

The Commuter

A Weekly Student Publication

Wednesday, October 4, 1995

Linn-Benton Community College, Albany, Oregon

Volume 27 No. 2

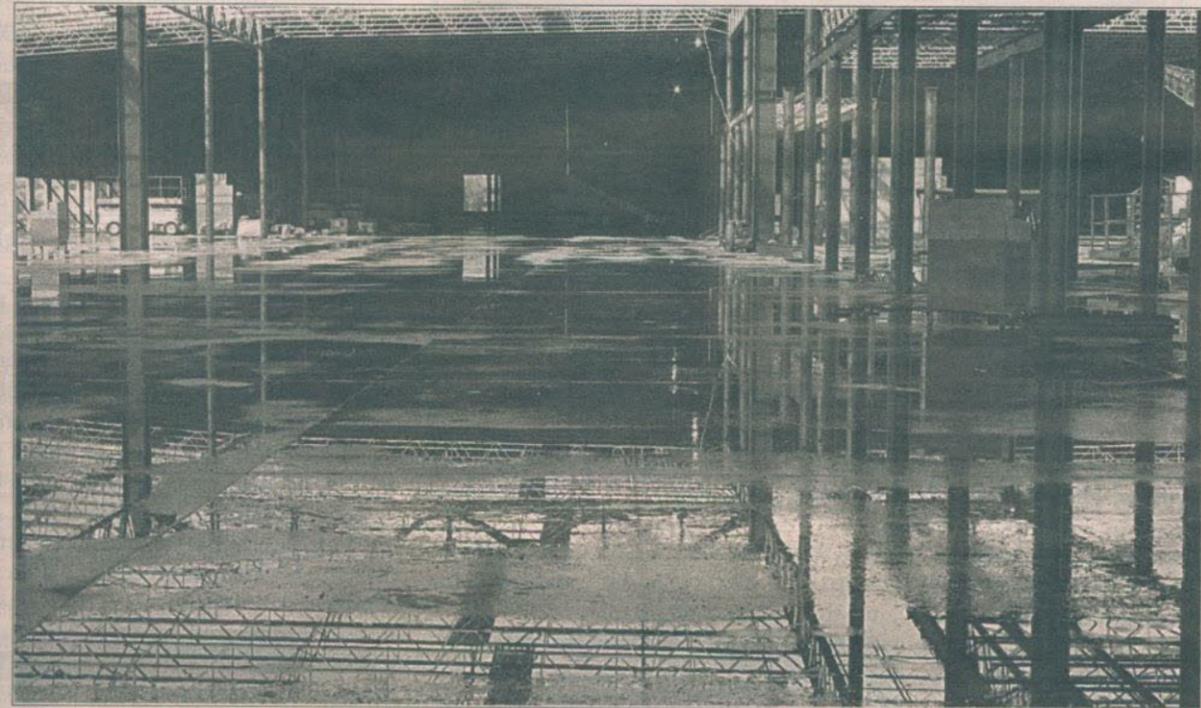


Photo by Joe Hergert

On Target

Water covers the concrete floor of the 175,000 square-foot Target Distribution Center, now under construction on Highway 99, southwest of Linn-Benton campus. The warehouse is expected to be completed by next July, and the State Employment Department is currently accepting applications for future employees. Approximately 300 jobs will be created by the new distribution center, which will be the central shipping point for Target Department stores throughout the Northwest. The Specialty Construction Company has been busy building the new warehouse since early summer.



Photo by Zach Deets

Financial aid cuts may cost LBCC students \$232,000

Student council officers to organize rally and letter campaign during this Wednesday's all-campus picnic in courtyard

by Bill Jones
of The Commuter

If Congress ultimately cuts as deeply into student financial aid as current legislation proposes, college students who rely on federal assistance will get about \$10.7 billion less over the next seven years.

Lance Popoff, director of LBCC's Financial Aid Office, said Linn-Benton students probably would not feel these cuts until the 1997-98 school year since the school is "forward funded," meaning that money for the 1996-97 school year has already been allotted. However, if the Congress elects to rescind moneys already appropriated but not yet spent, Linn-Benton students could feel the effects as early as next year.

Under Congress' current budget cutting plan, Linn-Benton would lose roughly \$17,000 in Pell grants and \$20,000 in state need grants, Popoff said. This, in conjunction with the loss of \$195,000 in Perkins loans, which offer the lowest interest rate, will total approximately \$232,000 in less financial aid revenue to dole out.

He said the cuts in Pell grants will be effected by raising the minimum amount offered from \$400 to \$600, effectively cutting 52 students from eligibility. The Perkins loan program, on the other hand, would be eliminated entirely.

Last year the school received \$280,000 in state need grants, which was used to help 479 students. Popoff explained that state need grants are composed of state money and federal money in the form of State Student Incentive Grants. The federal government gives S.S.I.G funds to states as seed money. If the S.S.I.G program is cut, it will affect approximately 35 students at Linn Benton who will lose a total of about \$20,000. The S.S.I.G. money represents 7 percent of the total amount of money the state provides.

While at first this may not sound like much, Popoff said that state need grants are only offered to extremely low-income students. For the 35 students affected, the loss of S.S.I.G funds will have a major impact.

The biggest changes will be in the Stafford loan program. With these loans the government pays the interest on the loan while the student is in school and for a six-month grace period after the student graduates. (Turn to 'Aid' on page 2)

New document outlines student's conduct

by Allen Lewis
The Commuter

The "Student Conduct, Rights & Responsibilities" document, which spells out the rules that students have to live by at LBCC, has been extensively revised and updated by the Dean of Student Service's office this year.

The Commuter, in conjunction with the Student Council, is publishing the document on pages 6 and 7 of this week's edition so students can see it before it is acted by the Board of Education later this month.

The only chance students will have to voice their opinions on the proposed rules will come next Tuesday, Oct. 10, when a public hearing will be held in the

Forum (F-104) at noon. Student Council representatives, Dean of Students David Bezayiff and college attorney Mike Holland are expected to be on hand to answer questions at the hearing.

The document, which has not been updated since February of 1991, has been revised in order to meet new requirements in the federal Americans with Disabilities Act and to address other issues that have arisen as the school has grown.

"Since the document is a legal contract between students and the college, students are bound by these important rules," said student council moderator Angela Rivera, who urged students to read the rules and to bring their concerns to Tuesday's hearing.

LBCC slowly merging onto Internet as technicians wire campus offices

by Jacob Schmid
The Commuter

This month, LBCC will become a part of the vast computer network known as the Internet, allowing students, staff, and faculty to access the web of data connecting millions of computer users worldwide.

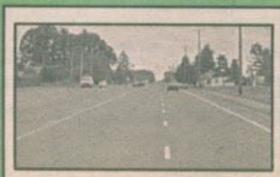
Paving the road to the information super-highway has been a slow process. A network of fiber-optic cables was strung throughout the campus buildings in 1990 to support the mainframes, as well as giving the school the capacity to connect to "the Net" without the need for a modem.

To move information more quickly between LBCC and the Internet, the college is awaiting the installation of a high-speed T-1 phone line from U.S. West. The current phone line is a 56KB system, which should be able to handle roughly 25 users until the new one arrives. The heart of the system is a \$20,000 Netra

cube, or "node", manufactured by Sun Microsystems of California. The one-foot cubic box contains 32 megabytes of RAM and five gigabytes (five billion bytes) of storage—enough to house a vast amount of data. Filling up the cube would adversely affect the system, however, causing a system crash. (Turn to 'Internet' on page 3)

INSIDE THIS ISSUE

✓ Enrollment Rollercoaster
Tuition increases at four-year colleges drive more students to LBCC
Page 3



✓ Looney Lane Warning
Hazardous turn faces commuters from Corvallis to campus
Page 4

✓ West Leads Spikers
Roadrunners up end Lane in league match behind Shelly West's 17 kills
Page 9

CAMPUS NEWS

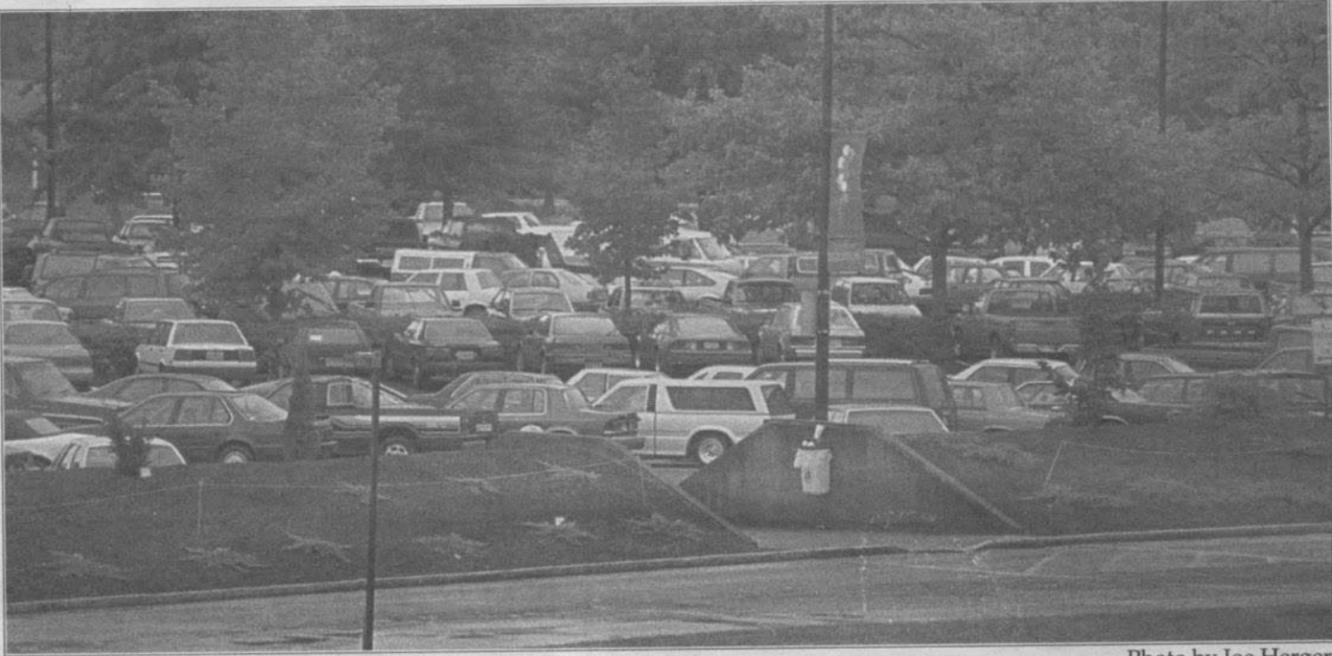


Photo by Joe Hergert

Packed Parking Lots

Commuters who fill LBCC's south parking lot this year are finding smoother sailing thanks to repaving last month that not only improved the surface but also created a few more spaces due to more efficient restriping.

Hewlett-Packard celebrates learning center with LBCC

Hewlett-Packard hosted a celebration last week in the company's cafeteria to honor its employees who have completed classes through the company's on-site Learning Centers, a cooperative training effort with LBCC.

Jon Carnahan accepted a plaque given to LBCC in appreciation of the college's support of H-P's educational needs and

its assistance in creating the program.

H-P's Learning Centers began in 1993 by offering four college-credit math classes through LBCC and has since added two more math classes, three writing courses and several mini-courses in reading and study skills.

The courses are delivered through video tapes, computers, textbooks and

e-mail under the guidance of a tutor or instructor who visits the Learning Center three days a week.

According to Hewlett-Packard trainers Theresa Hess and Kathy Dukes because jobs require greater skills and education, the company strongly believes in helping its employees maintain a "learning edge."

Aid cuts affect 50 percent of students**✓ From Page One**

ates or quits attending classes.

The proposed cuts would eliminate these subsidized loans. Students would have to make payments on the interest of their loan while attending classes, or else have the interest rolled back into the principle, in a process known as capitalization.

According to Popoff, this results in the principle getting bigger, which in turn generates more interest. A counter proposal to eliminating all in-school subsidies would be to charge the institutions a 8.5 percent tax or surcharge based on their annual loan volume.

Last year, Linn-Benton handled \$2.3 million in loans, and under such a surcharge the school would be paying \$200,000.

