

The Torch

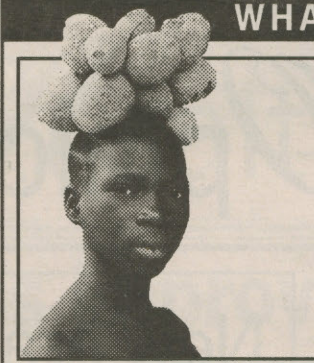


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LANE COMMUNITY COLLEGE

FEBRUARY 18, 1999

WHAT'S INSIDE?



- What's on each department's wish list? - page 6
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Photo by Judy L. Sierra

Clive Wanstall turns up the heat in the Renaissance Room.

Renaissance Room cooks up culinary afternoon delights

Jed Teames
Staff Writer

Chef Clive Wanstall guides LCC Culinary students - the "Kitchen Brigade" - through a review of the Renaissance Room menu, which offers tastes from around the world to folks eager enough to find it.

The Renaissance Room has operated inside LCC's cafeteria for 20 years and is well known to some college veterans, but newcomers have not discovered that they can sit down and have a full meal - including fresh bread - served to them for under \$5, right on campus.

The Renaissance Room is tucked into the northwest cafeteria corner, inconspicuously situated between the blue elevator and the coffee bar, Cafe Serendipity.

White Christmas lights encircling the entrance, and a table set with napkins and wine glasses, gives a hint of the restaurant's existence, but it is still surprisingly easy to pass by, with eyes wearied from a grum-

bling stomach.

Wanstall, with an eager culinary flair, selects the entrées of the day while appointed student chefs and cooks decide what variations to make on the soups and entrees. The students then go to work cooking the food for enthusiastic patrons.

"I want to bring in a little bit of everything here, give the students a direction and let them do the rest," says Wanstall.

Nowhere else on campus can one sit under prints of Monet and choose whether to have French onion soup or a mixed green salad topped with an Oriental vinaigrette as an appetizer, then decide if Shish kabobs with eggplant or a veggie falafel would be the better as a main course. There's always at least one entree for vegetarians.

The price is a bit more than a small meal from the cafeteria, but most Renaissance Room entrées at the are around \$4.50.

Sitting down, taking the time to order, then having a meal served might not be practical to some.

Tight schedules and light pockets are common among students and faculty at LCC.

However, the Renaissance Room is a hidden, quiet alternative to the boisterous openness of the cafeteria, where all but the thriftiest eaters can find a globe of fresh flavors to enliven their pallets.

L. Lane, a student cook at the Renaissance Room, says the restaurant is a good place for students to learn what it takes to provide quality service and good food in a progressive atmosphere.

Wanstall says, "I treat them (students) like they're the boss and they treat me like I'm the boss."

Wanstall's experience stretches back 24 years. Educated at Thanet Technical College in Kent, England, he has worked as a chef and/or managed restaurants in England, Tennessee, California and Hawaii. He spent the last 10 years managing Ambrosia in Eugene. This is his first year at the Renaissance Room.

Wanstall adds, "The bottom line is: we're all having fun making and serving food."

Top five problems that plague students in computer labs

Ben Estes
Staff Writer

It's a student's worst nightmare. And it has undoubtedly happened to most at one time or another.

You have waited the whole term to write that big paper. So you call in sick to work and slave away all night long to finish the report. Two pots of coffee, a pack of no-doz and 24 hours later you rush to the computer lab to print your work with 10 minutes until class starts.

But what's this? Your paper didn't save? Your disk is scrambled? Your file isn't compatible with the lab software?

Scenarios like this leave students feeling scared, frustrated, and victimized. And staff in the computer labs have seen it occur time and time again. So, to prevent these types of situations in the future, here is a helpful resource to cure those computer lab blues.

These are the top 5 problems (in no particular order) that plague students in the computer lab.

1. "I don't know what kind of computer or software I

used to write my paper."

"One of the biggest problems we face is that students don't know what they have at home," says lab operator Bruce Siggson.

Other lab instructors agree. This small bit of information can often cause the biggest problems when trying to print a paper in the computer labs.

"Students come in to print a paper with 15 minutes until their class and end up spending an hour trying to convert their file," says health lab operator Christine Russell.

All of the computer labs are equipped with software to convert files from PC to Mac and vice versa. But if a student is unsure of how the file was saved, what type word processing program was used, or even what kind of computer they have, the conversion process could become long and tedious.

To avoid this problem try to learn about the system you are using and what program you used to create your project. That small amount of information could be the difference between a great paper and a late paper.

see **Computers** page 8

ASLCC senator becomes new treasurer

Judy L. Sierra
Editor in Chief

ASLCC Senator Graham Cooley is the newly elected ASLCC treasurer, replacing Ronda Green who resigned Jan. 11 amid student government controversy.

The ASLCC hiring committee selected Cooley as its top choice out of five applicants. The senate ratified its decision at the Feb. 8 ASLCC meeting.

"Graham stood out as the most qualified candidate for the position," ASLCC President Pam Brooks says. "We were impressed by his resume - where he's been and what he has done professionally."

I believe he is a team player and can do the job objectively. As a senator, Graham showed a lot of dedication and commitment."

Cooley said he ran for the position because he was looking for increased involvement and responsibility in student government.

"I think it is a test of my skills and I'll grow personally from holding the position. I look forward to doing a great job," Cooley says with a smile.

It's not easy moving into a position in the middle of a school year, he says. "It doesn't look as if the budget was maintained on a regular basis. I believe there was a communication breakdown, but I don't see major problems (with the budget)."

Cooley says he developed leadership skills during his four years in the Navy and administrative skills as an advertising assistant to sales for CNN in Los Angeles.

"I believe my skills complement (ASLCC's) needs for the position, and I'm ready to go," Cooley adds.

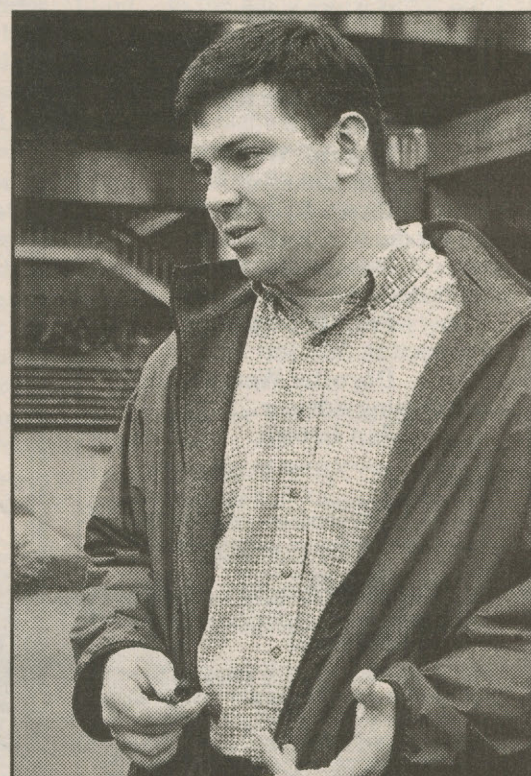


Photo by Gabriel Powell

Green, who was elected in last spring's ASLCC elections, claimed she resigned because "the student body Constitution does not permit women who are pregnant to hold office."

