

ABE/HSC seek merger with LCCEA group

by Sally Oljar

A merger between the Adult Basic Education/High School Completion (ABE/HSC) bargaining unit and the LCC Education Association (LCCEA) has been requested by the LCCEA.

The state Employment Relations Board (ERB) has met with both groups and the college's representatives in a hearing Feb. 28. ERB will rule on the "appropriateness" of a merger between the two groups, says Darrell Smith, representing the college.

LCCEA President Joe Kremers says that a merger will "give one voice to the teaching staff on campus . . . unification is the way to go."

The ABE/HSC group has not settled on a contract with the college. Negotiations reached impasse earlier this month. The first factfinding session, the next step in the collective bargaining process, is scheduled for March 10.

Kremers believes that the petition for a merger will have "some effect" on future negotiations. "It (the petition) places in question the status of that unit (ABE/HSC)," he said, and that the college's attitude in negotiations may be affected.

At the ERB hearing on Feb. 28 the LCCEA/ABE/HSC group presented evidence in support of the petition. On March 28 the college's negotiating team will presents its evidence against the proposed merger.

Faculty members win awards

Four faculty members at Lane Community College have been cited for outstanding services to students and the college.

Named vocational educators of the year were three Eugeneans -- James Lawson, Loyd Lindley and Henry Naessens -- and a Veneta resident -- John Phillips.

Lawson is a cooperative work experience coordinator for the construction, welding, electronics and drafting programs. He has been at LCC since 1975. He formerly owned a home construction firm and has spent 30 years in the construction field.

For the past 12 years, Lindley has taught the utility lineman apprenticeship class on a part-time basis. He is employed full-time as an engineer with the Eugene Water and Electric Board.

Naessens, a 25-year mechanic, has taught auto-diesel mechanics at LCC since 1968. He formerly operated an auto repair firm.

John Phillips is chief forestry instructor. He taught at Eugene Technical-Vocational School from 1963-65 and then joined the LCC staff. He is a veteran of more than 30 years in forestry-connected occupations.



The winter rain and cold disappeared for awhile this week, a reminder that spring is on its way. These two students found the weather change very pleasant and discovered that even the grass was dry enough to sit on. Photo by Greg Privitelli.

Board member Lynn Moore dies

by Sally Oljar

LCC Board of Education member Lynn Moore died Feb. 23 at Sacred Heart Hospital in Eugene. The Springfield lawyer represented the Springfield, McKenzie, and Marcola school districts.

Under new legislation Moore's Zone Three seat will be on the April 4 ballot with the At-Large and District Five positions. The filing deadline for the Zone Three seat is March 10.

According to LCC Board Chairwoman Catherine Lauris Moore's wife, Mary, has been urged by friends to run for her

husband's Board position. She has not made a decision, Lauris said.

The elected candidate will take office on July 1, 1978 for the remaining two years of the four year term. Moore's seat on the LCC Board will be filled by Board appointment until June 30.

If Board members agree, an appointment to the Zone Three position may be delayed until After the election on April 4, according to Bert Dotson, assistant to LCC President Eldon Schafer.

Moore, 63, had been hospitalized since Feb. 5. He died of complications resulting from an abdominal aneurism.

Moore was elected to the Board last spring. He was a former president of the Lane County Bar Association and a member of various civic groups. An avid mountain hiker and daily swimmer at Willamalane Pool in Springfield, Moore was also a partner in the law firm of Moore, Wurtz and Logan.

Five candidates have filed for the At-Large and District Five Board seats. District Five incumbent Catherine Lauris will run against John D. Hanks. At-Large incumbent Richard Freeman will run against William E. Watkins, Les Hendrickson, and Leonard Wassom.

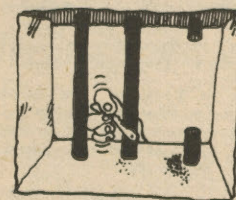
In this issue

This is the last issue for Winter Term. The TORCH will return on March 30.

Does LCC provide equal opportunity in women's athletics? Editorial on page 2

Hang gliders take to the skies with sails. Story and photos on pages 8 and 9

**SPRING
BREAK**



Will changes provide LCC women with equal opportunity?

Women's sports slated for growth

Editorial by John Healy and Paul Yarnold

To make a law is one thing; to interpret and enforce it is quite another.

Title IX legislation -- which Congress passed in order to halt sex discrimination in federally-assisted educational programs -- has provided many "interpretive" headaches for college staffers, as well as federal courts (which legally interpret laws made by Congress).

Sports programs at federally funded colleges and universities have generated more than their share of "Title IX controversy," and many supporters of the legislation claim that athletic programs in general provide some of the most flagrant examples of sex discrimination on campus.

Is the LCC sports program progressive, and actively attempting to revise its activities in a way that will provide women with equal athletic opportunities; or, are they dragging their heels while the issues are argued in court? And how does one determine a level of equality? Is it a matter of dollars and cents or philosophy?

Title IX was drafted to include all athletic activities sponsored by an educational institution receiving federal aid. Though it guarantees equal rights to women in a general way, it allows for separate teams for

each sport that require either physical contact or grouping according to skill.

In non-contact sports, whenever there is a team for one sex only and athletic opportunities for the other sex have been limited, members of both sexes must be allowed to try out for the team. But the general rule to be followed (as far as HEW is concerned) is that a sports program must provide a selection of sports and a level of competition which effectively accommodates the interests and abilities of members of both sexes.

Equal expenditures are not required by Title IX, but the HEW "may consider the failure to provide necessary funds for teams for one sex in assessing equality of opportunity for members of each sex."

Elementary schools have been legally required to operate within the parameters set forth by HEW (including general guidelines governing facilities, equipment, game and practice schedules, travel allowances, academic tutoring, fringe benefits awarded athletes in interscholastic sports, and the hiring, payment, and placement of coaches) since July 21, 1976. High schools, community colleges, and universities have been given until July 21, 1978, to fully comply with federal regulations contained in Title IX.

If HEW determines that an institution receiving federal funding is in violation of the law, then it possesses the authority to cut off funds until the issue is resolved. The issue is resolved through negotiation, or by a judicial decision in federal court. How has LCC dealt with the HEW guidelines it has received since the enactment of Title IX in July, 1972?

A committee of LCC instructors and students was assigned in November of 1975 to review past and current program practices in the Health and Physical Education Department (including athletics) and to develop procedures for improvement and change based upon Title IX legislation.

On the committee's recommendation, a number of changes were made in the Health and Physical Education program. These included changes in the department catalog, an increase in the hiring of women part-time staff members, an increase in coed PE classes, and the assignment of Debbie Daggett to complete a Title IX study dealing with athletics.

Daggett's study was undertaken as "a partial fulfillment of the institutional self-evaluation process of Title IX," according to a progress report filed by Athletic Director Richard Newell on June 28, 1977.



The women's basketball team enjoyed a winning record this year. If current recommendations before the LCC Board of Education are adopted, the women's athletic program at LCC will enjoy the same success. Photo by Jeff Patterson.

The study was conducted in the 1976-77 school year and recommended a number of changes in the athletic program at LCC.

- The women's intercollegiate athletic program will consist of the following activities: Basketball, tennis, track and field, volleyball, and cross country.

- Student interest may demand the inclusion of women's softball and soccer as early as the 1978-79 school year.

- The college will maintain active involvement and league affiliation with the Northwest College Women's Sports Association (NCWSA) for the 1977-78 school year.

- The institution will attempt to utilize full-time contracted personnel in the women's athletic program.

- The department will experiment with co-educational coaching staffs in the following sports: Cross country, volleyball, track and field, and tennis.

- Discrepancies and practices which currently exist in the areas of employment of assistant coaches and purchasing of uniforms and equipment will be corrected.

- The position of Athletic Director should be extended to a ten and a half month, three-quarter time position to administer both the men's and women's athletic programs.

Continued on page 14

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To the Editor:

If injured on your job your employers insurance company must: (1) pay you 2/3 of your wage till employable; (2) pay medical expenses; (3) pay rehabilitation costs; and (4) death benefits, because Oregon's 1965 Workers Compensation Act says so. But the Act suffers from the following biased administration and law amendments which our "Workers Compensation Law Changes" initiative petition corrects in part: (1) Just claims are denied on grounds of "late filing" (ORS 656.265) and "off-job" (656.262), knowing workers fear loss of jobs and company doctors are misleading. (2) Pre-hearing conferences "fish-out" claimant's evidence for employers obstruction (656.726; WCB Rule 83-275) of Hearing due process (656.283). (3) State evaluation-rehabilitation facilities reports diminish injury benefits (656.506). (4) Repeated employers doctors examinations (656.325); discrediting psychological reports and premature "medical stationary" findings (656.268) preclude compensation. (5) Unfair

"off-sets" make insurance companies' money (656.268; 656.313). (6) Lawyers have made administrative Hearings "adversary" (antagonistic) rather than "investigative" with corrupted-formalized-technical-procedures and common law doctrines (656.283). (7) Courts ignore (656.298; 656.301) de novo review mandate; State ex. rel. Cady et. al. vs. Allen 254 Or. 467 ('69) challenge of Boards iron-first authority; Roles Shingle vs. Bergenson 142 Or. 131 ('33) assurance of judicial review of administrative agencies; Hoffmeister vs. S.I.A.C. 176 Or. 216 ('45) position opposed to "odd-lot," "reasonable surgery," hypothetical "trainability" and "rehabilitation" doctrines, and have returned to Lamm vs. Silver Falls Timber Co. 133 Or. 468 ('29) employer pleasing flip-flop rulings. (8) Senate Bill 1048 "suitable occupation" "training-experience-rehabilitation" definition precludes permanent total disability awards; places legal burden on weakest party; opens arguments about job seeking; demands release of family records;

increases medical examinations designed to discredit claims; forces social security applications by injured, along with authorization to disclose private information and allows state insurers to reduce your compensation by the amount you receive from social security award. (9) Senate Bill 1049 gives employers second injury fund monies (656.622) collected from employees wages (656.506) that should bring injury benefit parity between old and new claims (656.636). (10) Senate Bill 1050 creates a "Department" control of the "Board" biasedly run by Governor Straub's appointment of insurance executive Roy Green; stops Circuit Court reviews of administrative rulings; and fraudulently subjugated public referendum rights by declaring an emergency on the Bill.

