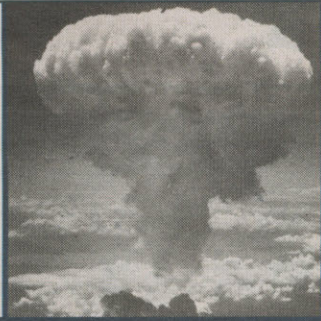


ATOMIC BOMB  
BUILDERS SPEAK  
FOR PEACE  
see page 3



APRIL 17, 2015

VOLUME 50, EDITION 19

EUGENE, ORE.

LCCTORCH.COM



A tornado touched down near by the Child and Family Center at LCC on Tuesday, April 14. One car was lifted up and flipped on its roof. Right: Several other cars including a red Dodge and a Toyota Camry were damaged as the tornado left behind bent wheels and cracked windshields.



PHOTOS BY ANDRÉ CASEY / THE TORCH

# Damage to cars dominates crisis

ANDRÉ CASEY  
DESIGN EDITOR

A tornado swept through Lane Community College on Tuesday, April 14 near the Child and Family Center.

Eyewitness Josh Hollowell said the tornado hit at 4:10 p.m. "It started hailing, but a lot of wind came with it," he said, adding that he noticed a lot of wind blowing through the trees at Child and Family Development Center.

"I saw a funnel and it hit the school bus. The bus driver was in it at the time," he said. "It hit a Jeep Cherokee and lifted it up about five or ten feet in the air and then slammed it back down again. There were two people inside."

Another car rolled four times, Hollowell said, and bounced around like a pinball. Hollowell described how several other cars were also thrown around by the tornado which he said was about 20 feet wide. He called Public Safety and then 911.

# People and wildlife in danger

## Speaker warns about electrical devices

PENNY SCOTT  
EDITOR-IN-CHIEF

"In the mid 1990s, the FCC determined that cell phones are safe for human use," author and medical journalist Katie Singer said. She went on to explain that engineers determined this by taking a 200lb mannequin made of plastic and filling its head with salty fluid. They took its temperature, then gave it a cell phone for six minutes, then took its temperature again.

"Because this dummy's temperature had not changed by two degrees in those six minutes, the FCC determined that mobile devices are safe," she said. "This test still stands for determining the safety of numerous more powerful wireless devices and for using them for more than six minutes."

Singer was speaking to a group of approximately 70 people at Lane's Longhouse on Thursday, April 9. She was warning people about the harmful effects of electronic devices. She also spoke about the Telecommunications Act passed by congress in 1996, which, she says, prevents health or environmental concerns from interfering with the placement of cell towers.

"The EPA was established under Nixon in 1969 and



JUSTIN COX / THE TORCH

Author and medical journalist Katie Singer prepares for her speech on the dangers of electronic devices on Thursday, April 9.

quickly formed the division that studied the effects of EMR exposure on health and wildlife," she said. "By the late 1980s this division employed 36 full-time people. By 1995, the year before the Telecommunications Act, it had no employees."

see SINGER, page 6

### ABBREVIATIONS

- EMR – Electromagnetic Radiation
- EPA – Environmental Protection Agency
- EMF – Electromagnetic Frequencies
- FCC – Federal Communications Commission



# Making amends in Ferguson

*Sense and insanity mix like oil and water*

**PENNY SCOTT**  
EDITOR-IN-CHIEF

**T**HE rioting aftermath and destruction of property in Ferguson is the focus of a commentary by syndicated columnist Cal Thomas titled "Restitution not Retribution" published by the Tribune Content Agency, LLC on Dec. 1, 2014.

Thomas calls for restitution and public shaming as punishment for those who willfully destroyed people's property in the town. Thomas and I are in agreement on the first point and part company on the second.

Those who damaged the property should pay for it out of their paychecks by having them garnished, suggests Thomas. For transgressors who receive government assistance, he adds, the money "should be forwarded to the businesses they destroyed."

"Restitution is an Old Testament concept instituted to remind people that when one harms another person, or steals or destroys property, someone else suffers and deserves reimbursement," writes Thomas. He goes on to say that having to make restitution can induce moral guilt in a person, which can lead them to repent.

I agree that restitution can lead to repentance. I agree that laws need to change so that people can have their property and ability to secure their livelihoods restored. This is just plain common sense; there's

something wrong with a system that leaves a person to deal with losses, while those at fault have no debt to the individual — only to society.

Guilt and shame are another matter altogether. Pushing people to feel guilty and ashamed results in resentment, not repentance. It's harmful, not curative, and righteous anger creates blind spots to this fact.

We want a society of conscious responsible people don't we? Then we need to take another look, most importantly, at ourselves. I understand the challenge. I know how tempting it is to point an accusatory finger at others in righteous judgment. But what good does that do?

Decent people get angry and want to see people punished. I understand. I get angry too. But we have a responsibility here to use reason and sound judgment, not emotion. It's only human to get bent out of shape and angry about violence. But we can't stay there, or act from there, if we want the world to change.

Shame is the most painful of all human emotions. Knowing this, people and institutions throughout the ages, have chosen to degrade and humiliate people to cause them as much emotional pain as possible. This is sadistic and there's no justice in it.

Horrible things have been done to people. They've been stripped of their clothes, had their hands and feet tied, been branded with hot irons, had their heads shaved and had food and excrement thrown at them.



DIGITAL COMPOSITION BY AUGUST FRANK / THE TORCH

This has been done in the name of justice. This isn't justice, it's insanity.

The vulnerability, helpless and emotional agony, of those being shamed, are what this is all about. Today, nothing has changed. It's just gone digital. There is no healing or redemptive power in shame. So it serves no good purpose. For every person pushed down to the level of shame, we are all worse off.

Restoration builds. Shame tears down and can even destroy. Shame is the handmaiden to suicide; it's unhealthy and dangerous in private and in public. To humiliate someone publicly could have far-reaching adverse consequences for that person and for others.

Alice Miller, in her book "The Drama of the Gifted Child" points out that Nazis, as children, were raised on public shame in German schools. This prepared them, she wrote, to willingly comply in shaming, torturing and murdering Jews and other

minorities.

I think the stakes have gone up because we all have the potential for greater reach in the world. The public was once the local village or town. However, with the advent of television, the public grew to the people of a nation and the global village. These days, thanks to the Internet, a shaming event can be accessed anytime by anyone in the world and can be shared and spread like a virus.

