. Most outstanding to me are Francie Killian, who has handled activities better than anyone in three or four years, including myself; and Kathy Monje as treasurer. Kathy has nearly always had an up-to-the-date budget report at Senate meetings.

All in all, this has been a good year here at Lane, but in order to insure that we as students enjoy this college to our highest potential, we should look toward getting students to run as board member candidates in future elections and make sure that we always elect student senate members that protect our interests; especially the president. Ken Pelikan is a very concerned new Senate president.

I wish him much success during his term of office. He may need your help in becoming more vocal (he is a quiet type).

Thanks to everyone that has helped me in tough times this year. Marti and I are both relieved that it's over.

See you at the graduation in which I won't graduate.

Len Wassom
ASLCC President ('75-'76)

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Former board member writes A Guide To Early Oregon Churches

By Debbie Bottensek

"The good Lord didn't give me any musical ability or any artistic ability, so the only thing that there was left for me to do was to write," says Olga Freeman, former LCC Board member and author of **A Guide To Early Oregon Churches**, which will be displayed in a photographic exhibit in the LCC library on Monday, June 7.

Freeman who served on the first LCC Board is also a former Lane County Clerk and served as Lane County Treasurer for six years. In 1963 Freeman took an early retirement from her position of County Clerk and began freelance writing. Since her retirement she has sold approximately 50 stories to various publications. She admits that she enjoys writing about people who have done interesting things or those that she feels "deserve tribute." One of her favorite subjects is Oregon history. "I really enjoy the research more

than I do the writing."

The guide to Early Oregon Churches is the story of how 10 denominations established churches prior to Oregon's statehood in 1859. The book gives general information on each of the denominations then describes a few of the earliest churches within each denomination.

The research for the book began three years ago when a family drive brought Freeman to an old church near Peoria, Oregon.

Most of the research has been done in the U of O Library. "I've found that it is much easier to write if you've got lots of material to choose from." Freeman took some of the photographs, which are of churches still standing. The rest of the 41 photos or drawings were collected from various sources. The churches are distributed about the state, "There aren't very many places in Oregon that we haven't been," and she adds, "Doing research makes me even more interested."

Freeman discovered that there was no one work which brought the history of these churches together and decided that there needed to be a guide for people interested in visiting the old churches of Oregon. Although there were a few

disappointments, such as the times when she had discovered a church through an old newspaper clipping only to arrive at the site to find that the building had been long ago destroyed. Freeman feels her efforts have been rewarded. She has done her own paste-up work and plans to publish the book herself.

Freeman feels that her book is a

contribution to the Bicentennial and acknowledges that US Senator Richard Newberger inspired her when he said, "The knowledge of history is the means of making the future and present better."

The photographs will be on display in the LCC Library this week. The book will also be available the next week in the bookstore.

Women's Center taking applications

The LCC Women's Awareness Center is now taking applications from students who would like to work in the Women's Awareness Center next fall.

Applicants must have a work study fund for the 76-77 school year and must be able to attend a training session in September approximately two weeks before the beginning of fall quarter.


People of all cultural backgrounds and ages are encouraged to apply.

The Center operates on two levels: First, it is a place for resource and referral activities and discussion on the changing roles of women and men, and also for support and problem solving; secondly, the center has come to be used as a place to relax, meet people, and ease the pressures of school and everyday living.

The duties of Women's Center staff members have included:


- 1) Greeting people, helping them feel comfortable, providing information and referral, and being a friend and listening when needed;
- 2) Maintaining the Center itself (making coffee, straightening up, answering phones, maintaining bulletin boards)
- 3) Attendance at a weekly staff meeting and receiving staff development training
- 4) Work in individual and group projects (publicity for events, maintaining resource file and library materials, planning programs and activities, and working on surveys.)

Please contact the Women's Awareness Center this week to find out about the job, get an application form, and to set up an interview.