John M. Reed, Petitioner
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Springfield, Oregon 97477
746-8529

Final exam schedule: March 12-16

If your class is on →	M, W, F, MW, MF, WF, MWF, MUWHF, MUWH, MWHF, MUHF, MUWF	U, H, UH, UWHF
and starts at ↓		
0700 or 0730	your exam day and time will be on F, 0700-0900	F, 0900-1100
0800 or 0830	your exam day and time will be on M, 0800-1000	U, 0800-1000
0900 or 0930	your exam day and time will be on W, 0800-1000	H, 0800-1000
1000 or 1030	your exam day and time will be on M, 1000-1200	U, 1000-1200
1100 or 1130	your exam day and time will be on W, 1000-1200	H, 1000-1200
1200 or 1230	your exam day and time will be on M, 1200-1400	U, 1200-1400
1300 or 1330	your exam day and time will be on W, 1200-1400	H, 1200-1400
1400 or 1430	your exam day and time will be on M, 1400-1600	U, 1400-1600
1500 or 1530	your exam day and time will be on W, 1400-1600	H, 1400-1600
1600 or 1630	your exam day and time will be on M, 1600-1800	U, 1600-1800
1700 or 1730	your exam day and time will be on W, 1600-1800	H, 1600-1800
1800 or LATER	Evening classes, those that meet 1800 or later, will have their final exams during FINAL EXAM WEEK at their regularly scheduled class time.	

TORCH

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News stories are compressed, concise reports, intended to be as objective as possible. Some may appear with by-lines to indicate the reporter responsible.

News features, because of a broader scope, may contain some judgements on the part of the writer. They will be identified with a "feature" by-line.

"Forums" are intended to be essays contributed by TORCH readers. They must be limited to 750 words.

"Letters to the Editor" are intended as short commentaries on stories appearing in the TORCH. The Editor reserves the right to edit for libel and length. Editorials are signed by the newspaper staff writer, and express only his/her opinion.

All correspondence must be typed and signed by the writer. Mail or bring all correspondence to: The TORCH, room 226, Center Building, 4000 East 30th Ave., Eugene, Oregon, 97405. Phone 747-4501, ext. 234.

Computer can assist students in planning their futures

by Bob Edwards

A computer in the Career Information Services (CIS) may help some students answer the persistent question: "What am I going to do in the future?"

The CIS, located on the second floor of the Center Building, makes available a computer for students' use (or use by any member of the community) to find information that is helpful in making career or occupational decisions. The computer responds to information from a "Quest" questionnaire, filled out by each individual, with a list of possible occupations or careers.

Career Information Specialist Diana Gatchell says that the computer can narrow down the choices for some people, while it can open up many possibilities for others.

NSDL recipients may owe money

National Student Defense Loan (NSDL) recipients leaving LCC at the end of Winter Term should make an appointment with Carole Painter in Financial Services.

Painter says that students need to know how much money they owe LCC before leaving and if their loans can be deferred. Deferments are usually possible if the student is transferring to another school, she said.

Students will also have to sign a "truth in lending" statement, she added, and be aware of the NSDL repayment schedule and interest rates.

In some cases an NSDL can be cancelled, Painter said. Instructors working in low income school districts or teaching handicapped students may have up to 100 per cent of their loan cancelled, she said.

Financial Services is located in the Administration Building. Painter may be reached at extension 311 to schedule appointments.

"Many people don't know what they want to do," says Gatchell, "including people who want to change their major and people who already have a degree but can't get a job."

In addition to giving a list of occupations and/or careers, the computer will also give detailed information, such as working conditions, hiring requirements and job outlooks, about any one specific area. It will also give a student information about different schools which offer courses in the specified fields that he or she is considering.

The Career Information Center has someone available from 8:30 a.m. to 4 p.m. Monday through Friday. Either a staff member or a Student Service Associate will refer a user of the service to a counselor if

more information is desired.

Jan Brandstrom, co-ordinator of Career Development for the Counseling Department, refers to the CIS as "... a highly complex encyclopedia system of occupational information. It has improved the quality of information that we are able to get out to the students," she says. "We have no more than six month old job market information."

The CIS personnel have pamphlets containing information about the services available. They can also arrange for any individual to meet and talk with a member of a specific occupation or career field. The computer will also supply a list of questions to ask during these meetings.

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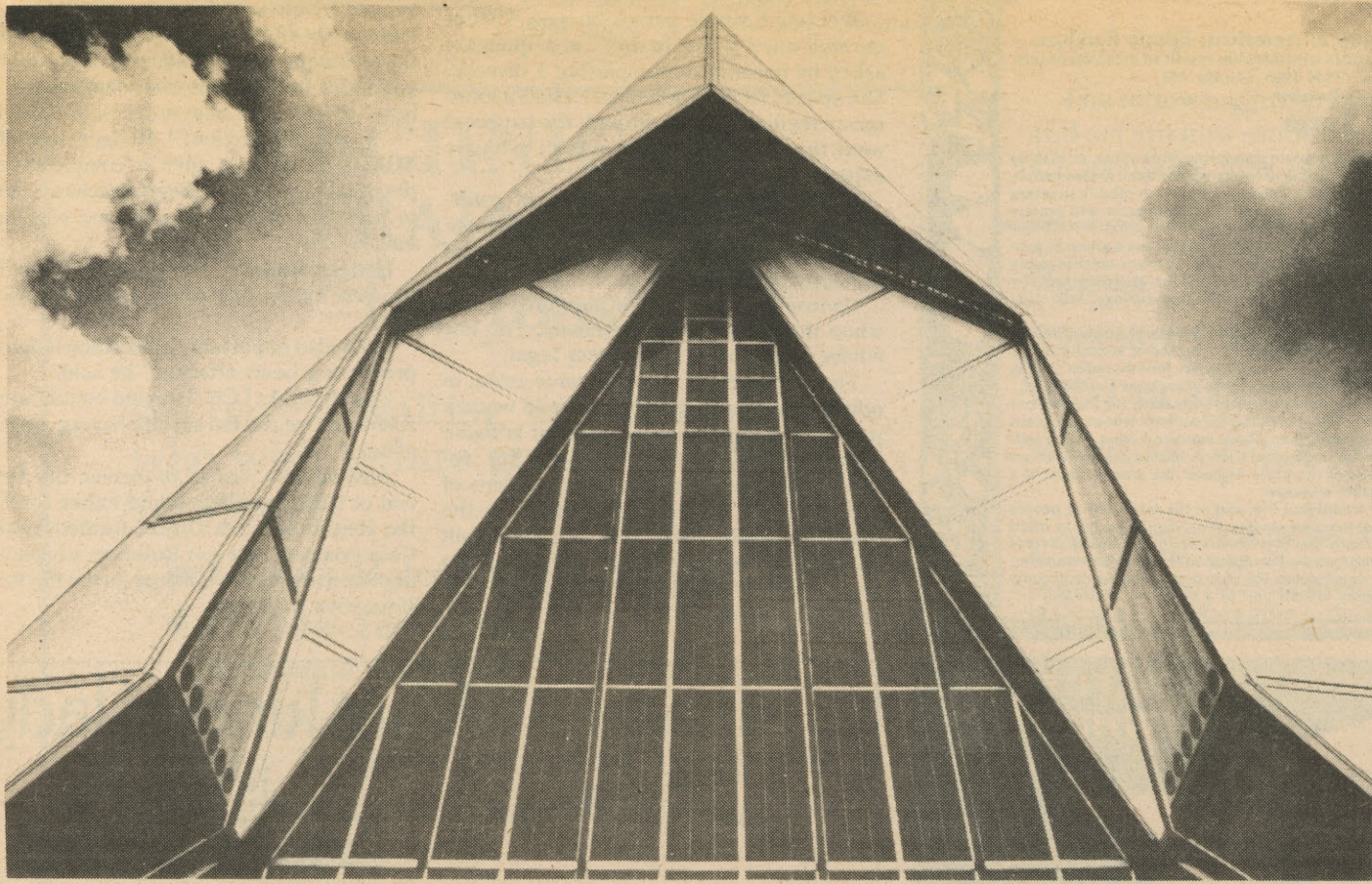
Freshen up your math skills in a comfortable environment with Joyce Duchesneau. Joyce will show you very practical ways to get ahead in a business world which requires math.

Many employers now include math tests with their job applications. Joyce will bring samples of these tests to her classes so that you can become familiar with the math problems they involve. Calculators are supplied.



Joyce's class will be held in Room 022 of the Downtown Center, Monday and Wednesday evenings from 7:00 to 8:30. The first class will be March 27. If you cannot attend that class, please call Joyce at 747-4501, ext. 386, or see her at 238 Math.

Men are also welcome to attend.



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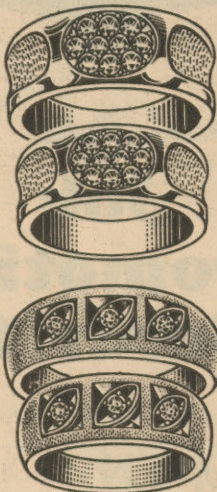
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A unique law firm serves Eugene

by Tim Leonard

The Family Law Practice sign graces the middle of the large plate glass window on the top floor of a two story converted family residence at 1234 Pearl St.

The plain glass doors (with two business cards attached) leads to the attractive front office. A children's desk with books and toys, a plant with a card from another Eugene business welcoming the Family Law Practice people to the area, rest in front of the fireplace. The secretary is hard at work -- considering Friday afternoon is growing shorter.