"What I think probably would have to happen, I don't know this for a fact because we haven't really talked about it, is in all likelihood is that you're going to see a lot of schools raise their tuition. I mean that's the only place they can get the initial revenue," Popoff said.

The average total debt for students who borrow at Linn-Benton is around \$6,500. Without subsidies, that figure will become \$8,000. If they want to go on to a four-year school, they would add an additional \$3,000 to the original \$6,500. In some cases, if they went on to graduate school, they would double the amount they borrow. Another suggestion to cut the subsidized loan budget is to raise the interest rates on plus loans from 9 percent to 10 percent.

"I think what's ultimately going to happen is it won't have a tremendous impact on enrollment," Popoff said. "It's going to have an impact on defaults. We're going to see a lot of former students when they get out, they're going to get popped with monthly payments that are far larger than they can handle."

He added that enrollment could be affected if Con-

gress follows through with the proposal to eliminate the S.S.I.G program and some of the people on Pell grants.

In an effort to replace some of the money that would be lost to these cutbacks, the college is seeking more local donations to the foundation to fund scholarships, student grants and emergency loans.

The recently announced Ashton scholarship is a perfect example of this kind of local support, said Popoff. It will pay full tuition for 10 Sweet Home High School graduates. Private schools have been seeking and receiving local support for a very long time, and in the last 10 or 15 years four-year public schools have even gotten into the act.

Popoff said the promise of more financial aid help from the LBCC Foundation has him excited because he hates being in a situation in which he can't help out a student in need.

"I'm excited about it because there's nothing worse than doing what I do and to find someone who really, truly has a need and can't go to school without the money, and we're in a situation where the state has run out of state need grant money, or for some reason the student isn't eligible for a Pell grant because the feds are out of Pell grant money, and we don't want to overload this person in terms of an inordinate amount of loan money," he said.

In an attempt to raise student awareness of the impending cuts, student council officers are organizing a rally and letter campaign during this Wednesday's all-campus picnic in the courtyard.

With 50 percent of the full-time students at LBCC receiving some form of financial aid, these cutbacks will affect a lot of people. If they are approved they will be the largest cutbacks in the history of the financial aid program.

DA's office seeks student volunteers

by Allen Lewis
of The Commuter

The Linn County District Attorney's Victim-Witness Assistance Program is looking for volunteers and intern work with witnesses and victims of crimes.

Students majoring in criminal justice, psychology and related fields may be able to get credit for the intern work through the Cooperative Work Experience Office in Takena Hall.

The Victim-Witness Assistance Program provides support and directs victims to counseling which helps them deal with crimes ranging from burglary to homicide.

Many different jobs exist in the program, allowing volunteers to do what they are comfortable with. If an individual does not want to work with a certain type of crime, they will not be assigned to it. In addition, posts are available that do not require dealing with a victim, including office work, typesetting, putting together information on different crimes. The program is flexible and allows volunteers to put in time when it is most convenient for them.

The Victim-Witness Assistance Program helps 2,000 new victims and past victims every year.

To volunteer for the Victim-Witness Assistance Program call 967-3805.

Students protest cuts in financial aid programs

by the Associated Press

Students drew chalk outlines of their bodies on the pavement of Oregon campuses to emphasize their fears about proposed cuts in financial aid programs.

"These outlines represent the students who would not be back at school if these cuts go through," University of Oregon student president Jenni Williamson said Tuesday during a half-hour rally attended by about 50 students. "It could affect you, personally."

Another few dozen students, including Oregon freshman Jessica Born of Minnesota, stopped at tables where they registered to vote and used a cellular phone provided by student government to call their congressional representatives.

"There's no way I would have made it here this year if it wasn't for every ounce of financial aid," said Born, 18. "I've taken out loans. I've got grants. I'm on work-study. My parents have taken out a loan."

About 32,500 students in Oregon receive federal financial aid.

Proposals in Congress would cut more than \$1 billion in student loan programs. In Corvallis, U.S. Rep. Ron Wyden spoke before a sparsely attended rally. "What kind of family value is it to cut educational opportunity?" asked Wyden. "We've got to make sure that every available dollar goes out to students."

State Rep. Barbara Ross, D-Corvallis, urged students to actively campaign against the cuts. "Cut off your duff and do your part," she said.

commuter staff

The Commuter is the weekly student-managed newspaper for Linn-Benton Community College, financed by student fees and advertising. Opinions expressed in The Commuter do not necessarily reflect those of the LBCC administration, faculty or Associated Students of LBCC. Editorials, columns, letters and cartoons reflect the opinions of those who sign them. Readers are encouraged to use The Commuter Opinion Page to express their views on campus or community matters.

Address correspondence to The Commuter, 6500 SW Pacific Blvd., Albany, Ore. 97321; (503) 928-2361, ext. 373 or 130. The newsroom is located in Room 210 of the College Center.

The Commuter Staff:

Editor, Craig Hatch; **Managing Editor,** Allen Lewis; **Production Manager,** Jacob Schmid; **Photo Editor,** Bill Jones; **Photo Assistant,** Zach Deets; **Copy Editors,** Mary Hake, Tricia LaFrance; **Contributing Editor,** Paul Turner; **Sports Editor,** Jessica Sprenger; **Advertising Assistant,** Dannie Bjornson.

Reporters: Gabriel Acock, Josh Burk, Ben Cole, Misty Coyle, Melodie Cummings, Carlye Haima, Mary Hake, Betty Hodges, Cheryl Howard, Jeb Hubbs, Dustin Kendall, Angela Kincheloe, Kay King, Macey Kirk, Mandi LaBreche, Dorothy Wilson.

Typesetter, Renee Lunsford; **Advisor,** Rich Bergeman

CAMPUS NEWS

Tuition increases at four-year colleges up Linn-Benton enrollment

Mary Hake
The Commuter

Raising tuition is one of the last things LBCC does, said President Jon Carnahan. "Access and opportunity are the cornerstones of what community colleges do, and when we raise tuition, we're taking someone out of the ability to pay for their education."

It's difficult to determine the actual impact of tuition increases and financial aid cuts on overall enrollment because "overall enrollment is so dynamic based on employment and unemployment and those kinds of things," Carnahan said. "However, we do know it affects certain individuals." State tuition increases and federal aid cuts actually increase LBCC enrollment because students who had planned on going to a four-year college choose LBCC for financial reasons. "We can't put a direct number on it."

Since the property tax reduction measure, LBCC has created a financial planning model that projects revenue and expenditure for two years in advance. "As we have received less state support and less local property tax, we have counted more heavily on the third leg of that stool which is our tuition revenue."

This model plan includes an increase in tuition each of the next two or three years. The decision to raise tuition is not made until after the budget process each year and until expenses and revenue are known.

LBCC projection for the current school year was for

"You have the state saying that if all of Oregon is funding local colleges they should look more the same."

— John Carnahan

a level enrollment. Glenda Tepper of the admissions office said, at the end of the first week of school, "overall enrollment is very close to what it was last year at this time."

At the end of the first week, 11,978 new students had completed the admissions process, an increase over the past two years. Of those, 1,652 had registered, an increase of 8 percent over last year. The increase in tuition and fees has raised revenue as projected.

"We're right on target," President Carnahan said.

LBCC received about \$250,000 more than expected from Oregon's allocation of \$3.1 million for the community colleges support fund for equity colleges. LBCC is probably as close to the middle and the average of cost of all the 16 Oregon community colleges, said Carnahan. LBCC is a little below the average, so it receives a little more than the top half when the funds are distributed using an equity formula.

This formula was created to close the gap between high expense and low expense community colleges. It took the 16 Oregon community college presidents two

years to arrive at this funding formula.

"Each of these 16 community colleges was originally created by 16 different communities by a vote of the taxpayers at the level and rate that that community wanted that service, based on their needs." When the property tax limitation measure took effect it shifted the support for community colleges from the local level to the state.

"You have the state saying that if all of Oregon is funding local colleges they should look more the same." The community took on the task of finding a way to equitably distribute the state funds. "But you have 16 presidents protecting their own community and their own interests," said Carnahan.

The presidents looked at the range of cost-per-student it took to operate each college. They have tried to "close the window" of difference to get some equity. When LBCC calculates revenue for next year and expenditures for this year, it shows a little more money than projected. The college is trying to be competitive and meet the needs of the community. It is currently near its enrollment capacity.

The only way to create a new program that might generate new enrollments which would add tuition revenue would be to reduce an existing program. Carnahan said that LBCC is constantly looking at its programs to make sure they are vital, meet a need and are cost effective.

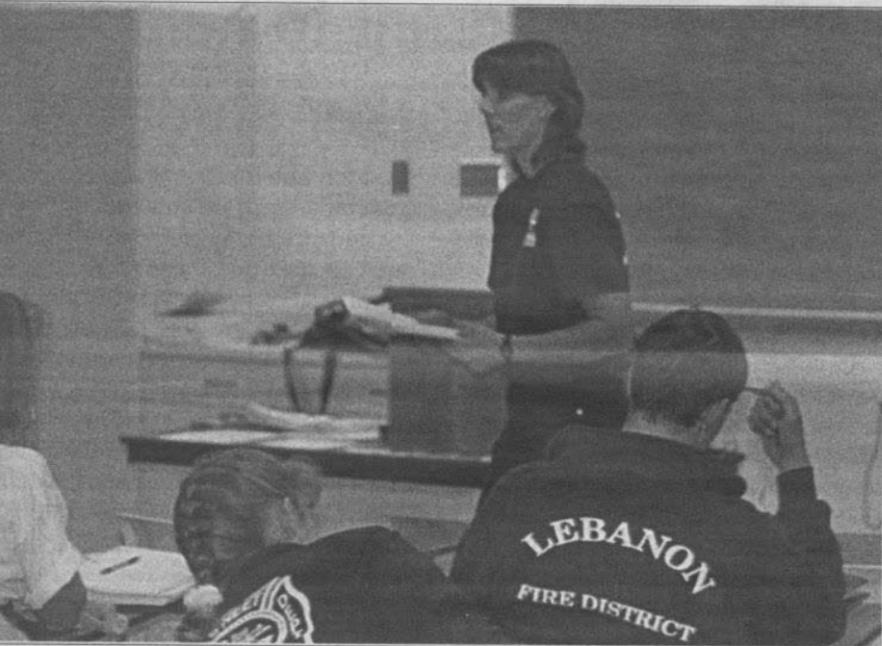


Photo by Josh Burk

Instructor Susan Shulters teaches students in her EMT Basic class.

EMT instructor Shulters receives award for meritorious service

Josh Burk
The Commuter

Susan Shulters, Emergency Medical Technician-Paramedic (EMT-P), of Linn-Benton Community College, received her second major Emergency Medical Service (EMS) award in two years.

Last year Shulters earned the award EMS Educator of the year, and this year she has received the EMS Meritorious Service Medal, presented to her by Oregon Health Division.

A mother to four children, and a full-time Lebanon firefighter medic, Shulters is also the EMS Program Director at LBCC. Shulters currently teaches a lecture for EMT Basic and is assisted by Owen Bowen, who teaches the EMT Basic lab.

Coincidentally, Bowen received the Oregon Health Division Lifesaving Award last year. The EMT Basic class lasts for 15 weeks. At the end of the class, students become certified as an EMT and can then continue on to the Intermediate class, which also takes 15 weeks or students may transfer to another college if they wish to become a certified EMT-P. This takes another one

to two years.

Shulters hopes to expand the EMS program at LBCC. Students will be able to gain certification as a paramedic without having to transfer. She thinks that this is very possible, due to the excellent instructors and the high quality program at LBCC. "Our program is finally getting recognized for what we do," Shulters said.

In February of 1988 Shulters was inspired to teach EMS, when she was a volunteer firefighter EMT-P in Halsey. A fireman was killed in the line of duty. She was the one that was working on him desperately trying to save his life. Despite Shulters heroic attempt the firefighter died.

This made her start thinking that accidents like this could have been prevented, if more people had medical experience and/or training in prevention techniques. So in 1989 Susan started doing just that and began teaching EMS. Now she has built the class up to a very committed and dedicated program.

"I just want this program to be the best program there is because the citizens of Linn and Benton counties deserve it to be the best," said Shulters.

