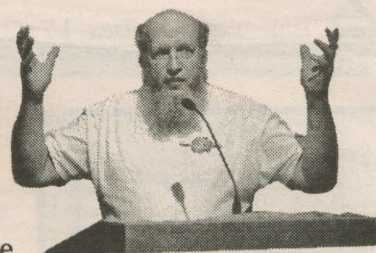




Soccer  
See story, page 6

# THE TORCH



Columbus Day lecture  
See story, page 5

Volume XXXVII Number 4

Serving Lane Community College since 1965

Thursday, October 17, 2002



PHOTOGRAPH COURTESY OF DEVI MEARS

The Self Reliance Center of Kathmandu conducted a health camp in Nepal on Sept. 21, and treated 300 people in one day. UO student Sandep Poudel (left), who is the head of this health camp, administers medicine to a young patient.

## Nepali cuisine, folk dancing come to Lane

*LCC students host fund-raiser to fight hunger and disease in Nepal.*

Jason Nelson  
Torch staff

Imagine, a place locked in the beautiful country slopes of the Himalayas, bordered by China and India, warm summer weather nearly everyday of the year.

For most, this sounds like a perfect place for a vacation — Nepal.

For 22 million natives it's home, but for some LCC students it's a mission to fight the starvation and sickness that plague this country.

Their challenge begins Saturday, Oct. 19, when the Friends of Nepal and LCC's Asian-Pacific American Student Union invite the public to a fund-raising dinner to help those in this place so far away.

Local community members, including an LCC student, will travel to Nepal to spread knowledge and understanding of healthy living by traveling through the country providing basic health care and teaching the residents how to continue staying healthy.

Unstable political conditions in Nepal have made their departure date uncertain, says coordinator Devi Mears.

See NEPAL page 7

## Board member heads south

Gabe Bradley  
Managing Editor

Lucille Salmony, who has represented Zone 1 on the LCC Board of Education for the past year and a half, announced her resignation on Oct. 15.

Salmony, after interviewing for the position by phone, has accepted a job as the staff attorney to the chief justice of the supreme court of the Federated States of Micronesia.

"On the one hand it's a big career move. On the other hand, it's just a continuation of the work I did with the Oregon Supreme Court," said Salmony.

Salmony has been an attorney for the past 12 years, including seven years with the Oregon Supreme Court.

She says that it is common for

See SALMONY page 8

## OSA organizer to mentor student government

*Student Fee increase brings in campus organizer.*

Skye MacIvor  
A&E Editor

Sabrina Johnson has a new job. She's working for you.

In a May 2002 Lane student body election, 641 students voted "yes" to increase the mandatory student fee by \$1.31 per student per term to hire an Oregon Student Association campus organizer.

The first step for Johnson was finding and applying for the new position.

"I was bar tending. I was looking for work that had meaning so I could go home and feel good at the end of the day," she says.

Johnson earned two bachelors degrees from the University of Wisconsin, Steven's Point campus: one in philosophy with a sociology minor, the other in sociology with a women's studies/history minor.

She found an ad for the OSA campus organizer position on idealist.org, a website that lists jobs from nonprofit and community organizations. This summer, an OSA committee of Oregon students selected Johnson.

In August, she agreed to leave her life in Wisconsin to fill the position on LCC's main campus. She trained with the OSA and learned to mentor ASLCC officers, senators and interns through the campaign process.

ASLCC President Greg Dunkin says, "Students fought hard to get this position on campus. (Johnson) is here to jazz up and add spice to our issue-based campaigns."

OSA is an organization of university and community college students. "Collectively the student

See OSA page 3

## Lane helps Oregon tribe recover lost language

*Native American instructors and students create new program.*

Pat Sweeney  
Staff Writer

The Tututen language, spoken by the Native American people of Oregon's Rogue River area, has almost disappeared.

Gilbert Towner, a tribal elder and one of only three living people who had ever spoken the language, couldn't remember how to converse in his native tongue he last used about 70 years ago, when he was 5-years-old.

But with the help of 40-year-old audio tapes, this summer, Towner remembered enough. And he was able to help teach two LCC workshops designed to revive the ancient tongue.

"We feel we have brought it back from extinction," says Jerry Hall, an LCC biology instructor who also teaches Native American studies and chairs the Lane American Indian Program committee. About 10 faculty and students participate.

From July 18 to July 3 the committee held a 10 day workshop to resurrect the endangered Tututen language. The LCC Foundation contributed to the funding, along with grants awarded to the Confederated Tribes of the Lower Rogue.

The committee's primary objective is to establish a credit program of Native American language instruction at LCC. It also works to preserve endangered languages.

In fact, the first LCC native lan-



PHOTO BY RICHARD ARCHAMBAULT

LCC's Native American community honors Gilbert Towner (right) for his contribution to LCC's Native Languages Program. Don Addison (center) and Jerry Hall (left), LCC instructors, were also honored at the event.

guage class is scheduled for winter term, 2003.

Tamara Pinkas, a member of the committee and LCC Cooperative Education coordinator for English, Foreign Language and Speech, guided the learning for eight interns who helped to write grants and to organize food, lodging, security, video and audio for the event.

They were the first Cooperative Education students for the Native American language class.

One of the interns, Michelle Morgan, an LCC student of anthropology and archaeology, helped visiting linguist John Medicine Horse Kelly to prepare tapes using linguistic technology and special equipment.

Kelly, director of the Centre for Aboriginal Education, Research and Culture at Carlton University in Ottawa, Canada, facilitated the workshop with his wife, Wendy Campbell.

They are language immersion experts and travel throughout Canada teaching about languages.

Morgan says Kelly showed her a new piece of the world when he introduced her to the linguistics technology that they used to retrieve data from the audiotapes.

Morgan says there were about 18 tapes from various sources. On a 1962 tape, an OSU student recorded Ida Bensell, Towner's aunt, speaking prescribed phrases to demonstrate grammatical patterns.

They did not always make sense, says Morgan. One of the translated sentences was "The beavers ate the chicken eggs." Beavers are vegetarians, she says.

But Towner provided a critical component of the language that was lacking in the tapes: the cultural con-

See LANGUAGE page 4



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TORCH  
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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, phone number 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 length, grammar, spelling, libel, invasion of privacy and appropriate language.

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## Guest Commentary

## Indigenous cultures provide holistic learning model

Michael Samano  
LCC ethnic studies coordinator

I am a Chicano Traditionalist who works and lives in two worlds. I constantly strive to find balance between these worlds in how I interact with people, and how I conduct myself in my classroom. This summer I had an opportunity to see how others strive for this balance between worlds.

I attended the sixth tri-annual World Indigenous Peoples Conference on Education. The conference was held at the base of the Canadian Rockies in Stoney Park on the Nakoda Reserve, one hour west of Calgary, Alberta from Aug. 4-10. The host organization was the First Nations Adult and Higher Education Consortium which represents indigenous post-secondary institutions of western Canada.

The conference celebrated the sharing and promoting of indigenous based initiatives by featuring holistic educational efforts to maintain and perpetuate ways of knowing to actualize the positive development of

indigenous communities.

According to the conference manual, the driving philosophy behind the conference comes from the Coolangatta Statement on indigenous Peoples' Rights in Education. This statement was ratified during the 1999 WIPCE conference in Hilo, Hawaii. As an instrument which derives its vision and strength from indigenous nations and peoples, the Coolangatta Statement is and will remain a living document which addresses the educational rights of indigenous peoples now and into the future.

The conference provided a means for indigenous nations to honor their cultures and traditions by recognizing, respecting and taking pride in respective unique practices. The conference's opening and closing ceremonies, the daily sunrise ceremonies, the evening cultural exchanges/performances and the workshops were just some of the ways that we were able to share what we all brought to the conference.