Ann Webb, the counselor half of the public interest law firm, presents herself as happy, outgoing, and full of energy. Together with Sue Miller, an attorney at law, they form a one-of-a-kind law firm. They provide low cost legal services in divorce, adoptions, name changes, juvenile concerns, the problems of co-habiting adults and other legal problems touching the family.

With Miller acting as the rational half, supporting her evidence and representing the client to the best of her ability, Webb provides the necessary emotional support and helps to ease the fright and fear of the people seeking help. The Family Law

Practice intends to be available to help those who need it.

They are the first such practice in Eugene and maybe the state. They requested such a designation from the Oregon Bar and received approval. Since opening their doors Feb. 13 they have seen 22 people.

"We have been very thoughtful," Webb said, "about creating a comfortable environment where people can come to seek legal advice and counselling reinforcement." One area is helping people improve their self-concept.

"There were more divorces last year in Lane County than there were marriages," Webb explained, "and that's a fact." From her view, relationships "got to the point where people stopped liking each other." They became confused, according to the counselor, between "the way it ought to be and the reality of the way it is."

To begin with, Webb would like to see more people attend workshops conducted at the marriage education center in Eugene. "I'd love to see more people involve themselves in learning the process about what marriage is," Webb said, "including the communications, expectations, and private illusions they have."

Working in tandem, Miller and Webb offer legal facts, answers to questions regarding counselling, and the how and why of the client's particular situation.

They said they try to act in a manner which is beneficial to the client's interest, using a human approach to the "cold law concept." "It's (the law) frightening to people," Webb said. She pointed out that most attorneys are in the middle between their client and the court. The Family Law Practice hopes to be involved in research and resolving the client's conflict, and to help those people who make too much money for legal aid and who might not be able to afford other attorney fees.

Webb is a single parent herself. "What the hell am I going to do?" is a question asked by parents contemplating a divorce. She speaks from experience. "I had a lot of mixed feelings. I went through the papers, I went through the court. It wasn't a happy experience."

There is confusion, feelings of guilt, disappointment and fright when a divorce becomes a possible alternative to an unhappy relationship.

Counselling helps in a supportive role when the client makes decisions. The law advice helps make the process legal.

There is joy to be found, divorce aside, in other areas of the services the two women provide: Adoption is one, another is name change. Making legal contracts for co-habiting adults also provides elements of satisfaction. "Under existing laws in the event of death, there is a property split between spouses," Webb said. "we can help establish new legal arrangements for the adults involved."

Heart attack victims can be saved at LCC

by Dick Dunaven

One of the main reasons LCC started its Cardio-pulmonary Resuscitation (CPR) course last year was the distance from campus of emergency medical services.

Cecil Hodges, an instructor in the Health Department, is a certified CPR instructor and an Emergency Medical Technician. "It takes 12 to 15 minutes for an ambulance to get to the LCC campus," Hodges says. "The body is biologically dead in six minutes without CPR," he added.

Another reason for CPR is that the campus itself is so large, says Hodges. It has a large population concentration, and a large physical layout. During the 1975-76 school year, two students had heart attacks on campus. Both died. One of those students, a man 26 years old, with no history of heart trouble, simply collapsed at his desk during a class in the Apprenticeship Building.

"At that time the Health Service Offices were located in the Health Building," explained Laura Oswalt, LCC Student Health Nurse. "It took us five minutes to get from our offices to the Apprenticeship Building, where the student was," she said.

Both Oswalt and Hodges agreed, the lack of a program to train students and faculty in CPR was a shame. Dean of Students Jack Carter agreed, and the CPR program was started, recalls Oswalt.

The goals of the CPR program are to have four people on each floor of each building on campus certified in First Aid and CPR. "We now have 80 staff members that are certified in CPR and First Aid," Hodges said. To keep their certification current, the members must renew their training every year.

Posters around campus with photos identify the trained personnel. "The photographs were added to make the personnel easily recognizable," Oswalt said.

The CPR program, a nine hour course, is taught at the beginning of each term and is usually given in three segments of three hours apiece. The course stresses not only the technique of CPR and when it should be applied, but also some of the early signs of heart trouble and how to try to prevent it. "In my instruction," Hodges told the TORCH, "I try to give a complete and practical knowledge of heart attacks and how to maintain the life of someone who has one."

Hodges added -- "Who knows, I may be the first victim one of my students has to save."

"But also important, is the knowledge of preventing heart attacks," he said.

Oswalt thinks LCC, "should be the safest school in Oregon for anyone having a heart attack."

Anyone who wishes to receive the First Aid or CPR Training should either contact the Health Services Office, located by the Cafeteria in the Center Building, or contact anyone in the Health Offices, in the Physical Education Building.

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Spring Term

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The study of folklore puts us in touch with the traditions that see a group of people through tough times—the jokes, the stories, the music. Folklore teaches many still-viable traditional survival skills: modern medicine now acknowledges the validity of many folk medications. And as for practical psychology, folk communities must have written the book.

Or rather, did not write a book. That's just the point. Folklore does not live in books. It survives in the memories of grandmothers, neighbors, school kids, or anyone else you care to name, among Black, Scandinavian, Jewish, Asian, Anglo, Chicano, Native American people, or any other ethnic group you can think of.

In studying folklore we listen to the voices of people speaking for themselves. Not just to researchers or poll-takers. Not to copyrighted authors whose works are preserved on library shelves. Not to historians whose concern with a nation's affairs leaves them little time to hear an individual's story. In studying folklore we hear a Sioux Indian recall the Battle of the Little Bighorn; the granddaughter of a slave tell the story of her grandfather's escape.

Folklore lets us look at our own traditional life, and at the traditions of people very different from ourselves. What the class studies, then, depends a lot on who's in it. We see people, groups, the trends and movements of our ethnically diverse society from the inside, rather than from the standpoint of the objective outsider, the scholar. Thinking folklorically supplements the kind of thinking we do in many humanities and social science classes. It's all part of a balanced education.

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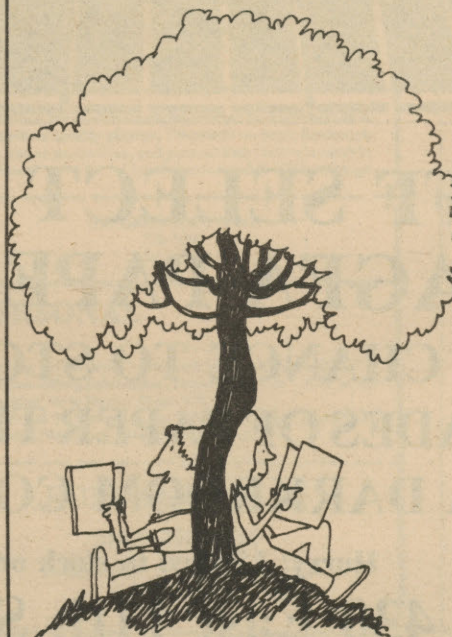
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'U.S. in World War II' offered Spring Term



by Frank Babcock

"In John Wayne war movies they blow a whistle or yell 'charge'," says LCC Social Science Instructor Bill Mullin. But, in a real battle, "is that what they really do?"

Mullin hopes to answer that question and others in his new history workshop class, "The U.S. in World War II" which is offered Spring term at LCC.

"I don't want to present war as a non-human, glorified activity," Mullin says, but rather, illustrate the "human perspective . . . the gut feelings associated with it: What is it really like in a foxhole?"

The class, which will meet Wednesday nights from 7:30 until 10:30 p.m., has already been accepted for three transfer credit hours of history by several colleges and universities in Oregon. A workshop designation indicates an experimental class which may be offered twice before being considered for permanent status.

"My primary goal," says Mullin, "is to make it enjoyable." He plans to spend the first hour of each class period acquainting students with a specific event or element of the war. Then, for the remaining two hours, he wants to "make history come alive" by presenting guest speakers who participated in the part of the war being discussed. The guests will offer their perceptions of the war on a personal basis, by recalling their feelings and personal experiences.

Mullin is seeking an informal atmosphere in the class where students can "interject and ask questions" of the guests.

He would like to encourage young people to enroll in the class because he suspects some human elements of war will be revealed that many people are unaware of.

Mullin intends to spend approximately two-thirds of the term studying the European theater and the remaining third on the Pacific theater of the war. The term will be climaxed by a showing of the movie "Patton," the film dramatization of General George Patton, leader of World War II's Third Army.

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Honorary society taps 44

by Mike Arnold

Forty Four LCC students were initiated into the Sigma Zeta Chapter of Phi Theta Kappa, the national honorary scholastic fraternity for community and junior colleges on Monday Feb. 22. The brief ceremony was held in the LCC Board Room.

The purpose of Phi Theta Kappa is the recognition and encouragement of scholarship among community and junior college students, according to George Alvergue, sponsor of the local chapter and Oregon State Advisor for Phi Theta Kappa.

Requirements for membership are five-fold; 1) be enrolled in a 2-year college, 2) be a full-time student, 3) have a 3.00 grade point equivalent, 4) have established academic excellence as judged by the faculty, and 5) be of good moral character and possess recognized qualities of citizenship.

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If you like good reading, don't miss this!

Sci Fi writer to appear

Ben Bova, reputed to be the country's most influential person in science fiction writing, will speak at four Willamette Valley cities March 7-10.

He will be in Eugene on Friday, March 10, at the University of Oregon, 8 p.m., Erb Memorial Union Ballroom (co-sponsored by Lane Community College).

Admission is \$2.50 general and \$1.50 for students and senior citizens.

Discount movie tickets on sale in bookstore

LCC has added another service for students and the staff. Theatre tickets may now be purchased in the Bookstore at the discount price of \$2.10. These tickets are good for all but special engagements and exclusive showings at the following theatres:

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These classes are open to both men and women
in the Home Economics Department.

Health services recommends counseling...not drugs

by Dick Dunaven

If students have trouble coping with stress, whether related to the pressures of school or not, where can they go at LCC, to help solve their problems?

The Student Health Service will sometimes prescribe Valium or other related drugs to help students to relax.

