



Michael Primrose

'...it could be an expensive joke.'

Groundsworkers warn vandals

by Diane Davis
TORCH Staff Writer

On Tuesday, May 19, vandals broke bamboo shoots off a plant located on the west side of the Electronics building.

Witnessed by an instructor outside of the building, a "white male and heavy-set female" reached over a railing and snapped the bamboo shoots, states Campus Services Groundswoker Jo Stejskal.

"Every year some dummy will take them (the bamboo shoots) and break them off. This sets the plant growth back, and it takes two to three years for it to recover," says Stejskal.

The breaking of the bamboo shoots is one of many acts of vandalism evident on the LCC campus. A large scratch in a window of the Administration Building,

words scratched in blacked out windows in the Economics Building and writing on walls in classrooms and restrooms are also results of the disrespect some students have for public property.

"Vandalism is a major violation of the student conduct code," states Paul Chase, manager of Campus Security. "Students caught vandalising property face a disciplinary hearing with the vice-president. Recovery of the value of the property damaged is just one of the sanctions which the vice president can choose (for discipline)."

Chase recognizes the problems grounds people face with breakage of the bamboo.

"Bamboo is very funny. There are some real problems with tubular plant growth."

Stejskal explains that bam-

boo plants have to store up energy in the roots for several years before they can sprout new shoots.

"This bamboo has been broken before. Every year we lose at least one shoot if we don't tie them back close to the wall. Otherwise, students grab them and break them off. This plant was just recovering from breakage a few years ago."

Although grounds people will try to save the broken bamboo shoots, Stejskal wants to stress to students that there are not funds available to replace plants that are damaged or flowers that are pulled up by the roots.

"Students don't realize that this is vandalism," says Stejskal. "They're destroying plants, and if somebody is caught, they're going to be charged. It could be an expensive little joke."

Work-study program runs out of cash early

by Robert Wolfe
TORCH Lead Reporter

Work-study students were forced to stop working at the end of the eighth week this term.

An over-commitment of financial aid funds, along with fewer student drop-outs this year, is the cause of an early cutoff of work-study funds this term, according to Financial Aid Director Linda Waddell.

Vice-President for Student Services Jack Carter ordered all work-study payments halted as of May 22, because his projection showed that funds will run out within a few days.

These cuts come on top of a 28 percent cut in all Supplemental Educational Opportunity Grants at the beginning of Spring Term.

Waddell fielded questions about the work-study stoppage from about 30 people for an hour at the May 26 ASLCC meeting. Some were obviously angry over the restriction of hours. "It seems like you're punishing students for staying in school," accused one student.

"It's not our intention to penalize students; it's our intention to give them as much as we can," Waddell told the group.

Waddell estimated that the payroll overrun could be as much as \$60,000 without early cutoff.

The problem with funds this year occurred because fewer people dropped out of the work-study program, and the

See Work-Study, page 4



Sean Elliot

Financial Aid Director Linda Waddell responds to questions about the shortage of work-study funds at the May 26 ASLCC meeting.

work-study payroll is therefore larger, according to Waddell.

Standard procedure calls for an overcommitment of work-study funds of 200 percent, based on historical figures showing that some people will drop out of school without using their entire award, and that students, on the average, only use 70 percent of the amount awarded.

If the funds were not overcommitted, some money would



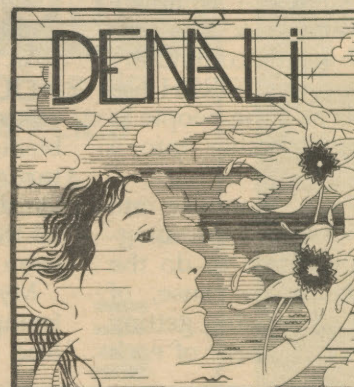
Support for
ACOA

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Leaping into
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Literary
Magazine

Inside

Forums

ASLCC President baffled by LCC's problems

by Rob Ward
ASLCC President

I can't count the times I wished there was someone I could have shared my feelings with concerning the happenings this past year at LCC. I don't mean just discuss issues with my cohorts in student government. But it was just too easy for me to withdraw and think there wasn't anyone who could begin to understand what I was going through.

I talked to many students, staff, faculty, and administrators throughout the year regarding all the concerns and problems that came up, such as: the budget cuts, the computer network, telephone registration, the tuition increase, and financial aid overcommitment, to name a few. I figured that with all the information I was privy to, I should have had all the answers.

Many times I became confused as to what my role was. I was here as a student first, expected to perform academically as my top priority. But as chief student spokesperson, I felt I had a duty not only to myself and my fellow students, but also to the college as a functional, educational institution.

I spent many hours looking at the situations the college faced. It was easy to see things from a student's point of view. What drove me nuts was trying to put myself in the shoes of the faculty, staff, and administration. I believe one cannot truly react to a situation unless one attempts to see it from the other side. This does not mean to condone another's viewpoint, but at least try to

understand where it came from. Sometimes I feel that I empathized too much.

I invited administrators, staff, and faculty to student government meetings when certain problems arose. It helped me see sides of an issue I might not have normally seen. Because of this, I believe I was able to make better decisions and recommendations because of this input.

I'm convinced that the employees of LCC truly care about the students. I know this past year has been a difficult one for all of us. I wish I knew the answers to our problems.

My education, besides the classroom, came from trying to understand how the college operates from top to bottom.

I believe I do understand the college to a great extent. I've sat on college screening committees, selection committees, tax levy committees, and hearings committees.

I represented students at Board of Education meetings and their budget committee meetings. I chaired the Student Senate meetings and was the general overseer to make sure our decisions were legal and ethical.

I wonder if I accomplished anything? I tried to get as many students involved as possible. I want students to realize that we, as your representatives, are only as good you are.

I've learned a lot the past two years at LCC. But I will never know as much as I would like.

Want to be all that you can be? Forget the Army. Enroll at LCC!

First place essay based on student's old fears

essay by Teri Stamosos
for the TORCH

Editor's note: The following essay won first place in a writing contest sponsored by LCC's Writing Tutor Center.

I ran down the hallway looking at the numbers posted above the doors, hoping desperately to find room 224.

"...222,223,225 -- where is room 224? Does it exist? My God, I'm already late and I can't find the room!"

I ran down another hall and saw the room I was looking for. As I ran in, the instructor looked at me with obvious disapproval.

"Your name?" he demanded.

"Teri Stamosos," I replied.

"Stamos?" he asked.

"No it's Stamosos, S-t-a-m as in Mary, s-o-s as in help," I replied.

"Well Stramroos, you are late, therefore you have flunked the entire term. Please pick up your things and go home."

I sat up with a start. I looked around the darkened room and heard the low rhythmic sound of my husband's breathing. Then I realized that incredibly, I had dreamt the same dream I had had as a child on the eve of every school year. In my dream I was always lost and got sent home because I was so hopeless that I couldn't even keep up on the first day. As I sat in bed, I couldn't believe that I was a twenty-seven year old

woman who had endured childbirth twice and I was so frightened about going to school. But it wasn't just any school, it was the first day of school at Lane Community College.

My fears were not exactly unfounded, because I had a history of starting things but never finishing them. Back in high school I was smart, but I was better known for my rebellious teen-age antics than for my academic achievements. After graduation, I worked a succession of dead-end jobs as a clerk or a waitress, and toyed with the idea of pursuing a career. I even tried insurance school, but every time I walked into the classroom, I would develop an acute case of nar-

colepsy that always mysteriously disappeared after every training session.

Finally, fate saved me from this agony with the arrival of my first born, which gave me a good excuse to retire from the work force indefinitely. At first I was satisfied with this arrangement, but a second child and an infinite number of dirty diapers later, I realized I wanted to do something more with my life.

It was at this time that my husband received a job offer from a business in Eugene requiring us to move from our home on the coast. With the encouragement of an Episcopal minister (a woman), I made the decision to go to college, specifically

Lane Community College.

It was hard for me to believe all the changes in me, and how far I've come in just three terms. I'm embarrassed to admit that I had been intimidated by the thought of attending classes, because what I found was not cold, concrete buildings and rigid, disapproving instructors. Instead, I found an atmosphere teaming with encouragement and enthusiasm. Everywhere

See Essay, page 4

Editorial



by Kelli J. Ray
TORCH Editor

Editor says good-bye TORCH, hello happier home life

Well folks, this is it -- the last issue of the 1986-87 TORCH. And although I'll be more than happy to pass the keys of this little zoo on to next year's TORCH editor, there are some things I'm going to miss.

It has been exciting to see my story ideas become realities -- complete with photos -- every week. LCC has provided me with a little community to write about, and the TORCH has provided the tools and the people to pull all the parts together into a newspaper.

I've enjoyed poking my nose into everyone's business, and encouraging everyone around me to do the same -- for a legitimate cause, of course. It's been stimulating getting caught up in the excitement of each

reporter's latest "hot" news story. And I've loved the camaraderie that came with bouncing ideas off of each person and giving suggestions on how to improve the article or get around obstacles.

I'll miss the people more than the paper itself. I'm sure that wherever I go, there will always be something to write about and someone to write it for. But the people I work with won't be as easy to replace.

I'll no longer have my news and editorial adviser to point out my problems with parallel sentence structure. And what will I do without Dorth, who keeps her cool in spite of all the heat around the office -- and even does paperwork?

My life won't be the same without trying to keep a leash on my wolf of a lead reporter, who always sniffs out

the carcasses in the college's closets. And I'll miss hearing all the juicy stories from my spicy, Italian production manager's personal life, and being astounded by the exploits of my entertainment editor.

But I won't miss the long nights away from my boyfriend. Although much of my happiness comes from the accomplishments I achieve myself, the successes sometimes seem meaningless without someone special to share them with. And although the TORCH has provided me with an avenue for achievement, as well as on-the-job friends, my favorite part of each day has been taking it all home to share with David.

I'll miss this paper, but it sure will be nice to be at home in the evenings, making up for lost time.



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The TORCH is a student-managed newspaper published on Fridays, September through May. News stories are compressed, concise reports intended to be as fair and balanced as possible. They appear with a byline to indicate the reporter responsible. News features, because of their broader scope, may contain some judgements on the part of the writer. They are identified with a special byline.

"Forums" are essays contributed by TORCH readers and are aimed at broad issues facing members of the community. They should be limited to 750 words. Deadline: Monday 10 a.m.

"Letters to the Editor" are intended as short commentaries on stories appearing in the TORCH. They should be limited to 250 words. The editor reserves the right to edit for libel, invasion of privacy, length and appropriate language. Deadline: Monday, noon.

"Goings on" serves as a public announcement forum. Activities related to LCC will be given priority. Deadline: Monday, 10 a.m.

All correspondence must be typed and signed by the writer. Mail or bring all correspondence to: the TORCH, Room 205 Center Building, 4000 E. 30th Ave. Eugene, OR, 97405. Phone 747-4501 ext. 2655.

Ward: One of the good guys

To the Editor:

It's a busy time. But it's not too late to make a personal comment about one of the more positive features of this college community this past year.

In his year as President of the ASLCC, Rob Ward has endured, has served, and has succeeded. It has been a difficult year for us as a community, and it's not over. But Rob Ward's contribution to the dialogue, through the TORCH, with the administration and with many others, as a representative of the students' point of view, has been distinctive, and effective, and respected.

Rob has been the more visible part of a group of sensitive, committed student leaders that has worked hard to make a difference in behalf of students this past year. I'm impressed. Chalk one up for the "Good Guys!"

Fred Loveys,
Dept. Head of Health,
Physical Education, and
Athletics.

Help wanted at LCC?

To the Editor:

I'm hoping you will publish this want ad, along with a question such as, "Is this why we are losing 65 positions at LCC?" I hope you can understand my anger and consternation.

HELP WANTED:

Lane Community College Instructor-Data Processing. Deadline June 10th.

Work Activities Center Aide. Deadline June 3rd.

Application and job description are available at Personnel Services, Lane Community College, 4000 E. 30th Ave., Eugene, Or. 97405. LCC application must be postmarked no later than application deadline date. An Affirmative Action Equal Opportunity Institution.

Thanks,
Joni Rusk

Ward doesn't make sense

To the Editor:

Rob Ward is to be commended for his search for answers in, "Questions, questions and more ques-

tions." The only problem is, some of his questions don't make sense.

An example is the juxtapositions he attempts to set up between peace activism and pro-life activism. But he turns the tables on reality when he asserts that one is considered "a hero for bombing an abortion clinic." Have you ever watched media coverage on an abortion clinic bombing?

The opposite is true! Usually the "bomber" is depicted as a religious fanatic or a lunatic, in spite of strong suspicions by investigators that bombs are often "planted" by the abortion staff themselves to garner public sympathy for their grisly business! Judges usually give maximum prison sentences to pro-life activists who trespass onto an abortionists' property.

Mr. Ward also implies that some human life is more valuable than others when he asks, "Why is abortion considered murder, but killing full-grown Nicaraguans considered freedom fighting?" Both situations -- not one or the other -- reflect a waste of human potential. Arbitrarily deciding that a pre-born child has less value than an adult indicates that this truly is a civil rights issue (but the victim can't even defend him or herself).

Perhaps the most revealing statistic is that the abortion industry makes three quarters of a billion dollars annually from the mutilation of innocent lives! Mr. Ward seems unaware that the abortion industry is status quo and represents a huge vested interest to politicians. Killing 20 million babies is the order of our times.

If he is really interested in finding answers to his questions, then Mr. Ward needs to lay aside his preconceived notions and examine what is actually at stake: the sanctity of all human life.

Sandra Neely
Torch Reader

Compare -- life or death

To the Editor:

If a woman becomes pregnant, and doesn't want to keep the child, which is better: abortion or adoption? Let's compare.

With abortion a person makes, quite literally, a terminal choice. Abortion basically means, "to kill or end" a life. All an abortion produces is a dead, torn-up baby. And the woman will have to live with that

knowledge for the rest of her life.

With adoption, at least the baby lives. There's millions of couples wanting to adopt a little baby and give it love and security. Depending on the type of adoption, the

biological mother can even choose to be kept up-to-date on her biological son or

daughter's progress. Most importantly, adoption preserves that baby's life, causes the biological mother no guilt or remorse, and allows a couple that wants a baby to really become a family.

There are many groups and organizations which can help women seeking alter-

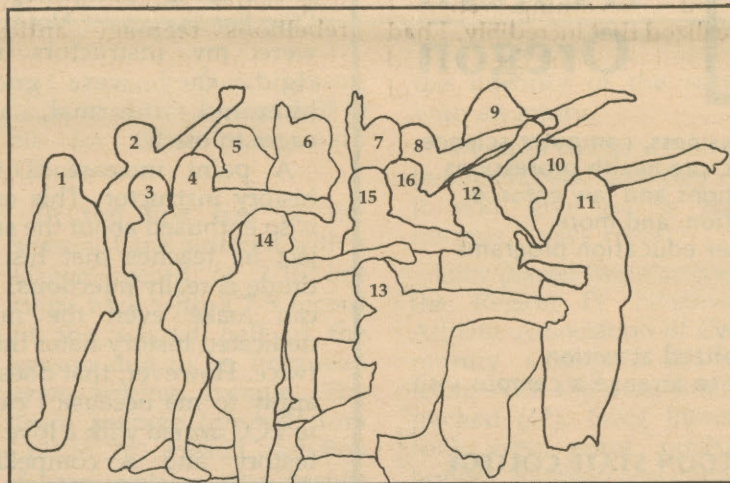
natives to abortion -- including adoption. I would encourage someone in a situation in which abortion is being considered to check out her options. Perhaps an organization like Right to Life would be a good organization to contact.

Michael Cross
Former LCC student



Chris Whetstone

TORCH staff bids farewell



The TORCH Staff, according to number: 1) Dorothy Wearne, 2) Kerry Kendall, 3) Linda McDonald, 4) Beverly Moore, 5) Lois Grammon, 6) Val Brown, 7) Rob Ward, 8) Bob Wolfe, 9) Susan LoGiudice, 10) Andrew Nelson, 11) Janice Burdick, 12) Glennis Pahlmann, 13) Damon Mitchell, 14) Sean Elliot, 15) Kelli Ray, 16) Kyle Abrams.