Internet installers aim to get business labs, library on line first

✓ From Page 1

ing it to process data much more slowly, so users will need to download files onto a disk or onto their own computer's hard drive.

Jim Crotts, LBCC's Internet Support Technician, is currently busy testing out software available for on-line application to see which programs will best suit the college's needs.

Already, some of the computers used by staff and faculty are equipped with E-mail, and Crotts is also considering Lynx and FTP (file transfer protocol) as candidates for the system.

Lynx is web browser, enabling users to pull up information on nearly any subject from computers around the world. FTP allows net-surfers to download files they find onto their own computers, or save them to disk. A NOVIX security program will also be installed to discourage unauthorized trespassers.

Crotts hopes the system will be available to students sometime in October, but his only guarantee is that it will be ready by Winter term.

First in line for hook-up are the Business division labs, which will offer courses training students how to use the Internet and will emphasize the use of on-line communications in classroom exercises.

The library will also be installing two new computer terminals equipped with Windows '95, made possible by a \$4,800 grant from the Center for Occupational Research and Development in Waco, Texas.

The grant enables the college to establish Internet access for local business and industries and to offer Internet training sessions to help local manufacturers increase their competitive capabilities.

"Eventually, we'd like to see Internet access become available to students and staff from any computer on campus," Crotts said. "For now, we're just making

it available to people who need it the most first, and other users will be secondary."

Students interested in getting an on-line account must first get an address. Usually it is made up of the user's name,

followed by the state and city where the computer is located, and the name of the college providing the access.

—Jim Crotts

Accounts will be set up for students at LBCC free

of charge, although the school must pay an Internet service provider, RAINet, Inc., approximately \$20,000 a year for a class C license entitling it to give access to the college's students and employees.

RAINet, which also serves Chemeketa and Mt. Hood community colleges, connects LBCC to the Internet through Sprint and MCI.

The web of data links leads eventually to the National Science Foundation, which handles much of the funding for the U.S. portion of the Internet.

Once the entire system is installed, up to one thousand users will be able to establish accounts with the school.

Students with computers at home will be able to use the school's node as a gateway to the Internet, as well, though they'll need a modem to forge the link. The Netra cube provides quicker and more efficient access than a conventional modem, but with so many accounts, there is still a possibility of cyberspace traffic. Crotts is working on a policy that will enable as many users as possible to gain access easily.

Although there are no plans to create an on-line class registration program as yet, soon people will be able to browse the college's general catalog at home through their computers to find out about course offerings, programs, and financial aid.

"This new technology will revolutionize the way we study and conduct business," Crotts said. "We'll have access to news and information all over the world."

Save 30 seconds or save your life—it is up to you

by Tricia LaFrance
of The Commuter

Commuters to the LBCC campus from Corvallis and points west have two choices.

They can dodge the on-coming traffic on Highway 34 and turn left onto Looney Lane, or they can go about half-mile further and exit onto Highway 99E.

The second choice may cost them 30 seconds. The first may cost them their lives.

"Taking a right exit is always safer than making a left turn against traffic," explained Sgt. Ethan K. Wilson of the Oregon State Police.

The safest way to get to classes at LBCC is to go past Looney Lane on Highway 34, stay in the right lane and take the exit to the right that leads directly to 99E. Then make a left turn at one of the two campus entrances.

However, many drivers coming from Corvallis try to make the left turn from Highway 34 onto Looney Lane.

During peak traffic hours more than 20 cars can be seen backed up in the left lane, waiting for on-coming traffic to break as cars whistle in both directions.

"And the left turn traffic tends to sometimes get a little impatient and cut across the west-bound lanes of 34, sometimes in time to avoid a collision and sometimes not," said Wilson. "It is not a good situation right there."

Wilson believes that the Oregon Department of Transportation's long range plans include cutting



Photo by Bill Jones

Highway Patrol officers advise LBCC commuters from Corvallis to use Highway 99E instead of Looney Lane when coming to campus.

Looney Lane off from intersecting with Highway 34, mainly because of the congestion it creates. There is no advantage to having the intersection there, he added.

"Early morning rush hour is particularly hazardous," Wilson said. That's when LB students and workers are in line trying to make a left turn across the highway. Rush hour starts at about 7 a.m. peaks at about 8 and continues to almost 9.

Although several accidents have occurred at the intersection of Looney Lane and Highway 34, there have been no major crashes there this fall term, Wilson reports.

Highway 34 accidents that have occurred this fall have been close to Oakville Road, about a mile west of

the Looney Lane intersection, where the state highway department has been making changes to reduce a hazard there. Some of those mishaps have been due to drivers' confusion over construction in that area, said.

"That's going to take a while for people to get used to that particular interchange, where the north-south intersections of Oakville road with state Highway 34 are separated."

There are still some improvements, such as signs and lighting, to do in that area, he said. "But the construction aspect primarily has been finished."

Sgt. Wilson's primary advice to all motorists on Highway 34 is to "SLOW DOWN."

This time of year the roads are often wet, stopping distances are going to be increased, he said.

Although it's hard to maintain an ideal following distance in heavy traffic conditions, he said that following distances should increase to increase reaction time.

Under ideal traffic conditions, staying back four to eight car distances is preferable. "But sometimes that's not enough, if the speeds are too great," he added.

Another way to check following distance is by using the "old two-second count," Wilson said. "When a vehicle in front of you goes past a particular landmark, say a post or something, you count 1,001, 1,002. And as a general rule, if you go past that post before you get to the end of your two second count, you are probably going too fast to react correctly in that situation."

College gets grant to help train migrant farm worker students

Linn-Benton Community College is recruiting students from migrant farm worker families for the College Assistance Migrant Program, CAMP, a program which helps migrant students earn college degrees or certificates.

"College can be a difficult first-time experience for migrant students," said CAMP coordinator Lynnette Wynkoop. "There are language barriers to overcome and academic skills to catch-up on."

According to Wynkoop, the one-year \$10,077 federal grant to Oregon State University from the U.S. Department of Education's Office of Migrant Education, enables LBCC to better prepare its first-year migrant students for academic and vocational studies. To date, the college has enrolled six students for the CAMP program.

The new students will receive classroom instruction in study skills and a special college orientation, including academic advising, career planning and personal counseling, and intensive one-on-one or small group academic tutoring.

They will be assisted with financial aid applications and receive a \$150 quarterly book allowance and a monthly stipend of \$40. Cultural activities such as Hispanic club, campus-wide picnics and Cinco de Mayo celebrations will promote cultural awareness, pride, and in-

teraction among the college's staff, students and CAMP students. The Learning Center is adding a special program to its tutor training program so tutors can better assist CAMP students.

The CAMP program is offered at seven colleges and universities in the country, said Milton H. West, Oregon State University's principal investigator for the grant and director of the College Assistance Migrant Program at OSU (3925). OSU's program, begun in 1981, the first in the state, serves 35 students each year.

The university later subcontracted the program in 1990 to Chemeketa Community College, where another 30 students a year are now served. West said the programs expand quickly as word gets out among the migrant population. CAMP programs also are operating in California, Idaho, Pennsylvania and Texas.

To qualify for the CAMP program, students must have a high school diploma or GED, have worked as a migrant farm worker at least 75 days in the past two years or have parents who have done so, and meet federal financial need guidelines. After acceptance to the program, students must enroll for a minimum of 12 credit hours per term, maintain a 2.0 grade point average and participate in advising, tutoring, and social and cultural events.



O.J. trial leaves lasting impression on public

by Allen Lewis
of The Commuter

Finally, after capturing the nation's attention for 16 months, the Simpson trial is over.

In a verdict that seemed to surprise the most avid trial watchers, the jury returned not guilty verdicts Tuesday.

But the nation's criminal justice system, and the people's perception of it, will be feeling the effects of the "Trial of the Century" for some time.

In an interview with The Commuter, Jerry Phillips, head of LBCC's criminal justice program, said he thinks the public's view of police and the judicial system will be tarnished by the trial,

regardless of the verdict.

Phillips said the impact of having TV and cameras in the courtroom disrupted what should have been a fair and orderly trial, turning it into a source of entertainment. Although he believes that the prosecution presented its case very well, he said they did leave some unanswered questions as to the way evidence was gathered and preserved. "The whole thing had a degree of tackiness—it was not clean and efficient."

While Phillips believes that the DNA evidence was the strongest proof the prosecution had, he says that the defense raised valid questions concerning the contamination of evidence.

Katie Koestner to talk about rape and its effects at OSU today

Seminars features woman speaker who gained national attention after being sexually assaulted by fellow student

The Women's Center and Sexual Assault Education Program of Oregon State University is bringing Katie Koestner to OSU for a day-long series of discussions on Wednesday, Oct. 4.

Koestner, 22, gained national attention for speaking out after being sexually assaulted by a fellow student at the College of William and Mary.

She has appeared on Oprah Winfrey, NBC Nightly News, Larry King Live and in several other programs

and publications, including a cover story in Time magazine. HBO produced a special docu-drama: "No visible Bruises: The Katie Koestner Story."

The program begins with a noon presentation by Koestner in the Memorial Union East International Forum.

From 2-3:30 p.m. in Memorial Union Room 211, an open discussion session for administrators and faculty examines administrative responses to campus sexual assaults and prevention and education programs.

From 4-5 p.m., an informal question-and-answer session with Katie will be held for the news media and public in the OSU Women's Center.

The program ends with Koestner's address, "No-

Yes," at 7-9 p.m. in the MU Lounge.

"No-Yes" focuses on communication between sexes, responsibility for one's behavior and respect for oneself and others. Koestner discusses her personal experiences with date rape: the campus hearing process, post rape encounters with college administrators, police, health care officials, parents, friends, the media and Congress. She shares facts about rape, the relationship to drugs and alcohol, and suggestions for prevention.

Koestner speaks to students as a peer. Though described as an emotional speaker, her approach is balanced. For information, call Beth Strohmeyer, 1330.

ARTS & ENTERTAINMENT

Clem Starck: Blue collar laborer with the mind of a poet

Mary Hake
The Commuter

A blue collar laborer with the mind of a poet, Clem Starck of Dallas, has just published his first book of poetry "Journeyman's Wages."

His early interest in words and literature and love of reading prompted the desire to write. Although he wanted to write novels, he began writing poetry at age 12 and "it just clicked."

Starck has never stopped. He's composing poems during the time in his mind. His 45-50 minute drives to and from work as a journeyman carpenter at OSU provide regular opportunity for creativity.

Only when satisfied with the piece, does he write down his poem. The process may take months or even years.

"I guess you have to be a little odd to be a poet," Starck said. "It goes with the territory. Slightly developmentally disabled even, perhaps. You also have to be intelligent."

His inspiration comes from his rich and varied life. The first section of his book is devoted to specific job poems. His other published pieces include 50-100 poems in magazines, mostly literary journals, and in the Oregon Anthology of Poetry."

Starck said that a person must want to read poetry. "It's a lot more interesting to read poetry than to watch it."

"To write poetry requires a desire to write and much patience. A poet must be willing to learn from all different sources. It is hard work."

Starck has many friends who are poets, whose work he enjoys. He doesn't care for some of the well-known poets, but is more interested in the translations of foreign poetry. "There is a real outburst of literary activity around the world."

Starck has taught at Willamette University, and he led a poetry workshop last spring at LBCC. Dressed in blue jeans, work shirt and work boots, he addressed the "Process of Poetry" in his presentation on Thursday, Sept. 28, which was sponsored by the Benton Center.

Starck said he doesn't think much about the process, although he is constantly engaged in it. Actually he doesn't like poetry "but appreciates poems individually."