Laura Oswalt, Student Health Service director says, "We do give Valium, but we try to stay away from giving chemicals; we would rather refer students to the counseling staff."

In describing some of the common symptoms of stress, Oswalt said, "It's possible to get a pain in the neck just from being around someone you don't like." Oswalt went on to explain that anxiety can cause nausea or headaches. She said stress is usually caused by a combination of factors, including family, economic, personal, and

physical problems.

Oswalt said, "We can only relieve the symptoms of stress or anxiety but we can't do much to relieve the cause of the stress, for that we refer the student to the counseling staff."

John Bernham, a student counselor, says, "People come in with a full range of problems including emotional ones. We have a staff of 15 counselors, several with Ph.D.s, that are trained for this type of student problem." He says the counselors work closely with the referral service of the Lane County Mental Health Department.

Bernham added that the counseling staff realizes "the problem of stress is large" and he feels it's "really prevalent in a scholastic society, such as LCC."

"We work individually with students that have serious problems," he explained.

"Coping Skills for Stress and Depression" will be offered Spring Term for students who wish to learn stress skills.

Marj Wynia is a counselor who teaches one of the stress classes. She said, "These classes are not designed as stress centers, but they do help students learn how to relax and cope with anxieties for themselves."

There are two classes presently, each with 50 students currently enrolled. Wynia said the classes offer three credit hours that are transferable. The classes, which start at the beginning of each term, are meant to develop your personal awareness and give you insight needed to improve your ability to be healthy, productive, responsive and able to cope with problems easier. The class will be offered again Spring Term.

Foundation guide offered to fund raising groups

The "Guide to Oregon Foundations" is a new publication from the Tri-County Community Council which opens the field of foundation funding to non-professional fund raisers.

Profiling 282 foundations which give away \$12,000,000 annually, the "Guide" is now on sale from the Council for \$7.50 plus 50 cents for postage. The Council is located at 718 W. Burnside, Portland, 97209, telephone: 228-9131.

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How to maintain health through nutrition

Early results of a Student Health Service survey of students indicates that nutrition is possibly the most popular health topic.

Is this surprising? It shouldn't be. For most of us, eating ranks high among a handful of activities we all can do to maintain wellness. (The others are: exercising 2 - 3 times a week, sleeping 7-8 hours nightly, not smoking, maintaining normal weight, and drinking alcohol in moderation or not at all.)

But good nutrition is a subject that is confusing or even bewildering to most of us. Little wonder! We are literally bombarded with conflicting information from the media, advertising, educators, parents, doctors and peers about what constitutes a good diet.

Don't expect Dr. Staywell to lay this complex subject to rest in your minds in a small space as this column! There are as many people insisting on the efficacy of one diet over another as insisting that no "packaged" diet can meet their individual nutritional needs. Fortunately, there are dietitians, doctors and health educators like Dr. Staywell who make well-intentioned (albeit inadequate) efforts to generalize about the subject.

Herewith the generalizations:

Eat a variety of foods from the Basic Four Food Groups.

The meat group consists of meats, fish, poultry, eggs, beans, nuts etc. These are a major source of protein in the diet. Protein is a chemical compound essential in the replacement of body tissues and in the production of heat and energy.

Beans and nuts (except soybeans) are not "complete" proteins, individually lacking several essential amino acids. So they should not be eaten exclusively unless combined properly with other nuts, beans and seeds to form complete proteins. Vegetarianism is a very complex subject, and no one should try vegetarian eating without consulting with a doctor or dietitian.

The American diet is heavily meat consumption-oriented, and the saturated fats and cholesterol in beef, pork, lamb, and ham (especially) have been linked to heart disease. Use these meats sparingly, choose lean cuts, and drain as much fat from them in cooking as possible.

The milk and milk products group includes whole and powdered milk, cottage and cheddar cheeses, and ice cream. Like meat, they are high in protein. To lessen the likelihood of developing heart disease from the saturated fat and cholesterol in these products, whole milk products like cream and butter should be avoided or reduced in the diet. Use skim or low-fat milk (but don't cut down on it because it is an important source of calcium.)

The vegetable and fruit group consists of yellow and citrus fruits, green and yellow vegetables and potatoes. These are primary sources of carbohydrates, chemical compounds converted into energy or stored by the body. Vegetables and fruits are excellent sources of fiber which aids in digestion, absorption and elimination.

The bread and cereal group includes bread, cereals, cornmeal, macaroni, rice, and oats. These are also excellent sources of carbohydrates and roughage.

All these foods are, of course, excellent sources of vitamins and minerals, which we talk about next.

Be aware of your vitamin and mineral needs.

Vitamins and minerals are microscopic substances that act as catalysts of biochemical reactions in the body. You need a variety of these nutrients, obtainable only from a diverse diet or, occasionally, supplementation.

Some of the most important vitamins include Vitamin A, which maintains healthy eyes, skin, teeth and gums; the B-Complex Vitamins, which help the body use protein, carbohydrates and fats; Vitamin C, which keeps bones, teeth, and blood vessels healthy; Vitamin D, necessary for the formation of healthy bones and teeth; and Vitamin E, which helps form normal red blood cells, muscles and other tissues and protects fat from abnormal breakdowns.

Important minerals include: Calcium, needed in the formation of bones and teeth and in controlling blood levels; Phosphorus, also for teeth and bones; Iron, a necessary component of the hemoglobin in blood; Copper, required in enzyme reactions; Iodine, essential as a regulator of the body's basal metabolism rate; Zinc, a compound of several enzymes; Magnesium, needed by the heart and skeleton; Sodium, which regulates the acid base balance of the body; and Potassium, which is necessary in influencing contractility of the skeletal and cardiac muscles.

In general, a well rounded diet will provide these nutrients in sufficient supply. However, a United States Department of Agriculture (USDA) study in 1965 of 7500 households indicated that half had diets deficient in calcium, Vitamin A and C. About 1/5 of the households were deficient in one or more other nutrients, such as iron.

Foods that contain calcium (milk products and dark green leafy vegetables), Vitamin A (milk, eggs and dark green leafy vegetables), and C (citrus fruits) must be consciously incorporated into every diet. Realistically, some busy students may lack the discipline and awareness to do this. Vitamin supplements, in these cases, may be partial answer. Vitamin

or mineral deficiency diseases include scurvy, rickets and pellagra, but these are rare today.

Research is underway which suggests that "vitamin therapy" may help promote optimal human health. But this is a highly controversial subject. Some vitamins can be toxic in large dosages, such as A and D. Before you start taking supplements you should consult with a doctor or dietitian.

Assess your calorie needs and do meal planning.

How much and how often should you eat to maintain health?

Charts are available which indicate the number of calories (Units of food energy) you need to consume to maintain a satisfactory weight level in relationship to your body structure, height and age. On the average, a 176 pound, 25 year old man needs 3050 calories and a 132 pound, 25 year-old woman needs 2050 calories, according to the Recommended Daily Allowances (RDA) of the government.

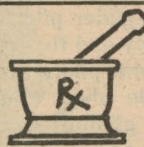
The most important variable in weight maintenance is activity, for extremes of sedentary continued on back cover

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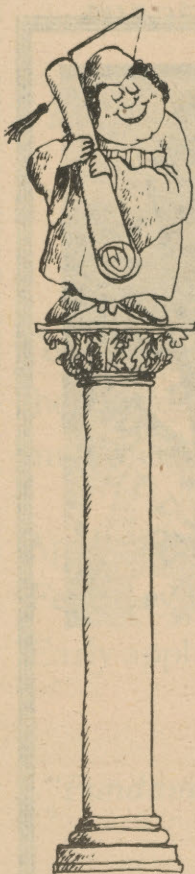


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Hang Gliding proves popular and

by Tim Leonard

Photos by Mary McCullough

In 1978 the ancient Greek myth that describes Icarus and his flight toward the sun has taken form in the sport of hang-gliding.

The wings are not made of feathers and wax; instead a glider is made of aluminum frame tubing covered with a dacron sail. By attaching themselves to a lightweight piece of metal and with enough material spread over them like so many circus tents, hang-glider pilots can escape the earth's gravity and fly like birds.

Some pilots are injured. Last year 60 people died. But since the birth of hang-gliding in Southern California ten years ago, gliders, the people who fly them and organized gliding associations have discovered that there is more to gliding than meets the eye.

Bruce Knutson, a local hang-gliding instructor says that accidents occur because "people don't take the time to see what they're doing." Knutson is a self-taught glider enthusiast. He has found himself landing in treetops and falling to the ground, or having his glider stall on takeoff, spin around abruptly, and head straight back into the mountain he just left.

Hang-gliding is a safe sport, Knutson explained, when a student "uses some common sense and is trained by professional people."

He says the art of gliding depends on the ability of the person to shift their weight. Pilots shift their weight in the direction they wish to go; pulling the control bar toward them increases speed by dropping the glider's nose into a descent. Conversely, by pushing the bar away from the body, the pilot slows the speed. By leaning weight to one side or the other, the turns are negotiated.

Take-offs are usually accomplished by running with the forty pound glider, leaping into space to gain height, and making use of

existing air currents. Stopping is facilitated by slowing the rate of descent and pushing out on the bar for zero speed maintenance.

