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stands**
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Volume XXXVI Number 11

THE TORCH

Thursday, January 17, 2002

New group forming for students to explore Jewish culture

Student organizer wants club to provide social and spiritual outlet for members.

Sarah Ross
News Editor

Have you ever wondered what Rosh Hashanah is all about? Are you curious about Yom Kippur? If Sarah Crow has her way LCC students will be able to learn about and share in Jewish traditions at a Jewish Student Union on campus.

Crow, a full-time LCC student, may be undecided about her major, but she is clear about her desire to learn more about her heritage.

"It's kind of overwhelming," says Crow who lives with her Jewish mother and sometimes attends church with her Christian father. "I don't do the 'Jewish thing' so I think, 'Am I really qualified to start something?' But it would be an opportunity for me to learn more about Jewish culture."

Although Crow has lived in Eugene for ten years, she says she didn't know there was a Jewish community in town until she attended a student retreat in Olympia, Wash., last year. The retreat was organized by Hillel, an international organization that supports Jewish groups on college and university campuses.

"A friend of mine got me interested. We went

see JSU on page 4



PHOTO BY NAOMI REICHMAN
A traditional Jewish sabbath, called Shabat, is started with the lighting of candles and saying a blessing.



PHOTO BY COLLIN ANDREW
Public Safety officers Jim Harris (left) and Glenn Goss (right) arrest a woman who attempted to jump off the balcony of the Administration Building, Building 6, on the afternoon of Jan. 15.

Frustrated student attempts jump from LCC building

Jenni Schultz
Managing Editor

LCC Public Safety personnel prevented a student's attempt to jump from the second story balcony of the Administration Building Jan. 15.

The college has not released the student's name but says she was upset over a recent judiciary hearing held in that building regarding a "presumed violation of the student conduct code," says Judicial Advisor Sandra Ing-Weise, director of Student Health and Support Services.

Judiciary hearings are held when the college charges a student with violating the Student Conduct Code. Appearing at most hearings are, the Public Safety officer that was present at the time of the violation, a judicial advisor, the student and a person of the student's choice. The harshest ruling that a student can receive from these hearings is expulsion from LCC.

After the Jan. 15 hearing, the student ran from the room onto the narrow landing area of the second floor facing Building 5, says Ing-Weise.



PHOTO BY COLLIN ANDREW
Public Safety officers restrain a distressed student outside of a second floor window of the Administration Building, Building 3.

Student Tasha Hershey, who is in the legal secretary program, said that the woman yelled "I'm gonna sue her," and, "She wouldn't even give me a second chance." She then threw her back-pack onto the ground and swung herself over the ledge. After she hung on the ledge for a minute, the officers pulled her over and restrained her, says Hershey.

Director of Public Safety Mike Mayer said that the

see JUMPER on page 4

Union tries to increase pressure on college with 'work to rule' request

After 18 months of negotiations, LCC's faculty union and college bargaining team may be headed towards state mediation.

Sarah Ross
News Editor

The faculty union urged its members to "work to rule" in an e-mail sent Jan. 8, in an effort to push the college to resolve on-going contract negotiations.

"Work to rule" means you do what you are required to do (by contract), and use your discretion to not do all the things people normally do when they are treated with respect," says Dennis Gilbert, who heads the LCC Education Association's bargaining team and is an instructor in the Science department.

"We're encouraging faculty to 'work to rule' as another way of showing resolve," he explains.

Although the e-mail asks faculty to "minimize any harm to students," several of the "work to rule" strategies could negatively impact students, including: accepting only the established maximum number of students for classes; not accepting new students after a class has met; and not engaging in non-teaching work, such as curriculum planning, development or coordination that goes beyond contracted obligations.

A brief history

The "work to rule" request comes after nearly 18 months of bargaining in which the college and faculty union have been unable to reach agreements on major issues including compensation, cost-of-living adjustments, and health insurance costs.

Although the faculty union ratified a six year contract in June of 2000, several issues, including funding for faculty salary "step" increases for the 2000-2001 academic year, were left open.

Negotiations to resolve those issues began

see FACULTY on page 8

Pell Grant funds increase after President Bush visits Portland Community College

Bush came to Oregon Jan. 5 to stimulate the economy and discuss "No Child Left Behind Act."

Pat Sweeney
Staff Writer

President George W. Bush sought support for his economic stimulus package during his Jan. 5 trip to Oregon, where the 7.4 percent jobless rate is the

highest in the country.

He also promoted the "No Child Left Behind Act" which includes increased Pell Grant funds.

Visit to PCC

Bush's visit included a stop at the federally funded Northeast One Stop Career Center at Portland Community College. PCC used the opportunity to share with the president the work it is doing to help unemployed people procure jobs. According to a Jan. 7 PCC news release, "PCC operates five such centers in the

Portland Metro area and has helped approximately 20,000 adults in the past year through a wide slate of short-term education and training programs."

PCC President Jesus "Jess" Carreon asked Bush to "use the nation's community colleges as a key vehicle in the implementation of his economic stimulus package to get America back to work (Bush) said he would," said the news release.

"Bush seemed well aware of the role

see BUSH on page 8

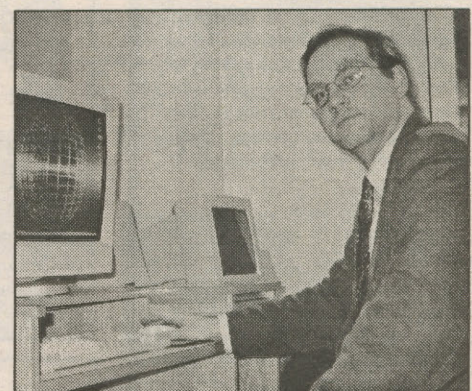


PHOTO BY RICHARD ARCHAMBAULT
LCC instructor Jeff Osanka attended President Bush's recent visit and discussed community college issues with the president's staff

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The Torch, the official student-managed newspaper of Lane Community College, is published every Thursday.

Letters to the editor should be limited to 250 words and include the author's name, phone number and address (address and phone number are for verification purposes only and are not for publication.) Commentaries should be limited to 750 words and should also include the author's name and address. Deadline for the following issue is Monday, 5 p.m. The editor in chief reserves the right to edit letters and commentaries for the length, grammar, spelling, libel, invasion of privacy and appropriate language.

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Reexamine recent commentary

On Jan. 10, The Torch published a commentary by anarchists Marshal Kirkpatrick and Brenton Gicker titled "Against the State, Against the War." As an anti-war activist awaiting trial for civil disobedience, I was extremely disturbed by their comments. I would like to take this opportunity to respond.

Kirkpatrick and Gicker tell us, "Anarchist opposition to the war cannot base itself on humanitarian moralism. Moral principles that are placed above the real lives of individuals as a means of judging their value are easily transformed into justifications for economic and political interests of those in power."

It is not explained how valuing "real human lives" above abstract moral principals differs from "humanitarian moralism." It is worth noting, for the sake of the anarchists, that appeals to the protection of "freedom" are just as common in justifying U.S. atrocities, but these are small points.

Larger issues arise when Kirkpatrick and Gicker claim, "When we try to use the same values against the state that the state uses to justify its activities, we get caught in a war of words in which the state has the upper hand..."