Although there were many

people presenting on very interesting aspects of education, as the coordinator of ethnic studies at Lane Community College, I specifically went to the conference to see what people were doing globally in the area of teaching methodology, learning theory, and curriculum infusion. I not only wanted to network with others doing similar work to my own, but also to bring back as many resources as possible that could be accessed by as wide a range of disciplines as possible.

While at the conference, I was most intrigued by the pedagogy that indigenous people shared with all of us. Pedagogy is the interrelationship between learning styles and teaching methods. It was apparent at the conference that there are pedagogical principles shared by all indigenous peoples, but there are also those that are characteristic to the specific cultures, languages, environment and circumstances of indigenous peoples across the world.

It was especially interesting

to note that what many of my colleagues do here at Lane was featured at the conference. I found the indigenous pedagogical principles to be holistic, connected, valid, cultural, value-based, thematic and experiential — very similar to my colleagues approaches. The presenters that I was drawn to use methods which promote and reward cooperative learning, and strive for the unified co-operation of learner and teacher in a single educational enterprise.

Aside from the notes and paperwork that I brought back from the conference, I think the single most important thing that I took away was a sense of encouragement. A renewed recognition and appreciation that there are people all over the world, indigenous and non-indigenous alike, who are working very hard to strive for equality and social justice for all. For an ethnic studies scholar who tends to look at the world with a very critical eye, this sense of encouragement has been a great way to begin fall term.

## Abolish Columbus Day and Anti-Columbus Day too

What do Columbus Day and performance anxiety have in common? Do you need a hint? You keep reliving your past failures let your humiliations give you difficulty...uh...performing in the present.

I bring this up (pun not intended) because of the self-deprecating and self-pitying tone of so many of the talks and books on and around Columbus Day. No living one of us did these things and none of us was victimized by this. Why is there a Columbus Day? So that certain ethnicities can be reminded of the near genocide in their history? So certain other ethnicities can be reminded of when some guy came over and said, "Wow you sure do have cool stuff, and hey you're all naked." That is a direct quote from Columbus's log entry, by the way.

I've heard so many people say things like "The truth about what happened to the Native Americans just isn't being taught," and "Today is the day everything changed for us." I think you have to be more than lazy to miss all of the talks, the books, the Time retrospectives. I haven't heard one good thing about Columbus — and for good reason. Columbus showed up here asking for gold, pepper and cinnamon and the stupid Natives were nice enough to share. This isn't kindergarten and he showed them what happens to people who share in the real world (sarcasm). Now even if we missed getting the horrible truth in high school, and many of us did, we've got college. The revision is

winning. A mere 28 years ago books on Columbus could have titles like Columbus and the Conquest of the Impossible and you would be forgiven if you thought you were reading the New King James version of the Bible. Change that time to 10 years

ago and you might be reading American Holocaust: Columbus and the Conquest of the New World.

At the vanguard of that change is Howard Zinn revisionist historian and author of The People's History of the United States from 1492-Present. In this book, he talks about how many Arawaks died in transit during Columbus' slave raid of 1495 — 200 died out of 500 — and other things that I didn't get in high school. However, I know of at least one high school in the area that uses Zinn's book as their textbook. That is the same Howard Zinn who is a writer for The Progressive magazine, was referenced in the liner notes of the punk band Anti-Flag, who is a commentator along side other glowing radicals and who protested Vietnam. Zinn is also the winner of the Thomas Merton Award, the Eugene V.

Debs Award, the Upton Sinclair Award and the Lannan Literary Award. No one in America that puts forth a tiny bit of effort is unaware that the Age of Exploration and Manifest Destiny are both synonyms for murder and atrocity. We may not all have the specifics down but we have taken huge "step(s) towards a coherent new version of American history," as the New York Times Book Review said about Zinn's book. His book is used as a high school textbook. He won four awards. He is popular. People love him. I repeat: the revision, the one that should have been the original, is winning. Read something bad about Columbus and then let's abolish Columbus Day and Anti-Columbus Day too. Does Columbus Day do anything but drag remembrance of horror from the past into the present? Awareness and accuracy are necessary for understanding how not to behave. I like my days to be filled with happiness, not pain. It happened in the past and there is nothing we can do about it now. We are impotent (pun intended) when it comes to changing the past. Nobody thinks it was a good idea. If you do please send your home address to the Torch and I'll pay you a visit with my ninja suit on. The revision is taking place. I move that we abolish Columbus Day and Anti-Columbus Day too. Who seconds? Unless we should keep it around so we can save 20 percent at The Emporium — because that is the only good thing about it.

Justin Ahrenholtz



The Sick/Late/Naughty Columnist

## Commentary



John Mackwood

## Mackworld

## Vampires, planets and good neighbors

I really truly see vampires. See your shadow in the daylight on the wall.

...

There is a new planet — Quaous. It is 288 light years from earth. Come to my leader.

...

Pay your bill out right, on time. Pay financial aid so you can go to

college. Pay your parking ticket — like it or not. The tow truck will be back later to take a car or bicycle. Sooner or later a cop will knock on your door. It's a scary, shaky world out there.

...

Be good to yourself or be good to a friend. Also, be a good neighbor. I'm always very drowsy and

tired. I stay in bed and eat hot soup and sleep. I take a bath. The next day I feel good.

...

Be careful when you walk to church. It's a different world out there. A new Star Wars video is at the video store in December. A new Star Trek movie is at the theater in December. Have a good evening.



## Computer upgrades cause temporary slow-downs for financial aid office

*New applications come in daily as staffers struggle to keep up*

Michelle Osburn  
Torch Staff

Financial aid staffers are counting on a new computer system to prevent the types of financial aid delays currently plaguing the system.

Many students who applied late or made mistakes on their applications have not yet received an award letter telling them how much aid they will receive, says interim financial aid director Sandy Ing-Wiese. This can make it difficult or impossible for students who count on financial aid to register for classes.

The financial aid department is not expected to catch up with its workload until December.

"I filled out my paperwork in January and still have not received (confirmation of) aid," says Heather Sayre, an electrical engineer technician major in her fifth term at LCC. Sayre says her lack of aid is due to miscommunication.

It takes an average of three to four weeks for the college's financial aid office to process an application. They are processed in the order they are received. Any forms that are filled incorrectly or incompletely are sent back to the student. After the student returns the corrected forms to the office,

they are dated and the processing begins.

Though financial aid applications have steadily increased over the last several years, this is not the primary reason for the slow down this year.

"I normally have ten people working for me," says Ing-Wiese. "But out of those ten, some have



GRAPHIC BY HANIF PANNI

been taken to work on the new Banner (computer) system. There are only three people left who have experience, and they're training the rest while trying to keep up with paperwork themselves."

The Banner system, part of the new LASR computer project, is a new software system that, when implemented, will handle all the business functions of the college. The financial-aid and student registra-

tion components of the new system will be coming on-line for the 2003-2004 academic year.

These components should streamline the financial aid process for both students and staff, says Ing-Wiese. In the meantime, the transition to the new system is causing a backup in paperwork.

"It's a whole computer way of doing business and that requires restructuring a lot of our processes."

At the first ASLCC senate meeting, ASLCC president Greg Dunkin said, "It is the job of ASLCC to urge administration to handle the financial aid crisis."

But Ing-Wiese says, "I don't think it's a crisis. I think it's a problem we're working on solving. And I think one end of the spectrum is letting students know reasonable expectations."

Many applications were turned in as late as Aug. 3. With new applications being turned in every day, incorrect or missing information on some forms and the multitude of new applicants, the workload for the financial aid department has been furious.

Further complicating matters is the lack of a permanent director of financial aid.

Ing-Wiese, who heads two other unrelated departments, took the position after someone else turned it down.

"I can't say no," jokes Ing-Wiese.