Yet ASLCC President Pam Brooks says, "I thought something would be worked out... I think if we had the opportunity to have dealt with it at that time, and worked through some of those questions or concerns, we probably could have, as a student government, figured something out."

Opinion & Editorial

Winter Term

WHY NOT BROADEN YOUR MIND? LEARN SOMETHING NEW DURING BLACK HISTORY MONTH.



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New era begins for Torch and Public Safety

Sometimes good things happen at the same time.

LCC hired a new Public Safety manager last month, Congress reauthorized the Higher Education Act in October, and The Torch has developed an improved relationship with the Public Safety office this past year.

LCC took its time hiring a new Public Safety manager. The process took more than a year, but you can't put just anyone in such an important position.

Paul Chase, the head of Campus Security, who retired in January of 1998, was a mountain of a man. He was hired in 1969 under a different set of expectations and requirements than those that are now in place.

He didn't always like the media, *The Torch* in particular. He claimed he'd gotten burned a few times — that his officers' words had been taken out of context and his department was represented in a negative light. He gave direct orders to his officers to refuse to talk directly to the media. Only he would speak for Campus Security.

Certainly *Torch* reporters had asked questions that irritated Chase, or perhaps didn't see the bigger picture of campus security.

Glenn Goss, Public Safety officer, gladly retells a story of a young *Torch* reporter who dogged Chase a few years ago about some small incident. The reporter repeatedly went to Chase's office to get the story.

In his hunger to get that insignificant tidbit, the reporter literally stepped over a student, lying handcuffed and bloody on the floor with Goss's foot on his

Commentary
by
Judy L. Sierra

back. Apparently the journalist missed the real story under foot.

Chase almost threw me out of his office the first time I met him. As a gullible rookie reporter, I gladly jumped at a news tip that turned out to be just a rumor.

Not having a clue about Chase's disdain for the media, I naively traipsed into his office to ask about the alleged incident. When he discovered I was with *The Torch*, he said, "If I'd known you're a reporter I'd never let you in that door!"

But, since there was no true news story — and he was too polite to kick me out *at that point* — we visited for a couple of hours about the banjos he makes by hand and his other interests.

I left his office that day with a fair understanding between us, and we became buddies.

After Chase's retirement, the college expanded the qualifications for the Public Safety manager's position and increased the salary.

Just as the requirements for the position changed, so have laws about access to public safety records.

According to Mike Hiestand, staff attorney for the Student Press Law Center, the reauthorized Higher Education Act, which passed both houses of Congress and was signed by the president

late last year, will have a dramatic influence on the work of college journalists, both in terms of access to information and freedom from censorship.

The most significant provision in the new law, according to Hiestand, is the requirement that all colleges and universities must now create and maintain a log of criminal incidents reported to their security departments and make that log open to the public.

"It is remarkable that as a result of this law," says Mark Goodman, Student Press Law Center executive director, "hundreds of thousands of students will for the first time have access to basic information about criminal incidents that off-campus law enforcement agencies have been providing to the public for years."

Paul Chase is probably muttering to himself that he got out just in time.

The *Torch* staff welcomes the new law, while it also welcomes new Campus Public Safety Manager Mike Mayer.

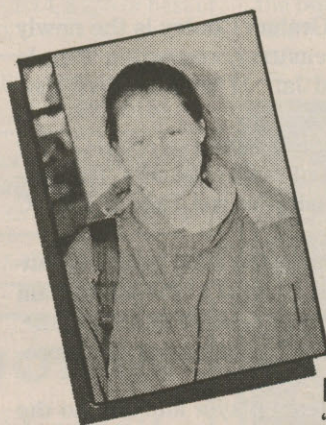
He comes from the same state as President Clinton, but asks right off the bat to please "not to hold that against" him.

During a brief conversation with Mayer in December, he told me he feels public safety and the media can work well together.

In the coming weeks, *The Torch* expects to report to its readers any criminal incidents occurring on campus — information that was off limits in past years.

After all, both this newspaper and the Campus Public Safety Department are here to serve adult students.

The Pulse of LCC Think About It



Keah Jordan
"Yeah, it's all in what you make it."



Brook Chase
"Yes, because we each know two different feelings."



Sherry Potts
"Sure, if you don't get involved."



Pat Huyck
"Yes, she (Hallie) has been my friend for six years."

Hallie Hammonds
"He's been my best friend - he encourages me to stay here at school."

Correctives class gives support and relief in the gym

Tara Chala
Staff Writer

The man lifting weights is in a wheelchair. The woman who just brushed by you is blind, feeling her way around the weight machines carefully with the aid of a cane.

LCC's Correctives class is similar to any other gym class. Music plays in the background and there is workout equipment, such as bikes and weights, scattered around the mats where people lie stretching. Everyone seems to have an individual goal he or she is working toward with a quiet sort of determination and thoughtfulness.

Dr. Susan Burch, instructor of Corrective Therapeutic Exercise and Physical Rehabilitation, has been in charge of the program for 27 1/2 years, now offering seven sections, serving about 155 students (with ages ranging from 17-86 years) per term, with the help of many Co-Op, Work-Study, and Earn and Learn students.

"The class pertains to anyone who has any form of physical injury or disability. We have a lot of students with neck, back, knee, stroke, and spinal cord injuries," says Burch.

The Correctives class has two purposes, Burch explains. One is to open the course to the students already registered in Physical Education, but who are not able to finish because of a recent injury (blowing out a knee on a snow boarding accident, for example). These students can enter into Correctives where they receive the credit they paid for and therapy at the same time.

Correctives also serves the community.

"A lot of people from strokes (or), car accidents from the community come to Correctives. It's a very good way for those people to get physically fit and receive therapy," Burch says.

Correctives gives students who cannot participate in regular physical education classes a chance to have specific, individual exercise programs made just for them.

"The idea is to design a program that depends on the individual's needs, wishes, and goals...it's like a gym, therapy and conditioning fitness center...it's whatever they want (it to be)."

Burch holds conferences with the individuals, and may check their medical records, but once the students are established, their schedules are flexible, she says.

The Correctives Program also offers group support in a very positive atmosphere.

One student is in a wheelchair because of a shooting accident — he was shot in the neck. He felt withdrawn and depressed. He would come to the gym and watch what was going on — but always on the outside — for about two terms, Burch says.

"I finally got him interested and he started doing some arm strengthening exercises. I noticed he had a lot of muscle spasms (in his legs), and I asked him if he had ever tried to walk. He said his doctor had told him he would never walk again."

Burch proved otherwise when she encouraged this student to stand progressively on the parallel bars from 30 minutes over time, to walking 35 laps on his 35th birthday!