The event becomes immortal, living in cyberspace. It is forever public — meaning the shaming never stops. Those who join in the shaming become infected and infect others with the virus. It could become pandemic. What good effect can that possibly have?

Those who vilify others often escape notice in a shaming story. All fingers typically point to the vilified. Maybe pointing the finger inward, could raise our awareness of how alike we all are. We are all "guilty" of making bad choices.

## theTORCH

THE INDEPENDENT STUDENT NEWSPAPER OF LANE COMMUNITY COLLEGE



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**PENNY SCOTT**



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## GUEST COLUMNIST

## Atomic bomb builders speak for peace

## Remembering the lessons

PART 1

**R**ENEWED tensions between Russia and the United States bring to mind wise counsel for peace offered in the 1970s by two University of Oregon figures of national distinction: Paul Olum and Aaron Novick. As the 20th century fades from memory, our future could depend on not forgetting their message.

What irony that these two men who helped create the most devastating weapon of war, can be justly remembered today for their service to peace.

As Lane's Peace Symposium at the end of April draws near, let's remember these godfathers of the nuclear age in 1945, who spent the rest of the 21st century trying to atone for the atom bomb they helped build.

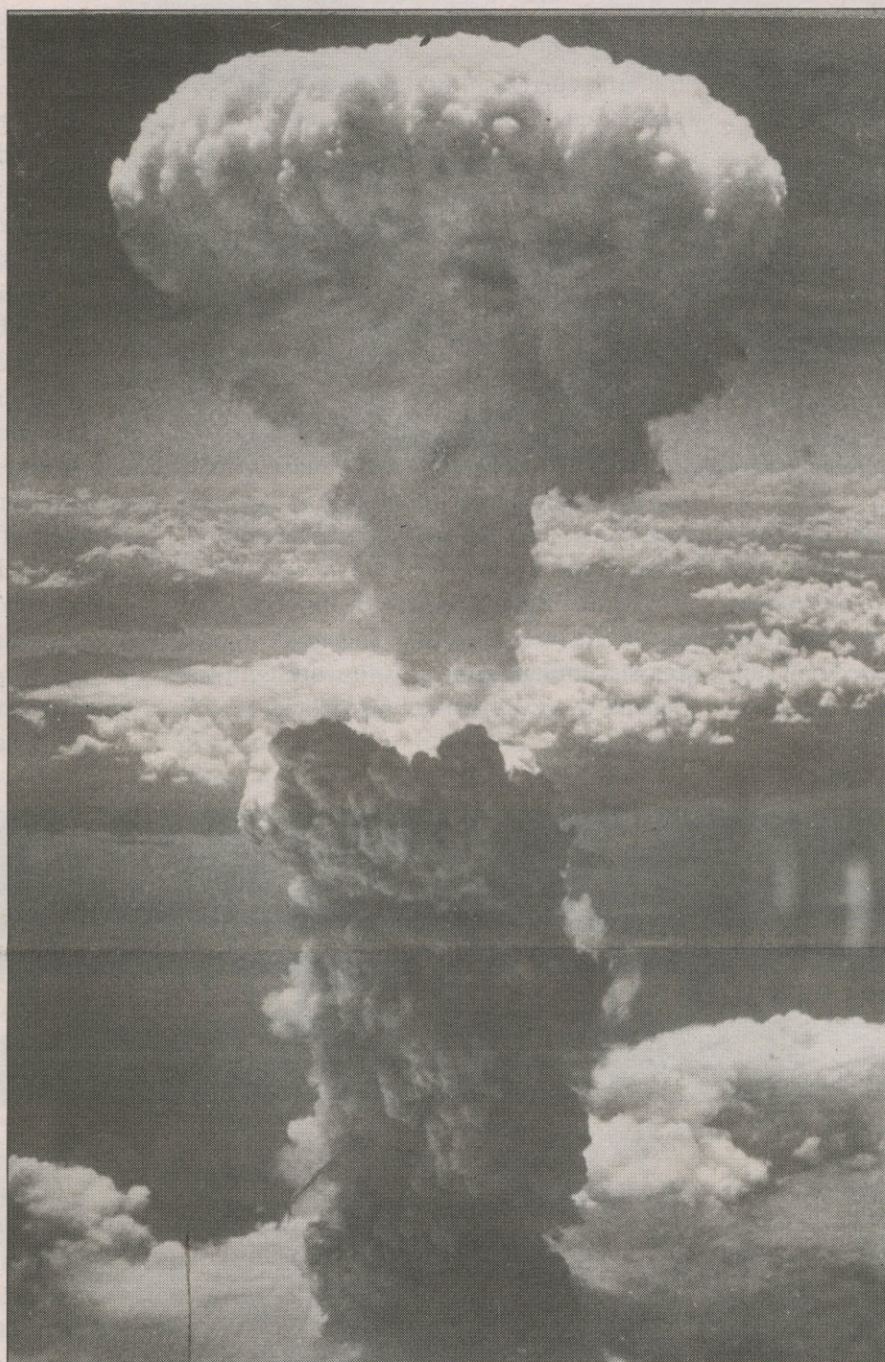
President Olum

(1978-90) and his founding director at the Institute for Molecular Biology, Novick, met as young men in 1945. They were members of the highly secretive Manhattan Project. Olum was a recent graduate in theoretical physics at Princeton University and Novick had a doctorate in physical organic chemistry from the University of Chicago.

They, among other scientists, helped create the nuclear bomb that the United States dropped on Japan at the end of World War II.

Included were project director, Robert Oppenheimer, Edward Teller, Niels Bohr and Enrico Fermi. Olum and Novick were later reunited in Oregon and served humanity well by giving us persistent reminders of nuclear danger in the decades that followed the bombings of Hiroshima and Nagasaki.

Their concern was that some day, if there is a nuclear war, people will ask, "Why didn't you tell us?" They did tell us, but we have not listened. They were blocked by what Novick's wife Jane Novick, described as euphemisms of



PUBLIC DOMAIN

**Atomic bomb mushroom cloud** over Japanese city of Nagasaki on Aug. 9, 1945 depicts the nuclear destructive power created by the Manhattan Project team.

public denial: counter force for first strike, defense budget for war budget and non-buffered precipitation for acid rain.

Another Eugene link came from the grandfather of Peter von Hippel, long the head of Chemistry at the University of Oregon. Novick remembered the elder von Hippel from the University of Chicago, where in the early 1940s he "worked hard to forestall dropping the bomb on a city."