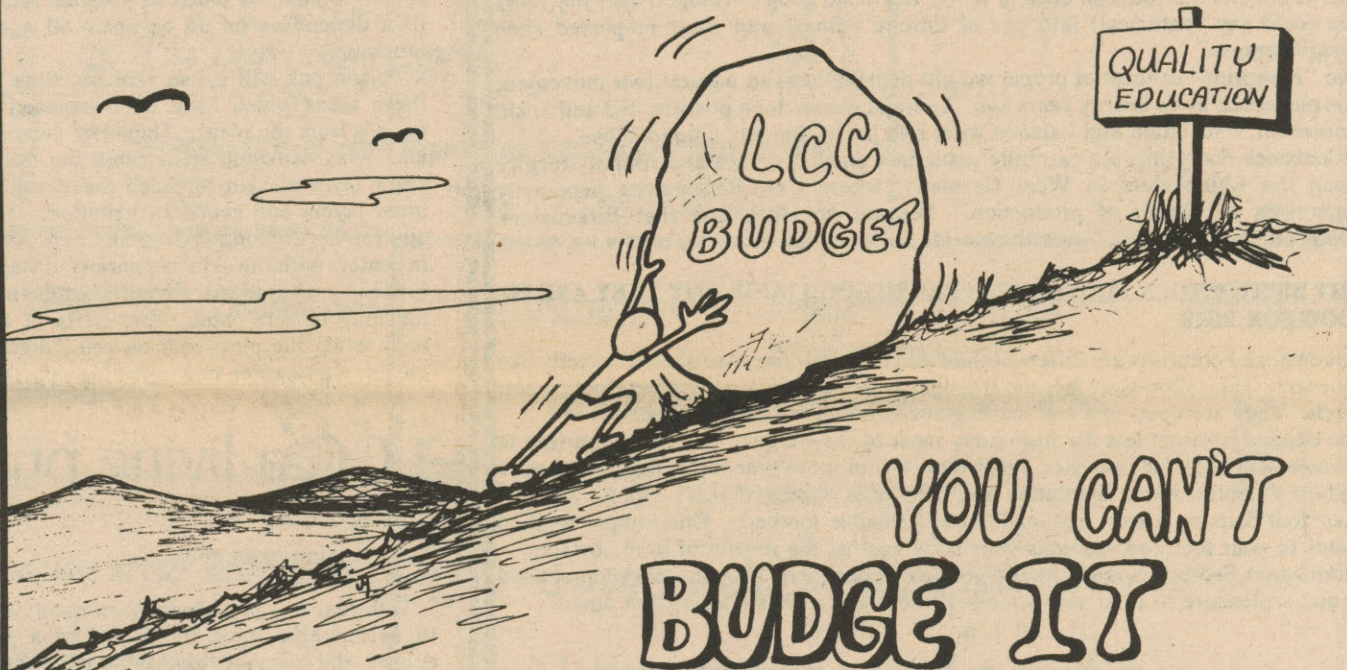
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Poison Oak in season

If you see leaves of three, Let them be!

by Amy Parker

Late spring and early summer are the times of peak activity for the poison oak plant; when its potential for causing allergic reactions is greatest. The plants are softer and more flexible during this time making them bruise much easier, releasing oily sap onto anything that

touches it. It's the sap that will get you..

Those of us who are particularly allergic to the plants are aware that the accursed stuff grows almost anywhere in Oregon under the elevation of 6000 feet. Anyone who does much tramping about outdoors would be wise to learn enough about the plant so as to avoid it.

In Oregon, poison oak plants usually grow in the form of small shrub or vine. The leaves of the plant consist of three leaflets, the middle leaflet looking much like an oak leaf. The leaves change color with the seasons - a rich copper in early spring, emerald green in summer, and mottled pink and yellow in fall. The plants may also have clusters of greenish-white flowers or berries.

There is no vaccine or medicine which can cause permanent immunity to poison oak. There are barrier creams on the market which supposedly keep the oily sap from penetrating the skin, but they have not been proven to give an practical protection.

Some doctors believe that extracts from the poison oak plant, injected or given orally, can build up a temporary immunity. The treatment is expensive and time-consuming, lasting over a period of months. Even then, all that normally is hoped for is a reduction in sensitivity to the plant rather than total immunity. Generally, this treatment would be sensible only for those persons who are severely allergic and cannot avoid contact with the plant.