Translation: they are afraid to enter an actual debate that they might actually lose. Most opponents of the war have more faith in their views. The documented civilian casualties, the record of those the U.S. is supporting, the suspicious economic interests involved (both in Afghanistan in particular and our foreign policy historically), and the obvious observation

that bombing creates more terrorism—these provide most activists with plenty of ammo to render the U.S. "humanitarian" arguments laughable. This is why our government must rely on endless emotional appeals. Our anarchist friends take the same route, and we will soon see why.

They continue, "...and will find such attempts turned against us, since we do not value all lives equally. The lives of those who rule us and the armed lackeys that they hire to defend them mean nothing to us, since they are the ones who have sucked all the joy and wonder out of life, transforming it into nothing more than different levels of survival at a price."

I don't know about joy. At the moment however, I am experiencing a great deal of wonder trying to figure out how the hell Kirkpatrick and Gicker reconcile their views. Didn't they just denounce "moral principles that are placed above individuals as a means of judging their value?" And yet they claim the moral authority to dismiss the lives of soldiers and police, the grief of their families, their sacrifices, misguided though some of them might be. Even politicians and their corporate leash holders have families, feelings, value.

Don't get me wrong; I believe that there are times when taking a life can be the right, or least wrong, thing to do. But to objectify people with labels to make taking their lives easy is a weapon of the irrational and those who lack the courage to make difficult moral decisions. In fact, it has been the choice weapon of the state since the beginning of recorded history.

Kirkpatrick and Gicker continue to illustrate their lack of concern for human life and suffering. "If we compromise our methods and principles in order

to forge false unities to end the war, we are falling into the same trap as those who wear the flag because Bush and the media told them that our complex emotional reactions to the attacks of Sept. 11 all come down to patriotism."

There is one large difference between these two "traps." One of them ends the mass murder of Afghans and prevents it from being expanded to other peoples. These are the 'real lives' which Kirkpatrick and Gicker want us to place above the 'moral principles' that they supposedly don't have. Yet these lives seem a small expense to our anarchist commentators in maintaining the purity of their revolution. This is why activists of diverse ideologies and long term goals form coalitions at times like these; it is not a 'false unity.' Those lives are important.

As the "war of words" continues between government and resistance, you may see many views such as Kirkpatrick and Gicker's being waved around by politicians and corporate media that wish to tar us all with the same brush. They do not represent us. I urge you not to take them too seriously.

Robert Slaughter
LCC Student

LCC is not an ashtray

Surrounded by rolling hills backed by majestic mountains, this campus is visually inspiring (when the clouds let up, that is). The forest behind campus offers a peaceful, serene environment where one can unwind from the stress of classes. And a walk around campus reveals a beautiful landscape consisting of various trees and plants, even an herb garden where one can snatch a whiff of rosemary or basil.

But why is it that I can easily find trash and cigarette butts lying on the ground of this attractive campus? I often see people outside a building, finishing the last drag of a cigarette before class begins, standing right next to an ashtray, flicking their butts to the ground.

Our campus is currently debating implementing a no smoking policy that would restrict or prevent smoking on campus. I do not agree with a smoking ban, but maybe if smokers were a little more considerate to their environment and the people living in a said environment, we would not be dealing with the possibility of a policed smoking ban.

No non-smoker likes to have a cloud of previously inhaled smoke blown in their face. But aside from health issues, smokers like myself (who carry a pocketful of butts and random refuse to be deposited in a proper receptacle later) do not like to look on the ground in an institution helping each of us excel in life and see litter that could have easily been dropped in a trash can.

We are all adults here, or at least old enough to know better. So, how about using the trash cans and ashtrays located all over campus for their intended purpose.

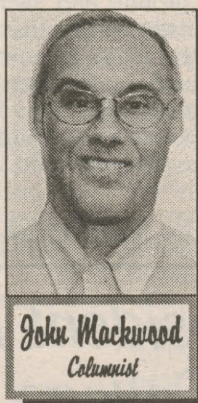
I won't bother mentioning that litter has brutal environmental effects, as I am sure everyone has heard it before. But I ask you to look around after reading this letter and use the ashtray within your line of sight.

It's up to us to keep the campus clean, people. The landscape crew at LCC is made up mostly of students working for credit, *not* money, so please clean up after yourself. After all, this isn't your mother's house.

Noel Madden
LCC Student

MackWorld

It's a scary world out there. It's a lot better to go to school and take a lot of classes all day long than to stay out in the world. I want to be a stand-up comedian and work for the comic news room. I want people to laugh their heads off and to be very funny all day long and night. I will be going to school at LCC from September 2002 to 2003.



John Mackwood
Columnist

Editor's Note:

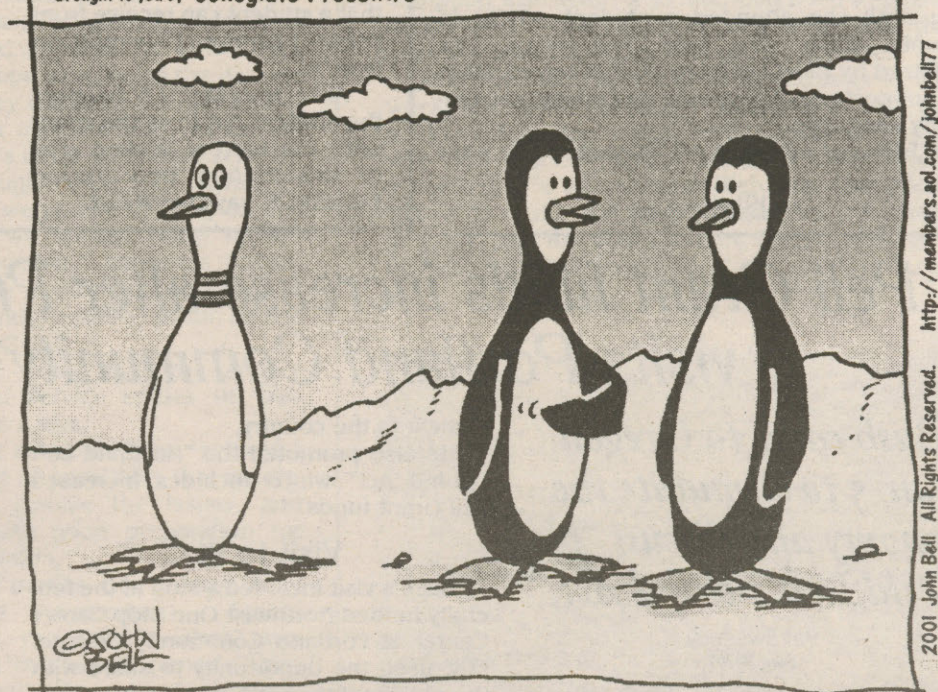
John Mackwood is a special needs student on loan to The Torch from the LCC Downtown Center office of Adult Basic and Secondary Education.

IMPORTANT DATES TO REMEMBER:

Jan. 18 — Last day to receive a full refund.
Jan. 21 — The college will be closed in honor of Martin Luther King Day.

The Bell Curve by JOHN BELL

Brought to you by Collegiate Presswire



HE'S IN THE "WITNESS PROTECTION PROGRAM".

BSU members take children under the wings

LCC's student run organization started the Umoja group who will be performing in the cafeteria today from noon to 1 p.m.

Sarah Ross
News Editor

"To me, it takes a community to raise kids," says Capone Summerfield.