Their personal crusade was reflect-

ed in the University of Oregon Arms Control Forum, which they founded. It was "only a gesture in the continuing commitment we all must make to protect ourselves and our earth against nuclear devastation," Novick said.

There were many such gestures from them both in their stubborn efforts to defuse an ultimate global explosion, for which they both felt personally responsible.

They felt jubilation at the war's sudden end in August, 1945, after the bombs

fell on Japan. This was soon followed by a deep bitterness, shared with most of their Manhattan colleagues when they recognized implications of the nuclear age they had created.

"The cheers barely were out of our mouths before most of us came to our senses, realizing what terrible things this could mean for the future of the earth," Novick recalled. "What happened in Japan was terrible. Our fear was that it might be repeated in the future."

Both men were present for the first bomb test on July 16, 1945, at Alamogordo, New Mexico. Olum remembered Fermi saying the explosion might wipe out all of New Mexico, with a 10 percent chance it could set off a thermonuclear explosion of the earth's atmosphere. "We knew that if the state went, we really were talking about destruction of the world," Olum said.

Novick was standing next to Oppenheimer nine miles from ground zero. "With a rumble of deep, deep thunder, the sky was filled with a massive cloud full of purple light," he recalled. In that moment they had the frightening realization that the future of the world had just suddenly changed — it would never be the same again.

In their rush to perfect the bomb, they failed to calculate the greater price humanity would pay in the years ahead — during a time of terrifying brinksmanship by atomic powers. They knew that nuclear bomb technology would not remain a secret for long. Other nations would learn how to make them.

Eager to escape the morbid reminders of what they had witnessed — the explosion of the first bomb, Olum and Novick joined other troubled scientists as they worked against legislation that would put our nuclear program in the hands of the military.

They gave many interviews and speeches in which they described how continued development of nuclear weapons would threaten the life of the planet. Why, one might ask, would such a group of scientific intellectuals, recognizing the potential trauma of the bomb before it was dropped, fail to challenge the project beforehand, as seriously as they did afterward?

*To be continued in edition 20 . . .*

## LANE PEACE SYMPOSIUM

**What:** Lane's eighth annual Peace Symposium. Keynote speakers: Indigenous activist Suzan Harjo, and Dennis Martinez chair of the Society for Ecological Restoration International Indigenous Peoples' Restoration Network.

**When:** Thursday, April 30.

**Where:** In the Longhouse during the day; in the Center for Meeting and Learning in Building 19 in the evening

For more information contact Stan Taylor at: [taylors@lanecc.edu](mailto:taylors@lanecc.edu)

## MANHATTAN PROJECT REUNION &amp; SYMPOSIUM

**What:** Commemorating the 70th anniversary of the Manhattan Project

**When:** Reunion for project veterans and their families, Tuesday, June 2. Symposium will immediately follow on Wednesday, June 3.

**Where:** Both events will be held at the Carnegie Institute for Science at 1530 P St. NW, Washington, DC.

For more information contact: [info@atomicheritage.org](mailto:info@atomicheritage.org)



GUEST COMMENTARY: Barbara Delansky, Dean of Student Affairs

## ASLCC adviser responds to claims

I read with interest the article in The Torch last week regarding the perceived lack of transparency and lack of student control. I met with Council of Club reps several times, and have offered to meet in regard to questions and concerns about the Council of Clubs, and ASLCC budget whenever they needed more information or updates.

There is an interesting balance to supporting student autonomy, respecting their rights to conduct business, and then dealing with inaccurate assumptions because group members didn't know, and/or didn't understand their budget.

Here are some other points to consider:

1. The Titan Fencing Club was established last year, and has received funding for equipment and other resources to support the club from both ASLCC and the COC.

The statement in the article that "The funds have been maintained and controlled by our advisors. We have no idea where our money goes and where the money doesn't go," is false.

2. The Council, and ASLCC, need staff support to do the following: schedule events on

campus, arrange for payment and purchase of supplies, arrange for travel to events and trainings, monitor individual club budgets, track petty cash etc. In short, without staff support the clubs would not be able to function.

3. The current funding structure, including staffing, in the COC and in ASLCC, was established by students in those groups approximately 12 years ago. ASLCC previously funded 2 full time staff, and in order to be "good stewards" of student money, they reduced those expenditures to .25 FTE for each group. The staff person assigned to the Council and to ASLCC works on their behalf and at their direction in compliance with existing policies and procedures.

4. Staff do not control student funds, ASLCC and the Council have established by-laws and specific decision processes for distribution of those funds, as do other student fee funded groups like BSU, NASA, MEChA, GSA and APISU. My role as advisor, and staff assigned to assist student groups, is to work with the students to ensure that campus policies are fol-

lowed but the decision of how the funds are spent, and the establishment and approval of the budget is up to the groups.

5. My suggestion to ASLCC in regard to any adjustments to the student fee included several options: no increase, increase for ASLCC operations and food pantry, increase for other groups based on the decisions of the group. I raised the issue so that ASLCC could have any proposed fee change on the Board agenda in time for elections, if they chose to do so. To say that I advised them to raise the fee, and that was their only option is incorrect.

6. The "office supply" budget heading is a generic heading that is used campus wide and includes, among other things, program support to clubs like the Titan Fencing Club. Basic budget information, as well as budget updates are posted on the OrgSync portals several times throughout the term, or when requested.

Please feel free to contact me if you have any questions or need additional information.

See named article:

<http://www.lcctorch.com/?p=1111>

GUEST COMMENTARY: Samuel Alemayhu, second year Lane business major

## Why Facebook might be making you lonely part 1

WE live in a world where social networking sites like Facebook and Twitter have hit a pinnacle in popularity (accounting for over 845 million people), but never before have we been so connected and intertwined within each other's lives. Unless that isn't true. Could it be that we are at our most polarized state in society?

Do we go to Facebook, or any other social networking site, because we are genuinely curious as to how our friends, relatives and neighbors are doing? Or does another motive drive us to the web? It may just be that these social sites have given us the chance to feel like we're included within someone's life; to feel popular when more than two friends comment on a status update; to create a vacuum of sympathy from our "friends" when we feel down.

I believe this may result in a generation severely impacted physically and mentally by an epidemic of loneliness. As a result of the successive growth in social media use in the past few decades, I believe that there has been a rampant upsurge in loneliness from users as a result.