HB 2103 dangerous to workers

Nathaniel Baker submitted a flyer which gives the following message:

House Bill 2103 takes away your rights! It will hurt all injured workers. Call and express your distaste for this bill. It needs to be killed, not reworked. Call the Governor's office. Call the State Senate Labor Committee. Ask your friends and relatives to do the same.

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- Eliminates the court "fact" review on appeal.
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to reach the Governor's office and your Senators, and find out dates and times public testimony will be taken on 2103: 1-800-327-7389 and 1-800-332-2313.

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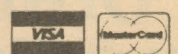
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Lane Writers Club winners

by Judy Corkery
for the TORCH

Success is relative.

It may mean a winning lottery ticket, or becoming the vice president of General Motors -- depending, of course, on your perspective.

At LCC, some students define success as the personal growth they attain through the education they receive here.

That's what happened to Teri Stamos, according to her \$100 first-place winning entry in the Lane Writers Club essay contest.

"Two years ago, if somebody had told me that I'd even be writing an essay, much less entering a contest," says Stamos. "I wouldn't have believed them."

Another winning student, Karen Pryce, says "LCC has been a harbor for me, a safe place where I could begin to live my life again."

After a stroke, Pryce couldn't read or concentrate for more than fifteen minutes at a time, but "anything was better than the constant feelings of mental and physical impotence that I had been

dealing with." And so she enrolled at LCC.

Pryce, who won \$75 for second place, adds that, "Coming to school has increased my self-confidence and self-esteem, and given me the opportunity to enter a field that has always fascinated me. When I graduate, I know that I will be a stronger woman, more able to cope with whatever life throws my way."

And Kellie Hopkins, third-place winner of \$50, felt "that going to college was never an option for me until now -- the fear of failure coupled with the financial investment kept me away."

"Lane Community College was my beacon of hope in a sea of mediocrity."

Nellie June MacDonald, Honorable Mention, echoes their feelings. "I was a retired, childless widow in a strange new town with no friends close by. I (felt) out of step, out of time, out of place and out of tune."

At Lane, MacDonald finds "an environment conducive to keeping my mind active, keeping up to date on current issues and developing new interests."

Work-Study, from page 1

be left at the end of the year and would be sent to the federal government, she says. If LCC consistently sends back money, it would be a sign for the government to cut back on the total amount of financial aid awarded to the college.

But Carter told the TORCH that in the future, the formula used to calculate work-study overcommitment will be changed to include lessons learned from this experience. "This (the cutoff) is not acceptable. We must prevent this in the future. It creates hardships for students and staff," he says.

Waddell noted several options for students caught in the crunch.

- One is to apply for a Guaranteed Student Loan. GSLs are currently issued for a minimum of \$200, and must be paid back starting within six months after leaving school. They carry an eight percent interest rate. Loan applications take a minimum of three weeks to process, and applicants will be considered "on a case by case basis," according to Waddell.

- Another possibility is to apply for an emergency loan, funded through the LCC Foundation. Students can borrow up to \$50, which must be paid back before the beginning of the next term. This rule means the loans are not normally issued during the last three weeks of the term, but Waddell agreed that changing the rules could be "investigated." Another problem is that only about \$3000 is left for that program, Waddell told the student government.

Since the emergency loan program is designed to meet immediate need and students affected by the work-study cuts would not normally be paid until June 12, the program is of limited use to people facing

financial problems in June, notes Carter.

- Another possible source of additional funding for the work-study program is the use of money collected as repayments of National Direct Student Loans. While not immediately feasible due to lower-than-projected receipts recently, the most current figures on this revenue source will be available on May 29, and funds could be transferred to pay work-study wages.

"I would support trying to pass out this money," from the possible sources during finals week if it is actually available, declared Waddell. But Carter believes any money from these areas would probably be negligible, and is not "optimistic" about additional funding from these sources.

- Waddell also suggested contacting the student employment office about a part-time job.

The wage increases many students received beginning Spring Term had no effect on the projection, claims Waddell. Each student is allotted a fixed amount of work-study money, and the raises only meant students worked fewer hours to receive the same amount of money.

The effect of the cutoff on essential services staffed primarily by work-study students was also a concern of those at the ASLCC meeting.

"Should I ask my people to volunteer, on the chance that they can be paid later?" asked Ann Bacon, coordinator of the Center Lab, a primary computer resource for students.

Waddell replied that departmental funds could pay work-study students for essential functions. However, a recent directive from LCC President Turner requires vice-presidential approval for such expenditures.

Essay, from page 2

I went on that first day, I saw banners, flyers, and buttons encouraging everyone to, "Go For Success." Not only were my instructors not rigid, they were good-humored, informal, and eager to teach.

A point in case is my history instructor. This man is so enthused about the subject he teaches that his attitude is really infectious. He can make even the most dedicated history-hater think twice. However, that doesn't apply to me because I came to LCC armed with a love for history and a compelling desire to work in that field. One day, my instructor was having a particularly good time basking in the limelight of a captive audience, when suddenly the proverbial light bulb went on in my head. At that moment I knew what I wanted to be when I "grew up."

I could imagine no more rewarding a pursuit than to help students discover the excitement of history. I especially liked the idea of teaching high school

students, because it appeals to the frustrated performer in me to teach people who can't walk out in the middle of my "gig." I now had direction as well as ambition.

My math instructor also inspired me because she shattered two of my worst math fears: first, that I would find math boring and humorless; second, that math would be too difficult for me to comprehend. You can imagine my feeling of accomplishment when I earned an "A" on my first mid-term exam, and realized that I enjoyed the challenge of math. Now I had ambition, direction and self confidence.

I don't mean to suggest that these two teachers are rare; on the contrary, I have found that quality teachers are the rule at LCC, not the exception.

Instructors are not the only support system I found at LCC. The friendships I have formed here are just as genuine as some of my lifelong friendships. Fellow students are truly happy for you when

you succeed, and truly concerned when the frustration of trying your best brings no results and you feel like giving up.

Just recently, I decided to drop a class that I was having a tough time in and one of my friends offered to tutor me in an attempt to get me to change my mind. I took her up on her offer and I'm grateful for the support I received at a time when I would have carried out a bad decision.

At LCC I have acquired ambition, direction, self-confidence, and support: no small accomplishment in just three terms.

In the small town where I come from, there are people who talk about where they're going and who they're going to become. But the big dreams never seem to leave the stage of conception. I was like that once, but as a result of my experiences at LCC, opportunities are opening up for me that seem limitless, positive and exciting.

"Go For Success," is not merely an advertising gimmick, nor is it a come-hither slogan for seekers of status and material gain. My interpretation of success is growth as a person, student, friend, and instructor. "Go For Success," is an open friendly invitation to come to Lane Community College, explore your mind, expand your boundaries, and join in the banquet of life. That is truly living. And in the words of Auntie Mame in the Broadway play of the same name, at LCC my "life is a banquet!"



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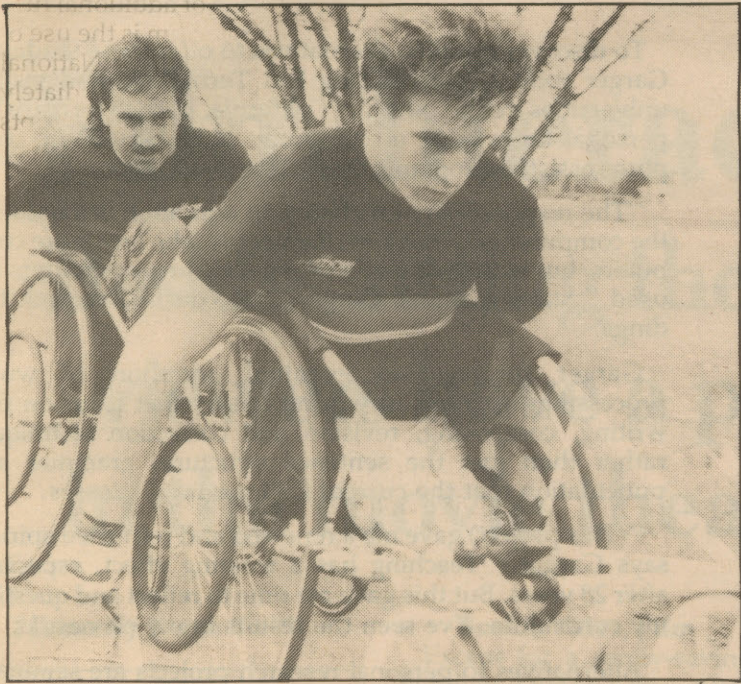
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Wheelchair mile slated for Hayward Field



Kevin Hansen (back) and Craig Blanchette (front) train for the Prefontaine Classic.

by Val Brown
TORCH Sports Editor

On June 6, prior to the Prefontaine Classic, Eugene will be treated with the "running" of the first Prefontaine Wheelchair Mile.

The race will include nine world class competitors, including the 15K world record holder Craig Blanchette. Blanchette, who "ran" his 37:19 record time in February 1987, holds the wheelchair mile record for Hayward Field with a 4:34.6 earlier this month.

Blanchette, a former LCC student, began racing last August. Under the guidance of fitness runner Kevin Hansen, Blanchette trains by running intervals on the track, combined with speed runs and hill work. Early in his training, he developed a strength base by lifting weights.

The Oregon Rehabilitation Center staff and the Lane County Wheelchair Sports Club are asking supporters of the Prefontaine Classic to help defray the cost of food and traveling for some athletes. A \$50 tax deductible contribution will help world class athletes compete in Eugene.

The event is expected to be an "exciting race that will open a lot of people's eyes," says Blanchette. "A lot of people out there don't know there are people running in wheelchairs, let alone running four-minute miles."

With his sights set on the '88 Summer Olympics, Blanchette wants to be looked upon as an athlete, not pre-meet entertainment. "We train just as hard as other athletes," concludes Blanchette.

The race, beginning at 6 p.m. on June 6 at Hayward Field, is expected to produce a new field record. Blanchette believes that his toughest competition will come from Mike Postell, who runs a 3:38 in the 1500m, and American record holder of the 400m Jim Knaub.

Applications for TORCH positions now available

by Diane Davis
TORCH Staff Writer

Interested in journalism, photography, advertising or newspaper production? Applications are being accepted for openings on next year's TORCH student newspaper.

Both salaried and work-study positions are available.

Salaried positions include associate editor, photo editor, assistant photo editor, entertainment editor and sports editor. A production manager and assistant are also needed, as well as an advertising assistant and ad salesperson.

Work Study funds are available for staff writers, photographers, production workers and distribution staff.

Applications will be posted on the bulletin board in the

TORCH office beginning Friday, May 29. Completed applications should be returned to the TORCH office by June 8.

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Americans are infatuated



by Diane Davis
TORCH Staff Writer

Americans are flooded with information about diet and health these days, and it's easy to understand the public's frustration when forced to learn the difference between even supposedly simple things as fats -- saturated, polyunsaturated, and monounsaturated.

Fat's fat, right?

Wrong.

The American Heart Association recommends reducing total fat intake to less than 30 percent of calories per day. In a 2,000 calorie per day diet, calories from fat should make up less than 600 calories -- or be equal to 67 grams. One gram of fat equals approximately 10 calories. Currently, Americans eat about 40 percent of their total calories as fat.

Fatty acids are the basic chemical units in fat. They may be "saturated," "monounsaturated," or "polyunsaturated." All dietary fats are made up of mixtures of these fatty acid types.

Saturated fats, found mostly in animal

products, have a hard quality, such as the visible fat on beef. Saturated fats tend to raise the cholesterol level in the blood. A high blood cholesterol level is considered to be one of the three major risk factors contributing to cardiovascular disease -- the leading cause of death in the United States.

Monounsaturated fatty acids are contained in peanuts and peanut oil, olives and olive oil, and avocados. They appear to have a slight lowering effect on blood cholesterol.

Polyunsaturated fats also lower blood cholesterol levels. These fatty acids are found in fats of plant origin, such as sunflower, corn, soybean, cottonseed, sesame seed and safflower oils.

The American Heart Association recommends choosing lean cuts of meat, using low-fat dairy products, and limiting the use of fats and oils to no more than 5-8 teaspoons per day for cooking, baking and salads.

Reprinted from "Help Your Heart: The Facts About Fat" by the American Heart Association.

ASLCC officers installed

The 1987-88 ASLCC cabinet is now complete, as of the May 26 ASLCC meeting.

Ratified by unanimous votes of the recently elected student government officials were Dagny Brown as Student Resource Director and Robert Wolfe as Communications Director for the 1987-88 school year.

Applications were submitted by three candidates for the communications director position and four hopefuls for SRC director. Each applicant went through an interview with the four newly-elected cabinet members: the ASLCC president, vice-president, treasurer, and cultural director. The cabinet then selected its choice to present to the student senate for ratification.

The appointed cabinet positions are compensated with full scholarships.

Brown brings two years of background to her new position. Her major ac-

complishments include organizing the Duck-to-Titan road race, which raised over \$500 for accessories for the Regys rehabilitation machine, and serving as Elections Coordinator for the student senate races Spring Term.

Wolfe has also been active

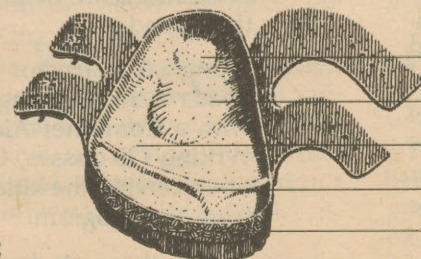
at LCC for the past two years. He acted as chairman of the Evening Program Advisory Committee, and served as both a staff photographer and lead reporter for the TORCH. He also organized the first Community College Journalism Conference.



Sean Elliot

Robert Wolfe and Dagny Brown have been chosen to fill ASLCC cabinet positions.

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TIP program by and for teachers

by Lois Grammon
TORCH Associate Editor

Just what is LCC's TIP Program all about? Is it a covert organization designed to detect subversive activity on campus? An information gathering hotline? A program to protect informants who report cheating? If you answered none of the above, you're correct. TIP stands for Teaching Improvement Process, a system of peer tutoring directed at identifying and improving classroom skills, says Sharon Thomas, the program's chair. "Burned-out" teachers, as well as those desiring to upgrade their instructional skills, can find some useful advice through the TIP program. The process includes one-on-one interchanges between faculty members, and takes one full term to complete. During that term, the program's teaching consultants, all fellow-instructors at LCC, use a variety of ways to help the faculty client evaluate his or her own instructional methods. Interviews, classroom observations, student evaluations, self-evaluations, video tape, and analysis of course materials are all used in the process. Participation in the TIP program is voluntary and confidential, according to Thomas, and all materials resulting from participation are given to the faculty client. This term, six instructors completed process, and about 20 people attended a banquet held in the Renaissance Room on May 6 in their honor. Those honored were: Wes Woolery, Bobbi Blackwood, Jerry Oliver, John Klobas, Marna Broekhoff, and Judith Roberts. "I consider this a celebration," said Jacquie Belcher, vice president for Instruction, before she presented certificates to the six. "This kind of activity is a hopeful sign to me that the faculty are in control of, and responsible for their own professional development," added Belcher.

'There's no substitute for good teaching.'

Instructors pursue projects to

by Diane Davis
TORCH Staff Writer

"Five out of ten college graduates do not make it on their first job," states Virginia DeChaine, LCC Speech Communications instructor.

Concerned about the causes of such an alarming failure rate, DeChaine took a leave from her LCC classes during the 1985-86 Winter and Spring Terms to conduct a personal research project of more than 200 employers nationwide.

To discover the needs of potential employers and relay them effectively to her students, DeChaine took advantage of the "Professional Development Leave" program offered at LCC. She received time off from her classes and a percentage of her paycheck.



Janice Burdick
Speech Communications Instructor Virginia DeChaine has restructured her classes due to a research project she did last year.

The Professional Development Leave is just one of many options available to instructors who wish to enhance their curriculum, or to explore further in their field of study.

Conferences, seminars, university classes and studying current periodicals are some other possibilities for instructors to develop their teaching techniques or to keep abreast of changes and advances in technology in their field of study.

"It's important to keep up with changes each year," says DeChaine. "Needs change. New ideas and approaches are important, and they make me a better teacher."