Most days Summerfield is an LCC student, vice-president of the ASLCC and treasurer of the Black Student Union, but on Wednesday and Thursday afternoons, he is a tutor, mentor and role model for the mostly African-American members of the Umoja club at Jefferson middle school.

"I don't want them to go through what I went through," he says. "By giving them skills, I'm giving them healthy options."

The BSU has invited the club to perform in the LCC cafeteria today, Thursday, Jan. 17 from noon to 1 p.m., as part of this week's Martin Luther King, Jr. day events. The students will be reading poetry they wrote and published last year as part of a fund raising project.

Umoja is a Swahili word meaning 'Unity' and is the first principle of Kwanzaa, an African-American winter holiday celebrating family, community and culture.

The club is "homework, culture and academics together," says Bahati Ansari, who supervises the kids after school. "(The mentors) give them a chance to see someone who looks like them (going to college). They don't see that

because of the community they live in."

Ansari says she knows the club is successful because the kids are "doing better at getting their homework in on time," and "at least it's getting them to come back to school instead of the mall or staying at home," she explains.

"I have them call me 'mama Bahati.' That brings it a little closer to home," she says, "They know there's people here who care for them and are keeping an eye out for them."

Anthony Fuller, BSU's president, says "(It's) just to let them know that college is for everybody. Sometimes the kids don't get to see people like them in college." And by that, Fuller explains, he means someone who is 'cool', into music and still having fun even though they're going to school. Fuller, in his second year of the Computer User Support program at Lane, also DJs locally and says he sometimes takes his turntable to the school to show the kids how to scratch and blend records.

Fuller and Summerfield started the mentoring project last year with the help of Ansari and Greg Evans, LCC special projects coordinator for International/Multicultural Services and faculty advisor to the BSU. Six BSU students are currently involved in the project.

Fuller says "It's important for me, because I have a 5 year-old daughter and I want her to see charity and giving back to the community."

Fuller, who talked about the challenges he faces navigating the sometimes hostile, isolating experiences he has as an African-American student on LCC's predominately white campus, says "A lot of these kids they don't have the help that they need from someone who's like them, especially the African American kids."

"(My daughter was) called a 'nigger' before she was 5 years old all that plays into why I want to help the kids out."

Summerfield, in his third year of LCC's Dental Hygiene program, says "I've been there, what these kids are going through, I had to figure it out myself."

"I want to help them build their skills so they know how to stay out of trouble, how to speak tactfully to people — to teach them to honor diversity, and teach other people to be comfortable with diversity."

This year graduates of the club, now in the 9th grade at area high schools, contacted Bahati at Jefferson asking if they could come back and tutor current club members.

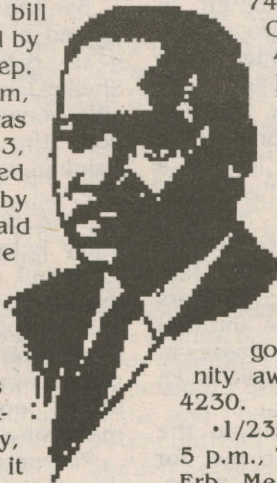
That's what it's all about, says Summerfield, "Being able to pass on knowledge."

Martin Luther King Day Information

Faith Kolb
Copy Editor

History:

It took 15 years to create the federal Martin Luther King, Jr. holiday. Congressman John Conyers, D-Mich., first introduced legislation four days after King's assassination in 1968. After the bill became stalled, petitions containing six million names were submitted to congress. Each successive legislation the bill was reintroduced by Conyers and Rep. Shirley Chisholm, D-N.Y., until it was passed in 1983, and was signed into law by President Ronald Reagan with the provision that it be moved to the third Monday in January. A number of states resisted celebrating the holiday, stating that it would cost too much to give another day off to workers and that he didn't deserve his own holiday. Several southern states include celebrations for Confederate generals on that day, while Utah calls it Human Rights Day. Arizona, after a proposed tourist boycott, adopted the holiday in 1992. In 1999, New Hampshire changed the name of Civil Rights Day to Martin Luther King, Jr. Day.



Events around town:

•1/19: Honoring Our New Ethnic Youth (HONEY) Family-Style Celebration, 6 p.m., Northwest Youth Corps building (formerly Laurel Hill School), 2621 Augusta St. Keynote speech by Bahati Ansari, entertainment, potluck, 343-4023.

•1/21: "Renewal of the Commitment" march, 9am begins at Martin Luther King Park, 10th and Grant Street, 741-8830; MLK Celebration, 2 p.m. to 4 p.m., Hamlin Middle School, 326 Centennial Blvd., Springfield; "Tragedy and Triumph: The Strengthening of America"

Celebration at Hult Center, featuring journalist/author Nathan McCall, gospel music, community awards, 5 p.m., 343-4230.

•1/23: "Honoring Dr. King," 5 p.m., Taylor Piano Lounge, Erb Memorial Union, UO. Birthday cake reception with jazz pianist Chris Stubbs, professor Mark Harris, Eugene Peace Choir. 346-1139.

•1/24: MLK Awards, 11:30 a.m., Gerlinger Lounge, UO. Honors ceremony for exemplary staff and faculty. 346-1139.

•1/25: Unity Dinner and Dance, 6 p.m., Collier House, UO. Presented by Vietnamese Student Association and Black Student Union. 346-1139.

LCC board makes strong commitment to Native American long house project

Skye MacIvor
Editor in Chief

A culturally diverse crowd filled the LCC Board of Education room at its monthly meeting Jan. 9, in support of a proposed Native American Program long house project.

Board Chairman Robert Ackerman began the meeting with a motion to move the long house issue to the top of the agenda.

The long house concept was described to the board as "a multiple use facility which would incorporate the needs of Native American students and the local Native American community, but would be available for all students."

After listening to seven audience members endorse the building, the board unanimously voted to pledge \$250,000 in "capital repair" funds to aid in constructing the long house facility.

Conditions for the \$250,000 pledge require that all additional building revenue, up to \$420,000, must be raised by the Native American Program through outside sources; that the long house be a multiple use facility; and that if money is not raised by December of 2003 the college commitment will "sunset" in January of 2004.

The long house building concept originally sprouted in 1993, when Frank Merrill, Native American Program coordinator, presented the idea to the Facilities Management Committee.

According to an information packet presented to the board, the initial request for a site indicated that the materials and labor might be donated.

In 2000, the Spirit Mountain Community Fund pledged \$100,000 (\$50,000 direct grant and \$50,000 challenge grant). Further grant proposals were submitted to various tribal community funds and are waiting possible approval.

"It's not simply a matter of how many classrooms can be built and accommodated in the long house," said Mark Harris, Substance Abuse Prevention coordinator, and one of the seven to address the board, "It's how many cross-cultural modes of instruction can be expressed in a (long house) setting."

Harris was referring specifically to a learning community that he teaches, Afro Blue, which explores the African American experience. In this class, Harris uses traditional African drumming as a teaching aid. And in a typical LCC classroom, the noise can be a distraction to other classes meeting in the vicinity. But the long house could be an appropriate place to use a cultural teaching aid such as drumming, said Harris.

Biology instructor Jerry Hall described the Native American Program to board members as a growing combination of cross-cultural courses, programs and organizations that specifically

focus on native peoples at Lane.