Some folklore would have it that eating poison oak leaves will give immunity to the allergy. It will not, even if you do survive a case of poison oak throughout your digestive tract. Internal poison oak cases can be very serious and often require hospitalization. Do not eat or make tea out of poison oak plants.

Even those persons who believe themselves to be naturally immune to poison oak should not handle it. It is possible to become allergic to the plant even after years of apparent immunity. It is also possible to have a reaction upon contact with the plant at some times and have no reaction at others. It is far better to simply avoid the plant as much as possible rather than depending on an on again off again immunity.

Poison oak will cause skin reactions in those areas which have been exposed to the oils from the plant. The oil, a chemical known as urushiol, penetrates the tough outer layer of skin to reach the sensitive inner layers and cause an irritation. The oily sap is very long-lasting and may come in contact with the skin in a variety of ways: touching the plant directly and then touching or scratching other parts of the body while the oil is still on your fingers, touching a sleeping bag or fishing pole that

has been in contact with a poison oak plant, or petting a dog that has been playing in the neighborhood poison oak patch. The sap is very sticky and does not come off clothing, equipment, etc. very easily. It also does not lose potency with age - last summer's sap on your sleeping bag could still give you a case of poison oak now.

Anyone who is sensitive to poison oak is almost certain to get a dreadful case if they are near a fire that is burning a poison oak plant. The sap forms droplets on the bits of soot and ash rising in the smoke. Anyone standing in the smoke is coated with pure poison oak and oil.

The most obvious symptom of poison oak is that it itches miserably - usually within 3-5 hours of contact with the plant, although the reaction may be delayed considerably longer than that. Later, the irritated area may erupt in small raised blisters, some filled with fluid and some weeping.

It is commonly thought, that scratching a poison oak rash will cause it to spread, particularly if one scratches the small blisters. This is untrue. The fluid in the blisters is made up of white blood cells carrying away the dead body cells injured by the irritation - it is a result of the body defending and healing itself. Scratching can cause secondary infections.

For most cases of poison oak, treatment consists of keeping the skin clean and cool and allowing it to heal itself. Heat seems to make the itching worse; so avoid hot baths, showers, and clothing. Lotions and creams may be obtained, without prescription, that may ease the itching. Poison oak should run its course within 14-20 days.

A doctor should be consulted for more severe cases, such as those involving the eyes, mouth, or genital areas.

It is most important to get the oil out of your clothes and any other belongings that might have the sap on them. Wash them in very hot water or have them dry cleaned. If you do have articles with poison oak oil to be dry cleaned take pity on your cleaners and warn them.

LCC a living phenomenon

by Max Gano

It's coming to an end.
Won't be long.

This year has just about worn itself out; the sidewalks have been etched a bit deeper, the trees are fuller if not taller, and the nearly traditional sea of mud here at Lane has dried up to vanish some day beneath a stronger wave of marching grass stalks.

The teachers are weary of the students. The students are weary of the teachers. What was today will be a memory soon. Mike McLain, former TORCH Editor, has grown a few more white hairs and lost just as many, if not more.

And all in the pursuit (or evasion?) of higher education.

If luck was with you, friends were found to share the joys and frustrations, the uncertainties, the firm beliefs, the commit-

ments, and the failures. Perhaps you discovered the human side of that grouch of a teacher who never relents when it came to grades. Maybe he/she did relent, eventually.

Perhaps you will shuck this year off as you would a skin that has grown scarred and shredded from use. The only use to be found from it might be to add one more piece of data to your statistical background.

But be careful. It is all too easy to let yourself drift through a lifetime compiling useless statistics. To rely on an "Experience Credit Card."

Take advantage of every option available; if you look closely you'll discover they surround and abound.

For instance, the LCC Performing Arts Theatre has a reputation for producing some of the finest theatre in Eugene. That means a non-professional stage is outshining the pro's.