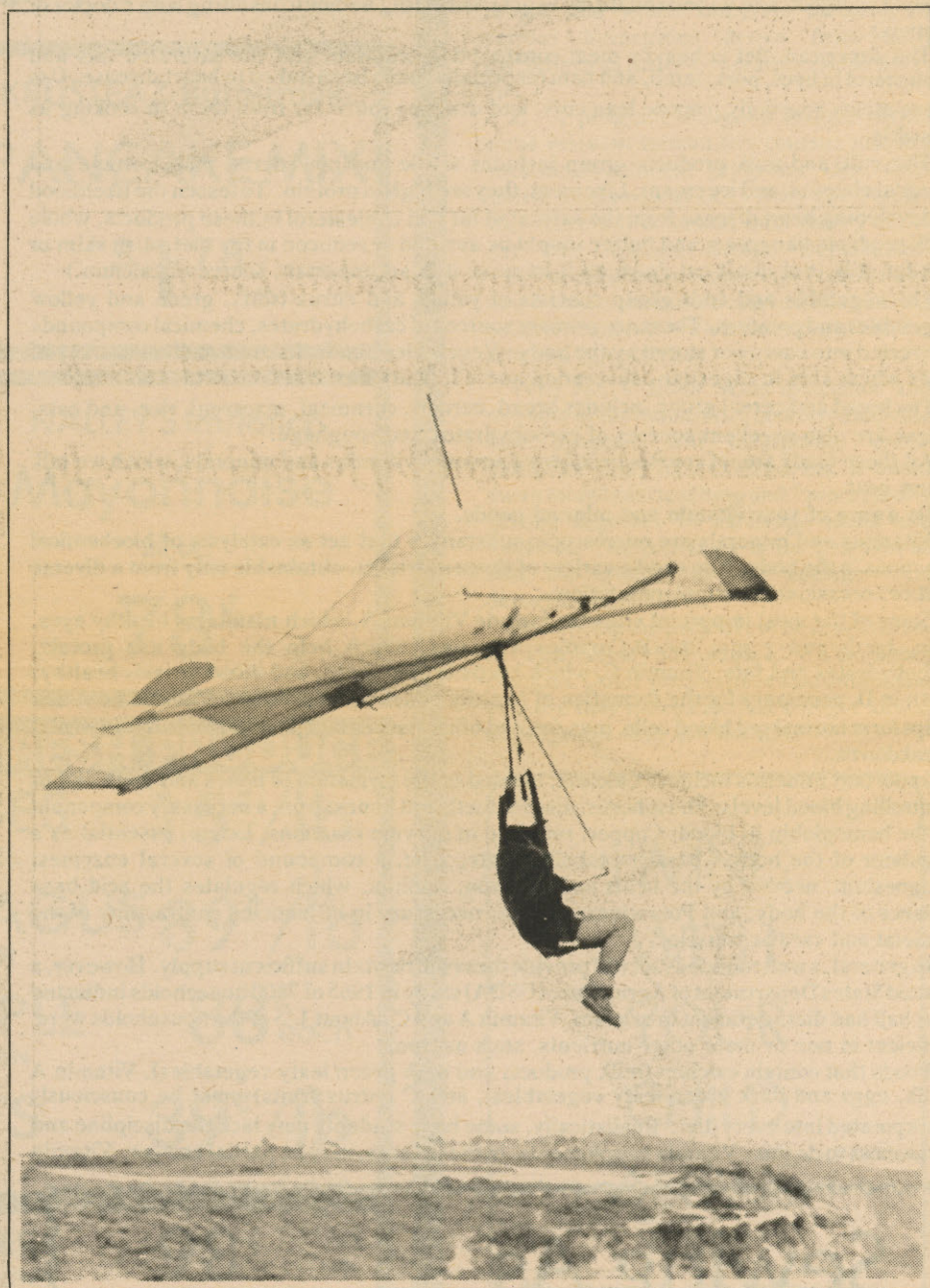
Gliders are expensive; prices average from \$900 to \$1,400. Knutson says that 26 is the average age when people begin the sport, and that men outnumber women. He says he knows of only 4 women in Oregon who hang-glide.

A spectator can find hang-glider devotees taking off from the Coburg Hills (north of Eugene), Peterson's Butte (southwest of Lebanon), and Washburn Butte (north of Brownsville). Most beginners wear heavy clothing, sturdy boots and padding, Knutson says, but sometimes a pilot wears very little or nothing at all.

As the sport's popularity has taken off, new safety measures have been introduced along with the organizing of people into

hang-gliding associations. A safety device which is designed to help the glider come out of a dive on its own has been recently introduced by the Hang Gliders Manufacturing Association. The improvement is incorporated into the glider and is designed to bring the self-propelled machine out of a thirty-four foot dive. Once the gliders have been through the testing with dummies strapped into the pilot's seats and flown from a hot air balloon to pass certain criteria, then the gliders receive official approval for public sale.

The United States Hang Glider Association is the main organization for the activity in the nation. The USHGA has initiated programs to rate pilots on skill level, assign certificates depending on ability and establish rules and regulations pertaining to the operation of the gliders.



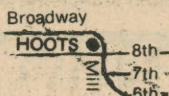
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Bonnie Yelin



See page 18 for list of classes.

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Program to integrate humanities with vocational-technical skills

by Diana Gatchell

There may be more "team" instruction by LCC faculty members next fall and "cross" discipline study for students. The new methods of instruction and study are part of a new humanities program now in the planning and design stages by several LCC faculty members.

The program, funded by the National Endowment for the Humanities (NEH), offers three alternatives toward integrating

humanities courses with instruction in vocational-technical skills.

Right now LCC faculty members are working on a questionnaire to decide which of three possible forms the program will take. The questionnaire was designed by a special Humanities task force composed of faculty members drawn from several departments.

The humanities, defined by the NEH, include history, philosophy, languages, linguistics, literature, archeology, jurisprudence, history, ethics, comparative religion, cultural anthropology, sociology, political theory and international relations.

The questionnaire offers the three following approaches to the program:

1. An interdisciplinary humanities transfer credit course. This would be team taught and would integrate teaching of various humanities drawn from such disciplines as history, literature, art history, etc.

2. A program designed to incorporate some relevant humanities courses into the vocational-technical program. One such course exists now at LCC. Body and Fender students study color and color theory in the Art and Applied Design Department.

3. An enrichment course for transfer and non-transfer students designed as a starting point for students with little exposure to the arts and humanities.

Vern Ho, a Study Skills instructor and member of the humanities task force says the new program will incorporate cross-discipline study for LCC students. It would mean more team teaching and "more faculty getting together to exchange ideas and methods." He is in favor of the program so that the college doesn't become "too departmentalized."

Ho expects the program to be in operation by Fall Term but adds, "We're being cautious. Other schools have had difficulties because they moved too fast and got locked in programs they did not like."

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Single Parent Experience is designed for both single fathers and single mothers; those who have separated through divorce or death as well as single parents who have adopted children.

Look for this class under Home Economics in your schedule.

'Julia' becomes a victory for Fonda and the cinema

Film review by Janice Brown

Jane Fonda has been nominated for an academy award for her performance as the writer, Lillian Hellman, in the film "Julia," now playing at the Oakway Cinema.

The screen play was taken from a story by Lillian Hellman, and the substance of the film is centered around Lillian's reflections of her childhood and lifetime friend, Julia, played by Vanessa Redgrave.

The title, however, is misleading. We never get to know or understand Julia, or Lillian's attraction to her. The information about Julia is skimpy, really a sketch of the person. A word or two here, a gesture there, is all we get. The enduring qualities that intrigued and captured the heart of Lillian remain a mystery.

"Julia" is Fonda's film. It is about Lillian's reactions to Julia's plights as Lillian pursues her aloof friend through pre-World

Redgrave has only a few scenes, and in them she does little except open her luminous blue eyes that shine with a hint of madness.

A madness that Redgrave personified as the hunchback nun in Ken Russell's film "The Devils." But could this madness be a facet of

the person who was Julia? It doesn't seem appropriate. In the film Lillian describes Julia's face as "strong and gentle, the most beautiful face I have ever seen."

The film is like a thick, lusty, old oil painting. It is a victory of cinematic beauty. The visual imagery captured under the direction of Fred Zinneman (nominated by the academy for best director) is like what might have developed on canvas had Monet or Renoir painted with intense vermillions and cobalt blues, instead of the dreamier pastels they used.

We see the shining waters of a marsh at twilight. And a figure seated in a boat silhouetted against the darkening sky. Fonda speaks Lillian's words, telling the audience about "Pentimento," she describes what happens when a painting is very old and faded and it is possible to see the original drawings on the canvas. A drawing of a tree emerging from underneath a painted image of a man. "The painter repented, changed his mind," she says.

Perhaps Lillian's reflections on Julia were as "repented," or as altered, as the paintings she speaks of. And this justifies the unclear picture of Julia that is offered. Yet Lillian states, in the film, that although much has passed, and that she is old now, the only thing that remains clear to her is her memory of Julia.

There are some scenes in a house on a beach in the states, where Lillian lives with her mentor, friend and lover, Dashiell Hammett, played believably by a perceptive Jason Robards. It is in these scenes with Hammett that Lillian's personal pursuits as a writer are revealed.

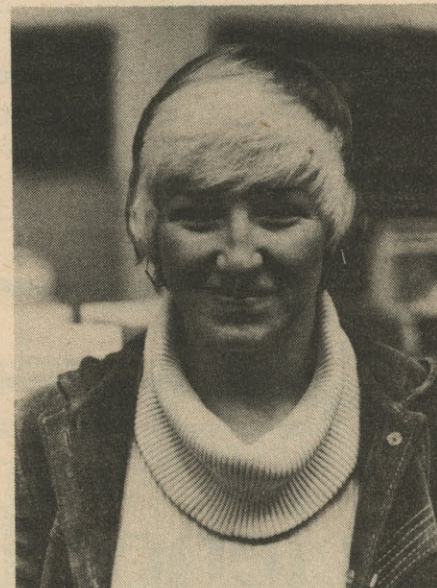
Fonda's Lillian is intelligent and sensual. The character is well balanced at all times. The role is medium paced, no devastating highs and no emotional pits. It is a mild and

subtle characterization, more difficult to create believably than a part that rises and falls. And Fonda wanders quietly and gently through the part.

Accelerated Reading isn't just to increase your reading speed. It helps you realize how you read and why you get bored or tired reading study materials. It also helps you with word recognition and gives suggestions on how to study faster and more effectively.

Julia Lewis

See page 18 for list of classes.