## GOODBYE TO GEORGE



PHOTOGRAPH BY COLLIN ANDREW

George Alvergue (right) receives a piece of his old office from James Salt, LCC social science instructor. Alvergue served as faculty member at Lane for 27 years. He also served on the board of education from 1999 to 2002 just before retiring for personal health reasons.

## OSA, from page 1

governments of Oregon's public universities form OSA's board, which decides which campaigns OSA will run," explains Dunkin.

Johnson adds that, "OSA is a neat organization because it doesn't keep a narrow view when looking at access (to education). That's why Oregon Students of Color Coalition was formed."

Another off-shoot of OSA is the Oregon Statewide Students for Equal Rights Alliance, which mainly focuses on lesbian, gay, bisexual and transgender issues.

"OSSERA is currently working on statewide LGBT sensitivity training for instructors," says Johnson.

One OSA campaign that Dunkin and Johnson know ASLCC will work with this year is "Education, Not Incarceration."

"This campaign addresses the fact that for every dollar the state prison system budget goes up, the public education budget goes down a dollar," says Dunkin. "We will ask state legislators to re-prioritize their focus."

A more campus-oriented project is implementing a campus-wide emergency phone system. And, through a possible campaign close-to-home, ASLCC is "examining the financial aid process to see if it is working for students," says Dunkin.

Johnson will run workshops, mentor students one-on-one, and teach ASLCC members effective campaign organization.

The main point of the workshops is to teach grass roots organizing, but they will also help students examine and understand the power structure in the college system, says Johnson.

She will then help students identify campaign issues. OSA's formula identifies two categories in which students' problems usually fit: projects and campaigns.

"A project takes a couple of people to accomplish its goal," says Johnson, "they don't change power or relationships."

Campaigns are for issues "which need a lot of people to accomplish goals. (They) target the person who can get you what you need."

And they usually set you up for the next issue, says Johnson.

Johnson gives examples of issues and projects: Raising awareness about ASLCC's Book Exchange would be a project. Changing the college's financial aid process to be more efficient for students would be a campaign.

She recommends that students use the projects model whenever appropriate. It will take less time to accomplish the goal.

Her job is to work closely with Dunkin and identify projects and campaigns specific to Lane students. She will help ASLCC organize and work toward their goals.

Johnson says her job is to listen. "Through communicating we realize what students are upset about, then help them take action."

Sometimes that action is directing them to resources already on campus, such as the Counseling Center. Sometimes it's working on "issues that we can win, and that will change the power structure," like campaigning to reform the financial aid system at Lane.

To apply for a position at ASLCC — including senator positions and internships — contact Dunkin at 463-5335.

## Wanted: Pierced 16-year-olds to give blood

*Bloodmobile at LCC, Oct. 25.*

Andrew Demers  
for The Torch

Lane Memorial Blood Bank has changed two of its policies in order to attract more blood donors.

LMBB has dropped the minimum age to 16 and now allows people who have had a tattoo or piercing done by a licensed Oregon professional to donate. Before May of this year anyone with a tattoo or piercing was deferred for a year.

"The revisions reflect the rising need for healthy donors in the wake of impending (blood supply) threats of new disease," such as the so-called Mad Cow disease in Europe and the West Nile Virus, said Christine Stockdale, LMBB community relations representative.

The non-profit organization has been serving Lane County for 41 years, funded by local hospital purchases of the blood supply it collects — about 15,000 units a year.

The Bloodmobile will be at LCC Oct. 25 between 9 a.m. and 3 p.m. on the south side of the Center Building. LMBB hopes for 32 Lane donors.

To donate blood there is a one-hour, three-

step process. First you will fill out a health history form that a nurse reviews with you. Then a nurse checks your pulse, temperature, hemoglobin and blood pressure. Then you sit in a reclining chair for 10 to 15 minutes while a sterile needle and tube collection system withdraws a pint of your blood. The LMBB asks donors to remain for a few minutes, enjoying juice and cookies.

There are a few reasons why LMBB might turn your donation away. You cannot donate blood if you have AIDS or test positive for HIV; have a history of hepatitis; are an insulin dependent diabetic; or have certain respiratory or cardiac conditions.

One is very unlikely to get a disease by donating blood — all supplies are sterile and used only once, says Stockdale.

Latino Student Union President Stephanie Reyes, who helps organize the campus Bloodmobile visit, says she was unable to donate last year because of her anemia.

"There are many people who are eligible to donate and we hope to see some of those people at the Bloodmobile."

Interested donors may contact Reyes at 463-3236, or faculty representative Pete Peterson at 463-5654.

## Celebrate National Respiratory Care Week

LCC's respiratory care program and student health services are sponsoring an asthma screening clinic on Wednesday, Oct. 23, from 10 a.m. - 2 p.m.. Contact LCC instructor David Mahoney at 463-3176 for the location or stop by student health services Room 126, Center Building.



# History lesson holds Columbus accountable

*Lane hosted lecture reveals man behind the myth*

Skye MacIvor  
A&E Editor

Jerry Hall, LCC biology instructor, faces south while beating his drum and chanting in the Tututen language of southwestern Oregon.

Then he repeats his ritual facing west, north, east and, again, south.

He sang this calling song to open the audience of over 100 in Lane's Main Performance Hall to the topic UO sociology professor Chuck Hunt was about to introduce.

The crowd had gathered to hear a different take on Christopher Columbus's role in the exploration of the American continents through an event organized by Lane's ethnic studies department, Native American Program, Native Languages Program and the Multicultural Center.

"There is much sorrow in this tale," said Hunt.

Yet he said there is reason to celebrate Columbus Day, not in honor of the man, but in the growing power of indigenous peoples all over the world.

"I want to (emphasize) to you that there are multiple layers of significance to these events which continue right down to the recent congressional vote for U.S. aggression against Iraq. ... This story is as relevant as this week."

## The five elements of the "Columbian mythology":

- Columbus "discovered" the Western Hemisphere
- He was a great sailor and navigator
- He was a great rationalist and scientist
- He was a great man of perseverance and character
- He was the bearer of Christianity to the New World.

Chuck Hunt, UO sociology professor

## Discovery

"(Columbus) 'discovered' what others had discovered," said Hunt. "There were (nearly 50 million) people here who had found the continent tens of thousands of years before him. I think he loses the right to be called the discoverer."

And he wasn't the first European to

land on the continent; archaeological research indicates people from Africa, Asia and Europe were in the Americas as early as A.D. 1100, said Hunt.

## Science and navigation

"On the morning of Oct. 12, 1492, everyone knew where they were, except Columbus," said Hunt. "He didn't have a damn clue where he was. He thought he was half the world around from where he was. And he thought that because he was a monumentally poor mathematician."

"Despite the mythology, nobody (of that time) thought the earth was flat... In fact, the Greeks had calculated the circumference of the globe to within a few kilometers of accuracy thousands of years before... Anyone could calculate the distance it was to reach the east for a trade route, and they knew that the ships of the time could not carry enough water to survive the journey."

"So why did Columbus do this? He did it because he was so poor at mathematics that he figured the earth was a quarter of the size everyone else said it was."

"Not only did this guy not know where he was, his life was saved by the existence of the continent he would decimate and destroy."

## A great, religious man

Columbus promised a lifetime pension to the first sailor to spot land.