DeChaine's research project revealed that business people resent having to develop an employee's skills in areas they feel are the college's responsibility.

"The employers that I interviewed knew that students were capable of doing the job. It's not a matter of skill. Five out of 10 lose their jobs because of their inability to think."

The inability to think coupled with poor interpersonal communication, and a lack of listening skills were reported as common causes for termination among a majority of the surveyed employers.

As a result of her research, DeChaine restructured her listening classes to include thinking skills. She also incorporated interpersonal skills into her Speech Communication classes, as well as public speaking.

An additional tool DeChaine uses to gauge her impact on students are teacher evaluations. This also insures that her curriculum is both interesting and up to date.

"I want to know if I'm interesting or boring. Are my assignments clear and did they like the textbook? Student evaluations are helpful by letting me know if I am meeting their needs."

English instructor Jerome Garger also realized students needs were not being sufficiently met. After experimenting with a Computer-Aided Instruction (CAI) program in his Writing 120 classes, Garger found that some students were not receiving the kinds of instruction and help they needed from the program.

"For these students, the (CAI) program turned into a game of passing the tests rather than learning the material and applying the concepts to their own writing."

To discover possible alternatives to offer these students, Garger took a leave during Fall Term 1986 and visited universities in St. Louis and California, both to increase his personal knowledge of computers and discuss the computer assisted programs they offered students.

"The responsibility for change in education lies not with the computer, and not with the people who buy more computers, but with the people who decide how computers are used," states a report Garger wrote on his research findings.

Garger foresees an eventual adoption of word-processing programs in writing classes that focus on pre-writing, composing, revision and correction techniques rather than just the sentence structure, grammar and punctuation that the current CAI program stresses.

"(This project) gave me a renewed and refreshed spirit," says Garger. "Teaching has a wearing effect, especially after 28 years. But this gave me time to reflect and question my curriculum. I've seen the results in my classes."

Alternatives to personal research projects are seminars, conferences and classes.

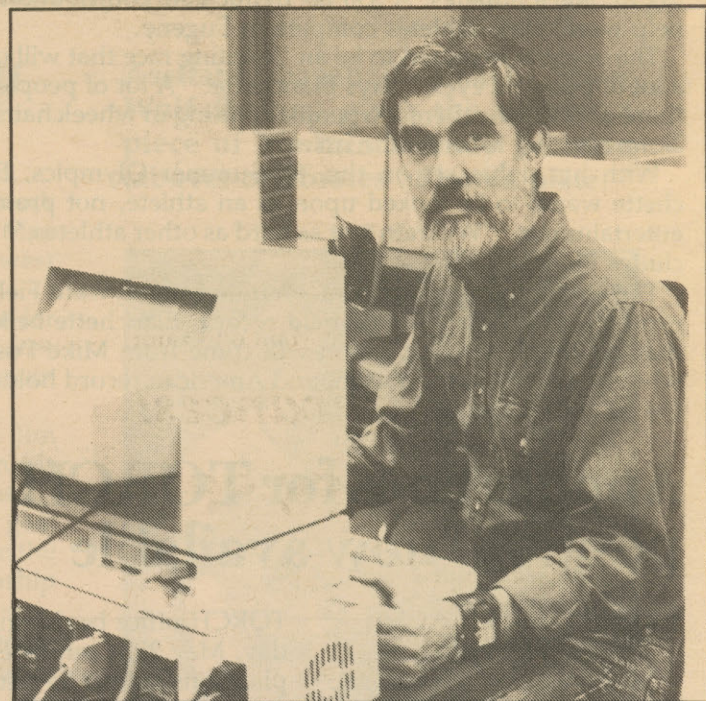
English instructor Linda Danielson will use one of these alternatives when she leaves June 5 for an eight-week seminar at the University of Arizona.

Sponsored by the National Endowment for the Humanities, Danielson is one of twelve people from across the United States who will converge at the university to examine bodies of tribal history, and conduct private projects related to Native American writers.

Danielson plans to gain further insights into the lives of Native Americans, both past and present, by visiting Hopi and Navajo reservations while visiting Arizona.

Unfortunately, not all fields of study have access to conferences or seminars.

"My experience has been that most conferences and seminars (offered for scientists and biologists) are not applicable to educators," states Jay Marston, LCC Science instructor.



Lois Grammon
Jerome Garger, English instructor, experimented with a Computer-Aided Instruction program for his classes.

Marston, who teaches students molecular and cell biology, human genetics and medicinal biology, finds these fields of study are severely limited in offering instructors alternatives to updating their curriculum.

"Basically, the only way to keep current is to read a lot," says Marston.

"Scientific American, Science News, lay journals and science magazines designed for the lay public are the only real resources available. Changes take place so rapidly (in these fields) that if you're a month behind, you're out of date."

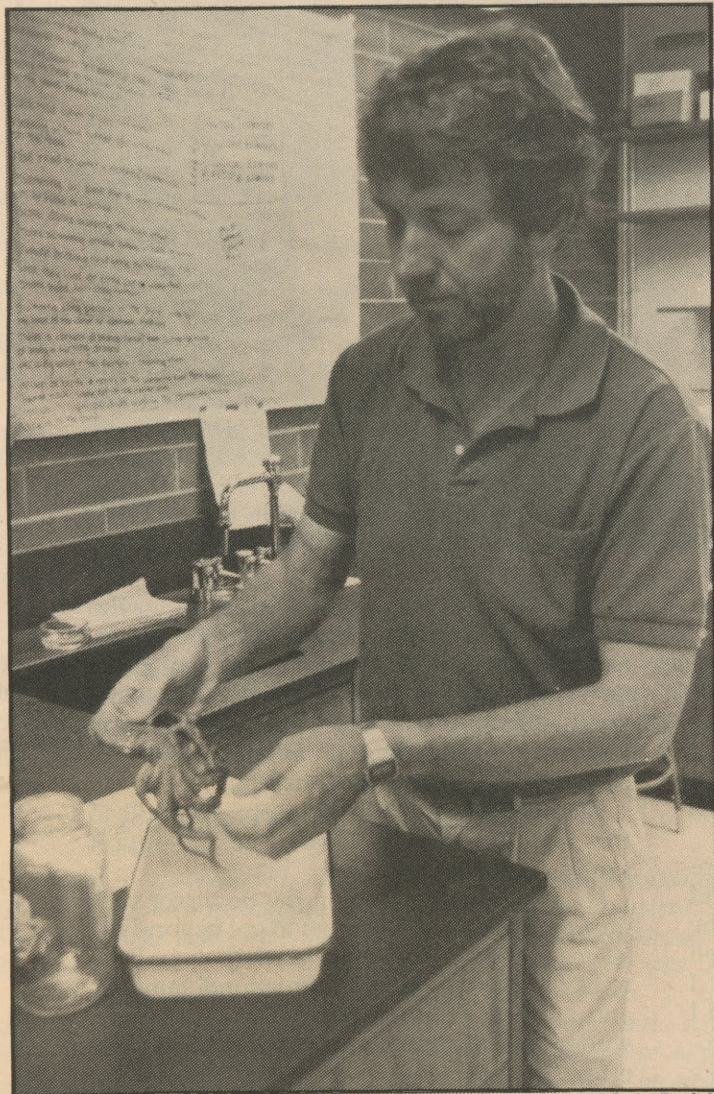
improve teaching

While Marston finds that most seminars and conferences are for specialists, teachers should not become specialists but remain generalists. He feels the financial resources available for attendance are too limited anyway.

"This institution does not put enough resources into this area. The Science Department receives a \$1,000 per year travel allowance for 20 staff members. We could only afford to send one person per year on a professional leave."

In spite of the limited resources available in the Science field for updating curriculum, Marston says that instructors can share their educational techniques in addition to reading their journals.

"There's no substitute for good teaching. No matter how many conferences you attend, if you can't impart it in an effective manner, it's a waste of time."



Janice Burdick

LCC Science Instructor Jay Marston examines squid.

Student grievances:

Process settles student/instructor disputes

by Lois Grammon

TORCH Associate Editor

• A student and instructor disagree over a grade on a research paper -- it was late, says the instructor, but the student says that it still deserves a better grade.

• After being sick for a week, an instructor has difficulty keeping up with classroom material. Consequently, he/she assigns additional reading to make up for lost classroom time, and schedules quizzes and a midterm close together. The students are frustrated, and don't know where to complain.

• Due to an overcrowded classroom, students do not have optimum access to necessary materials and equipment for completion of term projects. Late projects are graded down, and a student wants to protest.

All hypothetical situations, yet still all too familiar. Misunderstandings, miscommunication, and impasse occur every day, yet not everyone knows that an "official" avenue of complaint exists at LCC for those "unresolvable" situations.

Hopefully, the process begins between the student and instructor, says Jack Carter, vice

president of Student Services. All student grievances are channeled through his office.

Some people approach Carter first, and he says, "initially I will look at it and see if there's anything that I can do. I encourage them to try and settle it with the other person involved."

"But if it gets more involved than that, I'll route it through the Office of Instruction," (to Vice President for Instruction Jacquie Belcher), or to the department head over the instructor.

Most of the problems are settled at that level, says Carter.

Another alternative exists, however, for students who are too reluctant or uncomfortable to approach him or a department head.

The Student Grievance Officer functions as a liaison between the students and the college administration, says Jeff Moisan, officer for the 1986-87 school year.

Forms are available at the Student Resource Center for students who wish to follow through with a complaint procedure in this way. It may be used for "complaints of unfair or unreasonable treatment, or discrimination against members of a protected class," according to the complaint form.

After a complaint is filed, Moisan says first he

Task force examines teachers evaluations at LCC

by Lois Grammon

TORCH Associate Editor

Last Fall Term, Vice President for Instruction Jacquie Belcher appointed a seven-member Faculty Evaluation Task Force (FETF) to assess and report back to her on the evaluation procedures currently in use at LCC.

Although still in the "information-gathering stage," the group has found that there is no "standard of performance established for the whole campus, the individual departments do plan their own evaluations," according to Pat John, chairperson of the task force, and an instructor in Study Skills.

"Department heads at Lane are given a lot of autonomy," adds John.

The FETF surveyed 20 LCC departments regarding any procedures used to evaluate instructor performance, and 19 departments responded.

The questionnaire responses show a wide range of administrative and peer evaluations in use on the campus, varying from one department to another.

But as yet, no campus-wide student evaluations are practiced.

Based on these responses, the task force prepared a questionnaire for all 300 LCC contracted staff members, and sent it out the second week of May, according to Jeff Moisan, the student representative on the committee.

Moisan was appointed to the FETF partially due to his involvement with an earlier ad-hoc committee, he says. He chaired a student government committee set up to monitor evaluation procedures during the 85-86 school year.

Four management and two faculty personnel serve on the task force, along with Moisan.

The FETF's questionnaires are due back by the May 31, and are intended to measure faculty responses to the current evaluation practices, according to John.

Belcher appointed the committee shortly after the start of the 1986 Fall Term because she "wanted to know what procedures were in place," and decided a task force would make the process more efficient, says Belcher.

"Evaluations are something I believe strongly in. We need to establish some routines; all of us need to be accountable. We will always be in a process of evaluating what we're doing and refining it."

"Students are the consumers of our services. We just need to be a lot more concerned about the services we offer," comments Belcher.

The new evaluation procedures are intended as an assessment, and will be "anonymous, and a vehicle for communication."

"It is not a punitive process at all," nor intended to "get rid of anyone," states Belcher. But she concedes that "whatever we do, it is not going to be perfect."

does "information-gathering on my own. Sometimes the circumstances warrant more investigation."

Next, he informs Jack Carter regarding the circumstances of the complaint.

A typical grievance, according to Belcher, Carter, and Moisan, is a protest about grades, such as grading based on absences. Non-traditional approaches to teaching are also sore spots with students.

But all three say that complaints rarely need to go through all the possible channels before they're resolved.

Ideally, the complaint process "can be avoided all together," says Belcher.

She sees LCC's relatively few grievances as a sign that the college is doing something right.

Yet, if all instructors would solicit student "input and evaluation along the way, it would reduce the need even further."

The instructors need to approach the students looking for feedback, and be willing to listen, she says.

"Not just the faculty, but all of us, need to be aware that we invite the students here. We have a responsibility to receive them in that spirit," says Belcher.

Adult Children of Alcoholics

Learning awareness; breaking old patterns

by Muriel Willingham
Design by Johnna Kershaw

Mickie says: *My father would go straight from work to the tavern down the street and stay 'til midnight. Sometimes he'd come home earlier, and then my brother and I would run to bed to avoid him, so he wouldn't yell at us. I didn't dare bring up anything to set him off, but I was never quite sure what it would be that would set him off.*

And Richard says: *One problem with an alcoholic adult is they're so unpredictable. They could drink and be jovial one day, and the next day drink and slap you. You get lots of double messages. You learn different ways to survive.*

Mickie and Richard are members of Adult Children of Alcoholics (ACOA) -- the newest and fastest-growing self-help program in the country, says Richard, who organized the LCC chapter in January. The national organization originated seven years ago as an outgrowth of Alcoholics Anonymous (AA) and its Al-Anon programs for family members of alcoholics.

In a quietly controlled voice Mickie tells of her 10-year-old-son's death from muscular dystrophy almost three years ago, and how she began to consider suicide. Church helped for a while, but "then the thoughts began again. I prayed for something to come along."

Something made her pay attention to the announcement in the staff newsletter about the ACOA group meeting. She hesitated to go, but finally told herself, "God won't let me make a fool of myself."

Her voice grows vibrant and her eyes begin sparkling as she continues, "I went. I listened. And each one said something that was just like me. Toward the end of the meeting I started talking. After it was over I was so

"People tell me 'that was a long time ago,' and I should 'just forget it.' But I can't."

happy I wanted to dance. I thought, 'I'm not crazy! There are others like me.' It was such a relief -- it was unbelievable. I'd thought there was no way out except to die."

Mickie had experienced what the ACOA and AA term the 12 Steps and 12 Traditions of their program. Her first step to recovery was moving from isolation and denial and seeking the support and understanding that can lead to self-acceptance.

While some alcoholic treatment programs use professional counselors as group leaders, an AA tradition is that the only "experts" are the members themselves. And while members talk about how their past experiences are related to current problems, they may not offer advice to others.

The adults in ACOA have many similar personality and behavior patterns, as described by Janet Wellitz, a Ph.D. who wrote ACOA: *Common Characteristics*. The following is "a consensus of statements that adult children of alcoholics have made about themselves."

- The Central problem an Adult Child faces is a mistaken sense of failure and self-hate. Such a feeling results from being criticized unreasonably and coming to be mercilessly critical of oneself.

Children growing up in alcoholic homes have no experience of what normal family life is like -- the unpredictability Mickie and Richard describe is typical.

- A third characteristic is difficulty with intimate relationships.

Mickie says, "If things are good between me and my husband, I'll do something to mess it up, like not paying a bill he told me to, something so it's okay for him to be mad at me."

Richard remembers, "In my family there wasn't a lot of emotion shown, not much touching or loving. Except for my uncles getting in fights sometimes, it was kind of an emotional void. I'm confused in relationships as a adult. How do I show happiness, love, sadness, anger?"

- Children of alcoholic homes tend to go to extremes in taking on or rejecting responsibility.

Richard has always felt responsible for his younger brother and sister. His deep voice is deceptively calm as he relates one of his earliest memories:

"I was about seven, my brother was an infant. My dad and my uncle were drunk and got into a fight. I picked my brother up off the floor just seconds before the two of them fell right on the spot where he'd been lying. I remember thinking, 'I saved his life.' And I remember wondering why Mom wasn't protecting the baby, why I had to do it. I felt like an adult."

For Mickie it's different. She has a hard time with responsibility. "I'm late a lot, to work, church, appointments. After a few weeks on a job, I don't care much anymore and I'm ready to quit. I'm usually late paying bills. I don't finish things I start. I say I'll do things but never get around to them."

Denise, another LCC student, followed a third pattern typical in alcoholic families: rebellion.

"Alcoholism is thick on both sides of my family," she says. "By the time I was 14 I was doing drugs. After a few years I stopped drugs and drank a lot."