Photo by Veronika Ditmar

The Correctives Program gives students who cannot participate in regular physical education classes a chance to have specific, individual exercise programs designed just for them.

"He went from that, to a walker, to a crutch. On Christmas, he went up to his mother's house (she knew nothing about his therapy), got out of his wheelchair and walked with his cane to the front porch."

This student still uses a wheelchair for long distances, but can now walk short distances with his cane.

"He had been told he could never walk, so he had never tried," Burch says.

Correctives can influence your career goals, too, according to Arik Wiest, a Co-Op student in Correctives, who serves as

a physical therapy aid. Weist has worked in Correctives for six consecutive terms. "I liked it so much, it changed my major. I am now thinking of going into either Physical Therapy or some kind of Corrective program. It's a great place to get work experience; you basically come in here and have a good time," he says.

The LCC Correctives Program is the place to go if you've just been hurt or suffer from an old injury. Susan Burch will set you up with a program that will help you over your hurdles and may just change your life.

LCC to lobby Oregon state officials in Salem

Morgan Hentrup
News Editor

Last year, LCC became the only community college accepted into the Oregon Student Association, an almost exclusively four-year college and university organization.

On Feb. 23, LCC students will join approximately 400 students from all around Oregon to participate in OSA Lobby Day at the Capitol Building in Salem. The participants will have a rare opportunity to communicate face-to-face with Oregon government officials to voice their concerns on important political issues that affect students, including higher education.

ASLCC Director of State Affairs Brian Tanner describes Lobby Day as "a chance for all students and members of OSA to spend the day on the hill to see their government in action. It's our day to put on our 'Lobbying Hat.'"

There are three main issues that LCC students plan to communicate to the Oregon Legislature.

- The first pertains to additional funding for the Oregon Need Grant which was created in order to "give needy students more access to higher education," reported Legislative Director for the OSA Board of Directors Kellie Shoemaker.

- The second issue is community college funding. The governor has proposed a \$25 million dollar increase, whereas the Senate has proposed an increase of \$30 million.

- The third important issue is Targeted enrollment growth,

which will cover funds from recent large increases in student enrollment.

LCC, for example, is asking \$9.2 million plus additional distance education (on-line and telecourses) for students. The ASLCC students involved are excited for this chance to express their concerns directly to the government that represents them.

Tanner, also enthusiastic about the opportunity, said, "We spend most of our time training for these meetings. Everyone that goes can speak their minds."

OSA Lobby Day is open to all interested students who wish to attend, but organizers want all participants informed on the issues.

Once the students arrive at the Capitol, they will attend a 30 minute morning briefing, designed to further educate them on the issues that will be discussed later that day.

ASLCC's goal is for every student to go in armed with the same message in order for the three basic concerns to be addressed. They will then attend approximately one hour of legislative meetings at which students will communicate their concerns to Oregon political figures, including Rep. Vicki Walker, Sen. Susan Castillo, Rep. Al King, Roger Byer, and Jim Welsh, among others.

The meetings will be followed by a 45 minute rally on the Capitol steps, where the OSA members will shout out the accomplishments they've made in the past, such as increasing the Oregon Need Grant by \$1 million in 1997, and the approval of the 25 percent Educational Endowment Fund using funds taken from lottery dollars.

ASLCC director Brian Tanner put it simply, saying, "We're going to tell them what we want. It's our day crashing the Capitol."

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CCOSAC marks silver anniversary

Morgan Hentrup
News Editor

350,000 students at LCC and other Oregon community colleges are having their financial interests protected. Increasing tuition coupled with decreasing assistance from state funding has left many of the students worried about the future of their education.

But for 25 years, the Community Colleges of Oregon Student Association and Commissions, better known as CCOSAC, has been working to change the negative effects this growing problem has on Community College students in Oregon.

Wednesday, March 3 marks CCOSAC's 25th Anniversary. To celebrate, members of CCOSAC will flock to Salem's Capitol Building to address the state's political leaders on the financial interests of Oregon community college students. The top two priorities to be discussed this year are state funding for the Child Care Block Grant and the increase of the Oregon Need Grant Awards.

The block grant provides child care to students who meet government low-income requirements. In Oregon, the average cost of child care runs "between \$300 and \$550 monthly per child," according to the CCOSAC Fact sheet. There are 900 families on the waiting list for the block grant with only 250 grants available. CCOSAC is seeking to fund the block grant with state money, which is currently not available for student parents in need.

Oregon Need Grant Awards are allocated to eligible low-income students in Oregon. In the past they've covered a large amount of community college tuition. However, the amount that these grants have provided has stagnated while Oregon tuition has skyrocketed, says the CCOSAC pamphlet.

"Currently, the grant only covers 11 percent of a student's educational costs. This leaves students with few options and many end up taking out thousands of dollars in student loans to cover the cost of education even though they qualify for need-based aid." CCOSAC proposes an increase in the Oregon Need Grant Awards to cover the increasing cost of tuition.

CCOSAC plans to make its proposals to the Oregon Legislature at the State Capitol on March 5. Once they arrive in Salem, the Mt. Hood Jazz Band will perform for the members followed by a catered reception. A series of briefings will be held before a rally located on the steps of the Capitol Building. When the students march into the Gallery, several students from each area will have the honor of being introduced on the House Floor as they enter. The students will spend all afternoon in legislative meetings until they are debriefed, marking the end of the occasion.

Hardship in West Africa enlightens LCC student



PEACE CORPS CHRONICLES

A continuing series about an LCC student's experience in the Peace Corps in West Africa.

By Erin Main

The harsh realities of Mali, perhaps of any third-world country, hit hard and immediately.

Within 24 hours of landing in this West African nation, I slid into a pristine, white Peace Corps bus filled with Malian guides and 25 wide-eyed volunteers for a brief tour of Bamako.

The air conditioner belied an outside temperature of 112 degrees Fahrenheit – average for February and the Cold Season. I sat comfortably on cushioned seats watching the chaos on the streets roll by: street vendors selling fly-covered cow and goat carcasses; women in bright, bold-patterned cloth carrying children on their backs and buckets on their heads; moped drivers with two passengers behind them weaving through traffic; and old men on bicycles hauling towering piles of dried millet stalks through town, one hand clutching the handlebars and the other a portable transistor radio.

The bus stopped on one of Mali's few paved roadways – only two traverse the country – and the scorching sun quickly penetrated the windows. Sweat ran down the back of my knees. I opened the window and turned to face a delicate, dust-filled breeze. Unfamiliar smells of animals, burning plastic, street food, and a pungent odor of humanity filled my nostrils. Below me, I heard the soft-voice of a beggar singing passages from the Koran in Arabic. I looked down to see a worn, grotesquely disfigured hand held up expectantly. My eyes moved quickly to his face, and I stared into a cloudy, unseeing eye. The man's other eye hung outside of the socket, enveloped almost completely by a long, drawn lid.