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Book sale to support library

The library at LCC will hold a book sale on March 9 and 10 in the mezzanine conference room. The room will be open for business from 8-5 p.m. both days. Prices for the several hundred books that will be on sale, will decrease daily as the sale progresses. Paper back books will sell for 50 cents and hard covered books will sell for \$1 on the first half of the first day. Prices will drop to twenty-five cents for paper and fifty cents for hard covers the second day. Prices will continue to drop until all the books are sold, and if any remain, they will be given away free.

The sale will offer both non-fiction and fictional books. The books were either discontinued from the collection at the library, or were donated for the sale.

The proceeds from the sale will be used to purchase random items for the library.



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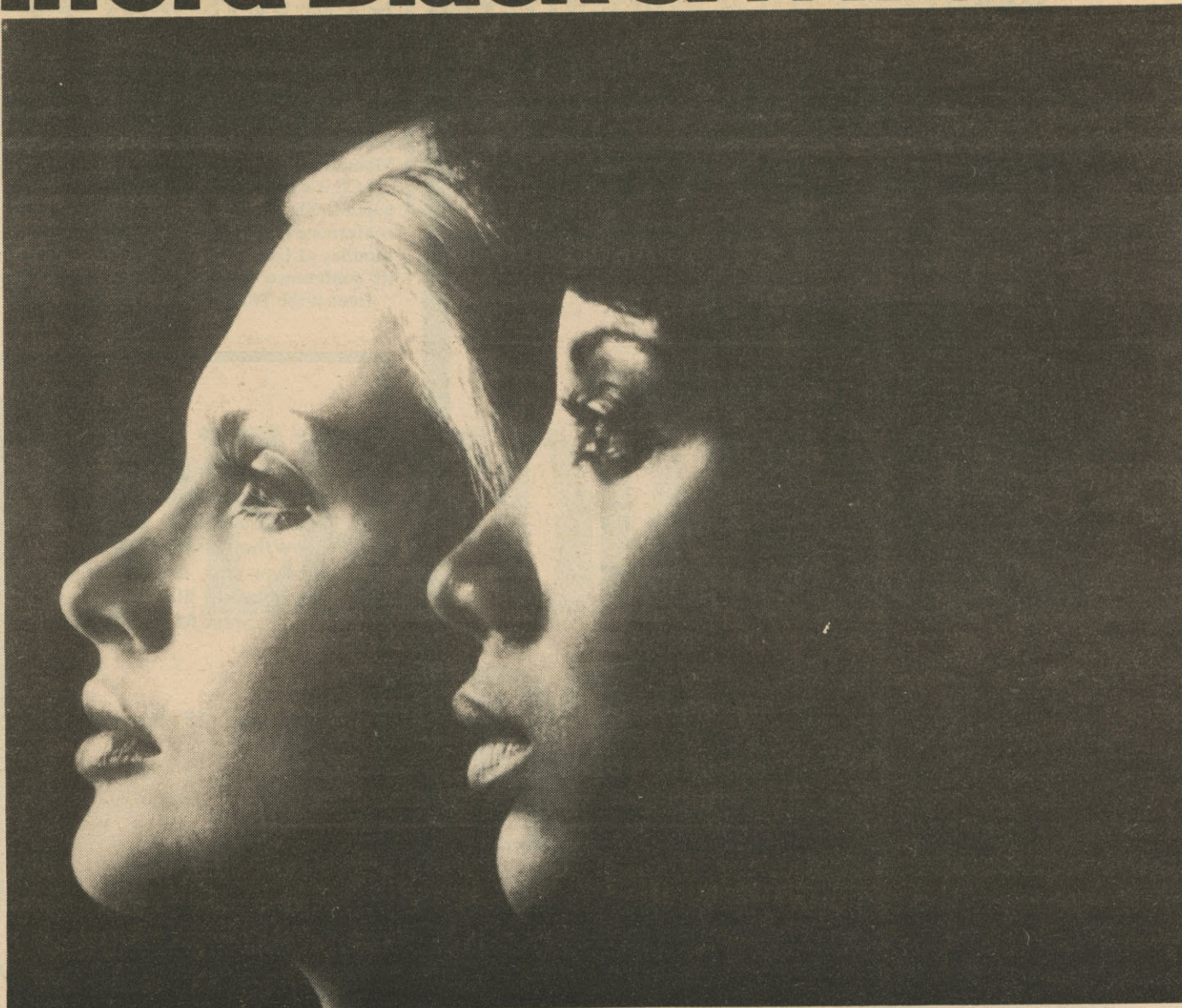
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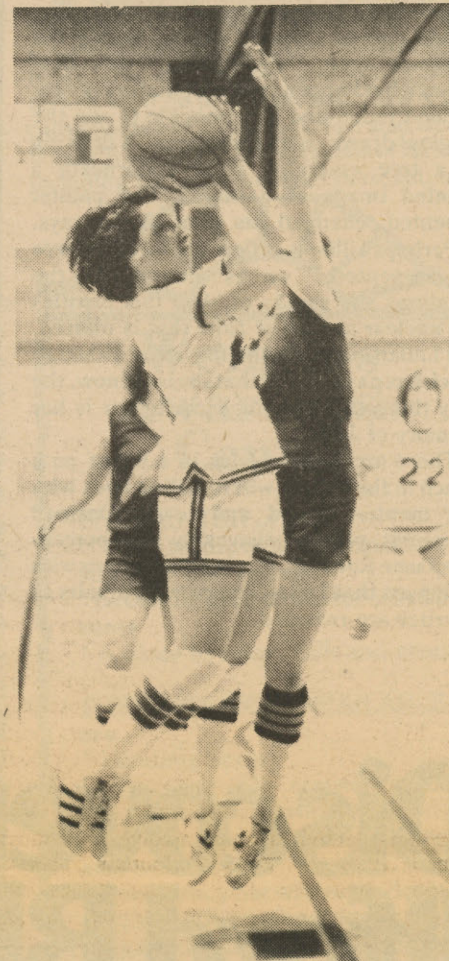
At corner of 11th & Mill; Phone 343-0013

Women's basketball team nails down playoff berth

by John Healy

Freshman Tammy Walker's bucket with 11 seconds to play gave the women's basketball team a come-from-behind 69-68 victory over Clark Junior College last Friday at the LCC gymnasium.

Walker, a 5-5 reserve forward, rebounded a missed shot by center DeAnn Baltzer of the Titans and fired in a five-foot jumper off the backboard to move LCC to within a half game of first place Clark in the Northwest College Women's Sports Association (NCWSA).



Tammy Walker scored with 11 seconds left last Friday to give the women's basketball team a 69-68 victory over Clark Junior College. Photo by Jeff Patterson.

In a non-conference game last Tuesday, Feb. 21, the Titans defeated the Oregon College of Education JV's 59-52 in Monmouth.

LCC is currently 4-1 in the NCWSA, 10-8 overall. The Titans can gain a tie for the conference title by defeating Mt. Hood next Monday at Gresham, as Clark has finished its conference schedule with a 5-1 mark.

Even if the Titans lose to Mt. Hood, they

are assured of a spot in the regional playoffs.

The win over Clark clinched LCC a second place finish in the conference, and the two top teams from the NCWSA travel to Gresham on March 9 for the regional tournament.

LANE 59, OCE 52

Reserve forward Gail Rogers was the only Titan in double figures with 10 points, but six of her teammates contributed six or more points to help the Titans defeat OCE for the second time this year.

Rogers, who scored in double figures for the second consecutive game, hit on 5 of 10 from the field.

At the other end of the court Rogers and her fellow Titans effectively shut down OCE's high scoring Deb Griffin to eight points, 12 below her average, and limited Lisa Paradis to but two points and no field goals.

The two squads battled to a 22-22 halftime tie, but then Rogers began hitting on outside jumpers and the Titans were able to pull out a win.

"We just hit more shots than they did at the end," explained Sue Thompson, women's basketball coach. "I expected a tight game and that's what we got."

Both teams used a full court pressure defense, but neither team was able to create many turnovers from it, according to Thompson.

Baltzer scored nine points and grabbed nine rebounds in support, while Lisa Melevin, Cinda Corkum, and Lori Quick each hit for eight points.

LANE 69, CLARK 68

Thompson had quietly predicted before the Clark game last week that the Titans' hopes of getting into the regional tournament rested on her team's performance against Mt. Hood on March 6.

After all, Clark had routed the Titans' Vancouver by a whopping 86-62 margin. They came into last Friday's game leading the conference and they carried an impressive 14-2 season record.

And, quite possibly, they had the fastest fastbreak in the Pacific Northwest. Faster even than Big Bill and his hordes of fleet-footed Trail Blazers.

But somehow the Titans found the right ingredients to win.

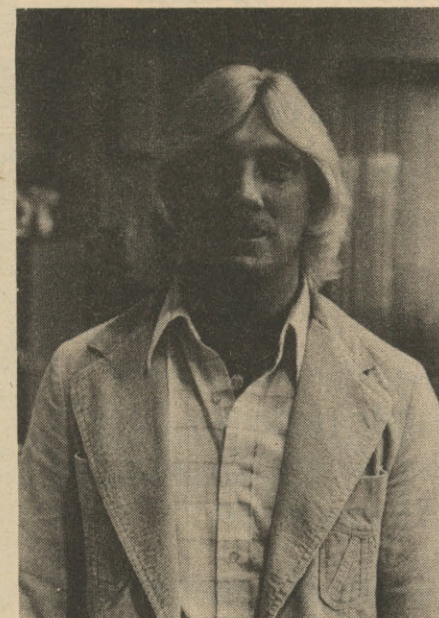
They put together just enough defense and the right amount of offense to offset a 30 point performance by Clark's Joyce Robertson.

The Titans came out in the first half with an continued on back cover

I feel the Study Skills Center has something for everyone. Everyone needs to know their basic study skills if he or she expects to go anywhere in life.

Steve M. Henselman

See page 18 for list of classes.



**STUDY SKILLS
LEARNING CENTER**
Ext. 355, 356

Equality in athletics

Continued from page 2

Newell presented a summary of Daggett's study to the LCC Board of Education on July 6, 1977.