Her father held important positions in the Mormon Church, and her family observed the church's ban on smoking and drinking -- in their home. Her father drank heavily, but always away from home.

"A child in an alcoholic home gets no sense of direction," she says bitterly, her usual wise-cracking style deserting her as she describes the results of those painful years. "They'll tell you one thing, then they'll do another. Mom kept my dad's drinking hidden from us. I'm the youngest of the four kids, and my parents dropped out of the church when I graduated from high school. I felt they'd stayed in the church just for us kids."

She plans to join ACOA this summer, when she's completed her first year in AA as a recovering alcoholic herself.

Years of pain resonate in the quiet voices of these people. They're only three of the many who carry burdens of pain from growing up in troubled families. But this kind of pain is limited only to children of alcoholics.



Michael Primrose

LCC Counselor Dick Crawford, who helped establish the college support group, estimates that 95 percent of Americans grow up in families that are dysfunctional in some way -- compulsive working, incest, compulsive eating, physical abuse, substance abuse, or obsessive relationships.

He's convinced, "There's not an adult in the country who couldn't use a support group."

He's a strong believer in the power of such groups. He says, "We meet to get beyond the issues we carry from childhood. Lots of folks at LCC were raised in dysfunctional families, and support groups can help retain them as students. Self-help groups may be the most effective resource we have. Seeing a counselor on a long-term basis isn't the only option."

Richard can affirm that. "The biggest thing I've learned from ACOA is awareness of how the old patterns affect my daily life today. We only know what we're taught, and if we're abused -- that's what we learn to do, too. In ACOA we're learning to break those patterns."

The group's power in Mickie's life shines in her words: "I didn't realize I had things still bothering me from the past, how abusive my dad was to my mother, how much my brother and I had to take care of ourselves. We didn't get any support, any encouragement to do anything."

"People tell me 'that was a long time ago,' and I should 'just forget it.' But I can't."

"Lots of memories are coming back . . . After group meetings I'll remember things and understand. It might seem like the meeting isn't helping, but it does, after you leave. Before, I just wanted to get my life over with."

"I can see light at the end of the tunnel now."

ACOA meets on Tuesdays 11:30 to 1:00

in the M&A 240 Or for more

information contact Dick Crawford

at 726-2204. (counseling)



Jeff Gebhard paddles his kayak on the McKenzie river.

Tom Lively

Good times roll on *real* river rapids

by Beverly Moore

TORCH Entertainment Editor

Fun, sun, lazy days and white water. Come on, summertime!

Finally, the tests are finished, and your brain gets to take a three-month holiday. It's really over. No more school.

As the days get longer, and the rivers get warmer, what better way is there to leave the drudgery of books and teachers behind than by going out to surf on a perfect wave in your kayak, or rowing into a

huge hole and taking on a refreshing splash of water in a raft? Or maybe, just grab an innertube and a life-jacket, and go for it nice and easy.

Oregon is a great place for recreational water sports. There are rivers everywhere; the Willamette, McKenzie, Umpqua, Siuslaw, Deschutes, and Rogue to name a handful. They all have their own unique personality, and offer the summer adventurer plenty of good times.

This summer, LCC is offering a rafting class for those who want a little experience before taking off on their own. The class covers everything from what to bring and where to get it, to how to use it once you get there. You'll even get to go on a real river trip, with *real* rapids.

And if kayaking is what you've been dreaming about, there are programs in Eugene that will teach you all the important techniques you need to know.

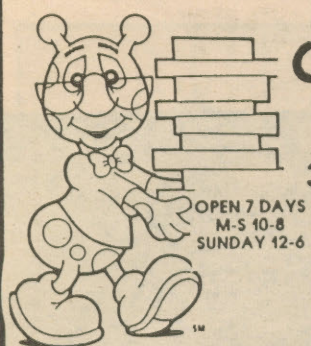
For instance, how to get into a kayak (including putting on your spray skirt), and how to stay upright once you're in one (including doing the elusive eskimo roll).

So, after you've picked your mode of river vehicle, and you've got the picnic packed and the dog tied up in the backyard, there's only one thing you have to remember: above everything else, *BE SAFE*. Rivers offer one of the most healthy and exciting kinds of recreation available, as long as

you're respectful of their power and potential danger.

A local river guide once told me, "Safety is no accident." Believe him. He knows.

Smart river-sense dictates the use of life-jackets on any river trip, whether it's a camping trip or just an afternoon float down the lazy Willamette. And a clear understanding of what kind of rapids are on the river is essential too. It doesn't pay to take chances -- river gods don't make deals.



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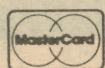
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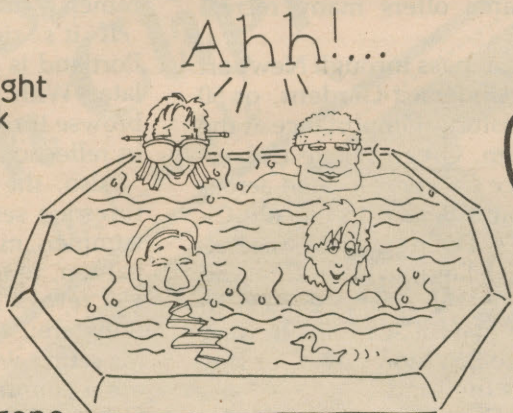
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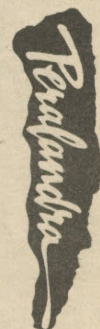
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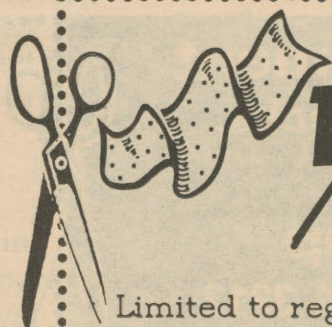
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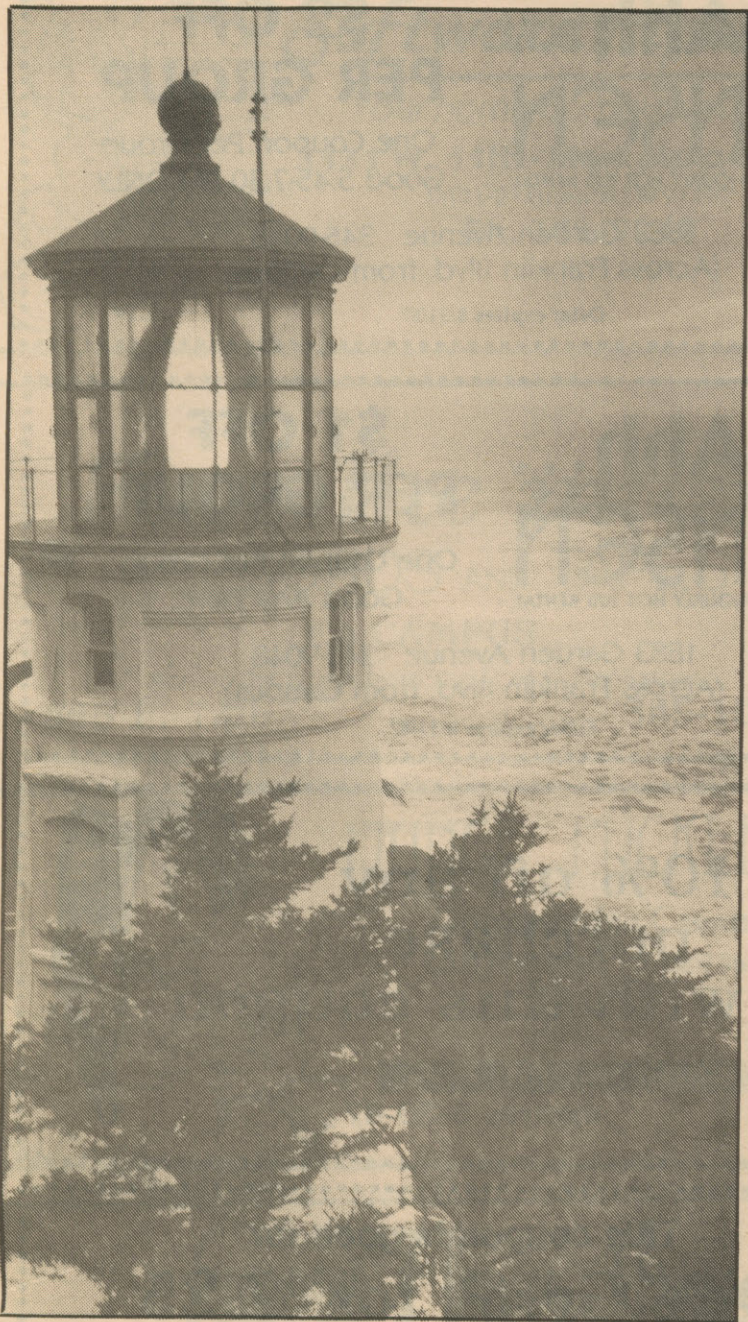
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Glenn Pahlmann

Oregon: A great place to play

by Kyle Abrams
TORCH Staff Writer

Oregon is a 96,248 square mile playground, if you look at it that way. It has everything: the coastal area, the Willamette Valley, and the interior plateau country, as well as the mountains. Each area offers many recreational possibilities.

- **In the coastal area**, pass through Newport and check out the Undersea Gardens, or 50 life-size figures of historical importance at the nearby Wax Museum. Oregon State University's Marine Science Center is located across Newport Bay in South Beach. In Lincoln City, stop by Lacey's Dollhouse, or the extremely popular Pixieland, where kids and grown-ups can enjoy rides, and games. In Florence, enjoy the playful sea lions in their natural habitat at the Sea Lion Caves, or ride a dunebuggy across the sand.

Seaside, one of Oregon's more popular coastal cities, has a wide beach for volleyball, and streets lined with arcades.

Instead of the usual coast trip, Victor C. West's *Guide to Shipwrecks Along the Oregon Coast*, recommends visits to historical maritime sites. The remains of shipwrecks can be observed directly from Highway 101.

His book briefly describes 32 shipwrecks strewn along the Oregon coastline from Brookings to Astoria, and illustrates the areas surrounding the wrecks, showing camping spots and lookout towers.

The Peter Iredale, a 278-foot iron and steel hulk, sunk off the Columbia River in 1906 remains still on the Columbia Beach.

And remains of the Joan of Arc, a 2360-ton wooden steam schooner which struck Rouge Reef in 1920, rests near Port Orford.

- **In the Willamette Valley**, stretching from Portland to Eugene, the terrain offers

everything from windsurfing at Fern Ridge, to shooting the rapids down the McKenzie, to hiking or biking on forest trails.

For family fun, stopping off at the Wildlife Safari in Winston is always an adventure. It's a great way to meet the lions, tigers, and camels.

If it's sightseeing you're interested in, Portland is the Oregon city that goes to bed late. With literally hundreds of shops to browse through, a window shopper could be in reflection heaven.

Also, the Portland Rose Garden is a picturesque setting for a relaxing picnic. Many summer music concerts are held in the garden, too.

A few of Portland's favorite tourist attractions are: the rare "Hands-On" Children's Museum with arts and crafts from many other countries; the Washinton Park Zoo and Oregon Museum of Science and Industry; and the Pittock Mansion, of French Renaissance architecture, sitting on 46 acres, which offers a spectacular view of the city;

- **In Oregon's High Desert area**, -- especially in Pendleton, Madras, and Bend -- the summer is full of parades and rodeos. It's a joy to put on those cowboy boots, and hat and "get down" at Fort Dalles Days during July, or the Pendleton Round-Up during late summer.

After the rodeos, grab a partner, 'cause you're in for some real dancing. There'll be sweat on every brow as those country rock n' roll bands get the energy rushin' through every country bumpkin.

Oh, Oregon, what a great place to play in. There's more than this to do, just use your imagination and make a few calls to the local Chambers of Commerce for more information.

Summer options open for learning languages

by Lois Grammon
TORCH Associate Editor

"¿Hay alguien aqui que habla ingles?"

After all those months of verbs, vocabulary, and endless practice, this is the only phrase that comes to mind: "Is there anyone here who speaks English?"

Summer vacation, and even shorter school breaks, can pose a challenge to students of foreign languages. Just a few weeks without practice can undo months of classes.

But Edana Paz, LCC Spanish language instructor, says it doesn't have to be that way. And it needn't cost exorbitant sums or even take much time.

Besides, protecting an investment (in tuition, books, and time) is worth the effort.

Although anyone with a little self-discipline can study a language text, foreign language movies are an entertaining source of

vocabulary and verb review. Just skip the subtitles and the dubbed flicks; authentic accents can help develop better comprehension and pronunciation skills.

For radio fans, KLCC radio station broadcasts *Ahora Si*, a Spanish music and cultural program with English translation, from 8:30 to 11 p.m. on Sundays. From 11-11:30 p.m., a bilingual news program is scheduled, and the *Ahora Si* broadcast continues from 11:30 p.m. to 1 a.m. Check local radio stations for similar broadcasts in other languages.

At LCC, Adult Basic Education (ABE) courses in Spanish, French, German, and other languages are offered during the Summer Term for a minimal fee.

However, if one-on-one teaching is more helpful to you, the language tutors from LCC's foreign language classes are often willing to tutor during vacations, says Paz.

The fees are reasonable; charges usually range from \$5-7 per hour per person. Or, join with one or two other students to minimize costs.

For information and the names of potential tutors, foreign language instructors at LCC may be reached at their offices in the English and Foreign Language Department. Contact Ginny Nelson or Marie-Pierre Wolfe, French instructors; Arden Woods, Nobel Goss, or Paz, all Spanish instructors; or Karla Schultz, German instructor.

Most students intend to use a foreign language while traveling abroad. However, if visiting another country is impossible this summer, students from all over the world come to the Eugene area, looking for American friends.

Why not become the host friend of a foreign student? It may be just the incentive you need to enhance your

language skills.

While LCC's Peer Mentor Program will not officially regroup until the Fall Term, other international student exchange programs exist in the Eugene area. Call the U of O and local high schools for more information.

Mobility International, a student exchange program, places international students with American host families. Contact the program at the U of O if interested.

But perhaps the best way to reinforce language skills is to experience the culture firsthand, says Paz. She recommends attending native language institutions, which are established in many different countries.

For example, at the Cuaunahuac Language Institute in Cuernavaca, Mexico, new Spanish language classes begin every Monday morning.

Students can choose to attend from one to six or more

weeks, Paz says. Classes last from 8 a.m. to noon, Monday through Thursday, allowing plenty of time for sightseeing on weekends.

As an added bonus, the teacher/student ratio is low, about 1 to 3 or 4. Typically, institutes have a 1 to 20 ratio, according to Paz. She also recommends the Cuaunahuac institute because of its comfortable climate and its flexibility.

While attending an institute, sharing the home of a Mexican family can be even more beneficial to language skill development, says Paz. She adds that the cost is minimal, as low as \$1 per day. "For \$1,000, someone can easily stay for two months that way, including air fare, room and board."

And even if you can't leave Eugene, another option should work for you. But these are just a few of the possibilities. Paz encourages students to talk to their instructor for more ideas.

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'It's too shocking and sickening...'

Sexually abused student sheds skin of fear

Feature by Jeff Rothman
Design by Val Brown

"I feel like I'm digging myself out of a deep, deep hole," says Rick, a 29 year-old LCC student who was periodically sexually abused by his father between the ages of 5 and 8.

"You try to tell yourself that it (incest) happened a long time ago, and that you should just deal with it and get on with your life. But it's so much easier said than done. How can you rationalize the fact that your entire being was violated?! The answer is, you can't."

Rick (who asks that his last name be withheld) was born in and spent most of his life in Xenia, Ohio, a town that he describes as "about 25,000 people, not far from Dayton, without much going on." He grew up in a comfortable upper middle-class existence; his father was an architect, his mother an accountant. Rick moved to Eugene 3 1/2 years ago to join a cousin already living here.

As is often the case with memories of early childhood, Rick's recollections are quite vague, with the exception of "a sensation of pain and sadness" he associates with his fifth birthday.