My chest contracted and my voice faltered. "Allah ma son," I mumbled, a Bambara expression meaning "God does not will it," I have no money to give.

Other voices circled the bus, the clear and high voices of young boys punctuating the practiced murmurs of older alms-seekers. I stared at my empty hands, pale, soft and clean in my lap, and shifted my gaze to meet the eyes of another volunteer. She pointed to a sign hanging above a large, cement building next to us, and I saw that we were stopped next to a hospital for lepers. We were silent. Later, she remarked that the image was one she would never forget.

The meaning of "poverty," "destitution," "developing," "underdeveloped,"

"disease," and "malnourishment" seared themselves into my conscience as I drove around Bamako on that first, full day in Mali. Some say that one person can only truly know another in the first few seconds of meeting, in the fleeting amount of time reserved for a first impression. So too is it with a place. Everything I know about Mali I gleaned on that first day.

The impact of Malian life on my senses – the sounds of the imam calling his people to prayer, of tin buckets clanking in the hands of beggars, the heat of the sun slicing through my body, and the image of disfigured limbs juxtaposed with strong, well-muscled bodies – formed the social context in which I operated for the next two years.

My undergraduate courses in third world development, my job translating for an international nonprofit agency based in West Africa, and prior experience living in a foreign culture did not prepare me for the polarity of the first and third worlds. There are few experiences more humbling than watching a young man cross a crowded intersection on his hands and knees, his legs shriveled from polio, with his head held high. Reading about children with distended bellies did not prepare me for the sunken faces and bodies of children, such as my host family's youngest son Sada, so malnourished that their skin hangs loosely from their bones.

The differences between the United States and Mali touch almost every aspect of life, from superficial distinctions in appearance to diametrically opposed standards of living and societal mores.

I learned to eat with my right hand only, without the benefit of utensils, in order to respect a Malian custom of reserving the left hand for toilet paper.

I worked with Malian activists to teach rural communities that AIDS is not an imaginative ploy by Western nations to change Malian social customs, but a devastating disease that can often be prevented, and strove to document a dying language. I lived with a polygamist family who performed female excision, dug open sewers, and ate charred bats felled from the sky with shotguns. The town of 1200 inhabitants in which I lived suffered bouts of meningitis, chronic amoebas, bacillary dysentery and malaria, and performed frequent funeral rights for the young children, such as my host brother, who die prematurely from dehydration associated with diarrhea.

The differences are also profoundly beautiful. I experienced communal, subsistence living, exquisite simplicity, surreal shapes of Baobab trees, and miles and miles of savanna. I spent hundreds of nights sleeping under a sky bejeweled with thousands of visible constellations, and countless days working my family's fields of rice, millet, sorghum and cotton. I canoed and ferried down the Niger, floated past hippopotamus and rode cam-



Photo courtesy of Erin Main

Erin Main's house in the village of Nankarla. Plastic is placed over the walls in effort to provide protection from termite damage.

els in the desert surrounding Timbuktu. I ate spicy peanut-sauce, mangos and fruits I still do not know the English words for, drank hibiscus juice and water purified with bleach and iodine.

The soft thud of heavy pestles striking large wooden mortars sounds clearly in my recollection of dawn and early Malian mornings. I lived in a mud-walled house with a corrugated aluminum ceiling, showered outside with a cup and bucket of water drawn from my host family's well, and illuminated the arches and

spaces of my home with candles after sunset. Through a life devoid of electricity, running water, and amenities I took for granted in the States, I learned the inherent value of austerity and of silence. Often I was aware only of the sound of my thoughts reverberating in my head.

Although time tempered the emotional impact of realities I experienced traveling through Mali's crowded capitol city that first day, achingly beautiful and haunting images colored the entire two years of my Peace Corps service.

Eye on the Community

LCC CULINARY ARTS STUDENTS OFFERS CLASSICAL CUISINE DINNER WITH CARIBBEAN THEME

"Calypso and Flying Fish: A Taste of the Caribbean," is the theme of the winter term Classical Cuisine Dinner offered by LCC culinary arts students on Thursday, March 11 at 6:00 p.m., in the northeast section of the main campus cafeteria.

The menu opens with specialty breads, clam fritters with red pepper sauce, fried plantain, and sweet corn relish. The soup is Callaloo Voodoo and the salad is Anguilla mixed greens with papaya dressing. The main course is cashew crusted rockfish with boniato and Montego Bay vegetables. Dessert is a wild orchid tropical fruit mouse. A vegetarian entrée option may be pre-ordered. Live music will be provided as well as a wine bar.

Tickets are \$16.50 per person. For more information call ext. 2531

'WOMEN STARTING COLLEGE' WORKSHOP

A free workshop for women who may be anxious or unsure about starting school and balancing school, family and work will take place at LCC on February 23 in the Center Building, Room 213 at 7 p.m.

INTERNATIONAL STUDENT COMMUNITY PROGRAM SPONSORS SKI TRIP

The ISCP is sponsoring its 8th annual ski/snowboard trip to Willamette Pass. Mark your calendar for February 27. Watch for more information or call ext. 2165.

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Join the American Lung Association of Oregon, who will host a recruitment meeting at 11:30 a.m. on Saturday, Feb. 20 At Burley Design Cooperative, 4020 Stewart Road in Eugene.

FREE TAX RETURN PREPARATION

Tax-Aide volunteers will be available to help you prepare federal and state income tax returns at the LCC main campus in the food court, Center Building, Tuesdays through Thursdays from 9 a.m. to 3 p.m., and at the LCC Downtown Center in the front lobby on Tuesdays and Wednesdays from noon to 4 p.m.



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Arts & Entertainment

Dave Matthews band launches live acoustic recordings

Ben Estes
Staff Writer



CD cover Art

Whenever I pop one of my Dave Matthews Band live recordings into my CD player I expect to be blown away. In concert The DMB launches into extended instrumentals, painting lush sonic pictures with its musical virtuosity. After listening to a few songs I start loose track of time. And eventually, I just slip into a big pool of ambient bliss.

I was expecting the same from Matthew's new double-CD release, *Live at Luther College*. What a shock I was in for! *Live at Luther College* is an all acoustic album. No drums, no bass and no amplifiers. Just two acoustic guitars, two incredible musicians, and a microphone.

On the album, Matthews plays guitar and sings all of the vocals. He is accompanied by guitar virtuoso, Tim Reynolds (Although not an official member of the DMB, Reynolds has played on every single album they've released).

The two-hour concert, recorded February '96 at Luther College in Decorah, Iowa, took place in a small auditorium that seated around 500 people. The combination of the stripped down performance and the small, enthusiastic crowd produces a raw and intimate sound that most DMB listeners have never experienced.

The first track on the first CD is "One Sweet World" from the band's first EP, *Remember Two Things*. I was immediately skeptical about how the song would sound. The original version has very intricate violin and sax parts as well as a solid drum beat. I listened with a frown, but by the end of the song, all doubts were removed. The duo pulled it off and the crowd loved it.