He said interested faculty have been working to create and nurture these outlets for students who are making the transition from a reservation to college—students whose families may not have attended college. And the growing program is not limited to Native American students, he said.

"This (program) is contributing to what I see as an increased interest in Lane. And we all believe and feel from our own experience that something like a long house would focus and advertise this kind of interest."

ASLCC Sen. Jake Mulcahey told the board, "I've had a chance to spend some time with Frank and other people working on the long house project ... and all of us at ASLCC have been supporting it."

ASLCC Sen. Jennifer Hoffman read to the board a resolution passed with full support of the ASLCC Senate on Jan. 9.

Points raised by ASLCC's resolution were that the long house would embody the ideals expressed in the college's mission statement and core values and would clearly demonstrate Lane's commitment to address diversity issues.

Ackerman responded to ASLCC's resolution, "I commend you for your research in our policy to remind us of who we are in this resolution. I like to revisit the core values once in a while."

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LCC Black Student Union Martin Luther King, Jr. Celebration Week Activities

Thursday Jan 17th

Umoja Club, Jefferson Middle School Poetry, Reading, Signing and selling of books @ \$5.00. 12-1 pm Cafeteria

African American Film Festival (films to be announced) 1-4 pm multicultural center

Friday Jan. 18th

African American Film Festival (films to be announced) 1-4 pm multicultural center Room 201

The Umoja Club is a student based organization focused on the cultural, social and academic needs of African students attending middle schools. The club is sponsored by LCC and UO student union members. For more info: call Ms. Leslie Ext. 2043

Computers demystified with LCC project

Lane County Head Start office provided a group of LCC Students with the opportunity to gain hands-on experience with computers.

Sarah Ross
News Editor

"Learning to expect the unexpected." That's what a hands-on project re-configuring computers at the Lane County Head Start office in Springfield taught LCC student Jennifer McEvoy.

McEvoy and seven other students from the Women in Technology support group tackled the task over winter break with a lot of enthusiasm and a little bit of trepidation. "I've gotten into my own computer a couple of times, but it's still a little scary," says McEvoy, who is majoring in Network Operations and Computer User Support. McEvoy says she first got interested in computers while in the Air Force and that before beginning her classes at Lane in 2000, didn't have much computer experience.

Before heading out to the project-site the group met for three hours with Doug Weiss, instructional specialist in Applied Engineering, in an electronics lab on campus. "I gave them the preliminaries on how to handle that cards safely without static damage," says Weiss.

"We ran into some problems during the training," recalls McEvoy. "One of the power supplies blew. All I remember about the training up to this point was never, ever, ever get into the power supply." But because it can be removed without opening it up, she says, the group was able to replace it.

"It was important when that happened," she says, "because

things like that are going to happen and you can't take it personally. Even the expert there didn't anticipate it."

McEvoy says that swapping out the damaged power supply helped the women overcome some of their fears about handling the internal components of a computer.

By the time they finally arrived at the project site the next day, group member Shelley Lawrence says, "I was a little nervous, but what we had done the day before (in the training) was a lot more extensive."

"The training session was really helpful. We took everything out of our computer — the cards, the power supply — and swapped things around." Once everything was back in place, Lawrence says, the group tested each component to make sure it was working.

"I learned some really good tips on how to put knowledge to real life," she says. "Like how cards fit into slots; sometimes it takes some tweaking."

Lawrence says the project was a big confidence booster. "It gives you the sense that you can do this stuff, it's not that scary, you're not going to touch something that's going to blow up, which was kind of my attitude about it before the project."

Lawrence, who says she had never touched a computer until about three years ago, worked as a press operator in a lumber mill for 12 years. "I got to a point where I didn't want to be doing that kind of work," she

says. With some help from her Women in Transitions class and the Dislocated Workers program she says she was able to afford to go back to school and is now in her second year at Lane.

McEvoy says the group also "... learned to read directions. We found out we put the chips in (on the network interface cards) too early, so we had to go back and take all the chips out. We got pretty good at that."

J.R. Dallas, computer support specialist for Head Start of Lane County, supervised the group on site and says he thought they did "very well" given their level of experience and training.

Dallas acknowledges that "The computer classes at LCC that deal with hardware are very broad, there are things you just don't learn until you start doing it."

"If a chip gets damaged (while the women are installing it), I figure it could have happened to me, too," he explains. "It's the only way for them to learn. You've got to take a little bit of a chance."

Dallas, who received his Computer User Support degree from LCC in 1998, held a co-op education position with Eugene's 4J school district while he was a student.

He now takes on one or two co-op education students every term at the Head Start office.

For information about the Women in Technology group contact Donna LaRosa at 747-4501, ext. 2722.

'Let's Roll' is troubling Neil Young offering

Young's song is an artfully wrought tribute to the heroes of Sept. 11, yet his message is ambiguous.

Harold Rogge
for The Torch

"Let's Roll" is the name of Neil Young's new song about Flight 93, the jet that crashed in Pennsylvania on September Eleventh when passengers reportedly tried to regain control of the plane from hijackers.

One passenger learned about the three other hijacked jets that morning during a cell phone call to his family on the ground. He and other passengers decided to prevent a fourth crash and planned to overtake the hijackers. His last words, "Let's roll," have become American legend.

The song begins with a short, haunting bit of sound montage, and then has a nice, funky, semi-slow beat. It seems the right choice of melody for the subject matter. The song also seems familiar, as if it were musically similar to some other song, perhaps the old Aerosmith tune, "Last Child."

Since "Let's Roll" seeks to tell an important story, the lyrics are more relevant. At first, the words are clear and biting, in keeping with Young's ability as a storyteller. The first impression is that this is not a gimmick that takes advantage of the ubiquitous tragedy, but rather, a well-thought and heartfelt commentary on current events, something else that Young does very well.

The lyrics describe the horrible circumstance that confronts the hostages with a lousy choice. Though the word "evil" has been used too much recently, Young seems unafraid to use it. The song speaks to a certain necessity when evil is approaching: that we must turn around, face it, and oppose it, sometimes at great personal cost.

But then, the story changes to events presumably after the

attacks. The lyrics propose that if evil tries to run and hide, that we must root it out and track Satan down, and that we will not be denied. This is about a very different circumstance than aboard the hostage jet. It is about the choices we make concerning how to respond after the initial attack.

The song accomplishes a transformation without a change in musical or lyrical style. By telling a different story, the song changes mid-stream from an insightful interpretation of tragedy into a warmongering anthem.

On the other hand, might the song be a subtle and complex weaving of satire within a straightforward and simple tale? This is yet another aspect of Young's song writing abilities that he has shown in many other songs. An example of this barbed wit can be found in "Rockin' in the Free World", in which Young sang, "Don't feel like Satan / But I am to them".

Another expression of a particularly savage sarcasm was in a song called "This One's For You", which was both a pointed critique and a lampoonish demonstration of the excesses of commercialism.

However, "Let's Roll" seems mostly to be a song of grieving yet lucid explication, like the one many years ago that began, "I've seen the needle and the damage done." Perhaps someone will ask Neil Young what he is trying to say today.

Perhaps if he joins the MTV/USO tour of the Afghanistan front lines and enthusiastically sings the song for some cheering troops on the deck of an aircraft carrier floating on the Tropic of Cancer in the Arabian Sea, perhaps then it will be clearer. Or maybe not.