Rick elaborates: "I remember that first time (molestation) as if it were yesterday. God, it was horrible! It was as if his (Rick's father's) entire life's worth of pain had swelled up inside of

rents toward incest do exist in families are frighteningly ineffective on a national scale.

Newsweek in 1984 reported on a study by Dr. David Finkelhor of the Family Violence Research Program at the University of New Hampshire. The study shows that approximately 20 percent of all American women and 10 percent of all American men were molested as children.

"It is fair to speculate that between two and five million American women have had incestuous relationships, but unfortunately, only 20 percent of these cases are reported at most," says Finkelhor.

When a youthful incest victim cries for help, even those closest to the victim may ignore the youngster's pleas -- and may even accuse him or her of lying, or fantasizing about the molestation as a way of getting attention.

"It's too shocking and sickening for most people to believe that such a thing could happen, especially within their own family. Often times, they'll accuse you of making things up as a crutch to fall back on," continues Rick.

"You can't imagine what it's like keeping this cancer bottled up within you for so long. I'd reached the point where I

"It was so bizarre to try and grasp the reality of what had happened," says Rick. "I mean, my own father. You bastard, how could you do this to me! The bile was starting to gurgle out of my soul, and I knew that my life had reached a turning point."

That turning point, for Rick, was seeking professional counseling. For him, this was extremely difficult, due to an authority-figure complex he had which made it excruciatingly painful for him to ask for help, or to admit that he didn't understand how to deal with something.

After "puttering around" for a few weeks, Rick decided to join a weekly "incest survivors support group." Immediately prior to his first session with the group, Rick says that many aspects of negativity surroun-

well-to-do business executive types. I remember saying to myself, these guys had it (incest) happen to them!?"

"I felt stronger and more confident than ever. For the first time in my life I really felt like a man, as dumb as that probably sounds. I had finally begun to shed that skin of fear and doubt that I'd let hinder me for so long."

Much of what Rick has shared about coming to grips with the trauma of incest has been repeatedly documented by experts studying the life patterns and feelings reported by nearly all incest victims.

This is attested to in the article, *Incest, The Last Taboo* by Robert J. Barry, assistant director at the School of Public Administration for the Delinquency Control Center

taboos of homosexuality. And often anal intercourse, usually in the form of rape, is violent.

Victims of father-son incest are emotionally devastated by the molestation, due to the guilt the victim feels associated with the homosexual contact, and the intense hatred he feels for his father.

If the victim hates his father -- his role model -- he hates much about himself. The feelings of guilt common to all incest victims are further compounded by this tortuously painful form of self-loathing.

"I've hated myself for far too long. As I've gotten further into therapy, I've learned how to ground (restrain) my anger and channel it constructively through exercise and creative expression.

"...step forward..."

him until it exploded onto me. Kind of like someone dumping a bucket of water from a cesspool on you!

"I've spent nearly all of my life believing that I was weird, that there was something wrong with me. My outlook on life was about as bleak as could be. I'm surprised anyone ever associated with me!"

While a great number of people who have experienced different forms of molestation can empathize, Rick's case is unusual. In two-thirds of all reported incest cases, the offender is not the biological parent; he is the stepfather. In a 1981 study, Harvard Medical School psychiatrist Judith Herman concluded that the most striking similarities among incestuous families are tyrannical fathers, coupled with the mother's fear of questioning his absolute authority. Incest cases reported in families with stepfathers may leave children more vulnerable to incest for two primary reasons.

First, the taboo on incest between two partners who are not blood relatives may be less severe. Second, stepfathers who may not have known their stepchildren as young children may have less of a parental bond to act as a shield or deterrent to incest.

Whatever taboos or deter-

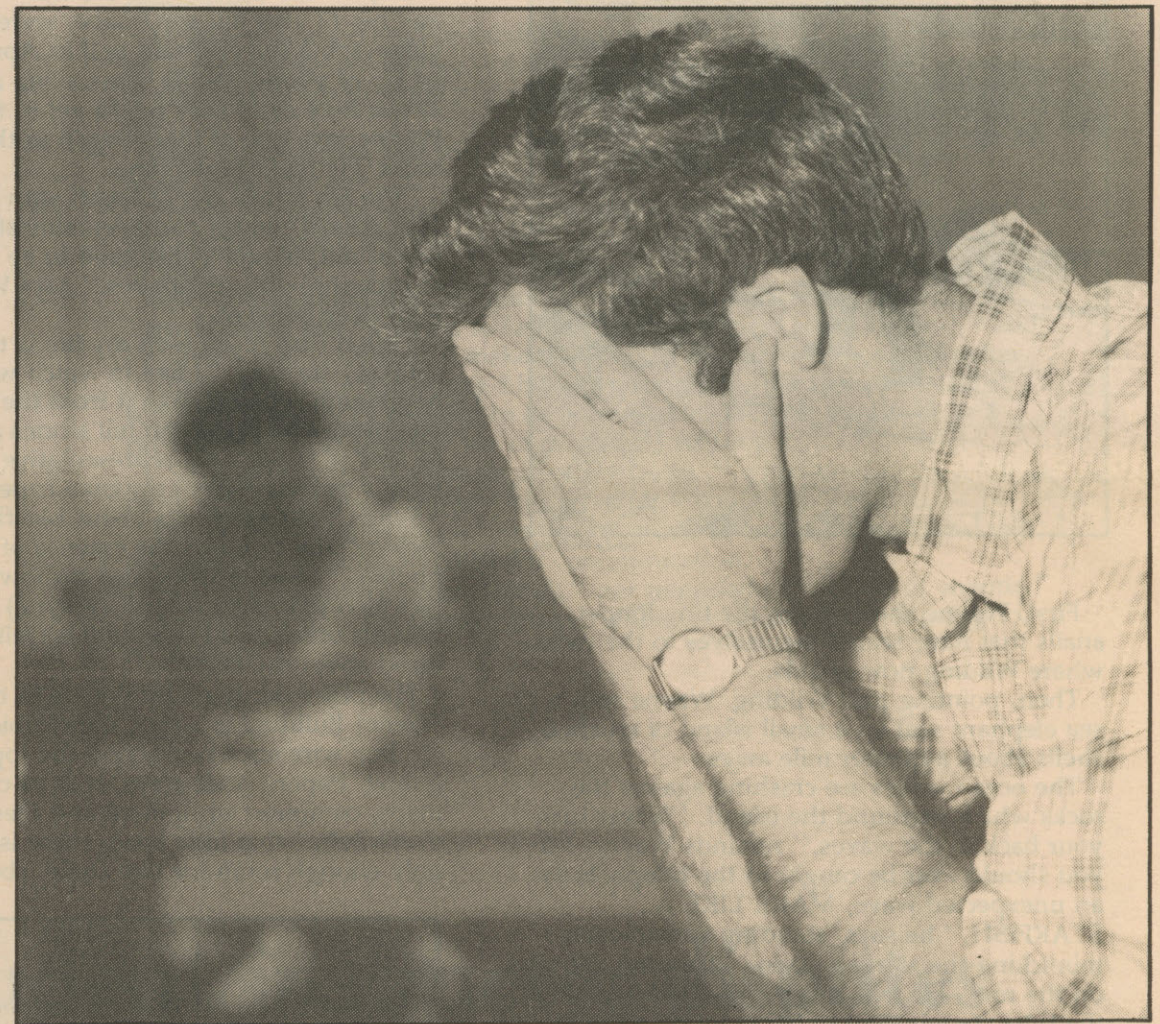
thought that intense mood swings and nearly constant irritability were a normal part of day-to-day living. I was extremely disillusioned. I just could not figure out what everyone else seemed so happy about. I was jealous, because I didn't know 'the secret' (of happiness)."

Things began to change for Rick three years ago. He'd moved to Eugene from Ohio four months prior, and was employed as a custodian at the Pacific Continental Bank. Life seemed to be going reasonably well. He had made some friends and was becoming familiar with the Eugene-Springfield area. Rick said that the actual moment of transition in his life occurred as he was reading a Register-Guard article concerning the rape of a 16-year old girl in Springfield.

"Reading that article triggered something in me, something deep within the core of my soul. I felt disoriented, like I was tripping. Thoughts and emotions were racing though my mind as if someone had injected them into me."

For the first time, Rick was able to form a conscious image of what had happened to him. He now knew that his father had molested him, and could trace the inception of his life's pattern from these incidents.

Despite the realization that incest had occurred, dealing with it was something not so easily accomplished.



Michael Primrose

Rick hopes that others being abused will step forward and right the wrong that has been done to them.

ding his self-image began to "dance in front of my eyes." He wondered how the other group members would view him. Coming from a fairly well-to-do background, Rick was concerned that the other group members, whom he pictured as "mostly children of lower-income alcoholics," would view him as a spoiled brat.

What actually happened at that first meeting was completely contrary to Rick's expectations. At the meeting, he encountered people from varying walks of life and socio-economic levels, dispelling the illusion that he was alone, that he was a "weirdo," a "headcase" with problems.

"I was stunned when I walked through that door," says Rick. "There were people of all ages, a teenage girl and a guy about sixty. There were even a couple of

at the University of Southern California.

Barry states that approximately 20 to 30 percent of all emotionally disturbed children have been involved in an incestuous relationship. The following is an excerpt from the article, in which Barry describes the devastation of incest upon its victims:

"Incest consistently affects its victims in three ways: with the elements of secrecy, betrayal and internalized shame. Like a rape victim (which many incest victims also are), there are feelings of worthlessness and degradation which a young incest victim will likely carry along into his or her adult life."

Father-son incest is considered especially repulsive in our society, because of the

"I feel damn good about myself, I really do! Oh, I realize I've still got quite a way to go. I'm still not sure what I want to be when I 'grow up,' " he says with a chuckle. "It's my hope that through reading about my experiences, others who've been molested and were afraid to talk about it will come forward and ask for help."

"That's why I wanted to remain anonymous and deal mainly with what happened to me, and how I'm dealing with it in therapy. I could be anyone, that's why I don't want people feeling sorry for me. I just wanted to say to the others (incest victims) that 'you're not alone.'"

"Go ahead, step forward if you feel you've been wronged. Say so, and then you'll be on your way to lovin' life and yourself. It is worth the effort!"

'Beach and teach' cures science phobia

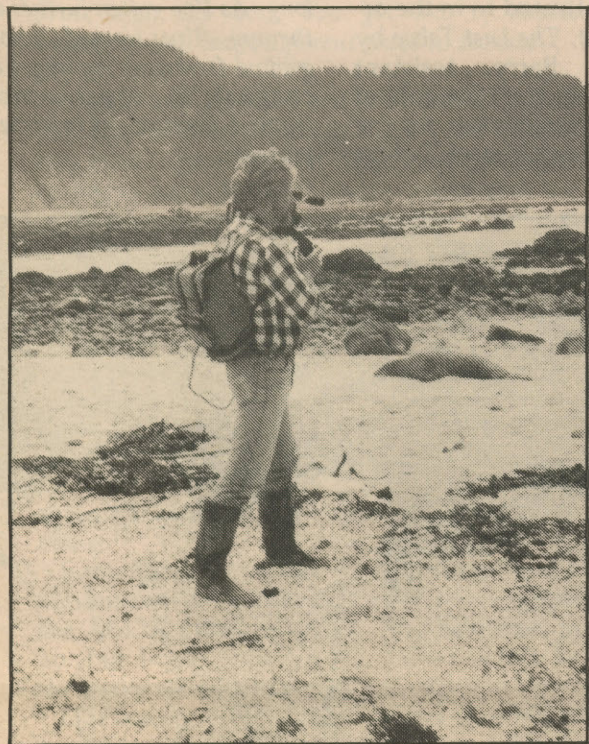
Feature by Linda Holmes
Design by Muriel Willingham

The sky is blue, the sun is shining, and the wind is calm as Tom Wayne and 20 students gaze at spouting, migrating whales from a cliff overlooking Cape Arago.

Wayne has brought his Biology 102 class from the LCC science labs to the tidepools because he uses a "beach & teach" technique to connect basic biological concepts with what is actually happening in the world outside the lab.

It's helped student Marilyn Wilding who had "science phobia" just five weeks before.

So, Wilding and the other students follow Wayne down the cliff along a steep, winding trail which ends at the edge of their "real life classroom" -- the oceanic tidepools.



Linda Holmes

First, Wayne shows them the tiny limpet snails that have sealed themselves to the rocks where Wilding now stands.

Then, pointing past Wilding, Wayne sees a sea elephant seal on a small island of crushed shells about a quarter mile away.

The ocean waves are crashing against the rocks which surround the island. "Never turn your back to the waves," reminds Wayne. "If you should ever be caught in the tidepools by an unexpected wave, MAKE LIKE A STARFISH," he says, standing spread-eagle, mimicking the starfish stance, clamping tightly on the rock. He tells them even the force of the tides, (equivalent to being hit by a Cadillac going 60 miles per hour) cannot pry a starfish loose.

Five weeks before this, Wilding had walked stiffly into a lab where she sat down at one of the black-top, four-person laboratory tables next to aquariums of tubes with plumed worms and shells which seemed to open and close for no reason. The microscopes, meters and glassware with metric measurements all looked so sterile, so inhibiting to her.

"It was like being in a foreign country or a nightmare!" she recalls. "I hadn't had any science in 25 years and I didn't know a thing."

Now, as she and the others begin to explore this rocky intertidal zone, they discover that life is abundant and biology is real. Purple and red sea urchins solidly blanket many of the pools making it difficult to maneuver. Gumboot chitons, which look and act like big potato bugs, dot the rocks. Starfish cling to every nook and cranny.

"Over here," calls Wayne.

Sprawled, belly-down next to a pool, he gently pulls a reluctant sunflower starfish from under a rock. A stark, black and white textbook diagram couldn't do this creature justice. Brilliant circles of color radiate from

the center of its back, and tiny tube feet cling to Wayne's hand as he returns the starfish to the rock.

According to Wayne, teaching a science usually involves "a productionist's point of view" in which the instructor takes the complex idea down to a low concept, isolates it, and focuses on it.

But what works best for Wayne is "field trips, stories and slides: How else do you take a beautiful thing like a tidepool into the classroom?"

Three hours after first entering the tidepool classroom, Wayne and his students have reached the shell island and stand about six feet away from a sea elephant seal. A rare creature which scientists once thought to be extinct, this beast is approximately 12 feet long and weighs about four or five tons. "Oh, he's just a youngster," says Wayne.

Keeping their distance, students gaze in awe at the giant but docile creature which looks very much like a huge sea lion except for its mammoth flap of a nose. His eyes follow the movements of one student who is wearing a bright red sweater, and occasionally it rears up slowly and makes a guttural noise which echoes in his cavernous nose cavity.

Wayne tells one of his "stories" -- when he and his 13 year old son, Gabe, were videotaping the elephant seal in April. A group of young people came along and began to test how close they might get to the beast. Wayne says one of them began to throw rocks. He had to intervene.

"We are totally out of touch with the world. This animal, which had been almost ultimately wiped out, is now considered to be the object of rock-throwing escapades," says Wayne with deep concern.

"What I try to do with my life is to be a source," he says. "I like to watch what's happening. I like to take it from the very close perspective so that I can tell stories and I can be sort of 'a personal representative' about what's out there from my own experience."

When Wilding thinks about her first term of biology, she captures the essence of science phobia. "I was terrified and it showed. My face always looked scared. (Wayne) called me into his office and I could tell he felt bad and cared about my fears."

The office occupied by Wayne in the LCC Science Building is a tiny, dark cubicle with chicken wire stretched across the top for a ceiling. Papers, slide trays, rolls of charts and maps, computer equipment and files overwhelm what little space there is, leaving only enough room for two chairs about three

feet apart. Scattered among the papers and equipment are shells from the sea and pictures of the tidepool creatures. Although there is noise in the corridor, his voice drops to a very low, soft pitch as he speaks of his students.

"Everyone is trying to make ends meet. They (students) have relationships, many of them have kids, maybe they are dealing with parents, they have to pay tuition. They walk into my class and it's just another requirement . . . that's all."

"But, I don't want it to be just another requirement," he says. "It's a piece of my life and I want it to count, and so I really try to arrest them and say STOP! Look at this place. Look at where you live. Look beyond all those day-to-day problems. You are going to have them always . . . EVERYDAY."