By the fourth song in the set, Matthews begins to loosen up and joke with the crowd; some-

thing that he never does when he's playing with the whole band.

"We're gonna play one quiet [song], one loud, one quiet, one loud... splash here, a splash there, you get the idea," he jokes. "This is sort of an in-between one!"

At that he dives into the opening riff of "Jimi Thing." At just over 8 minutes, "Jimi Thing" is possibly the strongest track on the first disc. Matthews' vocals float through the auditorium and Reynolds lights up the fretboard, attempt-

ing to recreate the solo DMB saxophonist Leroi Moore recorded for the same song on *Under the Table and Dreaming*.

The instrumental builds in intensity until it collapses into a wash of ambient guitar sound. Matthews quietly sings an improvised line over the chords and then ends the song. DMB fans with sharp ears will notice that the improvised outé of "Jimi Thing" would later become the chorus of "Pantala Naga Pampa" recorded three years later for DMB's *Before*

These Crowded Streets.

Other strong tracks on the first disc include "#41", "Dancing Nancies", and a slowed down, funky up version of "What Would You Say." Highlights on the second disc include "Seek Up", "Say Goodbye", and the previously unreleased "Granny."

Even though *Live at Luther College* does feature some wonderful songs, it is a live performance. And like every live performance, not everything works.

"Tripping Billies" just does not work as an acoustic song. Even when Matthews tries to vocalize the violin part he falls short. The end result is disappointing and down right boring. The song came third in the concert order. My guess is they played the song early in the set just to get it over with.

Other tracks that fall short include the hit "Ants Marching" and the calypso flavored "Warehouse." Although they are both incredible songs, both should have been cut from the acoustic set list. They simply just don't work.

Another disappointment is the four previously unreleased tracks. Unfortunately only "Granny" has any replay value. The other three should have been cut before the show even started.

But despite a few songs not making par, *Live at Luther College* is still a very good album. Matthews' interaction with the audience, Reynolds' incredible playing ability, and the raw nature of the concert make up for having to push the forward-skip button a few times.

If you are a big DMB fan then I strongly recommend this recording to you. Stripped down with just an acoustic guitar, Matthews sings with a kind of sincerity that can't be found on any of his studio recordings.

But if you are thinking about making *Live at Luther College* your first Dave Matthews album you might want to reconsider. A DMB studio album like *Under the Table and Dreaming*, *Crash*, or *Before These Crowded Streets* will give you a better understanding of how the band usually sounds.

Calendar of Events

Steppin' Out

Acoustic Junction and Zuba will play at the **Wild Duck, Friday Feb. 19**. Acoustic Junction is a groove favorite, and Zuba has been featured all over the place, including cuts on the "*Something About Mary*" and "*Kingpin*" soundtracks. Should be fun for those of you who are **21+**. The doors open at 9 p. m.; it's **\$8**

Groove Juice Special will be at the **Good Times, also on Friday Feb. 19**. The band plays some o' that crazy funk Eugene seems to dig so much. Should start around 8 or 9 p.m., and they play for a long time. Sorry kids, it's **21+**. The show will cost you **\$5**

Habaneros, Soul Function, and Four Percent Juice will be at the **WOW Hall, Friday Feb. 19** for those of you in the under 21 boat, or anyone else who enjoys good Acid Jazz and Funk music. The doors open at 9 p.m., and it will pull a hefty wad out of your pocket. **\$5**

Floater is coming back to **The WOW Hall on Saturday, Feb. 20**. The band needs no introduction, rocking the Northwest for years and releasing 3 albums, with a live album on the way. Show starts at 9 p.m., and will cost you **\$8 in advance, \$10 at the door**

A **Middle Eastern Dance Workshop and Show** is scheduled for **Sunday, Feb. 21st** at the **Lord Leebrick Theater**. Workshops are at 10am-noon, and 1 p.m. -3 p.m. (Costing \$15 prepaid, or \$20 at the door). The show is from 7:30 p.m. to 9 p.m. It will cost you **\$7 in advance, \$9 at the door** (Call 746-9765 or 689-6390 for details)

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LCC departments' "wish lists" are unveiled — PART 1

Two divisions need \$250,000

By Gabriel Powell and
MaLynda Wolfer

Two college divisions— Social Science/Business Administration, and English, Foreign Language and Speech — need \$250,000 to satisfy their needs for an array of new instructional equipment.

They need computers, VCRs, projectors, and other instructional supplies for the Center Building's fourth floor classrooms to become "media-ready."

The goal is to make the classrooms "learner centered," says John Garmon, the EFL&S division chair. What this means is "making learning the first priority. It puts emphasis on the student as a learner."

To do this, the two divisions are asking for Internet-ready computers in every classroom as well as projection units for computer instruction and VCRs with monitors. In addition, the foreign language and speech classes also need listening carrels equipped with tape decks and headphones.

Alteration of these rooms would strengthen the partnership between student and teacher, says Garmon, and allow access to new technology, thinking, and teaching methods.

Ryan Anderson, the anthropology and geography instructor who compiled the proposal for the Social Science Division, says, "The Social Science and English Divisions serve the greatest number of credit students, but have the poorest classroom technology. Since all students pay the same tuition, they should have access to classrooms with similar technology."

He adds, "The lack of space has led to a general lack of quality teaching."

But Anderson is not sure that

the combined "wish list" will be approved since the Social Science and EFL&S Divisions don't have a building of their own and are forced to share classrooms. "If we don't have dedicated rooms or a building of our own, the equipment isn't secure," explains Anderson.

In order to solve the problem, he suggests that all classrooms have the same technology even if they don't belong to a single instructional division. He says that each room should contain a ceiling-mounted LCD projection unit and screen, a computer that is able to run both Windows and Macintosh operating systems, a VCR, and a docking station for instructors with laptop computers and appropriate hardware.

Estimated costs show that each room needs \$10,000 worth of equipment. Since there are approximately 25 rooms that need to be furnished, the total projected cost could be as much as \$250,000.

Anderson says students would benefit if their instructors had access to good equipment. "The more interesting I can make the classes, the more I might be able to hook people," says Anderson.

Ann Marie Prengaman, an English instructor, says, "Our students are not as well served as they could be." While most jobs require computer skills, her students are not getting enough of those skills in traditional classes. However, she says the writing classes she teaches in the computer labs "enable the students to make quicker revisions, and they tend to enjoy class more. They stay an extra 30 minutes just because the computer is more accessible."

Editor's note: In 1995, Lane County voters approved an LCC bond levy request for \$42.8 million to pay for new construction and remodeled classrooms. The college has already completed construction of the \$2 million Cottage Grove Center, as well as our community learning centers at Thurston, Willamette, Churchill, and Oakridge High Schools. Currently under construction is another LCC at McKenzie High School, and two more — at Elmira and Junction City High Schools — are on the drawing board. There is a possibility of yet another project in Harrisburg.

