

## College depends on students' votes for levy

by Roseann Wentworth  
Managing Editor

Students and faculty alike must use their power as voters to keep CCC afloat. Clackamas Community College's proposed three-year operating levy goes before the voting public beginning March 9. This mail-in ballot poses a ten cents per \$1,000 assessed value increase to keep the college running. This ballot must pass as CCC's current levy expires June 30; CCC has no back-up levy or a safety net.

Last year, 26,000 students (nearly half of all district residents), were educated at Clackamas, more than CCC has ever enrolled since its establishment in 1967. Most of these people, including you, are eligible to vote.

This is a fixed-rate levy of \$1.42 per \$1,000 assessed, and that amount has only increased by about three percent in the past decade. Oregon's average community college tax rate is \$1.92, CCC's is a cool 55 cents below that average. In fact, only two other schools are below CCC's rate. This would seem that very few Clackamas County citizens would not be able to afford this modest of a proposal, especially when it asks for a proposal based on property tax. The average homeowner (\$80,000 house)

would only see an \$8 a year difference in their taxes. It takes more money to drive to CCC, carpooling, in a VW.

Ironically, citizens would more likely not be able to afford it if this levy failed. The money would obviously have to come from somewhere: try hefty tuition hikes, cuts in programs ranging from sports to displaced homemakers to English. Everyone would feel the crunch. More money spent on tuition means less money students have to pump back into the community's small businesses.

Oregon's statewide average cost per student (community college level) between 1985-1988 was \$3,738. Within those three years, CCC's cost-per-student average fell 10 percent while the state average increased by 18 percent.

Clackamas provides its community with job training that's hard to beat, affordable general college education that prepares its students for a University or a better paying job, and if you want to get basic, try general literacy.

The mail-in ballots have to be returned to the elections office by Tuesday, March 27. Just vote yes and watch our college bloom.

## 'Aaaargh! It's almost that time!'

### Finals spark fear in student

by Aaron Brown  
Staff Writer

The thud of a ping pong ball was the only thing I heard last week until something hit me like a Volvo into a brick wall.

A word that a pool shark said behind me sent chills up my spine, making me momentarily forget about my ping pong game, which I was losing anyway. The exact phrasing of this word was said something like, "Only two weeks 'til FINALS, and have you started studying?" AAAAARGH!

Not only did this aggravate me, but my opponent beamed me with the ball while I was distracted. Game, set and match.

Finals: what a horrid word. Whoever made up this term in and term out ritual should really be shot. All it causes is unnecessary "perspiring" and brainlock for a couple of days.

For some reason, Winter term is slightly shorter than the rest of the terms, and instills thoughts of panic to those who cram the final weeks to pull out that passing grade. Since there is less time to cover the course, panic really sets in.

This is especially true for those like myself, who put off everything until the

night before, since hockey games take up most of my time. Why bother, since the Winter Hawks lose to teams like Moose Jaw. Well it is important events such as these that prevent my true final exam study form to shine through.

Personally, this whole idea of final exams irks my shorts. Why should we answer questions like, "What is the annual snow-fall of Mauritania?" Especially when the multiple guess choices look like: a) 10 inches, b) 20 inches, c) 200 inches or d) Mauritania is in Africa, they don't get snow.

Why should teacher forcefeed us what we already learned but forgot for a two hour exam? As if it weren't bad enough already, these teachers prefer to test our "Trivial Pursuit obscure question skills." Of course you can't write off those others who prefer the "I'll ask dumb, general questions" method, or those who use the "I'll ask one essay question" method.

This whole idea is a grand waste of time. It just adds to the pressure and workload of the student as well as the teacher. Why not avoid the pain and chills of Finals week and let us do something else? Frankly, I want to bone up on my ping pong skills and beat that guy who beamed me while I was mired in thought.

It is the 90s, after all . . .

## Sexism in the classroom: let's move beyond it!

by Margy Lynch  
News Editor

It seems like every day I am reminded of how women have "always" been inferior to men. I see women being exploited and depicted in the media. I constantly hear that women are not treated equally in the work force and "never" have been.

These words are pretty strong. As a female sophomore college student striving for a degree in broadcast news, this makes me wonder what obstacles I will be faced with. Actually, it makes the future look pretty grim.

Before I get ahead of myself - let me tell you - I am not against men. I do not think they are to blame for all of these problems. I do, however, wonder about our society and what its future entails.

I often feel more inferior coming out of a classroom than I do going in. This is not because of the way I am treated. I have never been harassed or treated unequally by a teacher because of my sex (that I know of). It is how the material is presented in these courses and the books I am required to read for the courses that makes me feel inferior. It is also a lot of the instructors' attitudes.

In some of my classes, material is presented in a way that suggests men have always dominated women--and that they always will.

In my literature class, for example, we constantly read poems that are from earlier centuries. These poems reflect how men thought they were superior to women. They are about rape or being in control of the woman or, more importantly, her body. I can not believe we still read this stuff! Lets move on!

Not only do we read it, but it sometimes seems like people encourage it. No

one ever mentions that it is old news - and that it has changed a lot, and that it is wrong.

In my sociology class we learn about women as "minority" groups. We hear about how they do not have anything to do with history. We are never told of their many accomplishments.

One lesson was even devoted to the way women have been dominated by men since 1200 (and I'm sure before that time) until present time. We were told of all the ways women have been insulted and degraded by men. Last but not least, we were told that things would probably not change until mens' egos changed, which seemed highly unlikely to the instructor.

These kind of classes make me feel inferior to men now. Is that the intent of the instructors or of the books we read?

Why must we deal with this in our schools and other institutions? These places are supposed to encourage societal change.

It may be important to learn about how it "use to be." But it is more important to learn these things in history classes as in history lessons.

Although I don't have many solutions, I do know that people need to express their feelings to their teachers, and if that's too hard, they can talk to the counselors.

The reality is we've changed from a society that use to give praise by saying "behind every good man is a good woman" to a society that is beginning to realize and accept that "beside every good man is a good woman." And, now, frequently the woman is way out in the front.

Our schools, especially our colleges, must reflect and encourage this sweeping change.

## Watch out for drinking drivers.

1-800-24-DRUNK

## Clackamas Print

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