In an article in The Atlantic magazine in May, 2012 titled "Is Facebook Making Us Lonely?" author, Stephen Marche states that the popularity of social networking sites such as Facebook has arrived in a time

*A considerable part of Facebook's appeal stems from its ability to combine distance with intimacy, or at least construct that illusion.*

where there has been a dramatic increase in what he refers to as the "quantity and intensity of human loneliness."

In other words, he believes that we are living in a time period where communication with one another on a global scale has never been so easily attainable, but while the popularity of social networking sites like Facebook rises so does an epidemic of loneliness felt between its users.

The rise may be directly correlated to the seemingly deep appeal of the site's promise of greater connectivity. This presents an unprecedented paradox, which Marche refers to as the "internet paradox." The point being that with access to all of these powerful social media/networking devices, we are more connected and potentially more disconnected than we have ever been.

Facebook's popularity stems from the idea that it will help create a stronger, more intimate relationship with the people in our social circle, without having to be physically

present. Rather than creating and nurturing authentic human relationships, instead it provides us with the illusion of intimacy.

A considerable part of Facebook's appeal stems from its ability to combine distance with intimacy, or at least construct that illusion. Rather than unifying people within one's social network, it may push them further away into isolation. Individuals may become less interested in strengthening relationships and instead become primarily focused on how they are perceived by members of their social circle.

Marche states that, "Self-presentation on Facebook is continuous, intensely mediated, and possessed of a phony nonchalance that eliminated even the potential for spontaneity. Curating the exhibition of the self has become a 24/7 occupation." In an ironic twist, social media has the potential to make us less social; acting as a surrogate for the real thing.

As an avid user of social media, I agree with these points and have noticed these trends within my own friends on social media. It seems that sites such as Facebook or Twitter are merely being used as a device to project a sort of facade of who some people are and what their lives are actually like. These devices allow anyone to hide behind a Facebook post or tweet, projecting a carefully fabricated image or illusion of their choosing.

To be continued in edition 20 ...



# Job Fair brings students and employers together

*Students acquire ideas and connections*

AUGUST FRANK  
PHOTO EDITOR

It wasn't all pens, frisbees, candy and cupcakes at Lane's job fair on Thursday, April 16. Representatives from forty five companies gathered in The Center for Meeting and Learning to talk to students and answer questions about careers in their professions.

Companies represented, included Market of Choice, The University of Oregon, Washington County Sheriff's Office, Nextstep Recycling and TSA.

According to a March 2014 report by the Economic Policy Institute, the unemployment rate of workers under 25 is 14.5 percent, over twice as much as the national rate of 6.7 percent. For young college graduates, the study found an 8.5 unemployment rate and a 16.8 percent underemployment rate.

"I think its difficult for a student to be going to school for something, spend all that money, all that time getting an education and then get out and find out they can't get a job for what they went to school for," Loydene Nielson of Pinnacle HealthCare Inc. said.

Many employers remarked on the large amount of interest students showed their professions. "That's generally why we do it," Nielson said. "I don't think that we come here expecting to have a huge amount of hires when we leave here. But we come so we can get our name out, hopefully talk to people and explain who we are and what we do."

In addition to having their questions answered, students



Left to right: **Connan Lee** shakes hands and talks with Valerie Gordon and Naomi Noel about their company, FCR, at the LCC Job Fair in the Center for Meeting and Learning on Thursday, April 16.

were able to fill out applications and make connections with potential employers. The Fair is a way to "meet new people and get new ideas," Junior Joy Stokes said.

"We're having a lot of questions, people don't understand what we do. So it gives them some other options I think, better explains the position," Diana Twombly of

the TSA said.

Computer Information Technology major Nate Tuenge had a strong idea of what he wanted for a career and discussed how he had been going around the room to specific booths. "I got some great information that is at least a good place to start," he said.

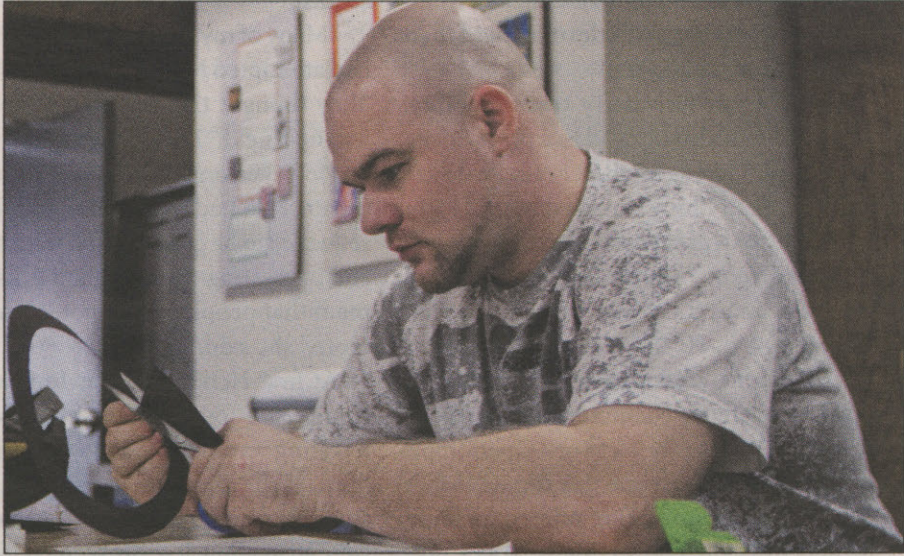


## Students take on artistic challenges

Rather than purchasing, their tools, students in Lee Imonen's Stone Sculpture class create their own. After he has heated the metal over a flame, Zack Phillips (left) sculpts it into shape.

(Lower left) Sophomore accounting major **Veronica VanAndel** works on a silk screen project in Building 10.

(Lower right) Sophomore computer science major **Justin Stewart** works on a design project during open lab hours in Building 10.



PHOTOS BY AUGUST FRANK / THE TORCH



## SINGER: People and wildlife in danger

continued from page 1

The EPA, she claims, "is still authorized to study EMR exposure's effects on health and the environment. Since 1995 congress has allotted it a budget of zero."

The act, Eugene community member Bob Graef said "was shoved down the throats of American citizens. Colin Powell's nephew ran the FCC at the time."

Graef says that he doesn't have a cell phone or internet in his home because of EMR "but this room is thick with it" he said. "The whole campus is thick with it. We can't see it, hear it or feel it, but its been increasing exponentially for over a hundred years."