The bond also set aside \$5 million for new instructional equipment. As the planning process for main campus construction reaches the final stages, and with construction to begin as early this spring on a welding building and a child care center, the college has asked each instructional area to submit proposals for equipment requests. This is the first in a three-part series highlighting the equipment "wish lists" of both instructional and non-instructional areas.

Science Division seeks computer hardware

Angela Grabow

The Science Division's number-one equipment priority is hardware to network the many instructional computers in its existing facility and those in anticipated new facilities.

"This would allow computers to interact with one another," says Division Chair Steve John.

The hardware for computers would cost roughly \$27,600, but the division is asking for a total \$725,500 in order to equip its classrooms and labs.

It needs more than 100 new microscopes which can cost \$1,400 apiece.

"In this new age of discovery, microscopes are an important part of any life-science labs," says John.

Other requests include student lab equipment, audio visual equipment, slide protectors, a video monitor and multi-media teaching equipment.

Taryn Alves, a student in Marine Biology 102,

says, "The microscopes are really outdated — sometimes you can't even see the thing you are trying to see." She adds, "I heard some of the scales are over 35 years old."

The division has four programs which serve more than 4,500 students per year.

Anatomy and physiology courses serve many students preparing nursing students and those interested in the allied health professions. Biology courses satisfy most requirements for students studying for transfer degrees. The department also offers an array of courses in chemistry, physics, geology and environmental science.

John says the Science Division is "excited and anxious to be able to upgrade student equipment and is extremely thankful to the voters that this measure was passed." Even though the staff knows it won't get everything on the list, it believes the process will be fair in determining where the money goes.

Library requests computer processor

Adam Louie

LCC's library is requesting the purchase of an up-to-date computer processor and software at an estimated cost of \$181,000 to connect its database to the Internet, as well as to keep its computers from crashing in the year 2000.

According to cataloging and systems librarian, May Fogg, the current MIPS processor is too slow to support the new software that would enable the crucial upgrades.

In order for students to search the library catalog they must either come to the campus library or dial in from a modem. But only two people can access the catalog from outside the college network at one time, says Fogg. "It's inconvenient when they want to access the cata-

log from home."

Buying the new processor would give everyone unlimited access to the LCC library by way of Internet, much like the JANUS system at the UO. All library operations would be moved to the Web, and changed from a text-only system to a Web-browser format, she explains.

Fogg also notes that the current processor is not "Y2K" compatible, which means the library database could crash in the year 2000.

"We're going to have to spend the money anyway," says student Tara Sonstebly. "The access to the Web would be a bonus, a perk."

If LCC provides the funds, students can expect to search the library via Internet by fall term.

Co-Op asks for "smart board"

Chris Noble

Because one college division relies on human beings rather than instructional equipment or tools, its Bond request is only \$3,250.

The Cooperative Education Division, responsible for aiding students in their transition into the work force, places students in jobs in the community and on campus so they can receive academic credit and experience in their chosen fields.

Division coordinators find and supervise places approximately 500 students each term in work sites, such as radio stations, medical and dental offices, construction sites, and literally hundreds of other areas.

Co-Op students gain insight that will help them when deciding on careers, says Andrea Newton, the division chair.

"That's why it is so important for students to get into the field and try the work," she says. "This gives them the experience to decide if the field they have chosen is right for them."

But the division relies on employers to supply needed equipment.

The one request the division made is for a "smart board" and laptop computer combination. The board is a 2.5 by 4.5 foot mobile, computerized unit that the students can use for presentations and the in-

structors can use as a teaching aid. It can be run off the laptop computer. The division has received a grant of \$700 from the Smarter Kids Foundation of Canada that is being applied to the cost.

Amy Terebesi, a current student interning with a local radio station through the Co-Op program, says the division's request is not enough.

"I don't feel they have asked for enough money. Cooperative Education is more valuable than many required courses. With them you get hands-on experience, and you actually get involved in your field. More people need to find out about (Co-Operative Education) and take advantage of it."

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Sports & Health

Carter hits game winner as Titans improve to 24 - 1

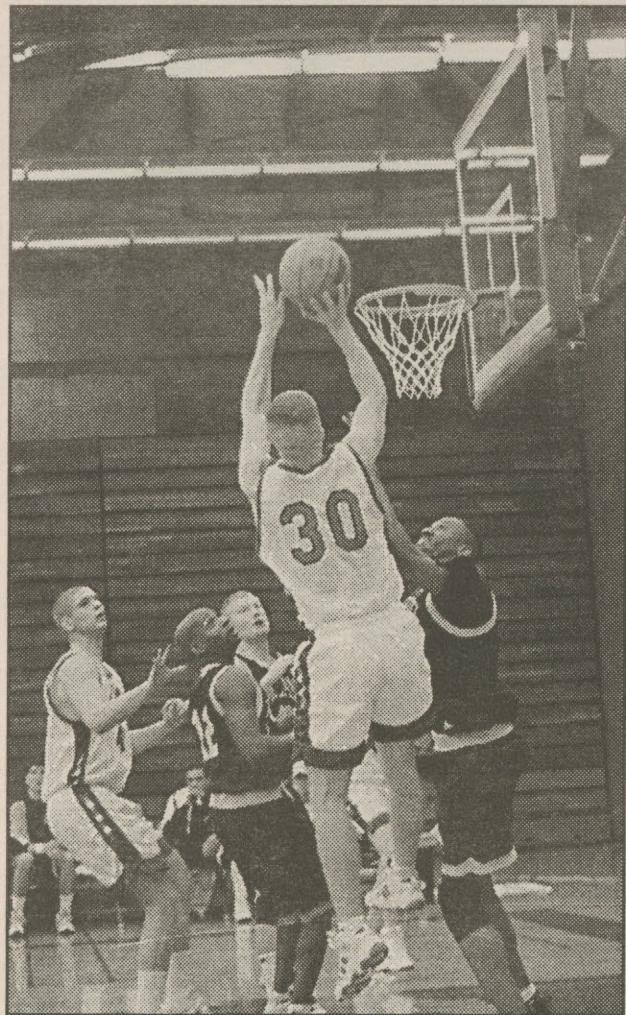


Photo by Vinson Svetich

Karlo Kovacic (30) hits an acrobatic shot on the way to another Titan win.

Chris Brown
Sports Editor

The Titans' record now stands at 11-1 in the Southern Division of the NWAACC, and 24-1 overall after two important victories this past week: Wednesday, Feb. 10, at home against Umpqua CC 66-64, and Saturday, Feb. 13 in Portland 83-61.

LCC still holds a one game lead over SWOCC on the division, with two games left to play.

"We've got to operate on as many cylinders as we've got and take care of our own business," said Head Coach Jim Boutin.

Wednesday's game was ugly in the middle, with the two teams combining for 51 turnovers, and pretty at the end with Danny Carter's game-winning jumper from the free throw line with just 2.1 seconds remaining.