"But, there is something in this world that is really wonderful. It's the water you drink. It's the things that purify it, which live in it, which to you and me sound like yukky things right now. It's the comforting sound of water trickling. It's the peace of mind that's deemed by it, that comes and overwhelms us occasionally."

"So, I really don't think of it as teaching only a subject matter. I think of it as trying to provide an experience."

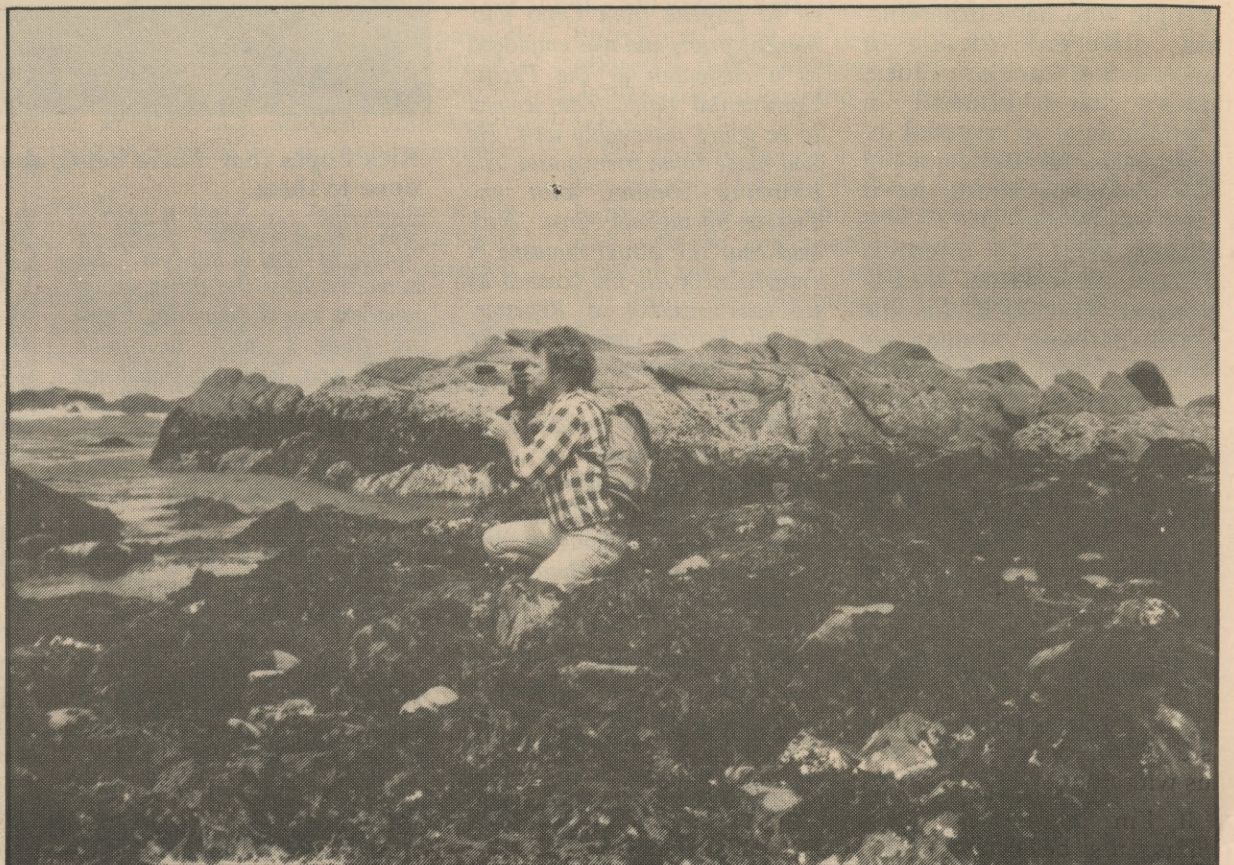
Wilding has now successfully completed two teams of biology and she says it has changed her life. She describes Wayne standing in the center of the LCC classroom swinging a bucket in circles attempting to clarify the concept of centrifugal force. She also understands that the depletion of some of the essential ingredients of life like nitrogen and phosphorus are problems which society will someday need to address.

"Now when I go out my door, I notice the world around me," she says. "Tom Wayne made me more aware and protective of our environment."

The last lecture of spring term, Wayne has focused on our coastal bays and estuaries. He has explained the resource riches of these areas which enabled the first settlers to stay. He has raised questions about world hunger and the depletion of our nitrogen supply by current agricultural practices. He has shown a proposed planning site for an estuary which features a McDonald's, mobile home park and other commercial ventures.

"Give us the answer," calls out one of the students.

Wayne pauses, smiles and then replies, "I will be old and gray, sitting in a nursing home and I hope you will come and give me the answer."



Linda Holmes

Wayne films harbor seals in the tidepools; pups are born in April.

Film literacy

Besides sitting there, viewers have a part in the movie theater

Feature by Karen Smith

• At this year's 1986 Academy Awards ceremony, Paul Newman won the award for Best Actor, but according to LCC Film As Literature Instructor Susan Dunne, Newman's performance in "The Color of Money" was not the best of the of the year. "If they're giving him a Life-Time achievement award, that's different."

• And of the academy's choice of Marlee Matlin for best actress for her role in "Children of a Lesser God" Dunne says, "... They're going to give Best Actress to a deaf woman -- certainly she was a good actress, but was she the best of the whole troupe?"

What is this defiance, this criticism, this blasphemy of the revered and powerful "Who's Who" of Hollywood?

Dunne, who created the Film As Literature course at LCC, is critical of the tendency of the Academy to recognize people and their politics under the guise of evaluating film.

It might be that the Academy reflects attitudes of the American film audience. Most Americans, consciously or not, go to movies to be entertained, or to see their favorite stars, and not to be intellectually stimulated.

But Dunne claims critical thinking enriches audience experience. She says, "They (the viewers) have a part in the theater -- besides just sitting there. ... to see beyond the surface, to whatever may be there for us. ..."

Each person's uniqueness can be augmented through film study to increase participation in the film experience. Film as Literature students learn to see the movies they are watching by applying critical thinking fundamentals: "... how to analyze, prioritize, ask questions."

Dunne teaches that film study and analysis connect us with the rest of the world. "If I'm interested in my films, it's because I think they are applicable to the development we go through in our lives."

Books, Video, Film

Except for a sanity-saving window, Dunne's tiny office on the fourth floor of the Center Building appears to be wall-to-wall books. The subjects are mostly English (she also teaches composition) and film. She reaches the topmost shelf by standing on her desk.

Space not occupied by books or stacks of student papers is decorated with movie posters and stillshots. Clark Gable, Woody Allen, and Humphrey Bogart return a visitor's stare. Colorful cards, photos of her family and other personal memorabilia intersperse in a warm and comfortable jumble. The "guest chair," an old, leather-upholstered theatre seat, rests with tired elegance on the braided rug.

Dunne jokes with her students about growing up in Bend in the fifties, saying that it may be hard for some of them to believe, but there was no television then.

She read books constantly, and still does, but come Saturday afternoon in Bend, all the kids in town were at the theater.

Movies always interested her -- she watched hundreds of them. In high school, while she earned money babysitting, she would watch movies late at night on TV.

Her first memorable film ting there -- to see beyond Katherine Hepburn and Cary Grant. "I realized this was something different than a lot of the movies I'd been seeing. ... It was a magical, wonderful script and they were terrific. ... And every time any films starring her or him came on I would watch them. ... That was the beginning."

After earning her master's degree in English Literature at the University of Oregon, Dunne taught Survey of English Literature at LCC for a year on a substitute basis. At the end of the year, she had designed the film class and curriculum, and created a position for herself.

Sixteen years ago, three sections of Film As Literature were offered, and 150

students signed up. Dunne says interest in the course was "clear from the beginning and has maintained." The University of Oregon accepts Film As Literature as a "cluster" in the Arts and Letters Requirement Group.

And next year, the course will expand to four sections, and a section is offered this summer, using video-tapes.

A license plate frame leans against the wall in her office, proclaiming: "Video is My Life." It is empty. A person who teaches film must certainly value the accessibility of videotapes, but "Video is My Life" doesn't seem to fit here.

"Are you going to put this on your car?"

"No," she says, laughing softly, and explains that her daughters, Katie (9) and Emily (12), got it for her from the neighborhood video store.

True, Dunne uses videotapes when she wants to view a movie more than once before discussing it. She will use tapes in class when comparing the imagery in two or more scenes, or focusing on camera techniques.

But, she says watching made-for-big-screen movies on television drastically reduces the experience for the viewer. Important objects

'We get a chance to look at the world and world views'

or images are often completely cut from view on the small screen.

In her class, one young man says that viewing a film in a theater is a much more emotional experience because we share emotions with lots of other people.

"When I watch something funny on TV, I hardly ever laugh out loud. But when I'm in a theatre, everybody does it together."

Another student points out that television sound is no match for an in-theater Dolby stereo system.

Another talks about the size of the screen: "Yeah, the

screen is so big, it's like I'm right there, I'm part of it. With TV (or video) I can cut myself off from it."

And that's one important part of understanding the film medium. There are many others, of course.

Screenplay Is Everything

The filmmakers Dunne most admires have produced movies which depended on excellent screenplays, without which, she believes, "we really don't have good film."

She notes that even the special effects master Steven Spielberg (*Close Encounters of the Third Kind*, *E.T.*, *Gremlins*, *Raiders of the Lost Ark*) made that point in his speech at the recent Academy Awards ceremony.

"He said we've got to go back to words because special effects have gone too far in movies. ... If you don't have a good screenplay. ... you wind up with a 'less-than' film."

Dunne says there's a paucity of thoughtful films coming out of mainstream Hollywood right now. Why? She thinks many writers don't read, they haven't read. "They don't know the context in which life occurs."

By contrast, she says, "a Western made by John Ford will echo with Western

civilization motifs. But if you've never studied the King James Christian Bible, or if you haven't studied literature in which mountains and deserts and water have something other than literal significance, I don't think you see John Ford."

She is serious about film study, but Dunne values her sense of humor. A clip from the *Doonesbury* comic strip decorates her office door.

Mike and Zonker are returning from a walk, and Mike is upset over the recent trend of color-tinting old black-and-white films. He rages on

with statements like, "Much of the visual appeal of classic films lies in the mastery of the monochromatic scale."

He finally concludes: "... We're talking about ART, dammit!"

Zonker looks up innocently and says, "Oh. I thought we were discussing movies. ..."

Seeing The World

Dunne says when she was able to study in Europe at age 20, it changed the way she saw life. Leaving the US and spending a year in Italy made her realize "there is a world."

Last summer, she returned to Italy for six weeks as one of 16 American members of a Fullbright Seminar for Educators.

"You always feel you're in a continuum there," she says "... The wheat and the poppies above the Etruscan Tombs. ... you're always in a time warp there. Here, we can just live in our constant 'getting and spending' mode and hardly ever realize that we're part of any kind of a continuum. ..."

"It probably has to do with the ruins, and the way the landscape just lies against the sky. ... (Italy is) a country which is certainly conservative and constrained, but everything around it is just sensual, you see. So you live

in that in a way you don't live in it here."

As with reading books or traveling abroad, film study is another way of seeing the world.

It is of value, Dunne believes, to look at very popular films -- those that people attend *en masse* -- and discuss "what appeals or what is lacking, to question what is seductive and what is destructive."

"... That's why movies are fascinating, because we get a chance to look at all kinds of worlds and world views, and accept or reject them, but at least see them."



Humphrey Bogart returns a visitor's stare in Susan Dunne's office.

Andy Englehart



Sean Elliot

Jackie Linday (above) hurdled her way to success while Andy Holte (below) casted off with the decathlon title for Oregon.



Sean Elliot

Annual race raises money

by J.V. Bolkan
TORCH Staff Writer

The Blue Heron Run earned the LCC women's track team between two and three thousand dollars. According to Head Coach Lyndell Wilken, a field of 700 plus entrants ran in "perfect" (cool and overcast) conditions in the annual race held on Monday, May 25.

The Blue Heron Run is the primary outside funding for

the women's team, and one of the largest athletic fundraisers at Lane.

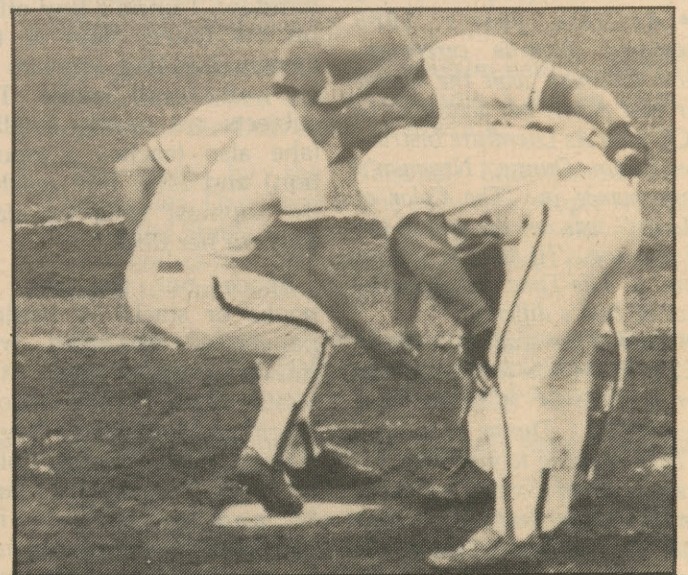
In addition to the ribbons awarded to finishers, prizes were awarded in both the two mile and 10k runs. Winners of each race received certificates for dinners at Terry's Diner in Eugene.

Proceeds from the charity run go to the women's track team for shoes, salaries for assistant coaches, and tuition

waivers. Wilken estimates this year's run produced between two and three thousand dollars.

While Wilken is pleased, she admits that the run could have been better. "We've had as many as 1200 entrants in the past, during the running boom. With the Region IV Championship Meet, I didn't have the chance to pursue publicity as much as in the past."

Spring teams in review



Andrew Nelson

Harriers' season conclude Saturday

by J.V. Bolkan
TORCH Staff Writer

Both the LCC men's and women's track teams wrap up their seasons Saturday, May 30 with the conclusion of the Northwest Championship Meet at Mount Hood.

While the men have conceded the race for the team title to the Washington schools, the women feel they have an opportunity to win their first Northwest Championship.

Mount Hood's women's track coach Jim Tucket feels the race should be between his team and the Region IV champion Titans.

The Lane women have achieved every goal set by their coach, Lyndell Wilken, before the season began. The Northwest Championship is the last hurdle.

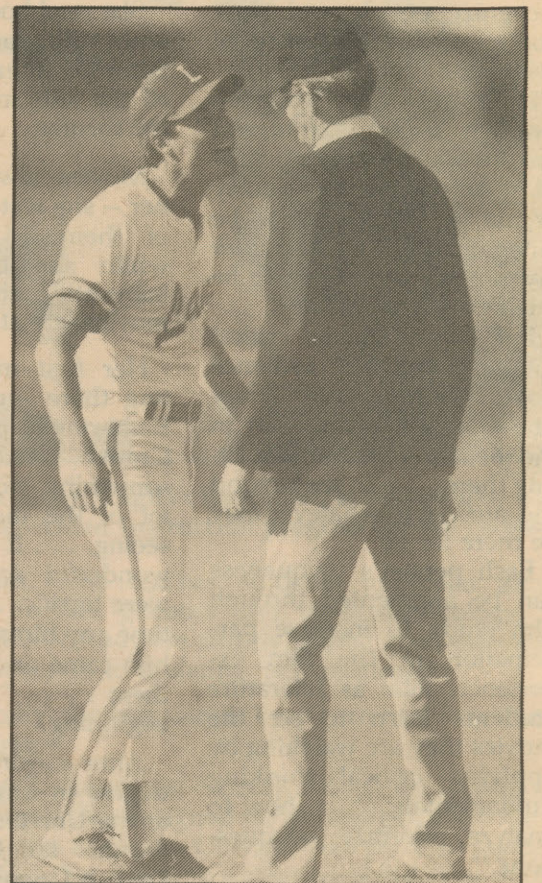
Key factors in the Titans' upcoming performance should include a strong showing in the throwing events -- shot put, discus and javelin. The team will also need to dominate the hurdles, and score well in the distance events.