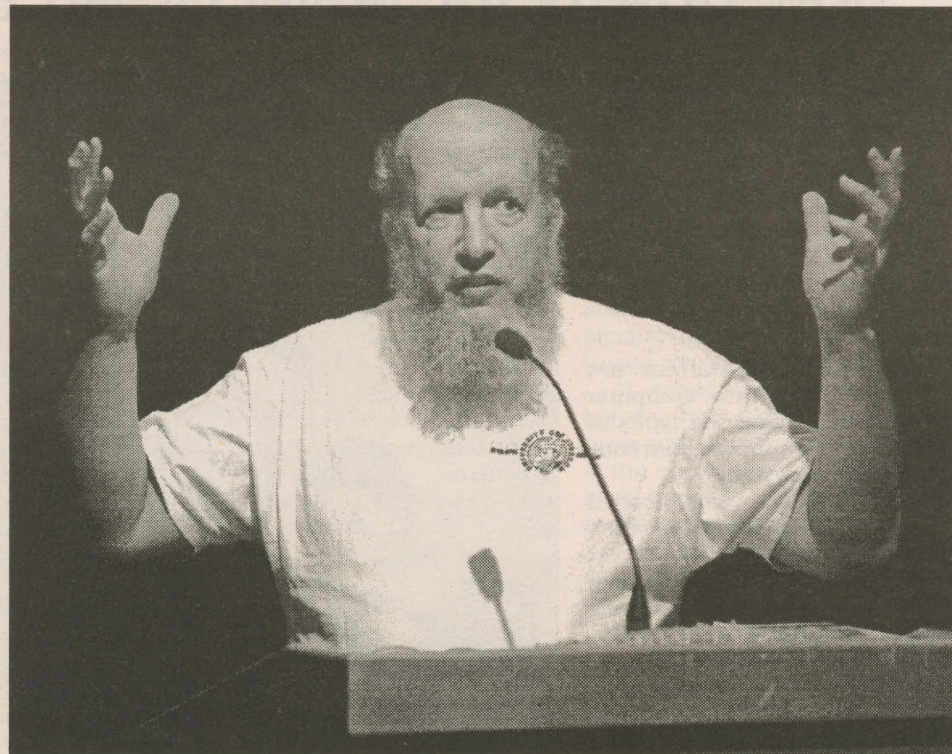
"Given a lifetime pension, you actually have a chance to survive, have a family, and maybe live a life," said Hunt. "So this is not a small prize. And Rodrigo de Trianh was the first man to sight land. And he should have gotten the pension. But Columbus says, 'No, I sighted it last night. I get the pension.' Wow, what a guy. But this is just a small insight into his character."

Hunt referred to Columbus's diary in which he details one of his favorite amusements in the New World on his second and third journeys — having his sailors shoot monkeys out of trees with crossbows.

Columbus writes, said Hunt, "How interesting it is to take them still struggling and living with the arrow through them, and toss them down into the hold of the ship."

Columbus kept attack dogs here. He enjoyed watching the monkeys fight the dogs and be torn apart limb from limb.

"This begins to give you a vision of this man," said Hunt. "But to really understand this man we need to see



PHOTOGRAPH BY COLLIN ANDREW

Chuck Hunt, UO sociology professor, reveals the truth about Christopher Columbus's American explorations at an Oct. 14 event in LCC's Main Performance Hall.

how he interacts with the indigenous peoples he encounters.

On his first visit to Hispaniola, now Haiti and the Dominican Republic, Columbus sees a few gold trinkets among the villagers, said Hunt. He then demands that each villager must return to him with gold every month.

"Columbus gave these indigenous peoples an impossible task," said Hunt. There was no gold on this island.

So when the islanders returned empty-handed, Columbus ordered their hands be chopped off with swords.

And to keep his crew entertained, Hunt said Columbus captured native women who were gang raped and kept as sexual slaves.

When the islanders eventually rebelled, Columbus released his dogs to hunt them and kill them, said Hunt.

"And Columbus tells us in his diary that he begins to capture the (islanders). And he decides to show his deep religious nature, he tells us that he burns them in groups of 13. Burns them alive. But he doesn't use dry wood. He uses wet wood. And he explains to us that this sputters and burns more slowly, so it takes the victims longer to die."

Columbus explains that he can't

sleep at night because the islanders are screaming too much in their misery and agony, said Hunt.

"So he has his men drive sharp wooden sticks up through the chin and out through the nose so they won't be able to shout and scream so much. Perhaps Columbus and his men sleep better."

## The relevance today

Eventually Columbus destroyed the entire island population of Arawak Indians, said Hunt. This sets the colonialist pattern: wealth, power, valuables, resources and human beings are ripped from the third world to enrich the first.

Hunt said that this was the beginning of a worldwide stratification system, still in place today, that systematically impoverishes the third world for the enrichment of an elite few in the first.

"You need to understand history because it isn't the past, it's the present," he said.

Hunt concluded by saying that the story of Columbus ends with catastrophe, death, disaster and genocide. "But I want to remind you again that indigenous peoples survived. They flourish today and they will continue to gain in power: political, economic, demographic and cultural."

## LANGUAGE, from page 1

text.

Pinkas says Towner was taken from his parents as a child and sent to the Chemawa Boarding School along with Native American children from 90 tribes. He was beaten if he spoke his native language, she says.

Listening to the recordings jogged Towner's memory.

Morgan says it would have been better if the linguists had recorded stories and songs, since that is how Native Americans taught.

In addition to deciphering the tapes and transferring them to CDs for preservation, the student audio crew recorded Towner as he spoke the words of his people.

Morgan and two other students are working with the committee this term to



Native Americans  
at LCC  
2nd in a series

create the American Indian language class. Once the class begins, students may have opportunities to work with local tribes.

A three or four credit evening class planned for winter term will focus on what the language is and how it relates to the culture. Local elders will be invited to present.

Hall says, "Language carries culture and culture carries language. The language affects how people think." By

learning the language and culture of their ancestors, "people recoup a little bit of their identity."

The committee sponsored a second

workshop on the Tututen language from Sept. 20 to 22.

And next spring and fall it plans to start a series of Native American language classes at LCC that will meet proficiency requirements for transfer degrees.

The Native American Languages Act passed by Congress in October 1990 states that it is U.S. policy to grant Native American language proficiency the same academic credit as comparable proficiency in a foreign language, according to the American Indian Languages Program web site.

The UO provides Native American Language programs, as do many tribes including the Klamath, Umatilla, Warm Springs and Grande Ronde of Oregon.

For further information, contact Don Harrison at 463-5145, Jerry Hall at 463-5084 or select the library page of the LCC web site at [www.lanec.edu](http://www.lanec.edu) and search for "American Indian Languages Program."

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DR. LIZ DICKEY, MSW, ND  
NATUROPATHIC PHYSICIAN

## Break Into Print!

The Torch is looking for writers and graphic design artists. Join the team. Our general staff meeting is Mon. at 1:00 in room 218, Bldg. 18.



## Shining a light on batteries

### Adventures in the garbage: recycling, reusing and conserving in everyday life

In September I went camping in Yosemite National Park with two friends from college to celebrate our fall birthdays.

Carol, Jean and I have been camping for many years, but my two companions forgot to bring flashlights on our adventure.

My supply of lights would not illuminate our camp for five days. I had a five-ounce flashlight with rechargeable batteries and a spare set of alkalines. A candle lantern, which consists of a three-inch high votive candle in a metal and glass casing, served as my emergency backup.

We were grateful for the glow from the other 239 campsites in the Upper Pines Campground which was filled to capacity.

The first night, a jovial neighbor laughed as he watched us crowd around my candle while we cooked a swordfish, pasta and stir-fry feast on a single burner stove, then dined in the dark.

Afterwards, conserving our dwindling light supply, Jean and I felt our way to the restroom with our feet instead of our eyes.

On the way back, a man camping next to us chided, "You should get a light."

"We like the challenge," replied Jean.

Seconds later, Jean tripped over the rocks around a fire ring and tumbled into the cold ashes. I gave her a hand up and she grinned through the soot on her face while she examined her bruises.

"I would have to fall just after I showered," she mumbled.

The next day, Jean purchased a flashlight at the camp store. That night it burned out after two hours of use. We read the labels on the two AA batteries — "Heavy Duty." We agreed, alkalines would have lasted longer.