Lane jumped out to an early lead behind Carter, who had 10 of the team's first 14 as the Titans built a 14-6 advantage in the first four minutes. UCC then responded with an 8-2 run over the next four minutes to close within two at 16-14.

The Titans answered with a nice 11-1 run of their own capped by Andrew Brogden's slam dunk to push the lead to 12 with just under nine minutes to go in the first half at 27-15.

However, the second half was a much different story. Lane shot just 41 percent from the floor and turned the ball over on seven of its first eight possessions due to the full-court pressure Umpqua applied. LCC was outscored 18-6 over the first 7:43 to make the score 44-44.

"We did a poor job of handling the press and that's what kept them in the game," admitted Boutin.

The Titans built the lead back up to six in just under three minutes due to the shooting of Kovacic who tallied six points in 3 minutes.

Boutin said, "I thought Kovacic had a nice game with some clutch baskets for us."

LCC's lead was eight with 1:29 to go at 64-56, but the Timbermen just wouldn't go away.

Carter then hit a 15 foot jumper with 2.1 seconds remaining to give the Titans

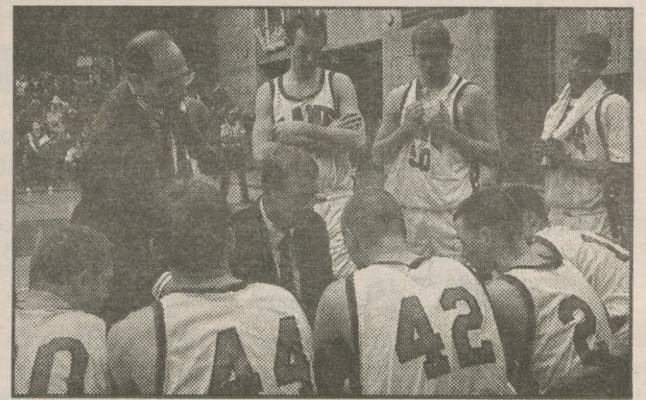


Photo by Judy L. Sierra

Head Coach Jim Boutin rallies the team to a win.

the victory.

"The play was designed to go to either Brogden or Karlo," Carter said. "But they weren't open, so I just shot it myself."

"We played very good defense, I was very pleased" beamed Boutin. "We held them to 40 percent shooting."

LCC really wasn't challenged in Saturday night's victory over PCC. Lane raced out to a 16-2 lead in the first 6:03 of the first half and never looked back on the way to an 83-61 victory.

Kovacic paced the Titans with 26 points and six rebounds. Carter had his usual steady game with 20 points and seven boards. And

Brogden had a double-double, scoring 11 points and grabbing 10 boards.

The Titans' defense was spectacular in the early going as they didn't allow Portland a made field goal until the 12 minute mark of the first half and even then it was off an offensive rebound. I

"We've played a lot better defense the last two games," said Boutin.

Even though Matt Zosel couldn't get his shot to drop, he still contributed with a game-high nine assists. Point guard Shane Mast added seven assists while only committing one turnover.

Women get big victory in their push for the playoffs

Chris Brown
Sports Editor

The LCC women's basketball team played unbeaten and top-ranked Umpqua CC on Wednesday, Feb. 10, to a dead heat through the first 26 minutes. The problem was, the game was 40 minutes long. Lane lost 68-57 in another close contest.

Then they traveled to Portland for a very important game on Feb. 13, and was victorious 61-56.

The Lady Titans improved to 5-7 in the Southern Division and 12-14 overall. The win puts LCC in a tie for fourth in the division with two games remaining.

The schedule looks favorable for LCC as it plays the two last place teams in the division, at home against Linn-Benton CC on Feb. 17, and on the road to close out the season against Mt. Hood CC, on Feb. 20.

While SWOCC, which is tied with LCC, plays at division leader Umpqua and at third place Clackamas to end its season.

Umpqua got out to an early lead, 8-2, in the first 3:15. LCC responded with an 8-0 run to take the lead with 13 minutes to go in the half. Lane outplayed UCC for most of the first half and was ahead 23-21 on a basket by Mandie Welton with 3:22 left. But Umpqua then went on a 10-2 run to end the half, leading the Lady Titans 31-25.

Lane started out the second half on a 13-4 run to take a 38-35 lead with 13:55 to go. Then over the next three minutes a couple of Titan turnovers gave UCC an 8-0 spurt and unfortunately LCC just couldn't get back on track.

The Titans finished just one for 14 from the three point line. Although the Lane women took 21 more shots from the field they made the same number as the Timber Women. LCC only sank 6 of their 15 free throw attempts (40 percent).

Taralee Suppah had a team-high 16 points and grabbed five rebounds. Daniele McCallum

had a good all-around night with 14 points, six rebounds, and six steals and four assists. Welton added 12 points and seven boards.

UCC's head coach Dave Stricklin told Assistant Coach Rodger Bates, "You guys even outplayed us."

Needing a victory on Saturday night to stay in the playoff race, the Lane women pulled out a close game with some timely free throw shooting and good defense.

Four Lady Titans reached double figures in scoring led by Welton's game-high 17 points, she added five assists. Lyndsay Olsen, Suppah, and Katrina

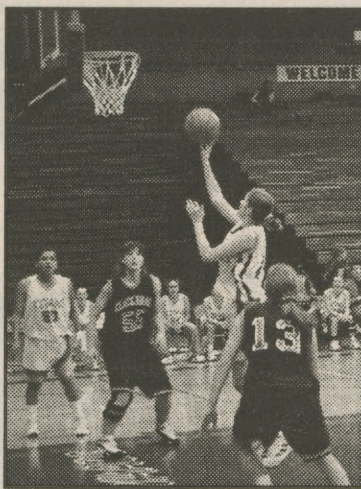


Photo by Judy L. Sierra

Lyndsay Olsen scores again.

McCloughry had 10 points a piece. McCloughry also grabbed eight boards and had five steals.

LCC got out to an early 8-0 lead over the first four minutes, with Olsen and Suppah each accounting for four points, but PCC answered to take a 13-11 lead with just

under 11 minutes remaining. Portland closed the half on a 7-0 spurt

to take a 32-23 advantage to the locker room. Lane clawed back to even the score at 40 with 9:08 remaining in the game on two free throws by Christina Cabo. Welton then sparked the run to end the game making nine of 10 free throws and dishing out a couple of nice assists down the stretch.

"Mandie ran the offense real well and had a solid game," added Bates.

LCC made 18 of 22 (82 percent) free throws in the second half after going 0-4 in the first half.

"Our free throw shooting was clutch when it had to be. Our defense was solid and we created some turnovers. We rebounded a lot better in the second half," said Bates.

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Computer from page 1

2. "The disk worked fine yesterday, but now all the files are scrambled."

Something that a lot of people don't know is that computer disks are magnetic. So anytime a disk is placed in or close to a magnetic field, the information saved on them risks being scrambled or deleted.

High risk behavior includes holding disks too close to a motor, placing them near audio speakers, and sticking them to your refrigerator with a magnet so you don't forget them the next morning.