JUMPER continued from page 1

woman was "turned over to the Sheriff's office," and "one of the charges (given to the student) was assault." LCC charged her with criminal disorderly conduct, says Mayer.

Ing-Weise, the hearing officer, says that she "expected the student to be unhappy with the

verdict, but assumed that she would handle the situation better."

Ing-Weise also says that the goal of LCC is to provide a comfortable environment for students and that she doesn't want "this to be one more mountain" for this particular woman to climb.

JSU continued from page 1

together and it was really a great experience," says Crow. "They were very accepting of all different people, from Orthodox to people who are just learning. It was the first fun Jewish experience I'd had," she says.

In the past, Crow has attended Bible camp in South Carolina and describes the two experiences as being "very, very different."

Since the retreat in Olympia, Crow has been participating in Shabbats, traditional Friday evening services, at the UO Jewish Student Union and is getting to know the Jewish community in Eugene.

She says she "wants to get the word out to people like me who technically are Jewish but don't know that much about it."

Crow says both her mother and father are supportive of her efforts.

"My mom thinks it's awesome. My dad thinks it's cool. He wants me to go to church with him and for him it's about reli-

gion, and that Jewish history and spirituality are interesting."

Crow sees the student organization playing both a social and spiritual role in students' lives. "I really liked the religious services that were a part of the (retreat). They made me feel a part of a community."

Susan Matthews, student advisor for LCC's Multi-Cultural Center, says several students approached her about forming a Jewish student group last fall, but Crow is the first to follow through. Matthews helped create and post flyers around campus announcing the group's formation. As far as she knows there has never been a Jewish-oriented group on campus before.

Crow is in the process of meeting ASLCC requirements for authorized student clubs. If she can document that at least ten students are interested, the group may receive \$50 from the ASLCC to cover the costs of its activities. Additional funds may be

requested as needed or the group may hold its own fundraising events.

Other requirements include electing officers and establishing a regular meeting time.

People interested in finding out more about the group or participating in some way should contact Crow at profusepersit-tage@hotmail.com, or stop into the Multi-Cultural Center on the second floor of the Student Services Building and talk to Matthews.

Student organizations currently recognized by the ASLCC include Psi Beta; Open Source Computer Group; Lesbian, Gay, Bisexual, Transgender Student Alliance; and Lane Writers Club.

Student groups and services that are funded by student fees include Student Health Services; the Black Student Union; the Child Care Co-Op; Denali; OSPIRG and a variety of sports programs.

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Amélie

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Sat & Sun Mat 2:20pm (subtitles)

Energy Management Program aspires to cut campus energy costs

Students and instructor began a conservation campaign over winter break.

Pat Sweeney
Staff Writer

During winter term, Roger Ebbage Energy Management Technician Program coordinator, and the students of the EMT program will encourage college staff and students to reduce energy usage on campus. The conservation campaign will consist of communicating to students through ASLCC, making presentations to division meetings, putting up signs in classrooms and reporting progress to a committee.

Ebbage is building an EMT committee with representatives from administration, faculty, students, staff, employees, facilities and housekeeping. He says he is "trying to cover everyone who does work or attends school" at LCC.

Jennifer Gainer, ASLCC president, confirmed that "ASLCC will have a student participate" on the committee,

although she has not yet identified who the representative will be.

The campaign began during winter break. Ebbage worked with the facilities and heating, ventilating and air conditioning managers to light only areas where people were working. Temperatures were lowered in all buildings from 72 to 64 degrees, and will be set at 68 degrees during winter term. "It will save a huge amount of energy," says Ebbage.

One of the hardest jobs for Ebbage is dispelling myths that are not based on fact, such as the misconception that turning off a light will wear it out faster. "The amount of money saved through energy conservation far outweighs the amount spent due to lamp-life loss," Ebbage says. People can conserve by turning off most electrical devices when not used for more than 15 minutes.

"Lighting and computer monitors are the simplest things we can do. It is a matter of changing our culture. We have done it successfully with recycling. We can do it with lighting and monitors," says Ebbage.

Ebbage and the EMT students will monitor results of the campaign with technology purchased through EWEB. Using the Internet they can access statistics on energy usage for the past month one day after the end of the month.

In 1994, Ebbage and the students in the EM program audited energy usage for lighting and HVAC systems. Then between 1994 and 1998, in conjunction with EWEB and

Hatten/Johnson Associates, a local engineering firm, they retrofitted campus buildings with energy efficient lighting. As a result, Ebbage says, they "saved about \$80,000 annually in electric

usage, primarily for lighting."

Mike Ruiz, superintendent of facilities, says, "Students may find it a little chilly in classrooms." They may need to "bear with the program" and dress warmer in the lower temperatures.

To save energy, people can lower lights with dimmer switches. It is not necessary to have full bore lighting in classrooms, says Ruiz.

Many classrooms and offices have sensors to turn lights off if no motion is detected for five minutes. The sensors were removed in some of the restrooms because if an occupant was motionless for five minutes, the lights went off.

"Energy is becoming more costly. It may only cost five dollars per day for a light left on," says Ruiz. "Five dollars times 50 restrooms adds up to quite a bit of money." In a year, turning off the lights in the restrooms can save thousands of dollars.

Existing energy conservation measures include timers on parking lot lights, more accurate controls on water pumps for heating, a geothermal heating system in the new Child Care Center and computer-controlled lighting in the new Student Services Building.

**"If the people on
campus turn off
all the copiers and
computers at
night, LCC could
save about
\$60,000 per year
in energy costs,"**

Roger Ebbage
Coordinator of the LCC Energy
Management Technician program.

Fire takes life of LCC's former chief electrician



Darrell Allyn

LCC Daily on-line news letter

Darrell Allyn died at home in an early morning fire Dec. 10.

An employee of LCC for 29 years, Allyn was involved in the initial construction of the main campus and was chief electrician

and heating, ventilating and air conditioning technician from 1969 to 1998.

Paul Colvin, Bond Project management, describes Allyn as an employee who was very committed to Lane. Allyn was one of the originators of the

Energy Conservation Program in 1972 and was responsible for retrofitting in 1977 that led to annual energy cost savings of over \$500,000 per year.

"He worked hard at identifying ways we could conserve," says Colvin.

Cancer claims math department faculty member

LCC Daily on-line news letter

Joan Thomas, an LCC Mathematics department faculty since Sep. of 1996 died Dec. 14, 2001. Her battle with cancer ended on a Friday evening. A recent e-mail from the department said that she was a "loved and respected member of our Mathematic Division" and "will be greatly missed."

Thomas is survived by her husband Stu and children Jamie and Katie. There was a

funeral mass followed by a reception honoring Thomas's life held at St. Mary's Catholic Church on Thursday, Dec. 20, 2001.

Stuart Thomas plans to set up a scholarship fund in her memory to which people can make contributions instead of sending flowers or money. For more information about the fund, contact Jane Ariane Nelson, 747-4501, ext. 2393.