Singer listed example after example of ways in which people are endangered by advancing technologies. Throughout her talk she frequently asked audience members if they had previous knowledge of the particulars she was warning them about. Most indicated that they did not.

"The waves affect us in ways we don't understand. I haven't thought about it before, but it makes sense," said Kaela Schaefer first year computer major. "I'm

going to be sitting in front of a computer for the rest of my life, so it's important that I know about it."

The World Health Organization classifies magnetic fields and radio frequency as class 2B carcinogens, the same as lead and asbestos according to Singer.

"Are mobile phones addictive?" she asked. "The frequency fields required for mobile devices to operate, also called microwaves, increase activity of brain endorphins or endogenous opioids, the biological base of addiction to opium, alcohol and morphine," she said.

Singer said that she knows of a four year old who was admitted to an addiction treatment center because she became so distressed when her parents took away her iPad. "I know of children who become violent when they lose phone or Internet privileges," she added.

Singer works on public policy with the Electromagnetic Radiation Policy Institute. Books by Singer include: An Electronic Silent Spring, The Garden of Fertility, Honoring Our Cycles, Honoring Our Cycles in Africa and The Wholeness of a Broken Heart.

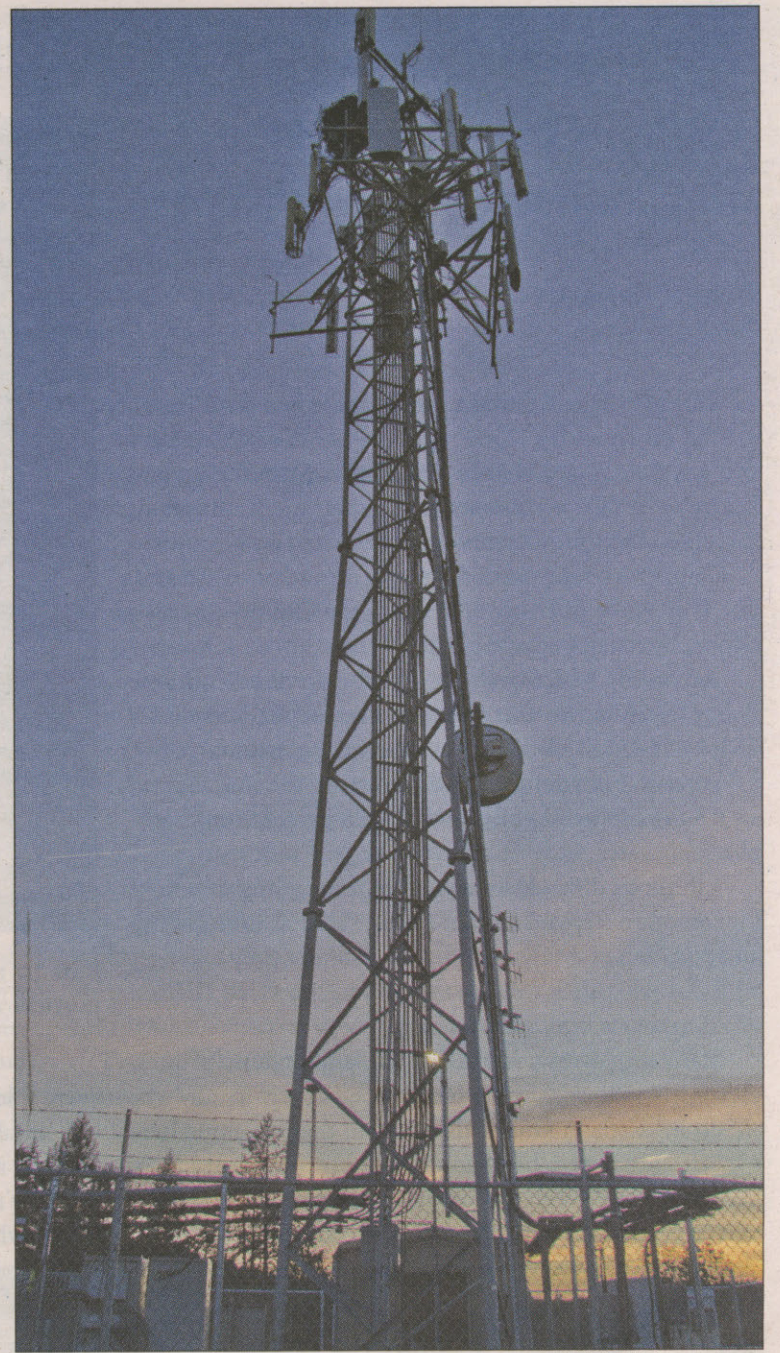
### STEPS PEOPLE CAN TAKE TO REDUCE EMR

Reducing the harmful effects of EMR, according to Singer, begin with deciding to care more about health and the ecosystem than electronic devices. Next, she says, recognize the effects of EMR exposure from electronic devices. Thirdly, she advises people, reduce your own EMR emissions:

- Turn Wi-Fi off at night for at least 12 hours
- Don't use wireless devices in metal boxes such as cars, trains or elevators.\*
- Eliminate cordless, decked phones and return to corded landline phones.
- Eliminate fluorescent lights. Replace them with incandescent or LED.
- Don't download video games or movies wirelessly. Restore landlines instead.
- Don't allow wireless meters in homes, schools or buildings that accommodate people. If they are already installed, have analogue meters restored.
- Have home grounding and wiring checked every five

- years.
- Keep pregnant women away from mobile devices and Wi-Fi.
- Limit screen time to less than two hours a day for teenagers, less than one hour per day for children aged three through 12 and no screen time for children under three.

\*Don't use wireless devices inside metal-enclosed spaces. In moving vehicles, phones connect to a new cell tower every mile. The phone goes to maximum power. Much of that radiation is trapped in the vehicle and bounces around.



AUGUST FRANK / THE TORCH

Singer spoke about the Telecommunications Act, which prevents health or environmental concerns from interfering with the placement of cell towers.