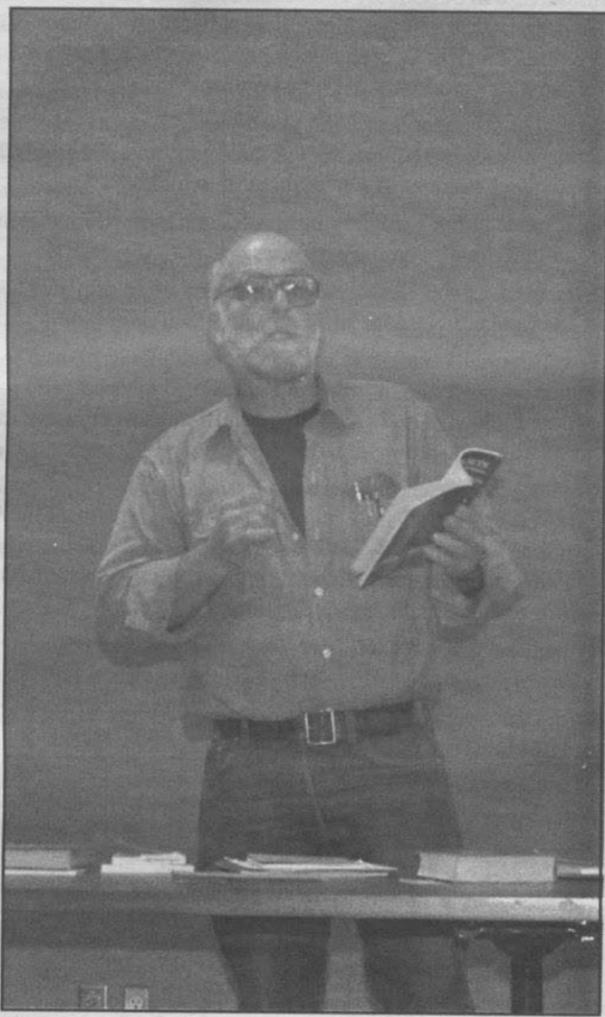


Photo by Josh Burk

Clem Starck reads from his work at a "Writers on Writing" seminar last week at the Corvallis-Benton County Library.

"I guess you have to be a little odd to be a poet. It goes with the territory. Slightly developmentally disabled even, perhaps. You also have to be intelligent."

—Clem Starck

He is most interested in the finished product. The process itself is laborious, tedious and painful, but forgotten afterwards. He compared the hard work of this process to removing a splinter from your hand.

"Yet if the line doesn't seem like it came in "a moment's thought," the poet is not successful, Starck said.

Another comparison Starck used was the metaphor of a swamp. The poet leaves the firm ground and "sets off into the swamp of language," marking the starting place and each place of firm footing. The poem forms the pattern which stands out from the swamp of life. Poems come from the heart—a private place.

Starck usually doesn't share his work-in-process, even with his wife or close friends.

However, he made an exception for the lunch hour group, giving into his creative process. He demonstrated how the specificity of the singular noun is more powerful than the plural.

He never knows exactly where a poem is going, but may come up with a possible end and steer toward it. Some poems are never finished, but set aside in order to go on to new ones.

In answer to a question, Starck said "If it (a phrase) disappears, it ain't worth remembering." If it is, the poet can have faith it will return.

Following the question and answer period, Starck autographed copies of his book. On Wednesday, October 11 he will conduct a poetry reading at the OSU Memorial Union at noon.

The next "Writers on Writing" session on Oct. 5 features OSU professor Henry Sayre, presenting "Writing for a Multimedia World."

On Oct. 12, Anita Sullivan discusses "Writing with Writer Support Groups."

Oct. 19 Linda Crew will give a slide presentation about working from experiences and research.

Oct. 26 Sandra and Peter Jenson will share about "Writing with a Writing Partner."

Nov. 2 concludes with "Writers as Publishers" by Margarita Donnelly and Robert McDowell.

This free brown bag lunch series is held in the Corvallis-Benton County Library meeting room from 12:15 to 1:05 each Thursday.

For more information contact the Benton Center at 757-8944.



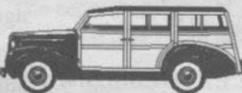
Photo by Joe Hergert

Crafting Relief

Local and regional craftsmen and artists display their wares at the 12th annual Mennonite Central Committee Fall Festival for World Relief at the Linn County Fairgrounds Saturday. Organizers say about \$60,000 was raised to benefit the Christian non-profit relief agency, which assists victims of war, poverty and natural disasters. About 5,000 people attended the festival.

Remember when a stamp cost



And a new  was under \$10,000?

Can you recollect a night at the movies that didn't break the



If you answered no to the last question, it's time that **Kuhn Theatre** refreshed your memory.

This week's feature:

Walk in the Clouds

&

Apollo 13

- Fri, Sat & Sun Adults \$4.00
7 & 8:50 p.m. Seniors \$2.50
- Sat & Sun matinee Children \$2.50
2 & 3:50 p.m.

Remember, all shows before 6 p.m. are \$2.50 for all ages!

Kuhn Theatre

668 S. Main, Lebanon • Phone: 451-5846

Take 'em to the movies, don't take out a loan.

Proposed LBCC Students' Ri

INTRODUCTION

Students at Linn-Benton Community College are encouraged to read the statement on Student Rights, Responsibilities, and Conduct. This statement addresses the rights, responsibilities, and conduct of Linn-Benton students, and the procedures for resolving disputes or conflict between students, faculty, and staff. Members of the Linn-Benton community are encouraged to first seek resolution of disputes with the individual with whom the conflict exists. When resolution cannot be reached after talking to the individual (or when the nature of the dispute involves a serious charge such as discrimination or sexual harassment) the Dean of Student Services should be contacted. The Dean of Student Services has several informal and, if necessary, formal processes to assist with the resolution of the conflict.

STUDENTS' RIGHTS AND RESPONSIBILITIES

Linn-Benton Community College students, as free citizens and members of a learning community, enjoy particular rights. While all of these rights cannot be enumerated in any document, it is important to note those that are most fundamental.

A. FREEDOM OF ASSOCIATION. Students bring to the campus a variety of interests previously acquired and develop many new interests as members of Linn-Benton Community College. They shall be free to organize and join associations to promote their common interests subject to the following considerations:

1. The membership, policies, and actions of a student organization usually will be determined by vote of only those persons who hold bona fide membership in the college community.
2. Affiliation with an extramural organization shall not of itself disqualify a student organization from institutional recognition.
3. Each organization shall be free to select its own Linn-Benton Community College contracted advisor. Members of the faculty serve the college community when they accept the responsibility to advise and consult with student organizations; they shall not have authority to control the policy of such organizations.
4. Student organizations will be required to submit a statement of purpose, criteria for membership, rules of procedures, a current list of officers, and a certified number of active members as a condition of institutional recognition.
5. Campus organizations, including those affiliated with an extramural organization, shall be open to all students without respect to race, sex, creed, national origin, sexual preference, or marital status.

B. FREEDOM OF INQUIRY AND EXPRESSION. Students and student organizations shall be free to examine and to discuss all questions of interest to them, and to express opinions publicly and privately. They must always be free to support causes by orderly means which do not disrupt the regular and essential operation of the institution. At the same time, it should be made clear to the academic and the larger community that in their public expressions or demonstrations, students or student organizations speak only for themselves.

Actions by individuals or groups to prevent speakers invited to the campus from speaking, to disrupt the operations of the institution in the course of demonstrations, or to obstruct or restrain other members of the academic community and campus visitors by physical force are destructive of the pursuit of learning and of a free society. All components of the academic community are under a strong obligation to protect its processes from these tactics.

C. FREEDOM FROM SEXUAL DISCRIMINATION AND/OR HARASSMENT.

Linn-Benton Community College wishes to maintain a nondiscriminatory place of learning and work free of harassment. The college prohibits harassment or offensive conduct based upon a person's race, color, sex, marital and/or parental status, religion, national origin, age, mental or physical disability, Vietnam Era or disabled veteran status, expunged juvenile records, family relationships, opposition to safety and health hazards, application for workers' compensation benefits, or any other status protected under applicable federal, state, or local law.

Linn-Benton Community College's policy against ha-

arrassment will be actively enforced. The policy applies to all conduct on the college's premises and to all conduct off premises that has an effect upon an employee's work environment or a student's learning environment.

Sexual harassment is defined as follows. "Any unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature which:

1. is made either explicitly or implicitly a term or condition of an individual's employment,
2. is used as the basis for employment decision, such as promotion and benefits, affecting such individual, or
3. substantially interferes with an individual's work performance or creates an intimidating or offensive working environment which is defined as being sufficiently pervasive or severe to create a hostile work environment."

Unwelcome verbal, nonverbal, physical, or any other conduct relating to an individual's sex, age, race, disability, religion, marital status, national origin, or veteran's status, constitutes harassment and is prohibited when a reasonable victim would conclude that this conduct:

1. has the purpose or effect of creating an intimidating, hostile, or offensive working or learning environment;
2. has the purpose or effect of unreasonably interfering with an individual's work or academic performance; or
3. otherwise adversely affects an individual's employment or learning/academic opportunities.

Many alleged sexual harassment situations arise out of a "dating" or other personal relationship between employees of the same employer or between students and faculty, especially where one of the individuals has some supervisory or instructional responsibility over the other individual, or where both individuals work in the same department or work area. Personal relationships can create morale problems among other students or employees (such as concerns about favoritism) and also can cause very substantial work- or learning-related problems if there is a "break up" of the relationship. While such relationships are not forbidden, they are discouraged; and no interference with work or learning at the college will be tolerated.

The key element in harassment is that the actions, words, conduct, etc. involved are unwelcome to the recipient. Ethnic jokes and sexual comments or innuendo are examples of harassment. If a Linn-Benton Community College employee or student objects to offensive behaviors, she/he should take personal responsibility to make sure the alleged harasser is told that the activity or comments are not welcome and also take personal responsibility not to engage in conduct which reasonably leads another person to believe that sexual, racial, etc., comments or innuendoes are enjoyed or encouraged.

An employee or student who believes she/he has been subjected to harassment or offensive conduct by employees, including instructors/faculty or visitors, should report the alleged act immediately to the Affirmative Action Officer (AAO), 6500 SW Pacific Boulevard, Albany, Oregon, 97321; Telephone: 917 - 4420. Students who believe they have been subjected to harassment or offensive conduct by other students should report the alleged act immediately to the Dean of Student Services, 6500 SW Pacific Boulevard, Albany, Oregon, 97321; Telephone: 917 - 4806. If the reporter does not feel comfortable reporting to the AAO or Dean of Student Services, she/he should contact another member of the Human Resources/Payroll Department. Any employee, supervisor, or manager who is made aware of an alleged incident of sexual harassment will take immediate action to bring the matter to the attention of the most appropriate management authority who will take immediate action pursuant to this policy. Only the AAO and Dean of Student Services are authorized to investigate or delegate the investigation of sexual harassment/harassment.

Harassment between co-workers or co-students, neither one of which is in a supervisory capacity over the other, which the college does not have knowledge of does not subject the college to any responsibility for addressing the problem or allow the college to take any remedial action. This is why it is important for all employees and students to utilize the complaint procedure specified in administrative rules.

Employee complainants have additional options outside the college's internal procedures. Under Title VII, employees may file a complaint with the Equal Employment Opportunity Commission (EEOC) within 300 days of the alleged discrimination or harassment and/or with the Civil Rights Division of the Oregon Bureau of Labor & Industries within one year of the alleged discrimination or harassment. There also is a private right to bring a civil lawsuit in state court.

Student complainants have additional options outside college's internal procedures. Under Title IX, students may file a complaint with the Civil Rights Division of the Oregon Bureau of Labor and Industries within one year of the alleged discrimination or harassment or with the Office of Civil Rights in Seattle within 180 days of the alleged discrimination or harassment. There also is a private right of action to bring a civil lawsuit in federal court.

NOTE: The above section is drawn from the College's general policy on sexual harassment. It is acknowledged that some provisions within this section deal with employee concerns rather than student concerns.

D. STUDENT PARTICIPATION IN INSTITUTIONAL GOVERNANCE. As members of the academic community, students must be free to express their views on institutional policy and on matters of general interest to the student body. The student body must have clearly defined means to participate in the formulation and application of policy affecting academic and student affairs. The role of student government and both its general and specific responsibilities must be made explicit, and the actions of the student government within the areas of its jurisdiction shall be reviewed only through orderly and prescribed procedures.

E. STUDENT PUBLICATIONS. Student publications and the student press are a valuable aid in establishing and maintaining an atmosphere of free and responsible discussion and of intellectual exploration on the campus. They are a means of bringing student concerns to the attention of faculty and the institutional authorities, and of formulating student opinion on various issues of the campus and the world at large.