Joan Thomas

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Messages

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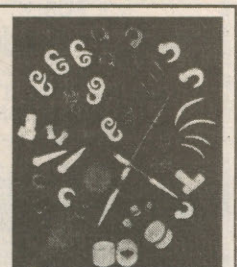


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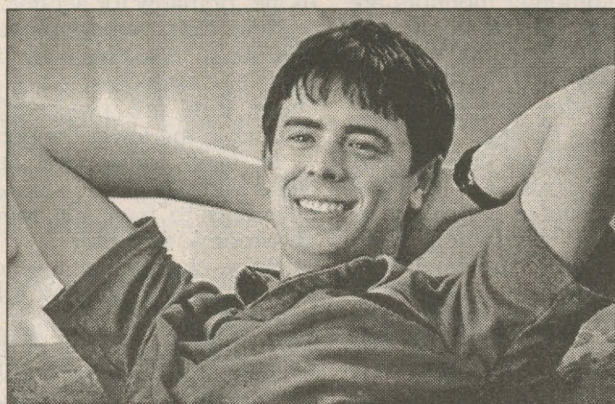
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Suburban family strife: Hanks' performance carries Paramount's 'Orange County'

Colin Hanks is aspiring writer Shaun Brumder in Paramount Pictures' "Orange County."

PHOTO BY GEMMA LAMANA



A supporting cast of veteran comics aid Colin Hanks through his first starring role.

Nick Davis
A&E Editor

"Orange County" is Paramount Pictures' first entry into the growing genre of teen comedy this year.

The film is directed by Jake Kasdan, the man responsible for shows like "Undeclared," "Grosse Pointe" and the critically acclaimed but tragically short lived "Freaks and Geeks." Each of these shows featured misfit students engaging in comedic struggles in their high school or college environments.

Screenwriter Mike White ("Dead Man On Campus," "Dawson's Creek") lends his talent for the project as well. Incidentally, White and Kasdan collaborated previously for episodes of "Freaks and Geeks."

Colin Hanks ("Get Over It," "Whatever It Takes") is Shaun Brumder, a surfer turned writer, who believes that his family and friends are sabotaging his future. He applies to Stanford thinking that escape from his life in Orange County is the only solution. When he is rejected, he tries anything to get in.

Hanks, in his first starring role, shines in this movie. There are many scenes where you know he was groomed for stardom; in particular, scenes where he interacts with his mother (Catherine O'hara), an outwardly selfish, lunatic, drunk. The scenes between the two of them are my favorite. When his mother gets drunk and embarrasses him in front of some people from Stanford, Hanks' reaction is the funniest thing I have seen from a young actor in a long time. With time, he will be better than his old man, Tom Hanks.

Schuyler Fisk

(1995's "Baby Sitters Club"), is Brumder's girlfriend Ashley. This character is a never ending, positive, supportive ray-of-sunshine who supports Brumder through every zany situation in the film. Even though his dream of going to Stanford means doom for their relationship, she still does everything she can to help him.

Fisk, daughter of Sissy Spacek, probably delivered a wonderful performance. I wouldn't be able to tell you though, for I was too busy staring at her. Through the whole film she manages to wear this slinky purple, flowery skirt with matching thong (flip flops, heheh). Lately I haven't liked purple as much as I used to, but thanks to Fisk, it is fast climbing the charts to becoming being my favorite color.

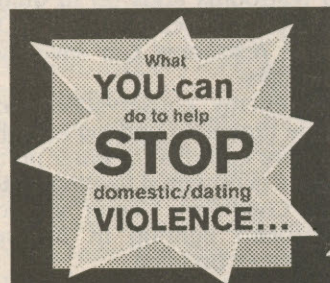
Along with the aforementioned, look for appearances from veteran comics and actors like Chevy Chase, Harold Ramis, Lily Tomlin, Kevin Kline, Ben Stiller and a performance by Jack Black ("Shallow Hal") as Brumder's brother Lance which is strongly reminiscent of the late Chris Farley.

I enjoyed "Orange County" more than I thought. It's hardly oscar worthy. However, any fan of teen comedies should find this one enjoyable. Forced to give it a grade, I'd give it a B. "Orange County" is now playing at Cinemark 17 and Regal Cinemas. For a mindless night out with your buddies, check it out.



PHOTO BY GEMMA LAMANA

Colin Hanks, Schuyler Fisk, and Harold Ramis as Don Durkett in Paramount's "Orange County."



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Valerie Link
Assistant A&E Editor

Drew Laiche is not your average college student. Here on campus he has begun to have an impact on several of the publications that the students read.

Laiche joined The Torch staff the summer of 1998 as a photographer. From there, he moved on to become the assistant photo editor, and then the photo editor of The Torch for 2000-2001.

This last fall, Laiche started work as the editor of Denali, the literary arts magazine distributed on the LCC campus and Lane County.

As a photographer, Laiche enjoys shooting architectural angles, people and nature. "I love how nature makes its own designs," says Laiche.

Laiche has had his work published in past issues of Denali, and he was also the photographer for the Eva water bottle ads which were displayed on the sides of LTD buses.

Laiche's inspiration comes from his friends, and from nature. "I like to go somewhere and just look for shots. I don't like to compose a picture in my head. I like to go out and develop ideas for shots."

As far as Laiche's future goes, he plans on transferring to the UO winter 2002, where he would like to get his degree in education.

"I would love to teach art at the elementary or



Drew Laiche

middle school level. That would be ideal."

To see Laiche's latest work, you can pick up a copy of this term's Denali, available on campus.

Lady Titans lose a game and gain an injured player

Collision with opponent pops Titan Heidi Gilbert's knee

Laura Martyn
Sports Editor

The Clackamas Community College Cougars smothered the LCC Titan women 88-62 on Jan. 12, leaving Lane in sixth place in the Southern Division of the Northwest Athletic Association of Community Colleges.

The Titans are now 0-2 in league play.

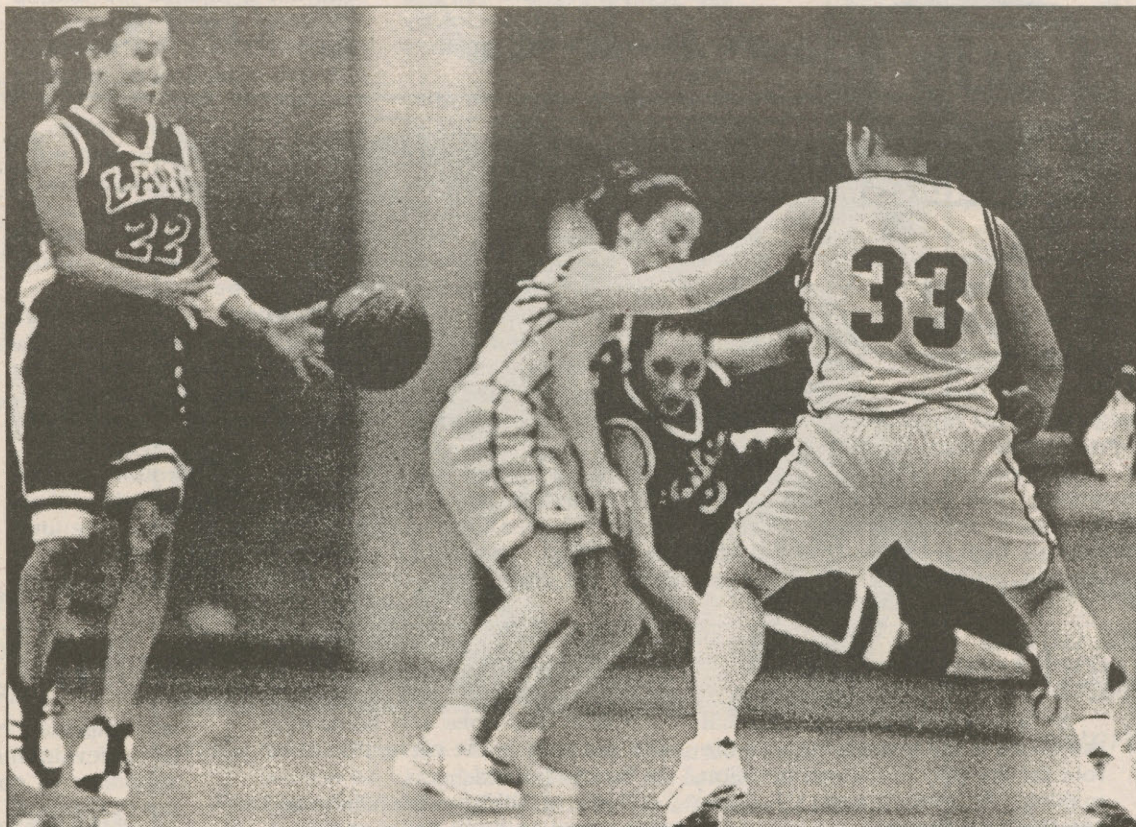
"I don't know why we're playing so poorly," LeAnn Genovese said, "It's just really sad."