Another dangerous practice is walking through the book alarms as you enter and exit a library. Although it is weak, the alarms do transmit a magnetic signal that could harm your disk.

"It's not a guarantee that it will scramble the data on your disk but it is a possibility," says Russell. The emphasis is on possibility.

To avoid losing any saved information and possibly ruining a disk, keep them away from all things magnetic. If you want to take an extra step of precaution, hand your disk to a library assistant and have them hand it to you on the other side of the book alarm.

3. "I'm sure I told the computer to save but the file isn't on my disk."

Most of the time computers don't automatically select your 3.5 disk drive when

you ask it to save something. If a student is unaware that they have to manually select their floppy disk drive, the file will be saved to the hard drive.

Saving the file to your hard drive at home is usually not that big of a deal. It will probably cost you a few hours of turnaround time and a late paper at the most. However, saving the file on a hard drive in one of the computer labs could cost you much more.

"Students end up saving their work onto the hard drive and that is very, dangerous," says Russell. "Periodically we have to do maintenance on these machines. We reformat the hard drive which means if you accidentally saved your paper there, and we had to fix that machine, your paper is gone and there is nothing we can do about it."

To keep this from happening to you, learn how to select the proper drive. If you don't know what the proper drive is, ask.

4. "My paper came back with all sorts of wrong words in it. I thought Spell Check was supposed to catch things like that?"

Spell Check is a wonderful program when it's used correctly. It will make sure every single word of your paper is spelled correct. This includes wrong words that are used in wrong places.

"Here's an example of

what people do," jokes Siggson. "You have a bad attitude!" they say. The word should have been 'attitude.' They expected Spell Check to catch that."

The program is a helpful tool but it won't fix word errors. Take your time. It is not uncommon to find yourself pressing the "replace" button every time Spell Check stops in the middle of a paper. Slow down in the revision process, and always read and reread your papers.

Solution? Only rely on Spell Check to fix the words you've misspelled, not the words you've misused.

5. "I don't know if I'm doing this right, but I'm afraid to ask."

The modern student is expected to be technologically savvy and computer literate. But in reality, the majority of students struggle when it comes to computers.

They all have questions, but because they are expected to know computers, they are often hesitant to ask for help. This can be the biggest problem of all.

"Students need to be aware that there is no such thing as a stupid question; it just doesn't exist," says Russell. "You cannot ask me a question that I have not been asked before."

Although it may seem intimidating at first, asking questions will always save you time and energy in a computer. Many of the problems listed above can be solved by asking questions. And if you feel like you don't

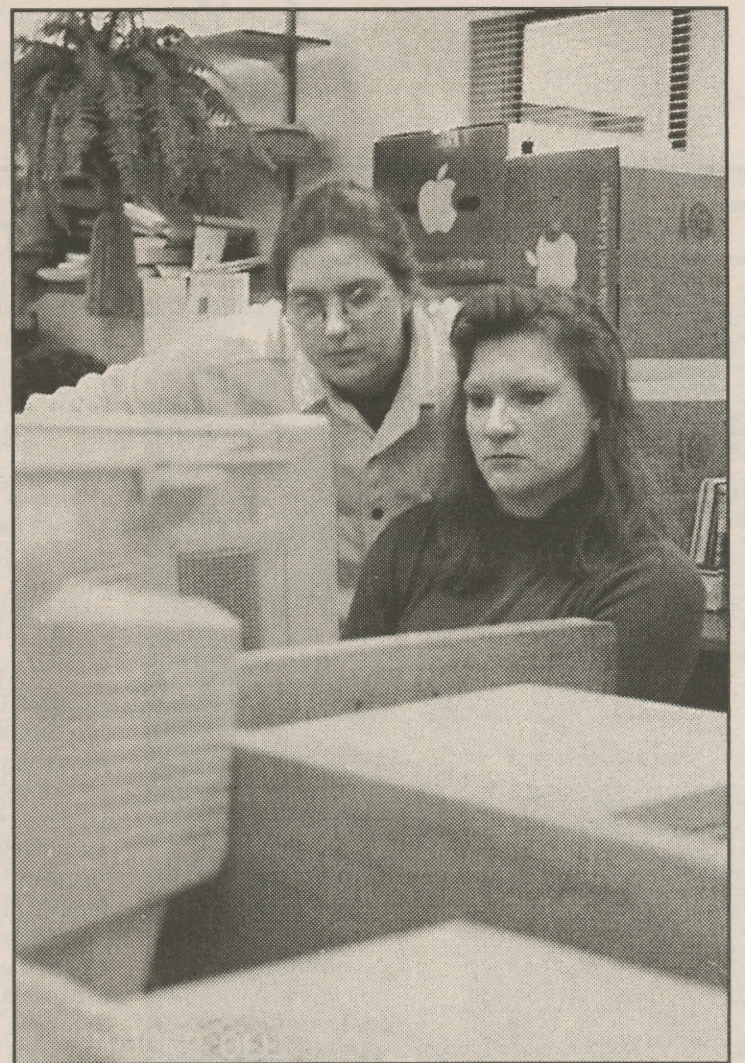


Photo by Gabriel Powell

Andrea Hudson, a lab aid, helps student Heather Jeffers in the computer lab on the fourth floor in the Center Building.

know as much about computers as you probably should, don't worry.

"Everyone who knows what they're doing [on computers] at one time didn't," says Russell.

Solution to the problem? Don't be afraid to ask what you think is a stupid ques-

tion. The staff in the labs are more than willing to help with any problem that develops. They would rather you ask for help than try to do it yourself and risk destroying your work and their computer.

"I get paid to get bugged," laughs Russell. "Bug me."

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WinCo Foods GRAND OPENING!

You're invited! Come fill out an application and learn about the many opportunities available at WinCo Foods' new location!

ANOTHER NEW WINCO FOODS STORE is about to open. That means top-shelf opportunities for talented go-getters looking for flexible schedules and some excellent income. With a competitive salary range, WinCo is the perfect solution for those seeking career or part-time opportunities.

At WinCo, we're tops with employees and shoppers because we're different. We're an "Employee-Owned" company, which means that we offer better compensation and benefits packages and more opportunities than you'll find anywhere else. Customers enjoy WinCo's Winning Combination of an easy-to-shop supermarket with loads-of-different-items at low, Low, LOW prices... and we don't charge membership fees.

So whether you're looking for a friendly, affordable place to shop...or even better, a great place to work...join us at WinCo. When it comes to the long list of grocery store chains, we're the ones at the top.

WinCo Foods offers competitive wages and benefits, plus an Employee Stock Ownership Plan, flexible hours, 401(k) and excellent growth opportunities. **Apply in person Monday-Friday, at the listed address for WinCo Foods' new location (no phone calls please).** Interviews will be scheduled with selected applicants. Pre-employment drug testing is required. WinCo Foods is committed to achieving and maintaining a safe and productive workplace.

WinCo FOODS