The following morning she exchanged the new light for one with alkaline batteries. Again it did not last the night. Meanwhile I had gone through four rechargeables and a

set of alkalines.

On the fourth night we huddled together under the light in the camper of Carol's truck to read, and found that we only needed one source of light instead of three. Still, we were in bed by 9:30 p.m.

When I returned from the trip I had a new appreciation for electric lights and a list of battery questions: What are the types of household batteries, which ones last the longest, and how do I dispose of the dead ones?

Here are my answers from a brief review of battery technology.

According to the Lane County Solid Waste website, the three types of rechargeable batteries are nickel-cadmium (Ni-Cd), nickel-metal hydride (NiMH) and rechargeable alkaline.

According to the Real Goods web site, NiCds contain Cadmium which is toxic to humans. Whereas NiMHs hold a charge longer and contain fewer toxins.

The charge in Rechargeable Alkalines lasts longer than in both of the nickel-based batteries, but they cannot be charged as many times and require a charger specifically designed for alkalines.

Meanwhile, as batteries have improved, so have chargers. The catalog from Gaia, formerly Real Goods, claims the new Ni-Cd/NiMH charger can charge two AA batteries in two and one-half hours, and it drains and reconditions batteries to prevent the loss of battery life that used to occur from charging batteries before they were completely depleted.

My five-year-old Saitek Eco-charger from Real Goods takes about 15 hours to charge four AA batteries.

It is also supposed to charge regular batteries, but when I charged non-rechargeable batteries, they leaked acid all over a purple mag light and a portable tape player, so now I only charge the batteries labeled "rechargeable."

What is the best way to dispose of spent alkalines?

Those manufactured after 1996 are less toxic to the environment since the 1996 Battery Act banned manufacturers from putting mercury in alkaline batteries. They contain nothing of value, and are not worth the cost of recycling, so the only place to dispose of them is in the trash. That is one reason why rechargeable batteries are better for the environment.

When pre-1996 alkalines and any type of rechargeables expire, they can be recycled or safely disposed of at the Glenwood Recycling Center. Some stores such as Radio Shack and Gaia will accept their own batteries for recycling.

Now that I know a little about battery technology, I am ready to go camping again with my friends. This time I will take adequate lighting with a stash of charged NiMH or rechargeable alkaline batteries and maybe a lantern from REI that burns three candles instead of one.

Then I won't have to go to bed by 9:30 p.m. or stumble through camp in the dark after all the lights go out.

The website address for Lane County Solid Waste battery information is

[www.eugenerecycles.org/recycling/recyclingbatteries.htm](http://www.eugenerecycles.org/recycling/recyclingbatteries.htm).

You can purchase rechargeable batteries and chargers at Gaia, 800/869-3446 or through their website at [www.gaiam.com](http://www.gaiam.com).

Batteriesplus, a local franchise that also sells chargers and batteries, is located at 420 Coburg Rd., phone 349-5030 or [www.batteriesplus.com](http://www.batteriesplus.com).



With the fierce interest generated by 20 new, high-tech workstations, music instructor Ed McManus has had to turn away many students from his electronic music classes.

PHOTO BY KIM BESHEAR

## New equipment strikes chord with music students

Skye MacIvor  
A&E Editor

Students were practically lining up to get into LCC music instructor Ed McManus' electronic music classes at the beginning of fall term.

"There's been an upsurge in interest," says Cris Munson, music lab coordinator. He says the demand for the classes far exceeds the supply with over 180 students attempting to register the weekend before classes started.

Maybe the 20 new, high-tech computer stations installed for the beginning of fall term baited the students' interest.

Each station cost \$13,000 and features a Power Mac G4 computer, a Korg Triton LE controller keyboard, a German instrument called Access Virus C, a Lexicon MPX 500 effects unit, a Macki mixer, and a Motu 896 analog to digital audio converter, says Munson. Students use Musical Instrument Digital Interface software, which translates music into instructions the computer and equipment can understand.

The person using the equipment can then engineer the sound: change the tempo, tone, etc.

Munson says, "We are set up to do integrated MIDI and audio recording."

Students could use the equipment to make a CD, although Munson says that's rare. "(Most) are learning to use the equipment to apply to the real world," he says.

McManus says the plans for the new lab have been in the

works for nine years. In 1995 a voter-approved bond measure provided \$45 million for campus-wide additions and remodels.

In spring of 2002, a Bond Project-funded music wing to Building 6 was underway. This fall that wing and the electronic music lab opened for classes.

"The students had no idea what to expect," said McManus. He says most of his 20 independent study students who used the old lab simply say "Wow!" And the finished lab is "better than we conceived. There is new technology that is better, cheaper and more powerful than when we started to plan," said McManus.

The old lab had one work station, and students say they had to compete for two hours of lab time each per week. Now they can expect a minimum of 10 hours each per week.

"There is absolutely no comparison. The two labs are like night and day," said John Webber, a broadcast and multimedia and design major enrolled in McManus' independent study class. "I think it's an absolute must to get a lab like this, especially for Eugene because it's so arts-based."

He will use the new lab to work on personal projects. "Last week was the second week of school and I'd already laid down 24 measures in two hours. It blew out of the water most of the stuff I did in the old lab."

Webber says he creates ambient music in his own style.

He describes it as meditative and soothing, similar to the public radio program, "Hearts of Space," which airs Tuesdays at 10 p.m. on KLCC.

Another independent study student, Susannah Barber, is at Lane solely for electronic music. This term, she hopes to use the equipment to create a CD of her original music.

"My music is more toward the eclectic, like Björk or Radiohead, but with more of a tribal, danceable beat."

She says McManus and Munson are invaluable sources of knowledge. "Every time there's something I don't understand, Ed and Chris are there."

She describes McManus as excited and gleeful, that when a student has a breakthrough in a project, McManus is jumping up and down for joy with that student.

Lincoln Smith, music major, is another independent study student impressed by the lab. "I've been there every day since it opened for about two hours."

He plans on transferring to the UO and will use this lab to create demos for his application to the music technology program at the university.

"Music goes through different periods," he says, such as Baroque, Classical and Romantic. "I'm into making a whole new type of sound. (Electronic music) is part of the evolution of music."

He says he really appreciates McManus' trust in allowing so many students to use the lab independently.

## A&E Calendar

### Saturday, Oct. 19

The Asian Pacific American Student Union will celebrate a Nepali holiday, Dashain, with Friends of Nepal at 6 p.m. in the cafeteria. The event is a fund-raiser for APASU and The Self-Reliant Center of Kathmandu. For a \$10 donation you will have an opportunity to learn about Nepal, receive a Tika Blessing, enjoy authentic Nepali food and join in folk dancing. Tickets will be available at the door.

### Wednesday, Oct. 23

Free video and popcorn in the Multicultural Center at 5:15 p.m. "The Attic: The Hiding of Anne Frank," 95 min., is based on the book "Anne Frank Remembered" by Miep Gies. During the World War II Nazi occupation of the

Netherlands, Gies risks everything she has to hide two Jewish families in the attic over the office where she works.

### Ongoing

An LCC Gallery exhibit on the ground floor of Building 11 features photography by H.J. Schmidt, a photographer from Bozeman, Mont.

If you would like your event featured on the A&E Calendar, please contact Skye MacIvor at [torch@lanecc.edu](mailto:torch@lanecc.edu) two weeks prior to the event. Include date, time, price, location and purpose of your event. Priority will be given to LCC related happenings. Student groups encouraged to submit.



# Titans disappointed with season opener

## Injury and nervous energy plagues mens soccer against OSU

Jonathan Smith  
Torch Staff

Oct. 13 was a perfect day with perfect conditions at the LCC Soccer Field, but the play from the Lane men's club soccer team was less than perfect. The Titans lost their season opener in the Cascade Collegiate Soccer league three nil in the first game of a doubleheader with Oregon State. The second game featured a strong outing from the women's squad as they took down the Beavers three to one.