1. The student press must be free of censorship and require no approval of copy, and its editors and managers shall be free to develop their own editorial policies and news coverage.
2. Editors and managers of student publications shall be protected from arbitrary suspension and removal by student, faculty, administrative, or public disapproval of editorial policy or content. Only for proper and stated cause may editors and managers be subject to removal, and only by orderly and prescribed procedures. The committee responsible for recommending the appointment of editors and managers shall be the committee responsible for recommending to the College President their removal.
3. All college published and financial student publications shall explicitly state on the editorial page that the opinions there expressed are not necessarily those of the college student body.

F. OFF-CAMPUS FREEDOM OF STUDENTS. Linn-Benton Community College students are both citizens and members of the college community. As citizens, students shall enjoy the same freedom of speech, peaceful assembly, and right to petition that other citizens enjoy and, as members of the college community, they are subject to the obligations which accrue to them by virtue of this membership.

Activities of students may upon occasion result in violation of law. Students who violate the law may incur penalties prescribed by civil authorities, but institutional authority must never be used merely to duplicate the function of general laws. Only where the institution's interests in the academic community are distinct and clearly involved, the special authority of the institution be asserted. A student who incidentally violated institutional regulations in the course of his/her off-campus activity, such as relating to class attendance, shall be subject to no greater penalty than would normally be imposed. Institutional action must be independent of community pressure.

II. STUDENT CONDUCT

Due process is a system of procedures designed to resolve issues in a clear, fair, and orderly manner. This should be in academic institution as well as in any other setting. The procedures set forth herein are intended to achieve an equitable solution that will resolve the issue with due regard for the rights of the parties involved, the protection of the faculty, student body, and the interest of the college. The administrator responsible for student rights, freedoms, responsibilities, and due process is the Dean of Student Services or such other person as may be designated by the college president.

Like other members of the academic community, the student is expected to conduct himself/herself in accordance with the standards of the college that are designed to perpetuate educational purposes. A charge of misconduct may be

Responsibilities & Conduct

a student for violating provisions of published regulations and the state education and administrative code. Where a student is subject to a charge of a misconduct, the charge shall be processed in accordance with the procedure set forth in this handbook.

STANDARDS OF STUDENT CONDUCT.

Every student enrolling in Linn-Benton Community College has an obligation to conduct himself/herself in a manner consistent with the functions of the college as an educational institution with in a civilized society. The following are examples of the categories of misconduct for which a student may be subject to disciplinary action:

1. Dishonesty, including but not limited to forgery, change of name, misuse of college documents, records of identification, plagiarism, knowingly furnishing false information to the college or copying college software.

2. Interference with or disruption of teaching, research, administrative or disciplinary process or other college activities, including but not limited to its community service function, or other authorized activities on the college premises.

3. Physical or verbal abuse of any person on college-owned property or at college-sponsored or supervised functions, or any act which threatens or endangers the health or safety of any person.

4. Destruction of or damage to property of the college or of a student on the college campus, such as visitors, students, or employees.

5. Unauthorized entry to, or use of the college campus and its

6. Violation of college policies or of campus regulations, including but not limited to campus regulations concerning student organizations.

7. Possession, or distribution of alcoholic beverages, tobacco, or dangerous drugs except as expressly permitted by law.

8. Disorderly conduct or lewd, indecent, or obscene conduct as defined by local, state, or federal law on college-owned or controlled property, or at a college-sponsored or supervised activity.

9. Unauthorized use of snooping or recording devices on college-owned or at college-sponsored activities.

10. Possession of a weapon is prohibited except as expressly permitted by law.

11. Possession or use of firearms, explosives, dangerous weapons, substances, or instruments or other weapons which may be used to inflict bodily harm on any individual or property on a building or grounds of the college. This prohibition applies to college-owned or controlled property or at college-sponsored or supervised functions without written authorization.

12. Unauthorized use of college supplies or equipment.

13. Unauthorized use of the College's computer system, software, passwords, records, or any violation of confidentiality or security of passwords, records, or information including but not limited to networks, Internet, World Wide Web, Compass, and E-mail.

14. Discrimination and/or harassment. See Section 1000.

STANDARDS OF DISCIPLINE/PENALTIES.

Reprimand. Notice that a student's conduct in a particular instance does not meet college standards and that further misconduct may result in more serious disciplinary action by the Dean of Student Services.

Probation. Written notice by the Dean or the college president that the student found in violation of the college standards may continue to be enrolled under stated conditions.

Violations of the stated conditions will be cause for more serious disciplinary action.

Exclusion. A faculty member may suspend a student for up to two class meetings because the student is unable to attend the class sufficiently to hinder effective instruction when the health and safety of the instructor(s), student(s), or staff is in jeopardy. The faculty member will report the incident for the Dean of the Division and the Dean of Student Services.

Suspension. An appropriate staff member may suspend a student for up to twenty-four hours when the health and safety of the instructor(s), student(s), or staff is in jeopardy, or when the student is being sufficiently hindered. This suspension is subject to review by the Dean of Student Services or the college president within twenty-four hours after the suspension.

The Dean of Student Services may deny for good cause all of the student's campus privileges, including one or more of the following:

(a) The right to enter the campus;

(b) Exclusion from one or more classes for a period of up to 10 days of instruction;

(c) Exclusion from classes and activities for the remainder of the term.

Expulsion. Termination of student status as set forth in the Notice of Expulsion by the college president.

In the case where a student is in violation of federal and state laws, the college may refer the student to local law enforcement agencies for prosecution.

C. DISPUTE RESOLUTION PROCEDURES. Each of the dispute types listed below shall be subject to a dispute resolution process. The same process is not necessarily appropriate for resolving all disputes. The dispute types listed below will be resolved through the following procedures:

1. **Grade Appeals.** A dispute between a student and his or her instructor concerning the appropriateness of a grading decision.

Students and faculty members are encouraged to maintain a frank and open communications concerning student progress and performance. When a student believes that he or she has been awarded an inappropriate grade by an instructor, the first step is to appeal the grade to the responsible faculty member. If satisfaction is not received, the next step is to appeal to the division dean.

The division dean will review both the instructor's and student's facts related to the grade appeal (tests, papers, reports, attendance, etc). A hearing or meeting shall be held at the discretion of the dean. The decision of the division dean shall be final and will be forwarded to the instructor and student within 30 days upon receipt of the appeal by the dean.

2. **Charges of Student Misconduct Made by Faculty, Student or Staff Member.** These charges could include any violation of the Student Conduct Standard set forth above which comes to the attention of a faculty or staff member.

Faculty, students and staff members are encouraged to deal with student misconduct on an informal basis whenever possible. However, where the misconduct rises to a level such that informal resolution is not appropriate the faculty, student or staff member may initiate this dispute resolution procedure by filing the following material with the Dean of Student Services:

(a) A written complaint setting forth the name of the student;

(b) A description of the alleged inappropriate conduct;

(c) A reference to the student conduct policy allegedly violated, and if informal dispute resolution was attempted, a statement of the steps utilized or, if no informal dispute resolution was attempted then an explanation of the reason why such an attempt was not made.

(d) Name and telephone number of the faculty, student or staff member initiating the complaint.

Upon receipt of the written complaint, the Dean of Student Services will mail notice to the accused student at the address shown in the student's registration records. Such notification shall include the complaint and all accompanying material. The Dean of Student Services may meet with the student accused of misconduct and may attempt a resolution of the dispute. Such resolution may include the student's voluntary acceptance of any of the disciplinary steps set forth above.

In the event that the Dean of Student Services is not able to resolve the complaint with the student, a tape recorded hearing shall be held before a disciplinary panel which shall be appointed by the Dean of Student Services. The disciplinary panel shall consist of three persons, one of whom shall be a faculty member. The remaining panel members may be drawn from the faculty, staff, or student body of the college.

The disciplinary panel within 14 days of their appointment, shall convene a hearing at which time the complainant and the accused student shall both be heard. Precise hearing procedures shall be as prescribed by the Dean of Student Services with the advice of college counsel.

Following the hearing, the disciplinary panel shall meet in private to adjudicate the charges in question. The concurrence of two panel members shall be required on all issues in dispute. The disciplinary panel shall make its decision in writing and shall provide a copy of that decision to the student and the complainant.

Failure of the student to attend the disciplinary hearing will

constitute a waiver of the student's right to participate and appeal further.

The decision of the disciplinary panel may be appealed to the college president or his or her designee. In the event of such an appeal, the college president, or designee shall prescribe the procedures for the appeal with the advice of college counsel. Such appeal may be on the basis of the record created at the disciplinary hearing or may include an additional opportunity to present additional evidence and, or, argument.

3. **Charges of Faculty or Staff Misconduct.** These complaints do not include grade appeals. They may include any perceived violation of law or college policy, or the Student Rights section of this document.

Faculty and staff members are subject to collective bargaining agreements and formal disciplinary rules which are beyond the scope of this document. By law, certain procedures must be followed before discipline can be imposed. For this reason, complaints concerning the conduct of the faculty or staff member shall be made to the Dean of Human Resources, or his or her designee, and shall be subject to dispute resolution procedures as he or she may prescribe.

4. **Student Complaints Alleging that a College Rule, Policy, or Procedure Denies that Student an Educational Opportunity to Which They are Entitled.** This Complaint is to be employed when a student believes that the college, as a matter of practice, is violating a student's right.

This complaint is not to be used to accuse a specific staff or faculty member of misconduct which could, if true, warrant the imposition of discipline. Instead, this complaint is to be employed if a student believes that the college, as a matter of practice, is violating a student's rights.

A student complaint concerning a college rule, policy, or procedure, shall be made in writing and submitted to the Dean of Student Services. The complaint shall contain the following information:

(a) The student's name;

(b) The nature of the complaint together with all documents, policies, procedures and related material which may be necessary for college review of the complaint. Upon receipt of the complaint, the Dean of Student Services shall schedule a meeting with the complaining student. At that meeting, the Dean shall attempt a resolution of the student complaint. In the event that the resolution proposed by the Dean is not acceptable to the student, he or she may make a secondary appeal to the college president.

The secondary appeal shall consist of a meeting with the President, the Dean of Student Services, and the student. At this meeting, the President will hear the student complaint, discuss the matter with the student and Dean of Student Services, review appropriate materials, and issue a written decision within 30 days of the meeting.

The third level appeal shall be made in writing to the college board of education. The third level complaint shall include all materials included in the original and secondary complaints and all materials submitted by the Dean of Student Services and/or the college president, in response thereto. The board of education shall not be obligated to hold a hearing, but shall consider the manner on the record and the decision of the board of education shall be final.

5. **Ancillary Role of Dean of Student Services.** In addition to the duties imposed upon the Dean of Student Services as set forth above, he or she shall also be primarily responsible for attempting informal resolutions and reconciliations at all steps of the dispute resolution process. The Dean of Student Services may, but shall not be required to, intervene on the student's behalf at any stage of any dispute resolution proceedings. By the same token, the Dean of Student Services shall also be free to schedule meetings with complaining student at any step during the dispute resolution process should he or she deem it useful. Failure of a student complainant to attend any meeting thus scheduled shall be deemed a waiver of any right to proceed further at any stage of any dispute resolution process.

Any time line set forth in any dispute resolution procedure may be extended by the Dean of Student Services upon written application to do so.

NOTE: Information regarding Student Records and Disclosure of Student Records is available through the Registrar or the Dean of Student Services.

classifieds

EMPLOYMENT

MEN AND WOMEN EARN UP TO \$480 weekly assembling circuit boards and electronic components at home. Experience unnecessary, will train. Immediate openings your local area. Call 1-520-680-4647 ext. C1762

STUDENT PROGRAMMING BOARD Positions currently open for the Student Programming Board. No experience necessary. For Information go to Room CC-213 or call ext. 4457. Applications are due Oct. 13 by 2 p.m.

HELP WANTED

ATTEN: Volunteer Crisis Helpers Needed. Linn-Benton crisis hotline is offering a class in crisis intervention from Tues. Oct. 31 through Sat. Nov. 18, 1995. This is a "free" no-obligation class, unless taken for credit. For more information, call 757-2299.