At the same meeting, Newell made the following comment: "There must be a financial commitment by both the administration and the Board in implementing the legal and moral aspects of Title IX."

As an example of needed funds, Newell referred to the discrepancy in coaching staffs, saying "of the five women's sports... only one of them (women's basketball) is being coached by a full-time contracted staff member."

The women's athletic program at LCC included four sports in the 1976-77 school year: Basketball, tennis, track and field, and field hockey.

Field hockey was dropped and cross country and volleyball added at the June 8, 1977 Board of Education meeting.

The current women's program compares favorably with other community colleges in the state. Only Blue Mountain and Mt. Hood field as many women's teams as Lane.

If soccer and softball are introduced into the women's program next year, the men's and women's athletic programs will offer the same number of intercollegiate sports: Seven.

There is still only one women's coach who is a full-time contracted staff member (Sue Thompson, women's basketball team), although the department has requested the addition of one full-time employee for the 1977-78 school year.

The women's cross country team, a recent addition to the women's program, complied with one of Daggett's recommendations last fall. Bill Theriault and Al Tarpenning shared coaching duties on the men's and women's cross country teams, thus complying with Daggett's recommendation that "the department will experiment with co-educational coaching staffs."

The men's athletic program consists of seven intercollegiate sports: Cross country, soccer, basketball, wrestling, track and field, tennis, and baseball.

All seven are coached by full-time staff members; a number (baseball, basketball) have paid assistant coaches.

On the other hand, there is no men's intercollegiate volleyball team, and the cross country team must pay its own expenses each year to travel to the national meet (the Titans have won seven consecutive OCCAA cross country titles).

The athletic department refused to release figures regarding spending on the men's and women's athletic programs at LCC, so it is impossible to discern whether or not the college is equalizing the two programs from a financial standpoint.

After appraising current LCC Athletic Department policy, we concluded that Dick Newell and his staff are vigorously attempting to comply with Title IX regulations and should be commended for their effort and extensive planning. (However, we realize that affirmative action has been taken primarily on account of HEW's stanglehold on LCC's budget -- which would affect all school programs.)

The decision regarding specific implementation of the Athletic Dept. suggestions is now in the hands of the Board; we recommend that these suggestions be considered in detail without delay so that federal guidelines can be met and any financial crisis avoided.

We can make no comment on specific financial figures because we were denied a copy of them; we were allowed to glance at them for only a moment or two. We caution the Board that this will be the first avenue the HEW will research if legal suits emerge to challenge the Athletic Department's compliance with Title IX. Crisis management should be avoided wherever possible.

Most important, we feel sports and exercise are a necessary and vital part of academic life for all men and women; thus, we would like to see continued support for athletic activities that involve the most people, as well as the "glamour" sports which steal the spotlight sometimes but often center on a few select individuals.

When people told me I was illiterate, I denied it. I knew my parents were married when I was born.

Then I took Vocabulary Improvement and realized what they meant was an inferiority to an expected standard of familiarity with language; and I admit, I found out not a moment too soon, as I had begun wondering about my parents.

So if someone says you're very erudite or have acumen don't worry, it's a compliment. However if someone says you gabble or thinks you make a journey an inauspicious occasion, I suggest you enroll in Vocabulary Improvement and find out what people are saying about you.

Debbie Blumenstein



See page 18 for list of classes.

STUDY SKILLS LEARNING CENTER

Ext. 355, 356

HEALTH OCCUPATIONS CLASSES

Sorry, but these are limited enrollment programs.

The following programs have special selection procedures and accept new students fall term only. Application packets are available now in the Admissions office.

Program	Application Deadline
RESPIRATORY THERAPY	MARCH 31, 1978
DENTAL ASSISTING	APRIL 28, 1978
MEDICAL OFFICE ASSISTANT	MAY 19, 1978

Application packets for the Dental Assisting, Medical Office Assistant and Respiratory Therapy Programs are available to anyone; Dental Hygiene application packets are available only to persons who will have resided in the State of Oregon for 90 days prior to the application deadline. No out-of-state applicants will be accepted.

Any questions regarding the above programs may be directed to Barbara Mathewson, Health Occupations, 747-4501, ext. 266.

Program	Application Deadline
PRACTICAL NURSING	MARCH 31, 1978
ASSOCIATE DEGREE NURSING	MARCH 31, 1978

The Associate Degree and Practical Nursing Programs are available only to residents of Lane Community College District and the application packets will not be released to out-of-district residents. The final selection for nursing programs is accomplished through a modified lottery. Specific instructions for qualifying for the lottery will be included in the application packets.

Interested people are invited to attend nursing orientation sessions Tuesday mornings from 8:30 to 10:00 in Room 216 of the Health Building. The application procedures and requirements will be discussed during these orientation sessions. Persons interested in attending should call Marlene Makie in the Nursing office at 747-4501, ext. 271, to verify that the session will be held on the Tuesday they plan to attend.

TECHNICAL TRAINING for Jobs!

We have a waiting list of employers who wish to hire graduates of these programs:

- Aviation Maintenance Technician
- Machine Technology
- Insurance Adjusting
- Automotive and Diesel Technology
- Auto Body and Auto Paint Technology
- Agriculture and Industrial Equipment Technology

Our goal is to equip you with the knowledge and skill you need to get a GOOD JOB as an advanced learner or apprentice.

WANT TO KNOW MORE?
SEE US AT ROOM 215,
MACHINE TECHNOLOGY BUILDING

Men hoopsters compete at regional tourney Saturday

by Steve Myers

Roger Bates and Mike Kay combined for 38 points to lead the Titans to a 72-62 victory over Central Oregon Community College

Hot NIKES for Spring



Court NIKES 16⁹⁵-37⁹⁵

Running NIKES 19⁹⁵-39⁹⁵

Your NIKE Headquarters

ATHLETIC DEPARTMENT

10th & Olive in the Atrium Bldg.
Monday thru Saturday 10-6
Phone: 342-5155

(COCC) in a playoff game held in Albany last Saturday.

Lane and COCC are the OCCAA co-champions with identical 14-2 league records and both are going to the regional championships. The playoff game was held to determine which of the two teams would go to the Region 18 championships in the top seeded spot. Lane will go as the top seeded team and COCC will be the second seeded team from the OCCAA.

The game was held at Linn-Benton Community College so that neither team would have the home court advantage. Both teams had beaten each other at home during league play, each team winning on its home court.

The Titans jumped out to an early lead due to the aggressive inside play of their big men. COCC then caught up and the two teams traded baskets and the lead until Kay came into the game off the bench with nine minutes remaining in the first half. He proceeded to go to work on the COCC defense by scoring all of the Titans' next 10 points. COCC could only manage four points in the five minute period that Kay put in his barrage of shots. COCC found themselves down at the halftime buzzer 35-27.

"Mike Kay really sparked us in the first half," commented coach Dale Bates. "He did a job for us offensively and defensively. We have real depth on this team."

In the second half Lane showed their depth as two key players, Keith Baltzer and Steve

Halverson, got into foul trouble and eventually fouled out. They were quickly replaced by Kay and Dennis Immonen.

"Dennis played a strong defensive game," remarked Bates. "No one player is essential to our winning because we have so much depth on the team."

Kay added eight more points in the second half to give him 18 total points for the night. Bates contributed 12 points in the second period to help dump the Bobcats away once and for all 72-62.

Bates was the game's high scorer with 20 points. He also had 10 assists. Halverson was the game's leading rebounder as he pulled down 10 boards.

The Titans' next game will be in Twin Falls, Idaho on March 4 against an opponent yet to be determined. If the Titans can win the Region 18 tournament they will go to the nationals in Indiana. This doesn't seem too

far out of the realm of possibilities, according to coach Bates. He thinks that if the team "gets pumped" they could go to Indiana.

Season Stats

On the year the Titans used size and muscle underneath to score. The team's offensive average was 78.6 points. They took 69.8 shots per game and connected on 33.4 for a shooting percentage of .478.

The team's leading scorer was Steve Halverson, who averaged 15.6 points per game. The team averaged 43.5 rebounds per game and Keith Baltzer led LCC with 9.3 boards a game.

Other statistics, Pat Fendall led the team in steals with 49 for the year. Roger Bates led the team in assists with 97, Jerry Applebee was the leading percentage freethrow shooter (.857).

McFadden claims wrestling title at regional tournament in Rexburg

Joe McFadden won his weight division at the Region 18 wrestling championships last

Saturday to help the men's wrestling team take sixth place.

McFadden, wrestling at 142 pounds, defeated North Idaho's Brad Benn 9-6 to win his twenty-first this season, tying the school record for most wins in a season set last year by Mark Booth.

The Titans finished with 19 points as North Idaho won the regional title with 78 3/4 points.

Dennis Randazzo lost in the finals at 126 pounds to North Idaho's Ed Snook to finish second in his weight class and assure himself of a trip to the national meet along with McFadden.

McFadden raised his season record to 21-1, his only loss coming in January at the Clackamas Tournament. Randazzo is 12-4 on the season after missing part of the dual meet schedule with an injured neck.

The national final will be held in Worthington, Minnesota this weekend, with McFadden and Randazzo the only Titans qualifying for competition.

Team Scores

North Idaho 78 3/4, Ricks 59, Clackamas 37 1/2, umpqua 32 1/2, Central Oregon 21 3/4, Lane 19, Treasure Valley 5 1/2, 'blue Mountain 5.

POTPOURRI FROM HEALTH AND PE

Health Education *Smile. It will help your face—Value!*

These are just a few of the Health Education classes being offered during Spring Term.

ADVANCED EMERGENCY CARE, 1300-1430, UH, HE 254, 3 credits
Includes methods of First Aid instruction and meets the American Red Cross certification for Standard First Aid and Personal Safety instructors.

CARDIOVASCULAR DISEASES, 1000-1130, UH, HE 199, 3 credits
Everything from anatomy to diagnosis and evaluation.