Women to watch include Christine Schiel in the long jump, high jump, intermediate hurdles, high hurdles, and 1600-meter relay; Joi Tipton in the shot put; Tammy Courtney in the long jump; and Angela Arms in the discus.

Men to watch include Jim Howarth in the 800 and 1600 relay; Andy Holte in the pole vault; Lance Lehne in the discus and shot; Todd Hope in the 100 and 200 meter sprints; and javelin thrower Brad Cook.

"Everybody will be going for their best individual performance in only their top events," says men's Assistant Track Coach Curtiss Smith. No Titan will run more than two events, instead of the usual multi-event entrants.

Assistant baseball Coach Steve Wolf (below) gives the umpire a piece of his mind. Andy Johnson (above) celebrates at home plate.



Sean Elliot

the
Left Corner



Bye-bye for Brown

by Val Brown
TORCH Sports Editor

This is it. This could be the last time I'll ever see my name in print, to the joy of those many people sending the hate mail. Keep those letters rolling in.

Nine months ago, when Kelli J. Ray begged me to do the writing for the sports pages, I had grand illusions of intriguing interviews and provocative conversations with athletes and coaches alike. Instead, I usually got a busy signal or was put on hold.

Now, I can finally return to civilian life.

No more late nights trapped in the hot office on Thursday. I can view primetime when it happens, not taped on the VCR. I plan on trading in my office chair for an easy chair, in front of a boob tube.

I have had great fun battling with Kelli to get more pages, or explaining that "base on balls" is really a phrase, complete with people who use it and understand what it means.

But I won't be chained to the typesetting machine any more, and I won't have to stay in the hell hole (pardon my French) of an office any longer.

It will probably take weeks to remove the sticky wax and obnoxious border tape from my skin and clothing.

But I'll miss the opportunities to get out of the office on a production night to cover the home games. It really *was* my job. I really had to watch the game.

I've learned a lot from the TORCH staff -- working and learning with others, I've realized a whole lot about myself and other people.

Now, if I may, I would like to set some guidelines for the TORCH's 1987-88 Sports Editor.

- Always ask nicely for more pages,-- then, if that doesn't work, pout and don't speak with the Editor.
- Be patient -- the Editor may know how to spell azobenzene, zanthoxylum, and microbacterium, but she may need help with phrases like rebound, spike, RBI, and sacrifice.
- Always stress the importance of the sports pages. Lie to the Editor. Tell her that nobody will read the TORCH if there isn't a sports page or five.
- Demand the best photographers, the ones that can focus and get great photos. This will give you an extra edge so you can ask for more pages, and maybe even beg for the front page.
- Above all, don't make the janitorial staff mad at you like I did. We could have had a real mess on our hands.
- One last thing: compromise. Get your copy in on time and enjoy the job. I know I did.

Good luck to all the athletes, coaches and the 1987-88 TORCH Staff. Good-bye.

Titans turn season around

by Val Brown
TORCH Sports Editor

The Titan nine struggled in the first half of the NWAACC Southern Division after a successful pre-season California road trip,

plate, with 17 hits in 63 at bats.

And the Titan's pitching staff will also suffer some damage, but Cliff Nelson will return next season for Lane. Nelson was on the bench for

ed to the first team at the thirdbase position. Wolff, the Titan catcher, was honored with a second team selection in his position.

The Titans doled out some awards of their own for team members. Centerfielder Andy Johnson took the Golden Glove award, playing 24 games without an error. Pratt took the Most Valuable Player honor. Greg Johnson was named as the team's Best Pitcher. Most Improved for the season was Todd Cantamessa, and first base man Charlie Keady took Rookie of the Year honors.

Keady joins Pratt as one of the Titan's hottest hitters. Keady had 16 hits in 49 at bats hitting .327.

Highlighting the season in addition to the selection of Titans to the NWAACC All-Star team, Lane also brags of 23 stolen bases, "We had everyone stealing," says Foster. Even the slower runners were successfully stealing bases. The Titans also swept Clackamas, their only sweep of the season. Lane also tallied 20 runs against two different opponents.

To help recruit players for next year, both Foster and his assistant coach Steve Wolf are coaching the Coca Cola Classics, a team in the American Legion league.

Foster also plans to use a new philosophy in his coaching style next year. According to Foster, he plans to change his psychological outlook towards his players.

"Bob wants to make sure that the guys understand they owe baseball something," says Assistant Coach Wolf, "baseball doesn't owe them a thing. Baseball was around long before they were and will be around long after they are gone." Explains Wolf.

The season at a glance

Lassen 10-5	Clackamas 2-1
Lassen 10-8	OSU 12-3
Lassen 1-2	Clark 4-3
Merced 11-12	Clark 5-3
Fresno ST 9-8	Mt Hood 0-4
Fresno ST 3-0	Mt Hood 7-5
Porterville JC 5-19	Clark 4-5
• • • • •	Clark 3-2
Linn-Benton 7-0	OSU 7-5
Linn-Benton 8-1	Clackamas 4-8
Linfield JV 2-5	Clackamas 4-2
Linfield JV 4-3	Linfield 7-6
Mt Hood 11-1	Linfield 3-8
Mt Hood 14-4	Clark 7-22
Clackamas 1-11	Clark 7-4

Southern Division Standings through May 3

Linn-Benton	18-6
Mount Hood	16-8
Lane	9-15
Clackamas	9-15
Clark	8-16

but turned their season around in the second half to tie for third place with Clackamas.

In the first half of the season, Lane suffered with a league record of 2-10 but came back with a 7-5 record in the second half of the season due to an improved team batting average. The team average jumped from .191 to .261. Head Coach Bob Foster explains that despite the losing season, "the second half was a winning season for us."

Lane has to overcome some personnel losses for the 1987-88 year. Both Titan catchers, Don Wolff and Scott Smith, will be gone next year. Wolff hit .281 in league action, collecting eight RBI. Smith averaged .270 at the

majority of the season with an injury.

"I would like to see all the freshmen back next year... it will give us a good nucleus," says Foster.

Lane placed two starters on the Region IV Northwest Athletic Association of Community College's All-Star team. With the most innings pitched (47), Greg Johnson took first team pitching honors. Johnson also compiled a league win/loss record of 4-3. Al Pratt, who bosts the best batting average for the Titans at .354, was nam-

Tournament date approaches

The Fifth Annual 18-Hole Fund Raiser will take place on Wednesday, June 10. Proceeds will benefit the scholarship funds for the LCC men's basketball and baseball teams.

The 18 holes of golf will start at 11 a.m. at the Springfield Country Club. A tax deductible fee of \$30 will be charged.

For information call Bob Foster at 726-2215.

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Deadlines

Health Occupation Programs

Applications for LCC's Health Occupations programs are now available at the Admissions office and at off-campus centers. Those planning to enroll in any of the programs beginning Sept. '87 should prepare applications by the following deadlines:

- **Dental Assistant** final deadline July 31; notification date Aug. 28.
- **Dental Hygiene** deadline May 15; notification June 12.
- **Respiratory Care** deadline July 31; notification Aug. 28.
- **Medical Office Assistant** deadline June 19; notification July 17.

For more information call 747-4501 ext. 2617.

Every Tuesday ACA Issues

A support group Adult Children of Alcoholics and Adult Children of Dysfunctional Families meets at LCC.

Do you have low self-esteem? Are you confused, or tired of making the same mistakes over and over...do you feel like you are one of a kind, always wrong and no one understands? Did you have these questions while growing up or have them now? You are not alone. Come, see, hear, share with others who feel the same. Not a class...no advice given... just people growing and sharing. Check it out! Tuesdays 11:30-1 p.m., room 240 Math and Arts.

Wednesdays

Sexual Abuse Support Group

Join a sexual abuse awareness/support group working together to understand and prevent sexual abuse. Begin the healing process through education with the group on Wednesdays from noon to 1 p.m. in Center 220. For more information contact the Women's Center at ext. 2353.

Thursdays

Battered Women's Support Group

An on-going, drop-in support

group for women who have recently left, or are still involved, in abusive relationships meets every Thursday from 7-9 p.m.

The Women's Resource Center at McKenzie Willamette Hospital sponsors the meetings free of charge, at 1460 G. St. in Springfield. Call 741-4607.

Spring Work Abroad

The Work Abroad Program of the Council on International Educational Exchange (CIEE) helps thousands of students obtain permission for temporary work abroad.

Countries include Britain, France, Germany, New Zealand, and Costa Rica. Through services provided by the Council and its cooperating organizations in each country, most participants secure work within days of arrival, earning enough to cover room and board as well as a vacation trip once they stop working.

Most jobs are in restaurants, bars, stores, and hotels, but also include positions such as lifeguards, beauty consultants, farm helpers, and bank trainees.

The program is open to US students 18 years of age or older enrolled in a US college or university. A fee of \$82 is charged, plus airfare to the destination. For more information, or to apply, write or phone: Council on International Educational Exchange, PR-WA, 205 East 42nd St., New York, NY, 10017; Phone 212-661-1414; or 919 Irving St., Francisco, CA, 94122, 415-566-6222.

May

March of Dimes

Healthy babies are the goal of the March of Dimes, and in the next two weeks, the organization is having its annual phonathon fundraising drive.

A March of Dimes volunteer may be calling this week, if not contacted call the office at 686-2170.

Through May 22

Arts and Letters Awards

Each year the Eugene Arts Foundation makes its annual Arts and Letters Awards to recognize persons

and/or organizations, past and present, who have contributed to and enriched Eugene's cultural life. The 1987 awards mark the sixth year of the tradition.

Suggestions for nominees are being accepted until May 22, in the fields of painting, sculpture, architecture, music, drama, theater, dance, opera, literature, and poetry.

To obtain nomination forms, contact the Eugene Arts Foundation, 4 Eugene Centre, Eugene, OR, 97401, or call 687-5077.

Multicultural Health Awareness Friday May 29

Lane County Health Services and the Native American Consortium of Lane County extend an invitation for a Multicultural Health Awareness Open House to be held Friday, May 29, from 10 a.m. to 4 p.m.

Health services will be provided for low/no cost, and there will be talks on issues relating to the health and well-being of Native Americans, Blacks, Hispanics, and Asian Pacific Americans.

Information and resource people will be available. You are invited to come and enjoy the conversation and refreshments.

For more information, call Susan Meredith at 687-4013.

Saturday May 30

Eggloft Rocketry

On Saturday, May 30, the Amazon Community Center is sponsoring the nationally known Eugene Eggloft competition, from 9 a.m. to noon at the center, 2700 Hilyard in Eugene.

Don Brown of the Rocketry and Astronautic Center will instruct and help participants to design and build their own egg-launch vehicle. A \$12 fee covers all supplies. Youths grades 5-12 are welcome, and must register by May 27 at the center.

Egglofting, a popular form of rocketry known throughout the United States since before WWI, has been revived through competitions around the country.

May 30-31

Special Olympics

Volunteers are needed for the Special Olympics, May 30 from 7:30 a.m. to 5 p.m., and May 31 from 7:30 a.m. to 4 p.m. Shifts may be from 2 hours to all day in length.

On Wednesday, May 20, an orientation session will be held with the Special Olympics. Those unable to attend the session, at Springfield High School's Silke Field, 10th and G Street, Springfield, should simply report to the volunteer tent during the days of the event.

The volunteer tent will be inside the west entrance of the Silke Field Track. At the tent assignments and

specific directions will given for those who volunteer.

June 1-2

Free Sand at WISTEC

WISTEC will offer free high-grade sand on a first-come, first-serve basis on June 1-2, from 9 a.m. to 6 p.m.

The staff of WISTEC will give away the 1,000 bags of sand that have served as a barrier for the Dinosaurs display.

To pick up bags of sand for do-it-yourself projects, come to 2300 Centennial Blvd., Eugene, next to Autzen Stadium. For more information, call 484-9027.

Through June 5

Lane County Bookmobile

Friends of the Lane County Library is sponsoring a "Design-a-Bookmobile" contest. Patrons and friends throughout the county are invited to submit their original designs to decorate the outside of the bookmobile, to be judged by a panel of local artists and public officials. The winner will be given a \$50 cash award.

Deadline for submitting entries is 3 p.m. on Friday, June 5. Entry forms and contest rules are available in the bookmobile at the Creswell branch of the library, and the Eugene office, 272-H Van Buren.

For more information, call 687-4449 any weekday between 8 a.m. and 5 p.m.

Saturday June 6

Hike-Bike Happening

Lane County's Association for Retarded Citizens (ARC) will hold its tenth annual "Hike-Bike" Happening Saturday, June 6 from 10 a.m. to noon.

The fund-raising event will be held rain or shine, and participants may walk, bike, jog, roller skate, or ride in a wheelchair along the 6-mile course. It begins and ends near Alton Baker Park near the Willamette River.

The public is invited to attend the annual ARC picnic, which will be held from noon until 3 p.m. immediately following the Hike-Bike, and will feature games and food booths. Awards and prizes will be given at this time, to those collecting the greatest amount of pledges. T-shirts will be given to participants who collect over \$25.

Registration forms are available at most Eugene-Springfield Parks and Recreation District offices, or from the ARC office, 2025 Washington St. in Eugene. Or call the office to place pledges at 343-5256.

Through June 22

Registration for WISTEC

Your child can have fun learning at WISTEC during the summer vacation. The Summer Science Enrichment Classes begin June 22 and con-

tinue throughout the summer in one and two-week sessions.

Preschoolers and elementary age children can explore the worlds of nature study, science discovery, model rocketry, magic, volcanoes, kaleidoscopes, and much more!

The classes are small and informal, with talented, friendly instructors, and lots of fascinating hands-on activity.

To obtain a schedule and to register, stop by WISTEC at 2300 Centennial Blvd., Eugene, or call 484-9027.

Through June 20

Lane County Historical Museum

"Horsing Around In Lane County," an exhibit of vehicles, artifacts, and photos from the horse-drawn transportation era in Lane County, will be open for viewing at the Lane County Historical Museum through June 20.

"Cabin Building in Oregon," an exhibit of photographs, tools, and artifacts, is also on display at the museum, as well as a 1920s and 1930s portrait and fashion exhibit, which includes photographs, clothing and artifacts.

Historic photos of Eugene mill and elevator buildings from 1895-1986 will be displayed through June 15.

The museum is located at 740 W. 13th Street in Eugene, and is open from 10 a.m. to 4 p.m. Tuesday-Friday, and on Saturday from noon to 4 p.m. Call 687-4239 for more information.

Summer

LTD Youth Pass

Lane Transit District offers an inexpensive way for Eugene/Springfield youth to ride the bus all summer. The Freedom Pass from LTD costs \$19.95, and allows those age 17 and under unlimited rides May 1-September 9.

The passes are available at LTD's Customer Service Center, Springfield Pharmacy, all First Interstate Banks, and all 7-Eleven Stores.

For more information, call LTD at 687-5555.

Summer Travel

American Youth Hostels Travel Services

American Youth Hostels, expert in low-cost travel around the world for people of all ages, has released its latest trip catalog, *World Adventure 1987*.

The catalog offers more than fifty unique travel experiences, featuring bicycle, hiking, motor, train, canoe, and other adventure trips in the US, Europe, and other countries. This catalog is available free by contacting:

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99 W. 10th, 205
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Messages

B.F. AND S.W. — YOU'RE RIGHT, you can't get chicken salad from chicken shit. It's been fun. V.

J.V. BOLKAN — THANKS for a job well done. You're the greatest. Boss.

ROBBIE — I hope we can be friends! Other Rob.

OH HOWIE... You're sooo mean! Let's park on Spencer's Butte again. -- real soon! (I'll bring my flashlight!) Aurelia.

LIVE ACCORDING TO CHRIST'S teachings, and you won't catch any VD — including AIDS.

JSB WE'VE GOT TO stop meeting this way. Any hard feelings? Still watching.

WAS IT WORTH IT? Most certainly, positively, undeniably, unequivocally, without a doubt, YES! ASLCC Prez.

KK — YOU'RE THE GREATEST — YOU made my week. Let's try it in the day sometime.