This was evidenced when one Eugene critic compared an LCC production to the Shakespearean Festival in Ashland. LCC came out on the short end, in that particular column, but the fact that it was classed, by that critic, in such a manner was a tribute in itself.

It seems as if this over-paved, concrete-slab of a campus has got something going for it. Like maybe more than something, even. Take a look around.

Jazz is . . . is jazz. And it's here. Our jazz bands have made their name known in the professional world of music.

Not to mention Lane's vocational education departments.

Lane is a living phenomenon. Where else can you find such a cross section of people and programs? And we sometimes take for granted the fact that most any time there's art on display in the Applied Art and Design Gallery. Most of it is for sale if the fancy takes you. If not, you can spend a leisure moment or two looking into and trying to understand the mind of the artist. It's habit forming and not nearly dull.

So, if you're returning next year, take another look at this "Last Chance Campus" of ours.

Enough sermon, have a good summer.

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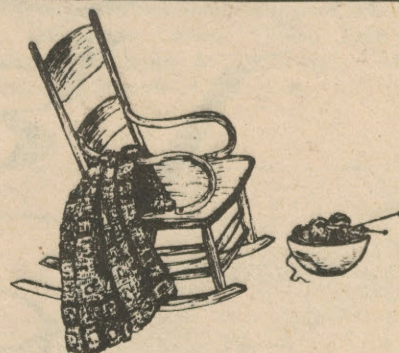
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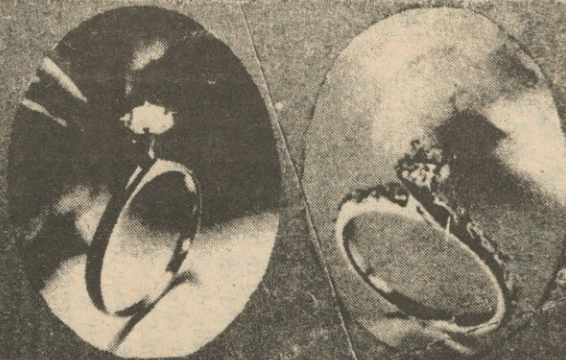
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Piercey rebuts nursing petition

by Cris Clarke

Associate Dean of Instructional Operations Jim Piercey says that the accusations made in a recent petition submitted to the Nursing Department by nursing students are unjustifiable. The TORCH printed the petition in its May 26 issue.

Says Piercey, "First of all, I believe LCC

has a highly regarded instructional program by both the nursing profession and the health service agencies that employ nursing graduates. Thusly, I find the charges listed as unfounded as any I've ever read regarding the curriculum, instructional presentations, and quality of

professional staff."

Piercey went on to say that the petition contained ambiguous phraseology and statements which were out of context, and says he feels that perhaps there are some hidden purposes in the document.

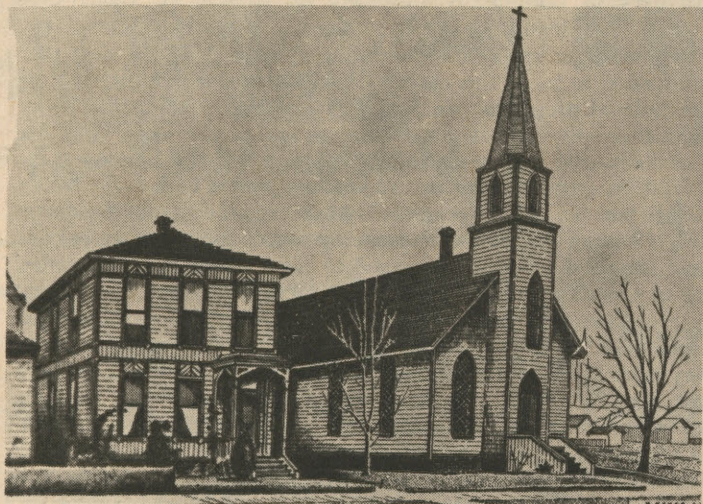
The underlying cause that Piercey says may have gotten the petition initiated is the recent dismissal of a nursing student.