SELF CONCEPTS: ORIGINS & CHANGE, 1900-2100, U, HE 199, 3 credits
This course deals with self understanding and self acceptance and could very well assist students to gain a higher degree of success by identifying, understanding and accepting who and what they are.

Physical Education *"You will never drown in sweat."*

These are just a few of the Physical Education classes offered during Spring Term.

PERSONAL DEFENSE, 0100-1130, UH, 1 credit
FITNESS, 1700-1800, MWF, 1 credit
INTERMEDIATE BODY BUILDING, 1400-1500, MWF, 1 credit

Special Five-week Classes, 1 credit each

BADMINTON, 1000-1200, MWF, First 5 weeks (Mar. 27 - Apr. 28)
ADV. BADMINTON, 1300-1500, MWF, First 5 weeks (Mar. 27 - Apr. 28)
VOLLEYBALL, 0800-1000, MWF, First 5 weeks (Mar. 27 - Apr. 28)
VOLLEYBALL, 1000-1200, MWF, First 5 weeks (Mar. 27 - Apr. 28)
INT. BADMINTON, 1000-1200, MWF, Second 5 weeks (May 1 - June 2)
BADMINTON, 1300-1500, MWF, Second 5 weeks (May 1 - June 2)
INT. RACKETBALL, 1330-1530, MWF, Second 5 weeks (May 1 - June 2)
INT. VOLLEYBALL, 1000-1200, MWF, Second 5 weeks (May 1 - June 2)

Athletics

VARSITY TRACK & FIELD — If you are interested in participating in intercollegiate track and field with a select group of highly skilled students representing freshmen through senior college status throughout the Northwest, please call Al Tarpenning at extension 277.

For more information regarding the Health and Physical Education Spring Term schedule, call 747-4501, extension 277, 278, or 279.

Classifieds

HELP WANTED

Photographers Wanted

The TORCH has immediate openings for six staff photographers.

If you have an interest in seeing your photographs published, stop by the TORCH office [Room 206 Center Bldg.] for more information.

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Work at home • No experience necessary • Excellent pay
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EXPERIENCED TYPIST
726-5200
Saundra

PERSONAL

Meeting for students interested in becoming involved in creative writing publication. Tuesday, March 7, 2:30, at the Language Arts Dept., Room 479.
Please see Su Stevens at the TORCH or Peggy Marstan in Center 479A if you have any questions.

RUMMAGE SALE

MARCH 10 & 11

Friday—9 to 6 Saturday—9 to 4
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STUDY SKILLS LEARNING CENTER



4th FLOOR, CENTER BUILDING

ARE YOU HAVING SEVERE PROBLEMS WITH YOUR READING AND WRITING SKILLS?

READ, WRITE AND SPELL, 9 credits.

This course is designed for students who are reading and writing below the 7th grade level. You will learn basic phonics, reading comprehension, vocabulary, spelling, and writing skills. This class meets two hours per day, Monday through Friday, and you must obtain the instructor's permission before you can sign up for the class.

CAN'T ORGANIZE YOUR THOUGHTS?

BASIC ENGLISH GRAMMAR AND SENTENCE WRITING, 6 credits.

If you want to improve your writing and impress your teachers, this class is a necessity. Your papers will be more interesting to read and clearer in meaning. You will work with parts of speech, capitalization, punctuation, agreement, and sentence construction skills. This class meets every day of the week.

BASIC PARAGRAPH WRITING, Variable credit 1-3.

You will become a better, more confident writer as a result of this course. You will receive individual help in organizing your thoughts, and in writing clear, concise paragraphs. Ideas for completing your writing assignments faster, and methods for proofreading your work will also be taught.

ARE YOU A FOREIGN STUDENT HAVING TROUBLE WITH THE ENGLISH LANGUAGE?

ENGLISH AS A SECOND LANGUAGE 1, Variable credit 1-3.

If your native language is not English, this course is designed for you. You will learn how to improve your speaking and writing skills. Emphasis will be on fundamentals of English structure and basic sentence patterns.

PREPARATORY WRITING FOR FOREIGN STUDENTS----- WRITING 92, 3 credits.

Writing 92 is an extension of Writing 91. You will review and extend those skills taught in Writing 91. This includes practice and review in pronunciation, vocabulary, and an emphasis on refinement of reading and writing skills.

COLLEGE VOCABULARY, 3 credits.

If you have an average vocabulary and want to improve it, this is the class for you. You will study word origins, Greek and Latin word parts, dictionary skills and words in context. You will practice pronunciation, selecting appropriate antonyms and synonyms, working with analogies, and constructing clear, interesting written statements through the use of appropriate vocabulary.

AT A LOSS FOR WORDS?

VOCABULARY IMPROVEMENT, Variable credit 1-3.

If you feel your vocabulary is inadequate and you need to develop some basic vocabulary skills, you should consider this class. It will improve your speaking and understanding vocabularies. You will work with affixes, roots and words in context. You will practice dictionary usage, pronunciation, using words in sentences and paragraphs, and selecting antonyms and synonyms.

DO YOU NEED TO IMPROVE YOUR GRADES?

EFFECTIVE LEARNING, 3 credits.

If you are having a hard time studying your assignments, preparing for tests or taking notes, you should enroll in Effective Learning. You will learn how to study your textbooks, improve your grade point average, and have more time for your personal activities. This class is designed for the student who has been out of school for a number of years, or the student who lacks efficient study techniques.

ARE YOUR READING ASSIGNMENTS GETTING YOU DOWN?

READ 1 [Basic Skills], Variable credit 1-3.

If you read very slowly, have trouble sounding out words, and cannot remember what you read, Read 1 is probably the class for you. In Read 1 you will learn how to sound out words, read faster, remember what you read, use a dictionary, and improve your vocabulary.

READ II [Rate and Comprehension], Variable credit 1-3.

If you do not have a great deal of difficulty recognizing words but are a slow reader, you should sign up for Read II. In Read II, you will learn to read faster and to remember more of what you read.

ACCELERATED READING, 3 credits.

This class will improve your college reading skills. You will learn to read faster and remember more of what you read. Your concentration will improve, and you will spend less time on your reading assignments. You will practice a variety of reading techniques that will improve your reading efficiency.

SPEED READING, 3 credits.

You will learn techniques that will extend your reading rate and improve your reading effectiveness. Since "rapid" reading is the objective of this course, you should have average or above reading skills when you sign up for this course.

ARE YOU A ROTTEN SPELLER?

PHONETIC SPELLING, Variable credit 1-3.

Phonetic spelling is a class where you learn the basic of spelling. You learn how to sound out words, how to divide words into syllables, how to spell selected homonyms (no-know), and how to proofread your own spelling.

MORPHOGRAPHIC SPELLING, Variable credit 1-3

In this class you learn to spell by assembling and breaking down words. You will learn how these processes affect spelling. You will learn enough word parts to spell more than 12,000 words correctly. In addition, you will also learn about homonyms (miner-minor), proofreading, and how to cope with your personal spelling problems.

Mar 2 '78

TORCH

Lane
Community
College



Inside: Spring Term schedule of classes

Women's basketball continued from page 12

awesome display of shooting and defensive work. Down by a 14-8 deficit with 14:47 left in the first half, LCC spurted to a 36-28 lead at intermission.

LCC maintained a six to eight point lead until Walker hit a pair of freethrows and Smith and Baltzer hit from the outside to put the Titans up by 14 at 52-38.

Clark came back behind Robertson's all-around play to cut Lane's lead to six, 58-52.

Both teams traded buckets, then Clark scored eight points in less than two minutes to take a 62-60 lead with 4:25 remaining. Baltzer answered with a turn around 10 foot jumper to knot the score at 62 all, but Robertson canned one to put Clark back in the lead.

Quick hit from the baseline for the Titans, Clark swished a field goal, then Walker bombed in a shot from the field to tie the game at 66-66 with 1:20 remaining.

Quick was fouled bringing the ball upcourt but hit only one of two freethrows to nudge the Titans into a slim 67-66 lead.

Clark brought the ball downcourt and promptly hit a 15 footer.

The stage had been set for Walker. Baltzer received the ball on the side of the key and took a good percentage shot. The ball bounced off the rim and into Walker's grasp. She faked once, then lofted a short shot at the hoop.

The shot went through, Robertson missed a desperation heave at the other end, and the Titans were on their way to the regional tournament.

Healthful living

continued from page 7

or athletic lifestyles can make large differences in daily caloric intakes. That's why some people who eat less than the RDA for their height, weight and age can put on weight, and vice versa. (Some exceptions exist, however.) Dietary charts available at the Student Health Service can help you assess the activities you pursue and their caloric expenditures.

Once you know your calorie requirements, you can go to other charts and determine which foods satisfy them in the right proportions. Family meals should include, in general, two or more servings from the fruit group, four servings from the bread and cereal group, two or more servings from the milk group, and 2-4 teaspoons of oil a day.

Because some foods provide little more than "empty" calories, being without much nutritional value (and tending to substitute for more nutritious foods), it is wise to avoid them. These include soft drinks, candy and refined flour and sugar products.

Weight loss or gain programs should be nutritional in approach. In general, obesity can be eliminated by an awareness of caloric/activity/structural considerations. Usually, excess fat is caused simply by an excess of carbohydrate intake (especially from the bread and cereal group) in relation to caloric expenditure. Before you diet, see a doctor or a dietician. Be leery of fad or do-it-yourself diet plans.

There is a wealth of information available on diet from local agencies (including LCC's Helps for Homemakers) and classes (including LCC nutrition and health courses). The Student Health Service's Health Educator can steer you to books and materials useful in assessing your own dietary needs. Consulting dietician Carol Easton of the Home Economics Department is available to answer your questions about all aspects of nutrition.

Conversational

You'll have the opportunity to USE the French you know in CONVERSATIONAL FRENCH. Emphasis will be on oral communication with some work on pronunciation and comprehension. The course is designed for people who already have some knowledge for the language, the equivalent of at least two terms.

Offered Tuesdays and Thursdays, 1-2 p.m. for two credits.
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