Lane head coach John Hamblin said the men's team was a little jittery on offense and there was some pointed self-criticism from the team members.

"Nervous energy combined with the negative energy definitely doesn't make for a good concoction," stated Hamblin.

Things didn't go Lane's way early as the Beaver club team was struck first on a breakaway goal in the fifth minute of the game. The Beavers and Titans finished even in shots with eight apiece, but OSU had more command on its attempts to score.

"They're a very, very aggressive team, (They've) learned how to use their bodies really well and that's one thing I'd say we did about 75 percent of the time," Hamblin said.

The aggression from the Beavs was felt by Titan player Dustin Corn, who was on the receiving end of an elbow to the forehead, requiring 16 stitches.

The major difference in the game was OSU's speed in getting to the ball. The Titan men played timidly not getting to the ball after using their bodies to gain an offensive advantage. However, Lane had moments of perfection in its attack mode. They managed some



Titan goal keeper Chase Bugni just misses blocking a score by Oregon State University in Lane's loss 3-0 on Sunday, Oct. 13, at LCC's campus.

PHOTO BY COLLIN ANDREW

quality shots on goal with forwards Phil Lund and Vince Orsantes pacing the squad with three and two shots, respectively.

But lane failed to capitalize on those perfections, acknowledges Hamblin. The men played solid defense for most of the game, but got caught on their heels three times enabling the Beavers to get some easy looks for their goals. That was due to the lack of on-field communication, Hamblin says the team will iron out that wrinkle before the next game at Portland State.

OSU scored its second goal in the 32nd minute of the game and added a final goal in the 49th minute.

Overall, Hamblin says he was disappointed with the performance from his men, saying the team didn't play up to its potential.

After the game he told his players, "I found a lot of areas and things that we need to work on."

Lane will look to get on the winning track when it travels to Portland State this Sunday, Oct. 20 at 2pm.

The Lane women took the field in the second game of the twin bill with the Beavers. They passed the ball better than the men's squad and there was that on-field communication that coach Hamblin wanted to see more of with the men.

"I scheduled the men's game before the women's game so I'd have something to be happy about at the end of the day," Hamblin jokingly told the women in the team huddle after the game.

The Titan women won the ball and kept the ball in the Beavers' half of the field. First year player Leslie Swanson led the team with six shots and scored a goal.

The two teams were scoreless through the first 35 minutes of the game, until Lane got rolling with a goal from Ann Donlan on a lateral cross from the right side of the field in the 36th minute. It took only three minutes for the Titans to net their second goal, on a cross from the left side by Swanson.

Swanson noted at half-time that the team needed to get the ball to

the middle of the field to set up their shots more direct rather than bring it in laterally as they did in the first half.

The Titans upped their lead in the 59th minute, when Jamie Sogge took advantage of an open goal and punched the ball in on a hard break to boost the lead to 3-0. The Beavers ended the shutout in the 78th minute when they caught Titan goalkeeper Sheena Gannon playing too far up in the box, and slipped the ball in to account for the final tally.

Hamblin said, "We've been working on some sets where we bring (Gannon) up and that time she was just a little too far out, almost out of the goal box." Despite the one goal Gannon had a brilliant day in goal for the Titans, grabbing seven saves. The Titans out shot OSU 17-9 and raised their season record to 1-1, beating the Beaver women 3-1 and avenging a 3-0 loss to Linfield on Oct. 5.

## Corbett duo reunites in Eugene

### Former high school teammates take to the court for Lane.

Jonathan Smith  
Torch Staff

Lindsay Kinney and Crystal Ross grew up playing soccer together in Corbett, Ore., a small town just east of Portland. Now they're back together as teammates on the Lane volleyball squad.

The life-long friends and teammates say they loved growing up in a community where everybody knows everything about each other.

Their love of soccer lasted through seventh grade, then they both turned their focus exclusively to volleyball.

The two learned about Club Volleyball — Kinney got involved in eighth grade and Ross started playing in high school. These small town wonders led the Corbett Cardinals to the Class 2A state volleyball tournament three of their four years in high school.



PHOTO COURTESY OF LCC ATHLETICS  
Crystal Ross

They were both named to the Northwest Conference All Star teams, their senior year — Kinney to the first team and Ross receiving an Honorable Mention. Kinney also made the Northwest Conference second team her junior year. But after graduating in 2001, part of a class of 47, they went in different directions.

Kinney decided to come to Lane, where she rotated between starting and reserve middle hitter for the volleyball team as a freshman last year. LCC coach Dale Weigandt said she'll be primarily used in that role this season.

"Her off-season development has been very exciting and encouraging."

The 5'9 sophomore turned in her best game in a Lane uniform, recording nine kills and four digs in the Titans' win over Southwest Oregon on Oct. 4.

After graduating high school, Ross opted to stay home and commute to Mt. Hood Community College. "(I) wasn't quite ready to leave home (I) got the opportunity to

coach middle school volleyball."

But in 2001, Ross said the time had come. She had kept tabs on the team at Lane through Kinney and coach Weigandt. "He was so excited about the team it made me excited," said Ross.

That enthusiasm from the coach is one reason the Corbett sensations have been reunited at Lane. Playing on a team with an old friend and teammate has heightened that enthusiasm. "It's easier to get to know everybody when you have somebody there with you," Kinney said.

Although both are undecided on a "major" they do have plans for further education after Lane. Kinney would like to transfer to the University of Oregon to perhaps study physical therapy. Ross hasn't nailed down a specific school, but she would like to transfer to a four year university as well, and study horticulture and/or landscaping.

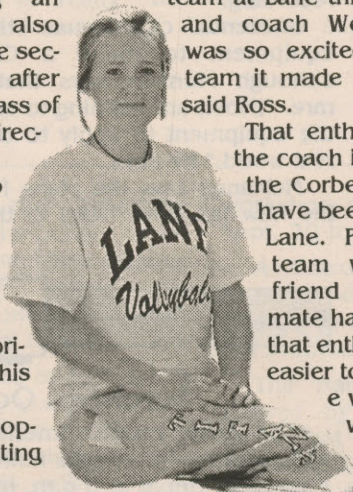


PHOTO COURTESY OF LCC ATHLETICS  
Lindsay Kinney

### Volleyball — Tournament Scores Highline Cross-Over

Oct. 11  
Lane defeats Highline: 17-30, 30-26, 15-8  
Treasure Valley defeats Lane: 18-30, 30-20, 15-10  
Oct. 12  
Lower Columbia defeats Lane: 30-26, 30-20  
Blue Mountain defeats Lane: 32-30, 25-30, 15-9  
Lane defeats Everett: 30-15, 30-20

NOT ONE SHRED OF  
EVIDENCE  
SUPPORTS THE  
NOTION THAT  
LIFE IS SERIOUS.



# Big hill, no problem

Clark Invitational prepares cross country teams for championship meet.

Lonnie Getchell  
Torch staff

Every cross country race is unique. Racers may run through grass as tall as the Amazon, or sprint through shin deep water. A heavy rain may cause slips and slides through a muddy field.

And the cross country course at Lewisville Park in Battleground, Wash., is no exception.

"Lewisville Park has a very steep hill," explained coach Grady O'Connor. It takes up 300 meters of the race.

On Oct. 12 the LCC Cross Country team competed in the Clark College Invitational at the park. "(Runners') times sometimes don't reflect the personal bests and the athletes sometimes are just playing with their times," said O'Connor.

O'Connor says he Clark Invitational gives teams from the NWAACC a good idea where they are at in the conference. The teams use the meet to find ways to improve their placing. Every cross country program in the conference except one attended the meet.