Lane has the third highest offensive average in the NWAACC, and the Cougars are fourth.

"Clackamas is a good team," Coach Greg Sheley said "We could have been better, and executed better, but we played hard and we'll do better."

Worse than suffering through their most lopsided loss of the season, was an injury sustained to guard Heidi Gilbert, in a collision with a Clackamas player. Gilbert's feet were planted at the moment of impact, and she said she heard a popping noise in her left knee.

It must have been a frighteningly familiar scene to Coach Sheley, Jenny Pippa and Sandra



Jenny Pippa dishes the ball to Heidi Gilbert (22) in a spectacular play for the Titans in their 88-62 loss to Clackamas CC. Gilbert, who went down in the second half due to a knee injury, is still subject to play.

Isabel, all veterans from last year's team. The Titans lost two players in the 2001 season to knee injuries, Sarah Te'o and Jenny Pippa.

If Gilbert's ACL is torn, her playing season is over, and she will have to undergo physical therapy. The Anterior Cruciate Ligament is one of two tiny liga-

ments that connects the ball of the femur to the head of the tibia, unlike other ligaments that climb the side of the bones.

Sheley made a prediction that as the preseason got underway, Gilbert would not have many high scoring games, but she would consistently put

up solid numbers and play as hard as she could, every time. Sheley also said Gilbert brought experience and maturity to the team, which is mostly comprised of freshmen.

Gilbert was scheduled for a medical evaluation Jan. 15. If she is deemed unfit to play it will be a big blow for the team.

Lane comes close to important win, but lapses in the last half



PHOTO BY COLLIN ANDREW

A pull-up jumper lands Dave Brautigam two of his 14 points. Brautigam also finished with eight rebounds in the Titans loss to Clackamas CC.

Laura Martyn
Sports Editor

After a rough preseason start, the Titan men needed a decisive victory to gain some kind of momentum. Instead, they had another disappointing loss.

Lane led the Clackamas Cougars for all but five minutes at the end of the second half, and that lapse in concentration cost them the cliff-hanger, 62-61.

The Cougars came on strong in the second half, but thanks to the defensive stylings of LCC's Casey Yamahita, the game's conclusion remained uncertain until the infamous last five minutes.

The game results place the Cougars second in the Southern Division, and Lane at fourth.

Chris Olson jump-started Lane's offense by scoring an easy two-pointer, but struggled for the rest of the game, scoring 11 points. Caleb Upchurch landed 14, Dave Brautigam scored 14 points with 8 rebounds, and Keith Baker had 9 points with 7 rebounds.

After the game, many of the players were disappointed with the results of their labor, as well as some of the referees judgments.

Olson said, "We had a good game, (but it was) a tough call game. We knew it was going to

be a battle ... it's just tough."

Coach Boutin had a slightly different view, saying that the team couldn't blame the loss on the officials, they were just unable to lock down the win.

And Brautigam took the diplomatic route, saying "We played competitively, and with heart. The refs could have been better, but I really think that we turned a corner as a team today."

Sports Calender

Men's Basketball

Jan. 19

Mt. Hood Community College vs. Lane
Location: Lane
Time: 4 p.m. Jan. 23

Jan. 23

Lane vs. Linn-Benton Community College
Location: Albany
Time: 5:30 p.m.

Jan. 26

Chemekata Community College vs. Lane
Location: Lane
Time: 4 p.m.

Jan. 30

Lane vs. Southwest Oregon Community College
Location: Coos Bay
Time: 5:30 p.m.

Women's Basketball

Jan. 19

Mt. Hood Community College vs. Lane
Location: Lane
Time: 6 p.m.

Jan. 23

Lane vs. Linn-Benton Community College
Location: Albany
Time: 7:30 p.m.

Jan. 26

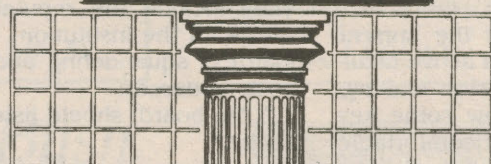
Chemekata Community College vs. Lane
Location: Lane
Time: 6 p.m.

Jan. 30

Lane vs. Southwest Oregon Community College
Location: Coos Bay
Time: 7:30 p.m.

Compiled by Laura Martyn
Sports Editor

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Guest Rider

Theory: LTD buses are as on schedule as a New Year's Eve countdown.

Just as I began to rely on this theory, an episode at Amazon Station blew a hole in it. Impatiently I waited for the bus scheduled to arrive at 11:45 a.m. It limped by 25 minutes late displaying an "Out of Service" sign. The next bus arrived five minutes late, so I was 20 minutes late for a class which terminated 20 minutes early. As a result, I spent two hours getting to and from a class that I attended for 20 minutes. I appended two exceptions to the theory: sometimes buses break down, and adherence to the schedule varies with the driver.

At first glance, it appears that driving my car is faster than riding the bus. Although, when I consider the time it takes to fuel and service the vehicle and earn money for gas, repairs,

insurance and car payments, perhaps I consume less time and dollars by taking advantage of LTD. Besides, last term I



used the bus time to read the assignments for my class.

Proponents claim mass transit decreases pollution. Preserving the environment often means relinquishing a warp-speed, high tech life. After convincing myself to slow

down, I enjoy the opportunities to search for animal shapes in the clouds and watch the geese migrate while the driver negotiates traffic.

Another plus for the bus is a free education in sociology from studying the colorful array of riders.

One rainy day, another woman and I waited under umbrellas next to a shelter which two men occupied. When I boarded the bus, a man in the seat across from me complained, "It was nice of those bums to let you ladies use the shelter." It had not occurred to me that the men in the shelter were simply staying dry, not waiting for a bus. Sociology lesson number one: some people use the shelters for umbrellas.

I watched a gray-haired man cordially greet the bus driver by name as he boarded. As he limped to his seat, I thought, "Even after I enter my twilight

years and become physically impaired, I can bring joy to someone's day."