But according to Nursing Administrator Carmel DeCroos, the student wasn't technically dismissed. "She was just deferred," says DeCroos, "she can still finish the program."

The Nursing Department, says DeCroos is in the process of revision some of its policies regarding students but says, "I can't go into detail about changes in student policies."

DeCroos feels that some contacts she made personally and a meeting she held with the nursing students proved to be more effective tools for input than the petition.

Concludes Dean Piercey, "You can argue with success--all graduates from LCC passed the State exams last year--but I feel the concerns expressed are without basis."



Powell to sue for discrimination

by Mike McLain

Bill Powell, chairman of the soon to be disbanded Interdisciplinary Studies Department, plans to sue Lane Community College for racial discrimination in addition to breach of contract he alleged would result from the disbanding.

While refusing to specify all the areas where he alleges the college discriminated against him, Powell did say the college's treatment of him while he held the office was different than that of afforded other department chairmen and he will use that as partial grounds in his discrimination suit.

At its May 12 meeting, the Board decided to accept the recommendation of Dean of Instruction Gerald Rasmussen to disband the department and to relocate the classes in the Social Science and Language Arts. It was Rasmussen's assurance that the classes could be better facilitated in the two larger departments and that the move

would cost no one their job.

At the time Powell decried the decision as "de-facto racism and sexism" and predicted the classes would be discontinued within a year. He vowed to fight the decision in court on the grounds that it would violate his five year continuing contract which specified he be employed as Interdisciplinary Studies Department Chairman. It was his contention that if there is no department, then he could not be department chairman, which would be a violation of the contract.

Now, in addition, he intends to add the racial discrimination charges.

Powell alleges that because of his race, he was paid less as a department chairman to do more work than any other chairman on campus.

But Dean of Instruction Joyce Hopps said that Powell's salary was determined by the same set of criteria used to set other

chairmen's wages. She said those include the amount of experience, the size of the department (Powell's department contains himself and two part-time instructors) and the number of advisory committees in the department.

Powell feels that although his department was smaller than any other at the school, the lack of adequate funding to provide a full-time secretary demanded he carry a fuller workload. "I spend more time doing administrative duties than other departments with a larger staff."

"Because he had only two part-time instructors," Hopps contends, "his duties weren't as heavy."

He also feels the college was also discriminatory by not providing more funding for the department which he says has incurred a "greater percentage increase in Full Time Equivalency students than any of the other departments." In fact, he alleges there was a decrease in funding even while the department was growing.

Hopps disagreed with this contention saying, "We provided more money this past year for the Chicano and Women's Studies courses. The dollars were there according to need."

"I don't think there are grounds for a racial discrimination at all," said Hopps. "This surprises me completely."

Though Powell says his lawyer feels the breach of contract portion of the lawsuit may result in the courts overturning the Board's disbanding decision, he is not interested in continuing the department. "If the department were allowed to remain, we could expect the same results--a decrease in funding and no support."

Powell asserted that he hopes to gain nothing personally from the lawsuit, but just wants to insure that nothing like this happens again. "It is my desire that the college adhere to Affirmative Action guidelines in the future," he said.

"Farewell"

This is the last edition of the TORCH for this school year. The editors and staff of the TORCH would like to thank everybody involved for their help and support over the past year. We hope we have been able to objectively expose our readers to many of the issues and problems confronting the campus and the community. Kathy Monje and her staff will take over the duties of the TORCH next year and we are sure the TORCH will continue to improve in their capable hands. GOODBYE AND GOOD LUCK.

Oregon author will address graduates

Oregon author Gladys Workman of Scottsburg will address the graduates during the 11th annual commencement ceremonies at Lane Community College.

Mrs. Workman is the author of *Only When I Laugh*, a lighthearted autobiography published in 1960. Since that time she has appeared on over 200 television talk programs, spoke to numerous groups and traveled widely.

Also on the program will be retiring Board of Education member Dr. Al Brauer, LCC President Eldon Schafer, LCC Financial Aids Officer Jack Powell, who will serve as master of ceremonies, and the LCC Swing Choir, directed by Terry Gilliam.