"We really try to utilize this meet to prepare ourselves mentally for the championship meet which is three weeks away," said O'Connor.

That meet will also be run at Lewisville Park so the Titans are preparing themselves to improve their attack on the infamous hill.

"We're ready for it," said O'Connor.

Both LCC's men's and women's teams finished in fourth place. "I was very pleased with the outcome," said O'Connor. "We're going to work hard to try to improve and challenge those top three schools come Nov. 9."

The women's team placed in the upper half of the field, led by Stephanie Carter with a time of 20:27. Raydeen Sumantri was right behind at 21:43. Samantha Rough was next at 22:50. Rounding out the

women were Livia Heuberger 23:29, Katie Nusbaum 23:49, and Teresa Miller 24:20.

Leading the men's team was John Randall at 27:19. Matt Altemus finished next at 27:44. Adam Kenyon finished strong with a time of 27:46. Rounding out the men were Josh Byerly and Sean Torassa at 29:09.

O'Connor was pleased with the times; however, he doesn't want the team to focus on them. "We continue to coach them that we're not chasing times right now. We're chasing other runners and it's all about the place." Points are scored based on a team's placing in the race, not the runners' times.

"It was a very productive weekend for us as far as getting ourselves mentally and physically prepared for NWAACC," said O'Connor.

The Titans will return to Bush's Pasture Park in Salem on Oct. 17, to compete in the Willamette Open. Their next meet is the Southern Regional Championships held at LCC the weekend of Oct. 26.

## Clark Invitational meet results:

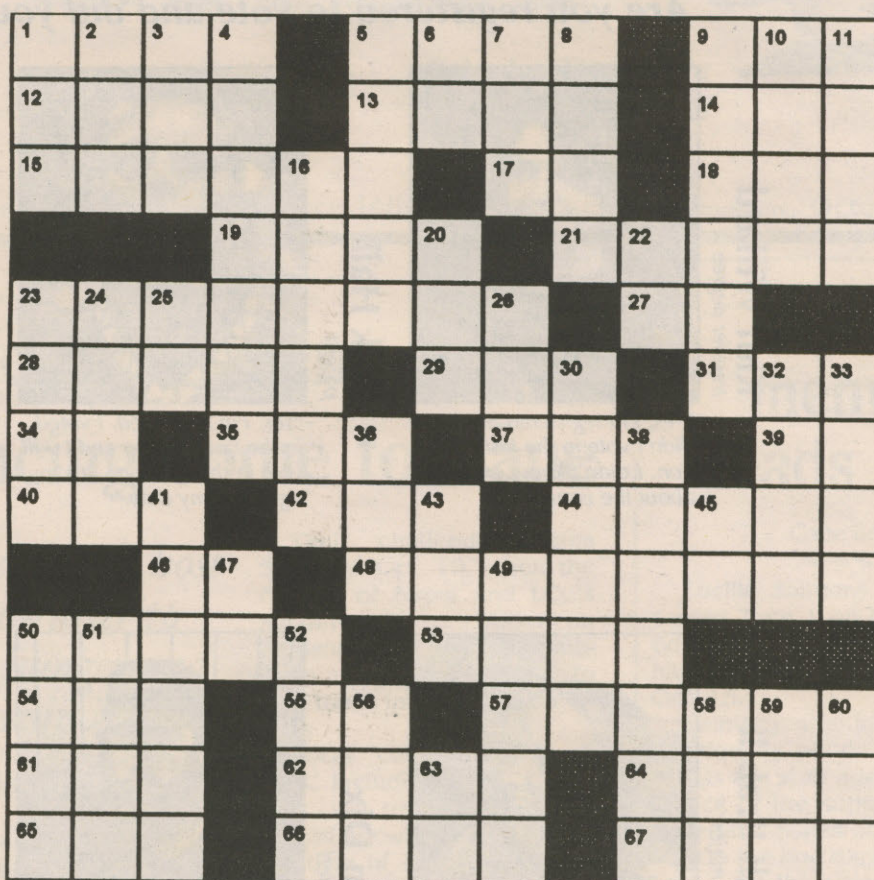
### Women's teams:

Clark .....27  
Mt. Hood .....92  
Spokane .....95  
LCC .....104  
Chemeketa .....108  
Everett .....163  
Bellevue .....165  
Cascade,  
non-NWAACC ....179  
Skagit Valley ....197

### Men's teams:

Spokane .....25  
Mt. Hood .....35  
Clark .....128  
LCC .....140  
Bellevue .....148  
Treasure Valley ...157  
Chemeketa .....187  
Highline .....196  
Cascade .....197  
Everett .....255  
Skagit Valley ....258

## Crossword Companion



### ACROSS

1 Light  
5 Snare  
9 Feminine pronoun  
12 S. African native plant  
13 Unusual  
14 Sleeveless Arabic garment  
15 Stellar  
17 Raised railway  
18 Decay  
19 Lawsuit  
21 Across; over (pref.)  
23 One who leaves  
27 Indicates plural form  
28 Flare-bottomed dress  
29 Drooping of head  
31 Place  
34 Mother (informal)  
35 Giving loving care (abbr.)  
37 Excavate  
39 Southern state (abbr.)  
40 Finis  
42 Potato  
44 Servant  
46 Bone  
48 Unending

50 Poison  
53 Painful  
54 Eggs  
55 Near  
57 Slanted type  
61 Vietnam offensive  
62 Circuits  
64 Yugoslav statesman  
65 Direction (abbr.)  
66 Way to go out  
67 First garden

### DOWN

1 Vegas  
2 High note in music  
3 Flightless bird  
4 Part of  
5 Arranged meeting place  
6 Egyptian sun god  
7 Plural verb  
8 Animal skin  
9 Irritate persistently  
10 Black  
11 Rodents  
16 Not usually  
20 Even (poetic)

22 For example  
23 Wife of knight  
24 Dash  
25 Yes (Span.)  
26 Fishing pole  
30 Distract  
32 Nights before  
33 Fashions lace  
36 Feline  
38 Helmet-shaped  
41 Give  
43 Error (pref.)  
45 Football position (abbr.)  
47 Consequently  
49 Wet  
50 Make a political selection  
51 Tied  
52 Man  
56 Levied fee  
58 Cover  
59 Native of (suf.)  
60 Against  
63 16th Greek letter

## Classifieds

### Opportunities

**Bartender Trainees Needed**  
\$250 a day potential  
Local Positions  
1-800-293-3985 ext. 740

**What a great deal**  
Kyocera pre-paid cell phone  
Lots of extras \$100.00 OBO  
Call Jodi for more info,  
744-7654, after 3 p.m.

**Fitness — recreation activity leaders**  
City of Eugene  
\$6.50—\$8.30/hr.  
Provides direct leadership to children in grade school and middle school in an after school program. Ensures that activities are appropriate for the interests and development of school-age children. Requires minimum of one year working in youth programs, preferably with grade school/middle school children. Apply now for positions available September through June. Application materials available at

[www.ci.eugene.or.us/jobs/default.htm](http://www.ci.eugene.or.us/jobs/default.htm) or from Human Resource and Risk Services, 777 Pearl Street, Room 101, Eugene OR 97401. The City of Eugene values diversity in its work force and is committed to affirmative action. Out-of-area residence may request application packet by calling (541)682-5061 (or e-mailing at [application.requests@cieugene.or.us](mailto:application.requests@cieugene.or.us)).

**Male roommates wanted**  
To share furnished guest house in downtown Springfield. \$385mo. Includes private room, utilities, garbage, cable, laundry, phone. Meal plans optional. 746-2345.

### Events

**International tea and chat.** Open to all students. Come and meet students from all over the world every Tuesday from 2:30-4: p.m. in Room 201, Building 1. For more info call 463-5165.

## NEPAL, from page 1

"There is no certain amount of which it will cost, the more money we raise the more people we can help," says Mears.