# Fast-track to degrees

*Fewer math courses may be needed*

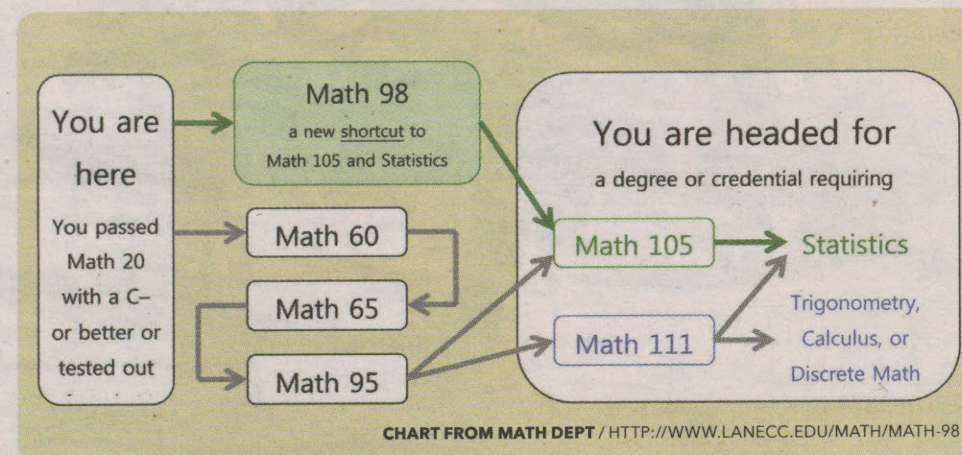
VICTORIA STEPHENS  
REPORTER

Math requirements at Lane are changing. For many students, heavy algebra isn't necessary and requiring it may be a hindrance to some students in getting their degrees, according to Kristen Henderson, Lane pilot Math 199 teacher. If math isn't required in students' future careers, the algebra requirement could prevent them from being able to do what they want, commented Henderson.

Enrollment in math classes is high at Lane because math courses are required for most programs of study. To help promote student success, more options are being offered and new courses with shorter pathways to higher level courses are being devised.

Henderson said that changes in math requirements extend beyond LCC, however. "Community colleges in general around the US are trying to find alternate paths that will give students the knowledge they will need for their specific fields without necessarily making them go through all of the algebra classes," she said.

A new course at Lane is Math 98, Math Literacy, which bypasses Math 60, 65 and 95. It goes directly from Math 20, remedial



geometry to Math 105, game theory. Math 98 has less algebra skills development than the traditional pathway.

Apart from university transferability, Math 105 can also be used as a prerequisite for Statistics just as Math 111 can. First year student, Beau Blunk, finished Math 105 in winter term in preparation for an Associate of Arts Oregon Transfer degree. "This is all I need to do to complete," said Blunk, who took the Math 20, 98 route to Math 105.

Another new fast track math class, developed especially for computer science majors, is Math 82, Math for Network Operations, offered for the first time this term as Math 199. In Spring it is being offered as Math 82 and will only require Math 20 as a pre-

requisite.

"Many of my students were excited. They had attempted Math 95 and they struggled. They thought this was much more useful for their field," Henderson said.

However, one student said this is unfortunate. "He had found the Math 60-65-95 sequence to be good for general knowledge and interesting. He thought it a disappointment that people would not learn that any more," she said.

At first Henderson was torn about the changes. "I found all the algebra fun, interesting and useful, so it was really hard for me," she said. "But then looking at what students wanted to do and how much they were struggling, it really seemed like maybe

it was a disservice to some students."

Henderson said she sees several obstacles to math success for her students. For those who don't have a solid foundation from previous classes, building new concepts is difficult. Others struggle with not having adequate time to study because of juggling family and job commitments.

Studying math is different from studying for other subjects, she commented. It requires a lot of practice on problems to internalize the steps and remember them rather than reading materials over and over again she added.

Teachers want to help, and meeting with them and getting answers to questions right away is important, according to Henderson said. She said that teachers can also help with test anxiety strategies or are able to point students to the right people to help them.

In Winter term, 97 math classes were offered at Lane and were taught by 47 faculty members. Enrollment was between 2,500 to 3,000 students — approximately one-fourth of the student body.

### Math Resource Center

Ground floor Building 16. Room 169  
Phone: 541-463-5399

Hours:

- Daytime: Monday-Friday: 8:30 a.m.-3:20 p.m.
- Evenings: Tuesday-Wednesday: 6:00 p.m.-8:20 p.m.
- Free drop-in tutoring for anyone enrolled in a Lane math class
- Tutors available in person and online to assist registered math students
- Hundreds of math DVDs with a two day check out
- Self-paced individualized study classes for those that wish to work independently, taking selected math classes at a credit-by-credit pace.



Crossword Puzzle

ACROSS

1 Cocoon insect

5 Former Korean president

9 Genetic letters

12 Dunlin bird

13 Male noble

14 Edible root

15 Sayings (suf.)

16 Vex

18 Having (suf.)

20 Shout

21 Formula

23 Fish with bait on the surface

24 Buddhist monk in nirvana

25 Held a session

26 Offense

29 Trouble

30 Mortar mixer

31 Shoshonean

32 River into the North Sea

33 Cistern

34 Oriental

36 Month abbr.

37 Jot

38 Fetish

40 Fundamental ingredient

43 Rubbish: Brit.

46 Anecdotes

47 Work (Sp.)

48 United States Dept. of Agriculture (abbr.)

49 Ten decibels

50 Corner

51 Wampum

DOWN

1 Greek letter

2 Caribbean lizard

3 Card game

4 Abbey (Sp.)

5 Queen (Fr.)

6 Stag

7 Slip

8 Educate

9 Old Eng. gold piece

10 National (abbr.)

ANSWER TO PREVIOUS PUZZLE

B	A	I	N		P	O	P		A	T	I	C
E	L	L	E		U	M	E		P	A	B	A
D	I	S	A	G	R	E	E		A	M	I	R
E	T	A		O	L	I	V	E		A	S	B
				D	A	O		E	V	E	R	
C	I	P	O	L	I	N			A	R	A	D
P	L	E	B		N	A	P			I	C	A
I	S	T	L	E		G	R	A	C	K	L	E
				T	A	L	C		E	L	A	
E	R	Y		F	A	B	L	E		I	O	A
C	A	S	A		S	E	A	E	A	G	L	E
U	N	I	T		C	A	T		B	O	E	R
A	I	N	E		A	N	E		T	R	A	Y

- 11 Soul or spirit (Fr.)