Looking For Work? Visit the LBCC Student Employment Center located on the first floor of Takena Hall in the Career Center. Part-time, temporary and permanent positions are available. If you are eligible for the Federal Work Study through Financial Aid, jobs are available on campus as well as at the Extended Learning Centers in Corvallis, Lebanon and Sweet Home. Child Care Aide, Food Service, Print Shop Assistant, Switchboard, Student Ally/Testing, Admissions Clerk, Office Aide and Lab Aide positions in the Manufacturing Tech and Metallurgy Tech Departments are still open. For a complete list of jobs, come to the Career Center, T-101. Visit us Today!

MISCELLANEOUS

LBCC Students! Free Money for College! My database has over 300,000 scholarships just waiting to be applied for. Low GPA okay. My \$99 service fee is now \$59 with a \$100 guarantee. No risk! Quality

MULTIMEDIA COMPUTERS

MONITOR, 14" SVGA, 1024x768, .28NI
MOTHERBOARD, VLB, GREEN, 256kb
MINI TOWER 4 / 8 mb RAM 101 KEYBOARD
540 mb. HD 1 mb VLB VIDEO 1.44 FLOPPY
2x CD ROM 16 bit SOUND SPEAKERS
14.4 FaxMODEM MOUSE

486 DX2-80 -- (4 / 8 mb) -- \$ 1250/1400
486 DX4-100 -- (4 / 8 mb) \$ 1300/1450
PENTIUM 90 PCI (8 mb) ----- \$ 1800

ARCHIVAL ASSOCIATES INC.
(503)757-0646 9AM - 6PM MON-FRI
(We burn CD ROM disks also)

service. Offer good until 10-31-95. Call or write to Monica Vinton, America Scholarships Services P.O. Box 157 Scio, OR 97374 or 1-800-2893342.

Spanish Club-Interested?? We need you! Please leave your name, number and best times for a meeting with Vera Harding in T-217. If there is enough interest this year, we will be electing officers for the club at the first meeting.

SCHOLARSHIPS

95-96 Peter DeFazio Scholarships eligible applicants: Oregon residents in the 4th Congressional District (Linn Co. and part of Benton), dislocated timber workers, full-time students who have applied for Financial Aid, and successfully completed 12 credits at LBCC. Deadline to apply is Oct. 20 at 5 p.m.. Applications available in the Financial Aid office in Takena Hall.

Classified Ad Policy

Deadline: Ads accepted by 5 p.m. Friday will appear in the following Wednesday issue. Ads will appear only once per submission. If you wish a particular ad to appear in successive issues, you must resubmit it.

Cost: Ads that do not solicit for a private business are free to students, staff and faculty. All others are charged at a rate of 10 cents per word, payable when the ad is accepted.

Personals: Ads placed in the "Personals" category are limited to one ad per advertiser per week; no more than 50 words per ad.

Make A Career Decision
And Get Money For College

The Oregon Army National Guard can help curb the expensive cost of college. By working part-time one weekend a month and attending basic and advanced training you can earn extra money to offset the high cost of continuing your education.

If you qualify, the Guard will provide not only financial assistance, but also train you in developing your learning and leadership skills.

That's not all. The Guard provides training in a variety of technical skills and at the same time will help you develop the maturity and skills to be a leader. It's a career decision, it's yours. Call your local recruiter today.

Albany Recruiting Office
967-2088



Americans At Their Best.

The Army National Guard is an Equal Opportunity Employer.



Photo by Zach

New Sidewalk

A student takes a stroll down the new brick sidewalk constructed between the Science Technology and Health Occupations building this fall.

"Students do not live by bread or (books) alone."

First Christian Church in Corvallis invites all LBCC Students to our evening service of worship.

This Sunday's sermon:

The Great Commandment



Will Keim, Ph. D.



First Christian Church

6th and Madison • 753-2671

Child Care Available

Want a job where you can travel? Meet celebrities? Make tons of money?

(Oh, then don't apply for this job.)

But if you want a job working with a fun-loving staff, the opportunity to be your own boss and to gain valuable work experience then apply at The Commuter.

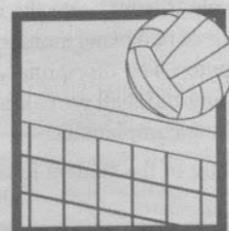
The Commuter has a position for an advertising manager, and if you are hard working, creative and at least breathing come in to CC-210 for an application or call ext. 4452.

Give us a shot. It sure beats spending long boring evenings at home with the books studying.

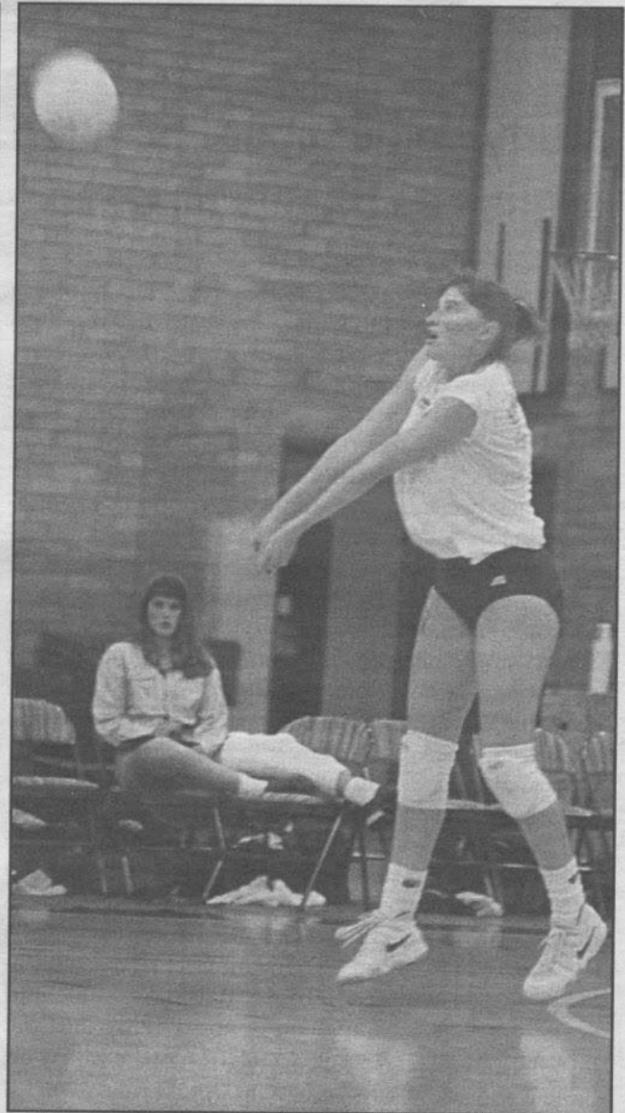
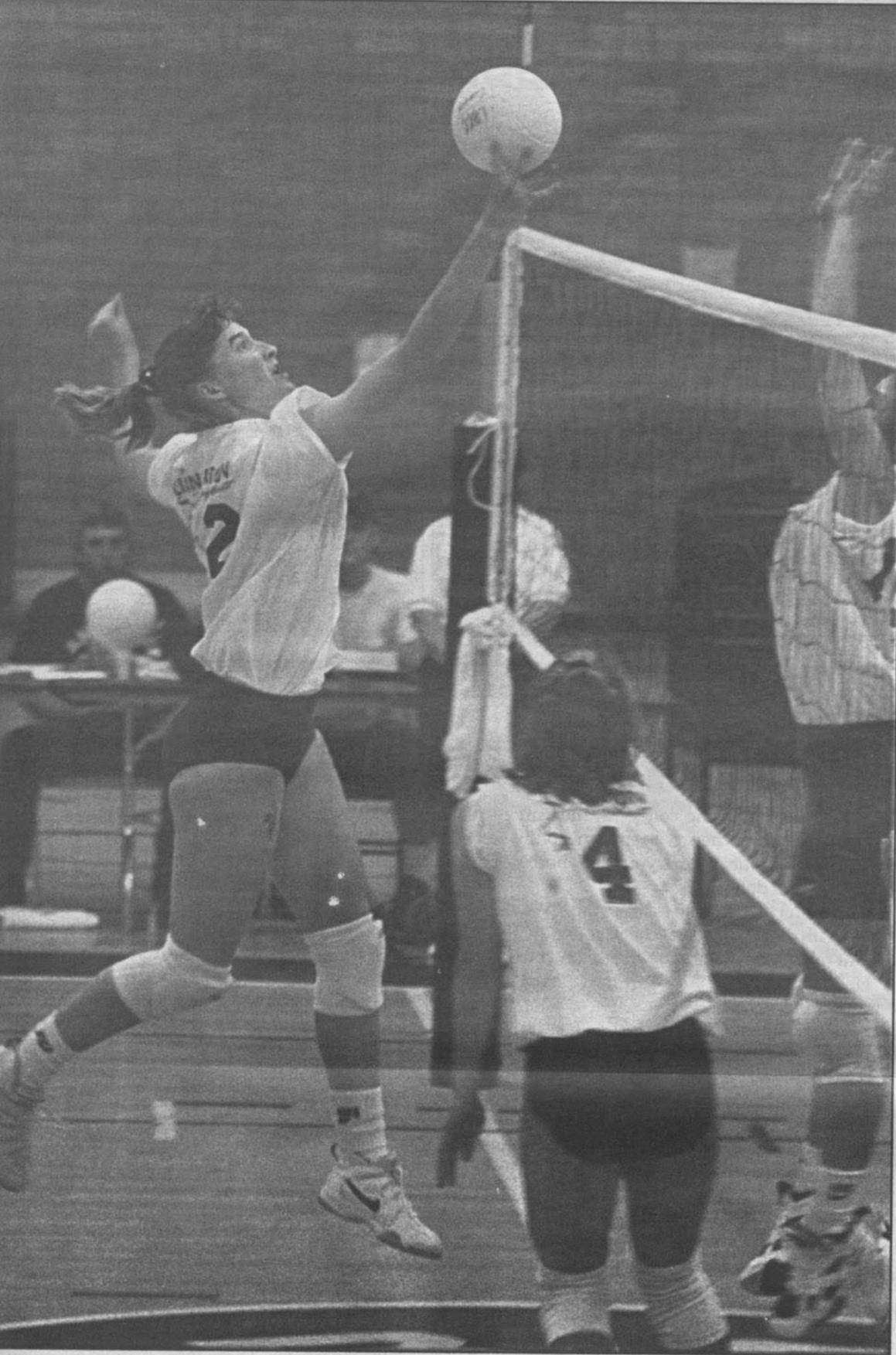
Eat Your Wheaties and Show Up for the... Sand Volleyball Tournament

October 11 • 2:30-6 p.m. • LB Sand Volleyball

Register your team of 2 or 4 people in CC-213. For more information stop by Student Programs or call ext. 4458.



SPORTS PAGE



Photos by Trevor Gleason

The Way West Won

Shelly West's 40 kills during three matches last week earned her Southern Region Offensive Player of the Week honors. West (above and left) shows the form on both sides of the net that helped lead her team to a 15-7, 8-15, 9-15, 15-1, 15-12 victory over Lane Saturday night. West had 17 kills, 16 digs and seven service aces in the Roadrunners' win. LBCC returns to action tonight, hosting Umpqua in a NWAACC Southern Division match in the Activities Center, starting at 6 p.m. Admission to the match is free. The next match is next Wednesday against Pacific University JV in the Activities Center starting at 7 p.m.

Roadrunner volleyball team tops Lane in five games

By **Carla Sprenger**
The Commuter

Linn-Benton volleyball team defeated Lane in five Saturday night. Roadrunners came out and took game one 15-7 before Lane came back to their old habits and dropping games two and three 15-8, 15-9. In game two, Lane jumped out to an early 5-1 lead but Linn-Benton called a time out. The Titans then went up 10-6 before closing out the game. In game three had the teams playing even and tied at 6-6. Lane scored four points to make it 10-6. Lane finished game four, 15-9, on a Roadrunner error. In game four, Linn-Benton came back and downed the Titans 15-1, behind the serving of freshman Carisa Norton and sophomore Shelly West. Mistakes and good serving by Linn-Benton made it difficult for the Roadrunners to not even go through a competition before finishing off the Titans. In game five, Bennett had back-to-back kills to give Linn-Benton a 2-0 lead in two points of the game. Lane then scored one of their points before West tipped the ball to the left corner for the side out. Lane would fail to score again. Lane served seven points for the Roadrunners that started game five. Bennett added another kill, and Norton served aces for point number 6 before Lane took a timeout. During the timeout, a ball handling error and a hitting error made the score 8-1 Linn-Benton. Point nine came when Lane received the ball and it went up into the basketball hoop. The ball above the floor, bounced around and dropped to the

floor untouched by the Titans. A net serve allowed Lane to get the ball back. West put down another kill to get the ball back for the Roadrunners. Following a side out for each team, West served the final six points.