The volunteers have an expensive task ahead of them. Each will pay his or her rent and any other bills they may have for three months.

The fund-raiser is sponsored by the Self Reliant Center for Kathmandu of Eugene. Clark Invitational prepares Titans for championship meet

"The Self Reliant Center is a non-profit organization that has been working for over a decade in Nepal providing housing, schooling and medical clinics for those who cannot afford it," Mears says.

The fund-raiser is slated to begin at 6 p.m. in Lane's cafeteria. A \$10 donation is asked per person at the door or in advance. The program in honor of Dashain, a Nepali festival, will feature authentic Nepali folk dancers, Nepali food and one of the most important things says Mears, "the Tiki blessing," which is the main event of Dashain.

All the money raised at Saturday's fund-raiser will be going directly to Nepal.

"We have been trying to send all the money we have to Nepal. The more we can raise the better," says Mears.

The donations will help buy medical supplies and fund a three-month medical clinic in Nepal beginning in February 2003, says LCC student Jennifer Fox. She describes herself as a volunteer, an ex-nurse, and a "concerned citizen."

Fox says, "We will be holding clinics for mostly woman and children, though all are welcome, doing very common treatments for broken bones, leprosy, and starvation ... and promoting basic reproductive skills, providing birth control."

One of the greatest problems for Nepali women is a prolapsed uterus after birth. The women of Nepal have such a large role in society that after they have children they must go directly back to the work force, says Fox, often not giving their bodies time to heal. These resulting effects often end in death.

For more information regarding the Nepal Health Camp fund-raiser or for tickets, you can contact Mears at (541)345-9116 or Fox at (541)341-3931.



# The Pulse

Are you registered to vote and did you vote in the last election? Why or why not?

**Kim Willard**  
transfer degree



"Yes, I'm registered but I didn't vote in the last election. I didn't know enough about the issues."

**Jack Hall**  
parent



"Yes, I'm registered. I voted in the last election and I will vote in the next one. It's my right and my duty."

**Jesse Swanson**  
transfer degree



"Yes. I [voted] because it involves me. The youth have to take advantage of voting so we have things in the future."

**Shannon Clow**  
transfer degree



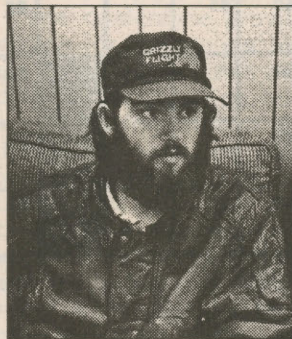
"I'm not registered. It's not that I don't want to vote, I just don't have time to read through the voter's pamphlet. I don't want to vote on something I don't know about."

**Tirzah Krabill**  
nursing major



"I am registered to vote. I wanted to vote in the last election but my roommate misplaced my voter's pamphlet and ballot so I missed it."

**Loren Dix**  
undecided



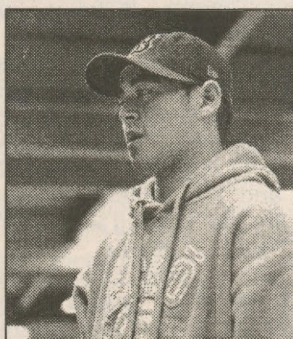
"Yes and no. I moved between elections and had to re-register in Lane County."

**Ben Thrower**  
UO journalism student



"I'm registered to vote in Georgia. I vote because it's the foundation of democracy. I know it's not much but it's the only voice I have in the government as a student, for now."

**John Wertz**  
business major



"I am registered but I didn't vote [in the last election] because I wasn't of legal age."

Compiled by Sarah Ross  
Photos by Collin Andrew

## Feral cats have friends at LCC

Melissa Vandever  
Staff Writer

As you pass the campus bookstore or cafeteria you may notice donation jars bearing photographs of various fluffy felines such as "Grandpa" and "Hissy", along with the words "Animal Support Committee."

Casually dubbed the "Cat Committee," LCC's ASC is a non-profit organization made up of LCC staff and community members dedicated to controlling the feral, wild, cat population on campus.

"The committee was formed as the result of a need that came about," says ASC member and computer services staff Dale DuVall. "Because wild cats reproduce and carry disease, it was necessary to stabilize the population."

ASC members capture the cats using electronically controlled traps, neuter them, examine them, and release them in the location of their capture.

This approach to dealing with feral cats isn't unique to LCC. Other colleges and universities such as the University of Texas, University of California, University of Washington and Stanford University have also been successful in controlling

their cat populations using this method.

While the ASC had existed informally since the early '90s, it was made an official LCC organization in 1997, and has succeeded in bringing the campus cat population down from around 45 to 10.

The ASC is trying to raise awareness about the presence of feral cats in conjunction with National Feral Cat Day, Oct. 16.

"When left in the wild, feral cats live only about 60 percent as long as their domestic counterparts due to a rougher life," DuVall says.

To make their lives a little easier, ASC feeds the 10 campus cats daily from three feeding stations around campus and provide them with nest boxes to keep them warm during the winter. ASC Members rotate feeding scheduled to make sure the cats are fed every day and stay healthy.

While the ASC deals mostly with cats, they also help injured wildlife or any other animal in danger.

For more information on the ASC (and to see cat pictures), visit their web site: [www.lanec.edu/asc/aschome.htm](http://www.lanec.edu/asc/aschome.htm).

## LCC group hosts "Queer Prom"

Fundraising event  
draws students  
from around the  
state

Sarah Ross  
Editor in Chief

LCC's Queer/Straight Alliance joined forces with the UO's Lesbian, Gay, Bisexual, Transgendered and Questioning Student Association to host a "Gay Prom" on Oct. 12, in Eugene.

The event, subtitled "The prom you never had in high

school," was attended by more than 275 people and raised close to \$750 for the LCC group, said QSA member Wendell Freeman.

Freeman said LCC President Mary Spilde and Vice President for Instruction and Student Services Cheryl Roberts attended the event along with other LCC faculty and staff. Students from UO, OSU, Western Oregon University and several community colleges from around the state rented tuxedos, limousines and sported boutonnieres for the celebration which capped off a week of events in honor of National

Coming Out Day, on Oct 11.

Torch reporter Gabe Bradley and photographer Collin Andrew were asked to leave the event by Red Lion security personnel after a discussion with prom organizers about media access.

Paul Beatty, Red Lion general manager, said "The (organizers) had made the decision not to allow the press. We just wanted to respect the wishes of the people who rented the space."

QSA member Marshall Collins said the media was asked to leave in order to "protect the privacy of students not wanting to be publicly out."

## SALMONY, from page 1

Americans to work in legal professions in Micronesia, a U.S. protectorate that has very similar laws to the U.S. Micronesia has a constitution that is modeled on our constitution and a bill of rights that is "almost identical," she says.

"They're very much connected to the U.S. in that regard," said Salmony.

In addition, sufficient legal training is not available in the country for high level positions such as the one Salmony has accepted.

"We had some delightful conversations, but it was ultimately an opportunity that was too good to pass up," said Salmony's husband, Larry.

Salmony, her husband and her daughter will leave their pets behind when they move in Nov.

The board will advertise an open position and begin an interview process to find a replacement to serve for the next two and a half years until Salmony's term is up, said board chair Roger Hall.

Hall said she has provided a "unique" voice on the board.

"I have probably role modeled the bumper sticker 'Question Authority,'" said

Salmony. "I question everything people assume they can't question."

"She's an advocate of the college, even though we're not always in agreement," said Hall.

Zone 1 includes the Veneta and Florence areas.

"She's been very protective of the Florence program," said Hall.

Hall says he will not know if the board will do anything to officially recognize or honor Salmony at her departure until the board meeting on Monday, when the board will consider her resignation.