17 Flap

19 Choose

21 Electric catfish

22 Great Lake

23 Flat fish

25 Pouch

26 Bag
- 27 Italic (abbr.)

28 Haw. goose

30 Mortar beater

33 Seamount

34 S.A. sloths

35 Rile (2 words)

36 Coniferous tree

37 Muslim divorce

38 Without (Ger.)

39 Semitic deity

40 Pressure (pref.)

41 Public vehicle

42 Or best offer (abbr.)

44 Food and Drug Admin. (abbr.)

45 Cigarette: Brit. slang

1	2	3	4	5	6	7	8	9	10	11
12				13				14		
15				16				17		
		18		19				20		
21	22					23				
24					25			26	27	28
29				30				31		
32				33				34	35	
			36				37			
	38	39				40				
41								43	44	45
46				47				48		
49				50				51		

Sudoku

			2		3			4
		3				9		
	2		1		9			6
		9	6					1
	7	1						
	4			6	2		1	
	5		7				3	
2	1				4	7		

Fill in the grid so that every row, column and 3x3 box contains the numbers 1 through 9  
*note: there is only one valid solution to each puzzle*

Answer to Sudoku

2	6	5	1	8	3	9	7	4
1	3	4	9	6	7	5	2	8
7	8	9	2	5	4	6	3	1
3	5	7	8	9	1	4	6	2
9	1	8	6	4	2	7	5	3
6	4	2	7	3	5	8	1	9
8	7	3	4	1	6	2	9	5
4	2	1	5	7	9	3	8	6
5	9	6	3	2	8	1	4	7

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ENIGMA™  
CRYPTOGRAM

Enigma cryptograms are created from quotations and proverbs from around the world. Each letter stands for another letter. *Hint: "Z" = "L"*

"ZXF XUXHVYSX MRXXB WS KHYSF  
YK PWM YRS EYYH, TSE FPX RPYZX  
RYHZE RWZZ JX AZXTS."

— IYXFPX

PREVIOUS SOLUTION: "People who fly into a rage always make a bad landing."  
— Will Rogers

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Lane Peace Center's  
8th Annual Peace Symposium Presents

SEEING RED  
Indigenous Perspectives on Peace and Justice

Featuring Keynote Presenters

SUZAN HARJO  
Poet, Writer, Lecturer, Curator & Advocate  
2014 Presidential Medal of Freedom Recipient

DENNIS MARTINEZ  
Founder & Co-Chair, Indigenous Peoples' Restoration Network

Thursday, April 30, 2015  
Lane Community College, Main Campus  
4000 East 30th Avenue, Eugene

10 a.m.-12:30 p.m., Lane Community College Longhouse, Bldg. #31  
7:00-9:30 p.m., Center for Meeting and Learning, Building #19  
Live-streamed at: <http://www.lanecc.edu/it/media/live-streaming>

For more information go to: <http://www.lanecc.edu/peacecenter>

Events and Happenings  
APRIL 17 – APRIL 23

- Art Galleries (ongoing)**

LCC 10th Annual High School Art Show, M-F 8am-5pm, Bldg 11 Main Art Gallery

The Tale Of Two: Palettes/Palates, M-F 8am-5pm, Bldg 19 David Joyce Gallery 200A

**Friday, Apr. 17**

**Events:**

Explore Lane Info Session, 11am-12pm, Building 19 Classroom 250

**Workshops:**

In-person Keys To Success Workshop, 1:30-3pm, Building 1 Classroom 224

**Sports:**

Track At Oregon Relays, 10am-6pm, University of Oregon Hayward Field

Baseball Vs Chemeketa, 2:50-7:20pm, LCC Baseball Diamond

**Student Groups:**

Black Student Union (BSU) Club Meeting, 1-2pm, Bldg 1 Classroom 212

Anime & Manga Club Meeting, 1-3pm, Bldg 19 Classroom 250

**Saturday, Apr. 18**

**Events:**

Electrathon Go Cart Rally 2015, 6am-5pm, Main Campus Southwest Parking Lot F - Row 1, Southwest Lot J-Row 5, South Lot L

Lane County Master Gardener Plant Sale, 11am-5pm, (EWEB Plaza Parking lot, under Ferry Street Bridge), 500 E. 4th Ave. Eugene

International Night Dance Practice, 12:05-2:05pm, Downtown Campus Bldg 61 Large Classroom 105

**Workshops:**

Intro To Animating Fun! 10am-1pm, Downtown Campus Bldg 61 Resources Computer Lab 430

**Student Groups:**

LCC RPG Group Meeting, 9am-5pm, Downtown Campus Bldg 61 Conf. Rm. 420

**Sports:**

Baseball At Chemeketa, 1-5:30pm, Chemeketa Community College Field

**Sunday, Apr. 19**

**Events:**

Goal Ball Tournament, 9am-4pm, Building 5 Gym 202/203

**Monday, Apr. 20**

**Events:**

National Society Of Leadership & Success, 6-8pm, Building 16 Group Study Room 229

**Student Groups:**

Students For Life Meeting, 12-1pm, Bldg 1 Conference Room 212
- Asian Pacific Islanders Student Union (APISU) Meeting, 1-2:30pm, Bldg 31 Longhouse Meeting Room 114

**Arts & Entertainment:**

Auditions For International Night 2015, 4-5:50pm, Downtown Campus Bldg 61 Large Classroom 105

**Tuesday, Apr. 21**

**Events:**

Council of Clubs Meeting, 5-6 pm, Bldg 19, Room 243

Native American Craft Night, 6-9:30pm, Building 31 Longhouse Great Room 101

**Student Groups:**

Fencing Club Practice, 6:45-9:15pm, Bldg 5 Gym 203

Gender And Sexuality Alliance (GSA) Meeting, 2-3pm, Bldg 4 Classroom 254

**Arts & Entertainment:**

Vicki Krohn Amorose Presentation: Ai Weiwei on Alcatraz, 5-7pm Building 11 Art History Classroom 121/114

**Wednesday, Apr. 22**

**Events:**

Bike, Walk, Or Bus To Lane On Earth Day, meet at Amazon Bus station at 7am or 9am

3rd Annual HS Culinary Skills Challenge, 8:10am-1pm, Building 19 CENTER for Mtg Lrng 102/105/109/205

**Workshops:**

Visiting Artists from Jordan Schnitzer Museum Workshop, 12-5pm, Building 11 Art Drawing Lab 120

**Events:**

Associated Students of LCC (ASLCC) Senate Meeting, 4-6pm, Bldg 3 Boardroom 216

**Student Groups:**

OSPIRG Meeting, 3:30-5pm, Bldg 17 Classroom 310

LCC Film Club, 4-6pm, Building 17 Classroom 307

**Thursday, Apr. 23**

**Workshops:**

Visiting Artists from Jordan Schnitzer Museum Workshop, 12-5pm, Building 11 Art Drawing Lab 120