With Linn-Benton up 11-1 Lane took their final timeout, but it didn't help as the Titans had a ball handling error. West then had back-to-back aces. The first, dropping in the middle of the Titans players and the second going to the back right corner to make the score 14-1. Shannon Rowe's kill finished game four. The Roadrunners took the final game 15-12.

West finished the game with 17 kills, 16 digs and seven aces. Alesha Irish had 11 kills and five assisted blocks. Norton served four aces, while Bennett had 12 digs.

"Shelly and Carisa stepped up in serving," Roadrunner coach Jayme Frazier said. "We're still inconsistent, but when we're aggressive on offense we beat them"

Last Wednesday the Roadrunners fell to SW Oregon 15-11, 15-8, 6-15, 15-8.

Shelly West had 14 kills and eight blocks in the match. Rowe and Norton had 18 and 17 digs, respectively.

On Friday, Linn-Benton fell in their home opener to Mt. Hood 15-6, 15-8, 15-12.

West paced Linn-Benton with nine kills, Alesha Irish added six. Defensively, Bennett had 10 digs.

The Roadrunners were dealt a loss bigger than losing the game. Sophomore middle hitter Carrie Surmon, making her return after missing three weeks with a sprained knee, reinjured her knee and is out for the season.

The Roadrunners, 2-3 in league, host Umpqua tonight at 6 p.m. in the Activities Center.

scoreboard

Volleyball Results

Linn-Benton	11	8	15	8
SW Oregon	15	15	6	15
Mt. Hood	15	15	15	15
Linn-Benton	6	8	12	
Lane	7	15	15	1 12
Linn-Benton	15	8	9	15 15

Standings

Clackamas	5	0	1.000	—
Mt. Hood	4	1	.800	1
SW Oregon	3	2	.600	2
Linn-Benton ..	2	3	.400	3
Umpqua	1	3	.250	3 1/2
Chemeketa	1	4	.200	4
Lane	0	3	.000	4

Schedule

Wednesday, Oct. 4
host Umpqua, 6 p.m.

Wednesday, Oct. 11
host Pacific U. JV, 7 p.m.

OPINION PAGE

commentary

Faulty logic used to push English as official language

By Natalie and Larry Daley

Few deny that English unites this country and a solid knowledge of English is almost always required for personal economic advancement in the United States. However, discussions of legislation to make English the only official U.S. language for contact with local, school, state and federal authorities are clouded by misconceptions of situations outside this country.

For instance, language differences cannot be a cause of conflict in Bosnia and Rwanda as strongly inferred recently by nationally syndicated columnists Joan Beck and Mona Charen. The combatants on both sides speak the same language, respectively Serbo-Croatian and Kinyarwanda. Beck and Charen's misunderstandings lead them to believe that to help avoid civil conflict in the United States, we need to make English the official language of the United States.

Beck, after erroneously citing the essentially monolingual conflicts in Rwanda and Bosnia, turns to bilingual Canada. This stretches argument. Recent civil war has killed about 500,000 in Rwanda and perhaps 200,000 in the former Yugoslavia respectively, while no sane Canadian proposes civil war. At most, some Canadians propose a polite divorce, in the manner of the separation of Czechoslovakia into the Czech Republic and Slovakia. Canadians are voting and talking and not fighting, and even the most violent have stopped indulging in that strange Canadian ritual — blowing up mail boxes.

Thus, contrary to Beck's thesis, it is possible to argue rationally that our polite northern neighbors have helped decrease their problems with their carefully detailed, sometimes baroque, bilingual laws. Peaceful Switzerland, unnoticed by Beck or Charen has three official languages.

Beck and Charen might find facts supporting their ideas in East Timor, perhaps Sudan or Sri Lanka. However, how would they explain Northern Ireland, where two related, English speaking, Gaelic Peoples, after many years of blood letting, are beginning to talk peace.

Although English is the U.S. common language, the United States has never been truly monolingual. Dutch and German were common in colonial times. During the War of Independence, many German speaking troops fought for England, and French and Spanish speaking troops and sailors fought for U.S. independence. German speakers trained Washington's troops at Valley Forge. French, Haitian-Creole and Polish speaking U.S. allies attacked English positions. In the Civil War, both Abraham Lincoln and Jefferson Davis spoke English, but German speaking pro-Union settlers were killed in Texas. South Louisiana has a long tradition of speaking French. Spanish was spoken in Florida, the South Western states and California long before English. The ancient languages of the original Americans are still spoken.

English does not need to be defended. It is a strong and useful language, used throughout the world. Because English continually accepts useful foreign words, it grows richer, more useful and more expressive. The French speaking Norman kings of England were speaking English within a few generations. Official decrees don't stop English overseas. In France, laws fail to remove English words from common use. The Spanish Royal Academy of the Language is also unable to stop the use of English words. Without legal support, English prevails. In the United States, a continuous series of immigrant language newspapers briefly flourish, then fade as the immigrants and their children swim into the mainstream of our English-language-based culture. The Spanish speaking "Barrios" of Los Angeles worry some folks in California. Have no fear; listen as the "language of the barrio" changes. Spanish verbs as Abrir (to open), are replaced by Anglicized verb forms such as "openar". This strange verb conjugated as yo open, tu opens...ellos open, etc., then becomes I open you, you open... they open, etc.

The United States is glued together by its Constitution and its amendments, which carefully limit and balance the powers of government in order to protect individual freedom. The architects of the Constitution wrote in English, but said nothing about English as the official language. The writers of the Constitution knew, as any carpenter will tell you, to use only as much glue as necessary, not more.



paul turner

Long-term goals produce short-term te

Working and doing college at the same time ain't easy especially when it seems the only work that allows study time is work you'll lie about doing when trolling for a date.

It doesn't take long to hate asking, "Would you like fries with that?" or "Can I check your oil?"; or "Do you want ranch, Italian, or blue cheese on your salad?"; or "Hello, this is sex-chat. I'm Mindy. What's your fantasy?"

But it is all for a good cause. One day you might graduate and be a health inspector and put your favorite fast-fat-food joint out of business, or you might own the gas station chain where you once slaved, or you might have your own restaurant with everything done your way, or even be able to afford another phone line so your spouse won't ask about all the calls to 1-900-LOTA-GOO.

During my first stint in college, I worked graveyard in a convenience store in Salem -- were our state's capitol to be the human body, the neighborhood where I worked would be the arm-pit, or worse. Every night until dawn, I enjoyed a steady procession of drunks, junkies, perverts, hookers, psychos and elected officials.

When I was chained to the convenience store, more than a few years ago, the place ran on terror. I knew if the inventory came up shy two pieces of 2-cent bubble gum, I was out of a job -- and so was everyone else who worked at the store. I was watched with binoculars from across the street all hours of the day and night by supervisors who had no life. The phone was in the back room and the store had more blind spots than Stevie Wonder. Also, at the time the management slept cozily while their solitary clerks worked graveyard alone. So, not only was I privileged with the terror of the management, but of my customers, too.

There is little time to study at work when the bars close and it's time to lock up the beer and wine coolers. When 2:30 a.m. rolls about some people become desperate for a drink. In the neighborhood where I was stationed, none of my customers had the foresight to slap a couple half-racks in the fridge that afternoon to state off the post bar-and cooler-closing-blues. That meant a half-hour after last-call, the bats came out to play. They became rash enough to try to reach a six-pack of beer through the pop cooler, or offer me obscene amounts of money for just one bottle of fortified wine. One rather seedy character even offered me his wife for a weekend in exchange for a few bottles of Mad Dog 20/20. I declined with thanks.

The drug addicts were usually the most creative. One would wander down the candy aisle with little finesse and load up his pockets with Milky Ways.

EXPRESS YOURSELF

Readers are encouraged to use The Commuter's "Opinion" pages to express their views on campus, college and national issues. Submissions may be in the form of letters to the editor or, for topics that require analysis, guest columns. Letters should be no more than 250 words, and will be edited for grammar and clarity. In order to confirm the authorship of letters, they must be signed, with phone number and address (phone numbers and addresses will not be published).

Meanwhile, another would dash for the beer cooler and run with whatever he could hold. It was a nice little filling out the lost inventory reports and having the self-righteous boss tell me that it had better not happen again.

Another favorite customer past-time was to let's-terrorize-the-clerk-in-front-of-the-date-a-how-tough-I-am ploy. Usually dressed in tattered cowboy garb, they'd walk in with some girl who to be as drunk as she was, and then try to pick me up with me. The best defense was to say nothing and look away. With no response, the offender would usually wandered on down the trail. But the worst was the worst.

Since this is a family paper, I will spare you the details of the sexually disadvantaged coming in and out of the store in unmentionable activities in front of the shelves. You don't want to hear about the pathetically freshly beaten, wandering in at 3:30 a.m. to buy beer from mom (I didn't worry about their age because I knew what was waiting for them if they returned home with smokes). There were the hookers practicing their trade in the parking lot and the junkies spiking a vial of urine in the dumpster. There were drunks adorning their faces with their stomach contents and the desperate lover looking for a reason to go on living. It was a sight of humanity's lower intestine.

I knew my convenience store days were numbered when I was introduced to a .357 magnum with a strung-out 19-year-old kid. After having been pressed into the carpet with the barrel of the gun, the kid ran off with less than \$40 -- and my desire to work in a convenience store. I got to spend the next few hours trying to convince the police that I could make it all up to run off with such a massive amount of cash. My boss told me that I didn't have to go to work and that I could quit and it wouldn't matter. She didn't mention that I would lose my income and that if I quit, I didn't get unemployment. He was the nicest for the convenience store.

I'd like to say I left in a blaze of glory. I did. I did. Soon I was no longer the laid-back soul who had endured the colorful segment of humanity who had pressed my customer base. No, I became a more esoteric monster. I started looking for a reason to be angry and physical with my public. So I gave them two weeks notice and ran away before I hurt someone. Being nothing more than a low-life.

Since then, I go out of my way to be pleasant. I am the most dastardly of convenience store clerks. I know, maybe they just had to clean up after me. I was a drunk who mistook the Hostess rack for a u

OPINION PAGE

Clinton: Balancing budget shouldn't dash student dreams

Bill Clinton, President of the United States
The Commuter

Student:
This is a busy time for you. But while you are taking classes and making the decisions that will help you build a good life for yourself, the Congressional majority is working to make drastic cuts in education - in your student loans, in national service, and in your scholarships. And the cuts will jeopardize the future you and your generation are working for.

Let me tell you that I oppose these cuts. I will do everything in my power to fight them and to see to it that your dream of higher education remains real for all Americans. I will do this not only by defending the interests of those of you who are already in college but by opening the doors further to make sure that a greater number of deserving Americans have the opportunity to stand where you stand today.

For the first time in a long time, leaders from both sides are resolved that we must balance the federal budget. From the day I took office, I've been committed to the goal - to getting rid of the budget deficit that has tripled our national debt in the 12 years before I came to Washington. In three years, we have cut the deficit nearly in half, from \$290 billion to \$160 billion. And we are ready to eliminate the deficit entirely. The Congressional majority and I see eye to eye on just how we get rid of the deficit is another matter. The majority in Congress wants to balance the budget in seven years, and do it while giving an unnecessary large tax cut. But in order to do these things, the Congressional majority would make enormous cuts in education.

My balanced budget plan would take more years to eliminate the deficit, but that's a price worth paying to keep your scholarships, your student loans, and national service safe and well. It also preserves our ability to protect the environment and the integrity of Medicare for our older citizens.

Balance in the budget is about more than numbers. It's about our values and our future. Education has always been the currency of the American Dream.