My sociology research includes studying the most common activities of seated occupants. Some nervous riders could sew a new wardrobe with the rapid sewing machine motions of their feet. As I watched the other riders, I noticed my foot was also moving. Reading and people-watching are other common activities. The preferred reading material on the LCC route appears to be textbooks.

Distortions in the windows catch my attention. A car propels across the surface of the lake. The bus driver and steering wheel are suspended above the intensely green grass. Vehicles speed around a curve into my lap. Yellow striped lines flash across the ceiling. Windows reflect windows. A bus drives up concrete stairs

and over a footbridge.

Engrossed in the illusions, I almost missed my stop.

New theory: among the benefits of LTD transportation are time to read, an excuse to slow down, economic savings and a free education in sociology. Also being on time to catch the bus makes me on time for class — most of the time.

Torch reporter Pat Sweeney is a guest rider in this week's episode of Bus Adventures.

If you would like to submit a column or answer some questions about your transit trek, please contact Gus Wider at The Torch, by letter, 4000 E. 30th, Eugene, OR 97405, or e-mail, torch@lanec.edu.

FACULTY continued from page 1

in the fall of 2000 along with the first economic "re-opener." Contract re-openers are agreed to by the college and the union every two years and allow the parties to re-negotiate specific economic issues.

In November of 2000 the union filed a "bad faith bargaining" complaint with the State of Oregon Employment Relations Board after the college withdrew from a tentative agreement to pay faculty "steps."

The ERB dismissed the complaint in October of 2001, saying that the college had not violated any Oregon labor laws, says Gary Neal, the Community College Consultant for the Oregon Education Association.

The union perspective

Although all parties agree that the country's current economic slow-down has brought the union and college positions on faculty "steps" (yearly, incremental pay increases), closer together, little progress has been made on the remaining economic issues that are part of the current re-opener.

Gilbert says "(the college) bargaining team has never claimed that (it) cannot afford what (the union) has asked for." He characterizes the college's tactics as "hard bargaining."

Gilbert sees such tactics as part of a Board of Education effort to "undermine the economic aspects of the contract and (put) faculty in (their) place."

Acknowledging that the current contract establishes an active faculty role in college decision making, Gilbert says, "We know some key board members are uncomfortable with the faculty leadership and the role of the union."

Gilbert declined to identify any board members by name.

The board's point-of-view

Board Chairman Robert Ackerman, says he prefers to characterize the board's bargaining efforts as "accurate."

"We haven't accepted (the union's) numbers — we challenge them to figure out if they're accurate I don't think the union is used to bargaining that way. Previous (administration) bargaining teams were more accepting of union figures."

As far as Gilbert's suggestion that the board is uncomfortable with the role faculty play in college decision making, Ackerman says, "I don't see that as a threat."

"In shared governance policy, if anyone feels left out of the decision making they can appeal to the board, and that's never happened."

Communication problems?

Ackerman says that part of the reason negotiations have gone on so long is "the college's inability to convey our offer directly to the rank and file so they understand it."

Instead, "We have to go through the (faculty) bargaining team," he explains, "And I'm not always sure that our proposals get to the faculty accurately."

Gilbert counters Ackerman's accusation by pointing to an e-mail sent to all faculty by President Spilde on Dec. 10, in which she outlined the college's proposal. "How can we be hiding something that Mary has given everybody?"

In addition, Gilbert says, the union distributed a document comparing the two sides' positions the week before classes started fall term.

Gilbert says Ackerman's doubts about the union's bargaining team are a "red herring."

"What the board should be concerned about is the real damage that their bargaining position is doing to the college."

"The resources of a college are not just financial," he points out, "They include the reputation and culture (of the institution), and (the board) is squandering and hurting those resources."

"(The board) should listen to the faculty."

Another perspective

Although the collective bargaining process constrains her from actively participating in the negotiations, President Spilde recently began attending bargaining sessions.

"My main goal in getting involved is to set the tone in having a civil bargaining process."

And it seems to be working. Speaking at the Jan. 9, Board of Education meeting, LCCEA President Margaret Bayless said, "Mary's presence at bargaining has made a real difference in tone and respect."

Spilde describes the bargaining that resulted in the current contract as "undisciplined."

"Lots of things were discussed that weren't written down or signed-off on, which I think led to some misunderstandings."

"I think the previous president and the individuals at that time wanted to make sure things were a little tighter," she explains. "That may have led in part to the feeling that things are more adversarial."

But for Spilde, the focus remains the economic issues that are on the table.

"We're about \$469,000 apart," she says.

That number represents a combination of cost-of-living adjustments, a half-step increase at the top of the pay range and increases in insurance costs, she explains.

"It's a real step forward that we're figuring out how far we're apart with the money."

Although Spilde has had her own frustrations with the lack of direct communication during the collective bargaining process, she stops short of placing blame. "I don't feel it's helpful to take shots at each other," she says. "After we're through with all this we all have to work together."

What the future holds

The next bargaining session is scheduled for Jan. 28, when both parties hope to agree on the data on which they will base their positions. After that they are likely to call on the state's labor mediation service.

"Although in the last couple of sessions we've had some good discussion, we haven't really moved closer together," concedes Spilde. "I think we might need some help to do that and mediation would be the next step."

Spilde notes that the state's mediation service settles 99 percent of its cases.

Gilbert acknowledges, "There's a high level of possibility that mediation will resolve the issues, and we've done good preparation for the mediation."

If the parties don't come to a mediated agreement, Spilde explains, the state's labor laws require a "cooling off" period. "Then we each publish our last best offers. If nobody wants to move, then the college can implement its offer."

BUSH continued from page 1

and importance of community colleges in workforce development and told Carreon he was a "big supporter of community colleges," according to the PCC report.

LCC comments

The LCC Training and Development Department also operates a federally funded career center, the Workforce Network, which is similar to the PCC One Stop Center. It assists all adults, including dislocated workers, with skills development, job searches and resume writing, and also helps employers with hiring.

Ellen Lacey, the department's interim director, says "any day now" she is expecting a federal grant through the Lane Workforce Partnership that will provide services specifically for the unemployed from 14 local companies, including Hynix, PSC Scanning Inc., Country Coach Inc. and Chiquita Processed Foods.

There are currently 789 people enrolled in Lane's Workforce Network program. Depending on the economy, enrollment during the past five years has varied from 600 to 1100 people, says Lacey.

The LCC center contracts from the federally funded Lane Workforce Partnership, an alliance of workforce organizations that includes Oregon Department of Human Services, Oregon Employment Department, and the Vocational Rehabilitation Division.

Pell Grant increase

Bush's visit to a community college, and the "No Child Left Behind Act" are relevant for LCC, says Jeff Osanka, LCC cooperative education and computer instructor, who attended Bush's speech in Portland. "The President saw first hand the effectiveness of Oregon community colleges."

The NCLB Act, which Bush signed later in the week, "increases Pell Grant funding to an estimated \$102.4 million - \$6.8 million more than last year and a 24.5 percent increase over 2000," according to a White House Web site. The grants will help students from disadvantaged backgrounds pay for education in Oregon colleges, including community colleges.

A GROUP OF GEESE
ON THE GROUND IS
A GAGGLE, A GROUP
OF GEESE IN THE AIR
IS A SKEIN.