**Student Groups:**

Gender And Sexuality Alliance (GSA) Meeting, 2-3pm, Bldg 4 Room 254

Fencing Club Practice, 6:45-9:15pm, Bldg 5 Gymnasium 203

Movimiento Estudiantil Chican@ de Aztlán (MEChA) Meeting, 3-4:30pm, Bldg 5 Classroom 240



# Default danger over

*Rates now under 30 percent, but wiser borrowing still needed*

**DAEMON LEE**  
REPORTER

In 2010, over 30 percent of former Lane Community College students defaulted on their student loans. In 2011, it happened again. One more time and the federal government would revoke the college's ability to offer federal student loans. It looked like a disaster — or so it seemed. LCC administrative staff went into action and found mistakes.

On Wednesday, April 2 Lane President Mary Spilde said "The Department of Education agreed with us on many of the mistakes and our official rate has been reduced to 27.4 percent. This restarts the clock for us. Our 2012 draft rate is also under 30 percent." Lane's default rate for 2012 was 27.2 percent.

One woman led the charge to crunch the numbers, recheck the documentation and verify the results. When the effort was finished, Helen Faith, the director of financial aid at LCC, had helped bring the college back into the safe zone. She said it came down, in part, to some sloppy paperwork.

Faith explained that when an agency begins collecting payments on a student loan, everything must be documented. Did the students who defaulted receive a letter? Did they receive a phone call? Did they receive full grace period? Are they deceased?

If a loan's records are incomplete, that loan does not count against the college as a default.

An audit by the US Department of Education showed that Lane's student loan records from 2011 contained numerous lapses, Faith pointed out. But, she explained, some loan agencies were still including loans with incomplete records in the overall default rate for the college. "Most of the changes that should have been made were not," she said.

After reviewing records at the Department of Education, the college showed that 37 students in default had incomplete records and filed an appeal to recalculate the default rate. "They just didn't have the details of how that loan was serviced," Faith said about mistakes made by the loan agencies.

## Loans keep LCC students afloat

LCC is no longer in immediate danger of losing federal funding, but the debt issue is not going away: the majority of students at LCC rely on loans.

Christina Bailey, a second-year student at LCC, says she depends on financial aid. "I'm over \$10,000, easy, just with one loan," she said. Working on an associate's degree in animal science, she wants to transfer to Oregon State University. "I've been hoping to get scholarships," she added, to pay expenses at OSU.

Bailey, like most students at LCC, depends on federal financial aid in order to pay tuition. In 2012, 71 percent of LCC students used federal financial assistance, according to a report from the Association for Community College Trustees, a national nonprofit that provides support and guidance for community college boards.

*Lane is no longer in immediate danger of losing federal funding, but the debt issue is not going away. The majority of Lane students rely on loans.*

# STOP

- Only borrow what you absolutely need
- Do not take out unsubsidised loans, unless necessary
- Update your contact information, so loan companies can get in touch with you
- Be proactive – reach out to the loan company if you are having trouble paying
- Sign up for an assistance program like SALT, online at [saltmoney.org](http://saltmoney.org)

**Kerry Levett**  
Executive Dean, Academic and Student Affairs

toll the economic recession took on Lane County. Data from the US Department of Labor Statistics backs up that claim: unemployment in the county peaked in March 2009 at 13.5 percent and did not dip below 10 percent until April 2011 — a time when many students were defaulting.

Another contributing factor: the federal government revamped its student loan program so that multiple loan agencies would service loans instead of a single agency.

Faith said that for LCC, seven companies are involved, which adds another level of complexity for both students and administrators. "Students are starting to get mail from multiple entities they don't recognize," she said. "Sometimes people just shred that stuff."

In 2010, the federal government switched from a two-year reporting cycle to a three-year cycle.

That meant LCC did not hear about the 2010 default rates until 2013. "We went, 'Oh my goodness, what happened?'" Faith said.

"We really didn't have any inkling."

The prior year's default rate was 19.5 percent.

Some claim the default rate was inflated because a few students cheated the system by taking out loans and then never going to class, but Faith said she doubts that was a significant factor. "That's the reality at any college," she said. "Even at graduate schools. It's got to be a really small percentage of the population."

LCC was not the only affected college in Oregon. In 2010, Klamath Community College had a default rate of 33 percent while Umpqua Community College led the state with a 38.5 percent default rate, according to a report by the Oregonian.

## The future

Kerry Levett, executive dean of academic and student affairs, said she has faced this challenge herself: when she was younger, she struggled to make student loan payments.

What she did, she said, was simple: she called the loan agency and explained she was having trouble paying the bills for her student loan. "They were very kind and appreciative that I reached out," she said. "I negotiated with them a payment I could afford."

LCC is exploring ways to improve outreach to students about repaying loans, Levett explained, but ultimately it is the student's responsibility to pay back the loans.

Her advice to students today: sometimes all it takes is a phone call to work out a new plan for paying back the debt, she explained. "They work with individuals if their income has changed," Levett said about loan agencies.

"This is about managing your debt," Levett added. "It's a part of many people's lives. You've got to be smart."

Levett and Faith both recommend that students sign up for the American Student Assistance SALT program, a web-based service that offers free financial advice, lessons and information to students seeking to pay for college in a financially responsible way.

Student loans are more forgiving than other kinds of debt, Faith explained. "They might not realize what their options are and throw their hands up in the air," she said about students struggling to make loan payments.

LCC has one of the higher rates of borrowing in the country, says Jee Hang Lee, vice president for public policy and external relations at ACCT.

Lee explained that the ACCT selected LCC to participate in a national study on student loans, in part, because of the high rate of borrowing. "What we wanted to do was work on a report that would help some of the institutions examine their data," he said, referring to Lane as the "high water mark" in terms of default rates among the nine colleges that participated.

The vast majority of students who defaulted did not complete their degree: the ACCT found that 96 percent of defaulters did not finish their degree or program at LCC. That means only four percent with degrees defaulted. "What we found is: completion matters," Lee said. "It shows the importance of students continuing and getting a degree."

## A perfect storm

Faith said the reasons for the rise in student loan defaults were largely out of the college's control.

One reason, she explained, was the higher-than-average