Automotive

4 MAG WHEELS 14" — to fit VW; \$100. Call 747-3446, eves.

HELP YOUR VOLKSWAGEN Beetle run well again. Call Karl's Mobile Tune-up Service for VW Beetles. 688-6695 for appointment

1983 HONDA SHADOW, 5000 miles UT engine, cloth saddlebags and tank bag. 2 helmets and gloves immaculate, \$1800 OBO. Marc 726-5381.

1980 KAWASAKI 750 LTD, 4 cylinder, low miles, \$800; 747-3446.

PUT THE TOP down on a 68' MG Midget. New top \$2,250; call 345-5999.

79' HONDA CIVIC — runs great! \$1200, call 342-6014 after 6 p.m., must sell!

1977 KAWASAKI 400. Needs floats in carb. Take it home for \$200, call John, 343-3554.

1985 4 DOOR CHEVROLET. 7,000 miles sale for \$5,200 with free color TV (19"). Mon-Fri 6 p.m.-10 p.m. PH: 343-7059 ask for Una, Sat-Sun 9 a.m.-10 p.m.

1965 GMC Handi-Van 6 cylinder 3 speed. Dependable, nice condition. John 343-3554.

1975 AMC PACER — 6 cylinder, 3 speed, good tires. Dependable, great mileage. John at 343-3554.

1977 KAWASAKI 400 — Moving, must sell fast. Needs minor work. John 343-3554.

1978 HONDA GOLDWING, Vetter bags, windjammer fairing, am/fm cassette, cruise control with 3 helmets. \$1,995 call 995-6771. Leave message if necessary.

1981 SUZUKI GS450L motorcycle for sale. Good shape \$595. Call Dave at 345-4816.

Services

JOHNNY ON THE SPOT — Furniture moving, and dump runs. Reasonable, call after noon, John 343-3554.

TYPING SERVICE, term papers, resumes. Price negotiable, call Mary at 485-6080.

JO, THE TYPING PRO. 12 years' experience. Accurate, quality, dependable. Term papers, resumes; 683-6068, from 9 a.m. to 9 p.m.

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WOMEN'S CLINIC — annual exam, pap, birth control, and pregnancy testing by appt. Student Health Services, ext. 2665.

"IF IT'S WEDNESDAY — it must be the Episcopalians." Come join us for Bible study and free lunch, 12-1, Science 111.

MASSAGE FOR RELAXATION — personalized. Geared to the individual. Non-sexual only! \$10 per hour. Nan Cohen, 461-2528.

TYPING — Resumes, term papers, research papers etc. Price negotiable. Personalized service. Nan, 461-2528.

BIBLE STUDIES NON-DENOMINATIONAL — enjoy the gospel of Luke each Tuesday, 12-12:45, in Health 106. All are welcome!

DISCUSSION GROUP: SEX, LOVE, & MARRIAGE. Wednesdays, 12-1 pm. Health 276. Baptist Student Union.

CORN ROWING AND FRENCH BRAIDING \$5-up depending on hair length. Call 687-9215 after 6 p.m., Melanie Jackson.

CHRISTIAN SINGLES NEWSLETTER. Bringing Christians together. Information (include loose stamp) — sample issue \$3. CSN, 1610 Pearl, Suite No. 3, Eugene, Oregon, 97401.

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WEDDING PHOTOGRAPHY EXPERIENCED — 688-1504.

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MASSAGE! For women and children. Discounts for older women, students, hardship. Christine Kerwood, LMT., 689-8866.

Free

THERE ARE MANY spring styles to choose from at the Clothing Exchange, PE Bldg, room 301.

For sale

PIANO — (bar style w/ mantle mirror) spruce sounding board, sounds good! \$900 OBO, 2443 Monroe St. Eugene.

FOR SAIL: 10 ft. sailboat, perfect for beginners; \$550 OBO. Call eves, 688-9263 — Matthew.

SANSUI 8080 DB RECEIVER, 80 watt per side, \$160. JBL-40 loudspeakers, \$230; call 741-1485.

NEC 20" STEREO TV/MONITOR remote, sleep timer, audio, and video connections, more! New condition; 746-7714.

WOOD HIGHCHAIR and car seat for sale. Both \$15. Call Fay HSC, ext. 2517.

VOX BASS AMP \$120 Peavey P.A. 100 \$275, \$73 Comet (runs good) \$175, 485-0568.

STEREO WITH TURNTABLE \$50, bird cages \$4.50 and \$8.50, other items; 741-2257.

MOVING, MUST SELL: Full size bed w/head and footboards, dresser, kitchen table, television stand and living room chair. Call Marnie after 5 p.m. on weekdays, 726-7129.

13" COLOR TV, almost new, \$95. Call 343-3493.

A COBRA RADAR DETECTOR works well on highways/ in city. \$75 OBO; call 741-1476 (eves).

For Rent

ROOMMATE WANTED: Lady to help with rent. Furnished room home in Creswell, phone 895-3959.

Opportunities

APPLICATIONS BEING TAKEN for Work-Study positions in the Women's Center for the 87-88 school year. One year commitment to the job is needed. CWE and SFE credits are available for the workstudy hours. Get an application in the Women's Center, 217 Center Building.

GOVERNMENT JOBS \$16,040. - \$59,230/yr. Now hiring. Call 805-687-6000 ext. R-6150 for current federal list.

Wanted

WANTED TO BUY — sturdy, lightweight three-speed bicycle, fairly inexpensive. Call 689-0514, mornings.

MOTOR LIFE MAGAZINE November 1960, call Todd at 344-4203 or 746-6207.

WE BUY STEREOS — Stereo Workshop, 1621 East 19th Avenue Eugene, or call 344-3212.

EARN CAREER-RELATED work experience, college credit; paid positions usually. LCC's Cooperative Work Experience, 726-2203.

FREE INTERNATIONAL HOSTEL membership pass with purchase of 30-day or more Eurailpass. AYH Travel Services, Atrium Building no. 205, 99 W. 10th. 683-3685. Budget Airfares also!

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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, 0700-0850	F, 0900-1050
0800 or 0830	your exam day and time will be on M, 0800-0950	U, 0800-0950
0900 or 0930	your exam day and time will be on W, 0800-0950	H, 0800-0950
1000 or 1030	your exam day and time will be on M, 1000-1150	U, 1000-1150
1100 or 1130	your exam day and time will be on W, 1000-1150	H, 1000-1150
1200 or 1230	your exam day and time will be on M, 1200-1350	U, 1200-1350
1300 or 1330	your exam day and time will be on W, 1200-1350	H, 1200-1350
1400 or 1430	your exam day and time will be on M, 1400-1550	U, 1400-1550
1500 or 1530	your exam day and time will be on W, 1400-1550	H, 1400-1550
1600 or 1630	your exam day and time will be on M, 1600-1750	U, 1600-1750
1700 or 1730	your exam day and time will be on W, 1600-1750	H, 1600-1750
1800 or LATER	Evening classes, those that meet at 1800 or later, will have final exams during FINAL EXAM WEEK at the regularly scheduled class time.	

Updated information on self-supporting classes

Last week's TORCH article on self-support classes reported that they would begin Summer Term. However, the college has decided not to schedule self-support classes next term.

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Leadership in Performing Arts

a new team concept

Feature by Beverly Moore
Design by Kimberly Buchanan

Dick Reid isn't a professional performer. He doesn't play a musical instrument, nor does he regularly find himself acting in or directing stage productions.

Instead, he's a scholar of literature (including Shakespeare and 17th-century English literature), a visual artist, and a man with strong religious and humanitarian convictions.

Even though he has no professional performing arts background, the Performing Arts Department search committee -- looking for a new Department Head this year -- unanimously chose Reid over 84 other highly qualified applicants.

Now that Reid's appointment has been approved by the LCC Board of Education, he must follow in the footsteps of the legendary Ed Ragozzino -- until this year the only other Performing Arts Department head LCC has known, and a regionally recognized theater educator.

Ragozzino started working with the fledgling department in 1968. He initiated and developed most of the programs currently offered in the department.

Although Ragozzino is well-known for his leadership as the head of the Performing Arts Department at LCC, he achieved his real fame for his stage productions and summer shows -- all of which played before sell-out audiences.

Ragozzino is still actively involved in Eugene's performing arts community as producer of the Eugene Festival of Musical Theatre. Past Festival productions have included *Peter Pan*, *Fiddler on the Roof*, *Guys and Dolls*, and *Baby*. This summer the Festival is presenting *1776*.

As department head, Ragozzino made all the decisions. Like a father who always has the last word, he used his commanding leadership style to expand and strengthen the developing department.

Ragozzino himself suggested to LCC President Richard Turner that Reid should serve as interim chairman this year. So, while the department (among other things) evaluated its past, present, and future goals, Reid facilitated the process as the acting department head.

During this goal setting process, Reid says "We closed our eyes and asked 'What do we see? What do we want?' We said these things out loud, and then wrote down our collective vision."

So, why did the search committee, the President, and the college Board of Education, choose Reid to head the Performing Arts Department?

Our Team Leader

Reid's approach to leadership includes the active participation -- what he calls the "shared collective wisdom" -- of all the staff members in the department. Monthly, weekly, and daily meetings became routine after Reid was appointed interim department head. "Before, we could just sit back and let Ed do it," says Barbara Myrick, music instructor and chair of the selection committee which eventually chose Reid. "But now, we are ready for a team concept, and Dick's our team leader."

One aspect of that collective vision is "the code around here that quality begets quantity," says Myrick proudly. She cites the "student numbers game" as an example of the code applying to management decisions.

According to Myrick, when the college budget gets smaller and the pressure is on to increase class enrollment sizes, "Reid says 'no' to just throwing students into classes." Instead, Reid believes that the quality of instruction a department offers to students will create the necessary reputation to draw them in.

A Scholar Himself

Reid always thought he would be an artist when he grew up. He says his dedicated fifth grade teacher "grabbed me and took me by the ear to the Minneapolis School of Art, and insisted they give me a scholarship for Saturday school."

But he changed his major from art to English right after entering college, and so began his life as a scholar.

Reid graduated *magna cum laude, phi beta kappa* from the University of Minnesota in 1959 with a BA in English with a French minor. He received the prestigious Woodrow Wilson Fellowship for graduate work, and spent seven years working towards his Ph.D in 17th-century English literature. Reid also received -- out of hundreds of other applicants -- one of two University Dissertation Fellowships awarded yearly at the University of Minnesota.

During graduate school at the University of Minnesota, Reid lived with his family in student housing. "Three kids were in diapers and Carolyn (Reid's wife) would bring in other kids for babysitting money. We lived on a teaching assistant's salary. We had no ace up our sleeve and no nest egg. We were on food stamps," says Reid.

While Reid struggled to raise his family on a student's income, he also struggled with his thesis and "had a heck of a time wrestling it and pinning it down to a workable scope," he says.

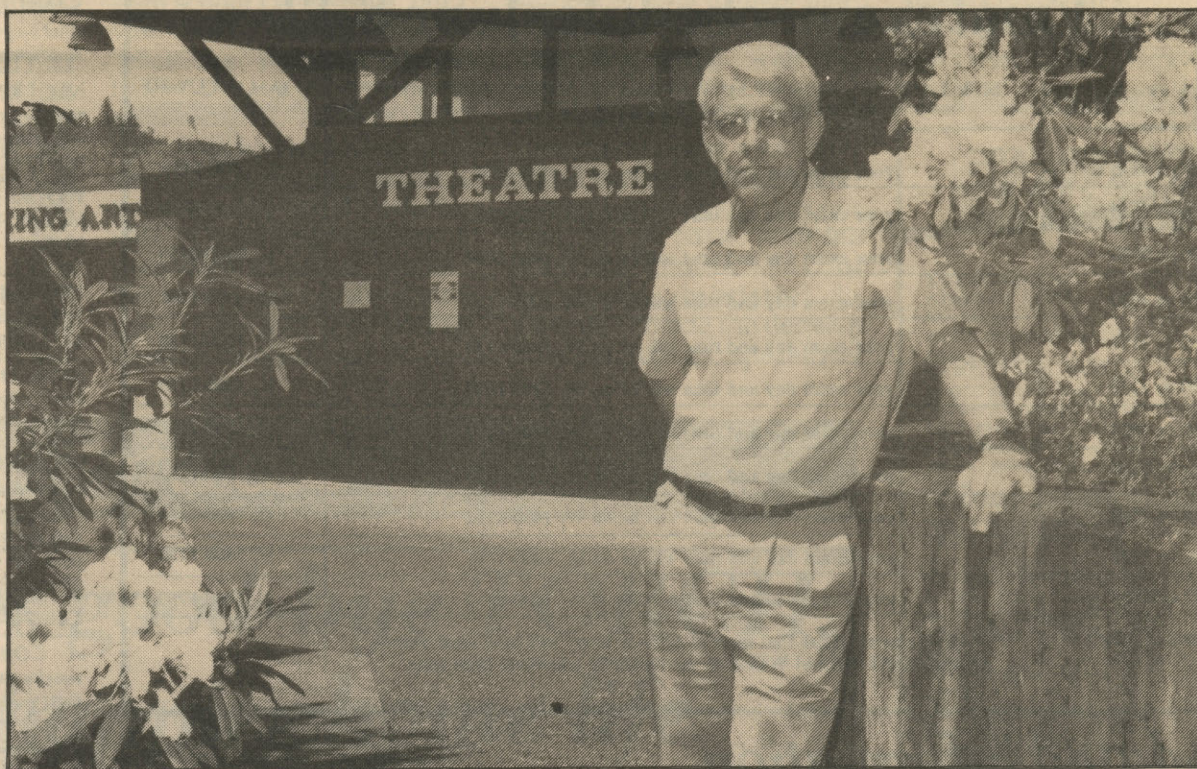
Reid was hired to teach in the U of O English Department in 1967. After teaching there for

LCC, the Performing Arts Department was holding auditions for *A Man For All Seasons*, a play about Sir Thomas More -- one of Reid's life-long heroes. Reid auditioned and got the part of the archbishop of Canterbury in the play, and considers this a fitting symbol of the joining together of his religious convictions and his work.

Religion has had a great influence on Reid's life. For a short while in high school, he considered becoming a Catholic priest. He now takes several annual retreats to a Trappist monastery where he practices Zen meditation. "I guess I'm a little monkish. I'm attracted to it and try to develop and stay in touch with an interior life."

Reid's religious convictions have lead him to believe in helping people. He has worked with Clergy and Laity Concerned (CALC) on the church sanctuary movement for refugees from Central America; he has sponsored and helped prisoners get started after serving sentences in the state penitentiary; and he has worked for Direction Services, a services "brokerage" for people who have special needs in the community, but are unable to find adequate services to help them.

Reid paraphrases what author Henri Nouwen says in his book *The Wounded Healer*. "Nouwen's thesis is that everyone is wounded, but that doesn't excuse them from being healers. We need to give and receive help. We all have something to give. We all need to make room in our lives to help, even if it's just how we handle our relationships. It doesn't have to be helping people in Ethiopia. It can be



Michael Primrose

LCC's new Performing Arts Department Head Dick Reid.

four years, he decided not to finish his doctoral dissertation, and resigned his position at the University. A voice kept telling him, "Get out. You don't belong here. This is not your life."

He returned to his artistic talents -- set aside during his academic pursuits -- and spent 2 1/2 years as a freelance graphic designer.

Without knowing it at the time, Reid finally found his long-term vocation when LCC hired him in 1975, through a CETA position, as production coordinator of the Performing Arts Department. He was soon promoted to operations manager, and became the unofficial assistant department head and close friend to Ed Ragozzino.

The Zen Of Putting It All Together

Reid recalls that when he came to work for

here at LCC," says Reid.

And so Reid makes room in his life to help those in his department. When Myrick had differences of opinion with another staff member earlier this year, she went to Reid for help. She says Reid's suggestion was simple but appropriate. Reid went and talked to the other staff member, and had Myrick talk to him too -- and things were ironed out quickly, before they got out of hand.

According to music instructor Jim Greenwood, "Dick has incredible integrity. He is true to his own instincts. He is curious, and continually wants to improve himself and the department."

Myrick says, "We would not have been ready for Dick ten years ago. We've matured as a faculty. We know what's happening now."