In conjunction with the graduation ceremonies, about 40 LCC staff members will receive certificates for completion of 10 years of service to the College.

About 200 of the 550 eligible graduates are expected to participate in the exercises which are free and open to the public.

A total of 550 associate degrees and certificates of completion will be awarded during annual commencement exercises at Lane Community College, Friday, June 4, in the Performing Arts Theatre. The ceremony will start at 7:30 p.m.

Employee succumbs

Described as an "exceptional employee and well liked by his co-workers," part-time librarian Terry Clingan, 28, died last Wednesday, May 26. Clingan, a practicum student from the U of O School of Librarianship came to work in the LCC library Fall Term. During his stay here as a student he suggested several projects for the library that have been finished or are underway.

His work was liked so well that he was hired part-time for Spring Term, following another staff members leave of absence.

Strained muscles from moving furniture had caused him some chest pains, and he was under a doctor's care for it. The cause of his death, however, occurred last Wednesday evening. He had been eating some peanuts, and choking on one, was unable to expell it.

Stained glass workshop

A stained glass workshop will be offered this summer term by the LCC Department of Art and Applied Design beginning August 16 and ending September 10.

The workshop will be worth 6 college transferable credits. Total costs for each student include a \$40 fee, plus tuition and materials (some practice glass will be provided free). Tools will be provided. The class is scheduled to include a total of 35 classtime hours per week, running from 9 to 5, Monday through Friday.

The class will be taught by Tenold Peterson, the Art Department's latest addition to its teaching staff. Tenold has been living in this area for three years and prior to that, was an Assistant Professor of Art at San Diego State University for nine years.

The workshop will be held at Tenold's home and studio which is 10 miles west of Junction City on High Pass Road. Maps will be available to students in the Art Department at registration time.

Plans for the workshop include: dealing in two and three dimensional work with glass, cutting glass, foiling, soldering, staining techniques, taking a trip to a Portland glass factory, and hearing a guest speaker.

The Art Department is anticipating that students will form car pools before or after the first class meeting to alleviate driving expenses and parking problems that will develop at Tenold's place.

The class is limited to 20 students and registration will take place during the regular Summer Term registration period in the LCC Cafeteria.

There is no pre-requisite required.

Vote YES on the budget

editorial by Mike McLain

The TORCH urges all students, faculty and staff to vote YES on the budget election scheduled for June 29.

The budget cuts following the defeat of the original budget on April 20 from \$1.9 million to \$1.5 million outside the six per cent limitation have jeopardized over 40 CETA funded employee's jobs and will probably result in a capital outlay fund reduction of \$165,000. The capital outlay reduction means that some of the planned remodeling and building will not be done.

At this level no instructional areas will be affected according to college officials. The students may not be so lucky if further cuts must be made.

Many students were upset by the 26 per cent tuition increase passed by the board of Education earlier this year and because of this, vowed to fight for defeat of the budget. It was the opinion of these students that the tuition increase would be used to fund an increase in administrative salaries. It should become evident to students that cuts in the budget will not be made in the area of salaries already agreed upon by the Board, administrative or otherwise. Further cuts will be made in people, not amounts, and those people will be cut according to the seniority system inherent in the faculty and staff contracts--last hired, first fired. And a reduction in staff will hurt only the person fired and the people he/she instructed.

The students can only lose by misdirecting their anger over a system they feel pays too much money to some while others starve, when the only people hurt by their anger are already hungry.

While the property tax system of funding education is coming under increasing fire from many people, right now it's all we have. The \$137 per 1,000 of assessed value taxpayers are being asked to provide for LCC next year will mean increases only for those whose property value increased by more than 17.5 per cent. For those whose assessment was more, the increase will still amount to only a couple of dollars per year. A small price to pay in order to give someone a chance to lead a fuller life.

Almost half a million dollars was lopped off the original defeated budget, which should satisfy the taxpayers, and the students should realize that further cuts can only hurt themselves.

Vote YES on June 29.