When I was your age, it was assumed - based on our long history - that each generation would have a better life than the preceding one. More than anything else, a good education is the way we pass this vision on to those who come after us.

The facts speak for themselves. Earnings for those with no post-secondary education have fallen substantially in the last 15 years. The only people for whom earnings have increased steadily are people exactly like you - those Americans with more education. Every year of higher education increases your earnings by six to 12 percent. Those years also mean a stronger overall economy and richer lives for those who have them.

Balancing the budget will be good for our economy and your future if it's done right. But simply balancing the budget won't do us much good in the long term if your generation does not have the education it needs to meet the challenges of the next century.

Just think over what the Congressional majority's plan, if it went through, would do to you, your classmates and any of the one out of two college students who receives federal aid. It would:

- Raise the cost of student loans by \$10 billion over seven years by charging you interest on your loan while you are in school. This would increase the cost of a college education by as much as \$3,100 for undergraduates and \$9,400 for graduate students.

- Deny up to 360,000 low-income students desperately needed Pell Grants in 1996.

- Shut down Americorps, our national service initiative, which gives thousands of young people the chance to earn and save money for college while serving their country.

By contrast, my balanced budget plan builds on the national consensus that we must help people help themselves, through the power of education. It eliminates both of our deficits: our budget deficit and our education deficit. My plan cuts wasteful spending by more than \$1 trillion, but it also increases investments in education by \$40 billion over the next seven years.

Think over how my balanced budget plan would help guarantee your future and all the hard work you're about to put into it. It will:

- Increase funding for Pell Grants by \$3.4 billion.

Almost one million more students would benefit from the scholarships. And we would raise the top award to \$3,128 by the year 2002.

- Expand Americorps to let even more young Americans serve their communities and go to college.

- Protect our direct-lending programs, which makes student loans more affordable, with more repayment options, and saves taxpayers, parents and students billions of dollars.

I just returned from Pearl Harbor, where I took part in ceremonies marking the 50th anniversary of the end of the Second World War. In the late 1940s, when the veterans we honored left their loved ones to go off and serve their country, they were the age most of you are now.

When they came home, the country recognized their service and their potential, and it responded with the G.I. Bill, which guaranteed a college education to every returning veteran. Those who served weren't given a handout, and they didn't want one. They were given the opportunity they needed to take responsibility for their lives.

Your generation has its own battles to wage. You face the choice of doing something right and difficult - or something easy and wrong.

In taking on the responsibility of education yourselves, you have chosen the right and difficult path. You did the work you had to do to get into college. You may be working now to pay your way. And your family may have worked long hours and made great sacrifices to help you get where you are today.

You deserve the nation's support. And your future success will likely repay our common investment. I do not accept the arguments of those who condemn irresponsibility in young Americans and then seek to deny the nation's helping hand to the millions of you who are doing the right things.

I hope you'll support my efforts to protect education and balance the budget. The fight for education is the fight for your future. In my life - and in the lives of countless Americans - education has meant the difference between the impossible and the possible. It should be true in your lives, too. With your help, we'll keep it that way.

commentary

Calvin Klein's controversial jeans ads have more effect on politics than on marketplace

David Hilliard
Staff Press Writer

Thank you, Calvin Klein. Thanks a lot.

The designer, known for years as a designer and manufacturer of upscale blue jeans and inventor of provocative advertising to sell them, has come under fire by welfare organizations and family and religious groups. What prompted the fire was the clothing company's photographs of a group of surly teenagers with unkempt hair, doing what was once referred to as "loitering." The boys wear open shirts or no shirts at all, and trousers at dangerously low waists. Some of the young ladies are in decidedly unladylike positions. Their features could best be described as adenoidal, drowsy or irritable, perhaps because their parents and daddums didn't shell out more for better-fitting clothing. The casual, relaxed and comfortable seemed to be the message attempted.

The message delivered.

Critics say the ads smacked of child porn, but in view of what child porn is - what federal officials and the U.S. Postal Service say it is - that argument is of a reasonable reach. The unkempt, dissolute teens pictured in the Klein ads aren't any different from the unkempt dissolute teens who can be found on any street in most towns. You know, the ones with dyed-black hair, white makeup and plaid shirts who annoy pedestrians with skateboards or boomboxes, or just their very presence.

Calvin Klein has done is expected to bring up a new election-year issue. For some time since pornography has been debated in the legislatures or courts, but the prospect of an election does strange things to officeholders. The hullabaloo over the Klein ads, which is just now subsiding, will no doubt encourage Citizens for Decency, or the Christian Coalition, or Focus on the Family, or somebody, to draft something to prohibit suggestive advertisements. This will raise the ire of liberals, who will say it is difficult to determine how much is in such advertisements, and that it has a "chilling effect" on the freedom of expression, and they are probably right.

The flap over the Klein ads didn't have a chilling effect on the Klein jeans, however. At the Magic International Fashion Trade Show at Las Vegas, Nev., last week, buyers did not shy away from the line.

"Jeans sold 'very well, extremely well,'" said Rich Karman, vice president for sales for Calvin Klein Inc., at the end of the show. Target consumer - the young man - "did not have a problem with them at all," Karman told Internet's Newsline.

Not wanting to cause problems, the company decided to drop the ads, he said.





Chicken bandits accused of fowl play

CORONA, Calif. (AP) — They wanted legal tender. They got chicken tenders.

When Burger King manager Daniel Corona left work at 7 p.m. Wednesday, he carried a bag of fried chicken pieces for his dinner. He figures the two bandits thought it was the daily deposits.

"I tried to run, but when he pointed the gun in my face, I just threw everything on the ground," Corona said. "I know they thought they were getting money, but they only got 10 chicken tenders."

Corona was terrified while staring at the pistol, but was laughing about the robbers' disappointment a day later.

"All day, people have been joking that someone was going to call the complaint line on me to say I gave someone the wrong order."



Hot beer causes die-hard barflies to crash and burn

CAVE CREEK, Ariz. (AP) — For the barfly who thinks it's macho to gulp down the worm in the tequila bottle, an Arizona brewer has a new challenge: Chili beer.

He's found plenty of takers.

Ed Chilleen's Black Mountain Brewing Co. sold 5,000 cases of Cave Creek Chili Beer when it first hit the market in 1991. Now the brew is sold in all 50 states and eight countries, and sales topped 240,000 cases last year, according to an industry group.

Each clear longneck bottle has a pointed green chili about the size of a man's little finger floating inside, stem and all.

The taste? Like beer and chili pepper.

"It's a tough thing to drink," said Teresa Farley, a 26-year-old Tucson resident who picked up a bottle at the store out of curiosity. "It's so spicy it hurts."

Either there are a lot of tough drinkers or the

novelty of the spicy suds is winning over the weak of tongue. Demand quickly overwhelmed the capacity of the tiny brewery in this western-theme hamlet in the foothills north of Phoenix. Chilleen signed with a larger brewery in Cold Spring, Minn., to make most of the beer under the Black Mountain name.

Chili beer was born five years ago in a conversation between Chilleen and a fellow restaurateur.

"He wanted a spicy beer for his Mexican food restaurant," Chilleen told a visitor to his family-run microbrewery.

He first thought of spiking the stuff with chili powder, then got a better idea: "How about we just drop a chili pepper in it and see what happens?"

Chilleen headed for the supermarket to find his key ingredient, settling on a serrano pepper.

"I would have liked to use a jalapeno pepper, but it wouldn't fit," he said.

The brewery, next to a restaurant Chilleen owns called The Satisfied Frog, had been running about a year. It took almost another year to perfect the process of getting the pepper in the bottle without ruining the beer.

"Any time you add something to beer, you take a chance at contamination," said Chilleen's son, Scott, who runs the Arizona operation.

Chili beer helped put the company in the top 20 selling microbreweries nationwide, according to the Institute for Brewing Studies in Boulder, Colo.

Their production is a drop in the barrel compared to sales by industry giants like Anheiser-Busch, Miller and Coors. Microbreweries account for a little more than 1 percent of beer sales in the country, said Jim Neighbors, administrator of the institute.

But some brands make a national splash, he said.

"Black Mountain embodies many of the elements of the craft brewing industry," he said. "It is free to experiment and use a variety of ingredients not normally available to brewers."

Chilleen made a few thousand cases for his friend with the Mexican restaurant in California, but the friend dropped out of the project before sales got hot.

Farley, the Tucson beer drinker, figures she'll be back for another round.

"Lightweights won't be able to handle it," she said. "It makes you feel really macho."

Or-E-Gone?—Tourists!

ASTORIA, Ore. (AP) — Workers at Oregon's visitor's bureaus along the coast sometimes get odd inquiries about the state, but they say many tourists just tickle the funny bone.

Visitors have posed the following questions, culled from the bureau logbooks:

- Does the beach have water?
- Can you see Hawaii from the beach?
- What time will the whales swim by?
- Where do you get the sand for your sand contest?

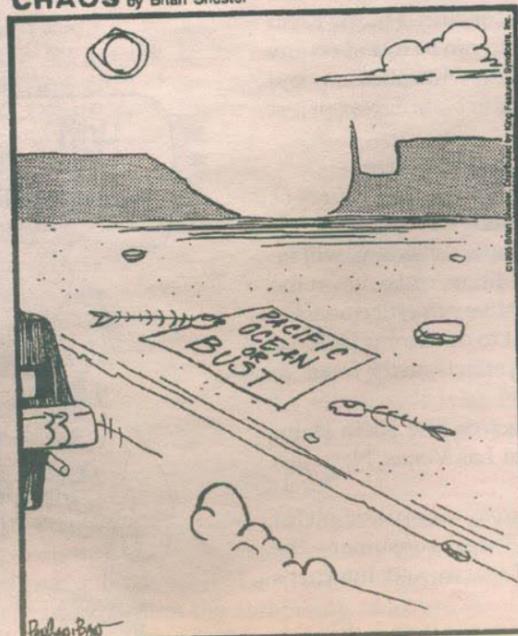
—What time of year do deer turn into elk? (Cannon Beach bureau members couldn't resist this one, answering: "During deer-hunting season.")

And everyone's favorite:

- Where's the ocean?

Open your eyes, darlin', it's all around you. And, have a nice day!

CHAOS by Brian Shuster



Here kitty kitty kitty—why won't you come home

SANTA FE (AP) — According to court documents, it's a case of cat-napping.

Two Santa Fe residents filed a lawsuit in district court here, contending a Texas woman stayed at their hotel took their two cats with her.

In legalese, the lawsuit filed Wednesday Theresa Drennin wrongfully converted and passed on the chattel — cats Spotty and Lucy by Drew Ford and Linda Doria.

"This is a particularly distressing situation," said Thursday. "We have an individual who the cats aren't ours, and we don't have a right to them."

Drennin's hometown is not given in the suit and she could not be reached for comment.

The Santa Fe residents want the return of the cats, court costs and any other relief the court may award.

They allege Drennin, thinking Spotty and Lucy were strays, took them from their longtime home, the Pecos Trail Inn and its Peppers Cantina, where they stayed at the hotel for two days in September.

Ford and Doria learned she had the cats and asked for their return, even offering to pay for interim care and transportation costs, but Drennin refused, the lawsuit said.



Sacreligious pastry cook in the frying pan

YORK, Pa. (AP) — Finding himself in a hot position after critics said his plan to "fry the pope" was sacrilegious, a York doughnut maker says commemorative confections will be for the eyes only.

A month ago, Charlie Burnside of Maize & Malt hoped to get a special cutter to crank out commemorative "Papal Donuts" in the pope's honor celebrating Pope John Paul II's visit to Baltimore Oct. 8.

But the plan fell through, and he faced the prospect of turning out hundreds of doughnuts shaped by hand, a massive, unwieldy job that found himself the butt of criticism.

"I never thought of it as sacrilegious," Burnside said. "I'm Catholic and that's the last thing I'd do."

Someone even told him that cooking the pope in hot oil would be inappropriate.

"I never thought of that," he said. "I'd like to fry the pope."

Burnside will cook up a small batch of doughnuts made pope-shaped doughnuts, he said, and deliver them to John Paul during the Mass at Camden Yards.

"He has a very good sense of humor," Burnside said. "I've heard, so I think he'd like that," Burnside said.