

## People, issues and consequences offer countless choices on Nov. 7

The people boggles when it tries to grasp the people, the issues and the financial and social consequences we must consider in countless choices we must make by 8 p.m., Tue, Nov. 7.

It would be so much easier to leave it to the people who are better informed, if I could believe those voters would represent me and mine when casting their ballots. But I believe instead they will vote for their private selfish interest without regard to the larger community.

The rich may vote for the greatest tax cuts, as they would receive in Measures 8, 91 and 93. After all, they can send their children to private schools, and to private art, music and athletic instructors. They can buy their children the most advanced home computers and laptops and the newest software. Their kids' futures are set. And

their futures are set. They don't have to worry about Medicare and health insurance or social security or access for the handicapped.

To the poor, a minimum wage matters, and public transpor-

say, with their ballot, "I've got mine, now leave it alone." And that is their right. But it is the duty of the churches, educators, government and citizens to see all the children launched with some advantages.

Education today is so much smarter than it was in my day. Today the learning is job-directed and may be enhanced with cooperative work experience, community service, tutoring and hands-on class work. This incredible campus is a haven to the community transitioning from dependence to self-sufficiency. It levels the playing field for its students, who otherwise could not compete for the goods of life.

The educators, being the brighter and more democratically bent, I believe, have figured out a supreme system to prepare today's students. And their dedication holds the college together. However, legislators, who fund

special interests rather than the schools that serve the people, tie their hands.

We must pass campaign finance reform, to stop big bucks from rigging the game. We must demand in Oregon decent education again, for all. Property taxes used to pay much more for education, sort of like a sales tax, with which the people who bought more paid more of the tax, until Measure 5 in 1990. Now the well-off send their children to private schools, or schools like Lake Oswego—that district is asking for \$85 million compared to the \$47 million bond Clackamas Community College has put on the ballot—even though the college serves many communities, including Milwaukie, Gladstone, West Linn, Oregon City, Wilsonville, Canby, Estacada and Molalla/Colton.

Measures 8, 91 and 93 are so damaging to education that even business, which would benefit most from their passage, opposes them. Busi-

ness' bottom line suffers from the age of educated and skilled workers coming out of our schools. Business has joined with labor and all reasonable citizenry to oppose these unwritten measures, that sound good but are really pure, self-interested measures.

Clackamas' bond measure is a yes. Measures 8, 91 and 93 are deeply cut education and critical services, as well as the federal funds to Oregon. Vote on these three measures, and you are sure to lose 95, until a clear improvement in academic achievement/teachability is written. Measure 8 is campaign finance reform, a battle cry of both John McCauley and Ralph Nader. Vote yes on 6, sure 9 is insidious, and will widen the divide of misunderstanding among neighbors. No to the writers who believe people can be led so easily to choose littleness and ignorance.

Read. Listen. Think.  
Write.



Sandy Lupo  
Opinion Editor

tation, and above all, education, the first and the only real leveler of the playing field. The rich band together and decry the middle class and the poor for their laziness, when it was probably just the breaks that made the difference. The biggest break being education.

Now a great many of the middle class have climbed into that comfort level, and have joined the well-off to

of the people at another election. These modifications appear on your ballot as Constitutional amendments that are "Referred to the people by the legislative assembly." Consequently, if an amendment that is poorly thought out and written passes, and has not had the benefit of open debate, it can cause a great many problems.

For example, Ballot Measure 5 was adopted Nov. 7, 1990. It amended several aspects of revenue

and finance relating to property taxes, schools, bonding for capital expenditures and the like. However, once it was enacted, no one could figure out how to get it to work. By then it didn't matter whether you were for or against it; what mattered was that no one could figure out how to implement it. Every time legislators came up with a way to fix it, they would have to refer it to the people to vote on as a Constitutional amendment at another election.

Then they would find something else that didn't work. This went on for several years. Even now, 10 years later, it isn't clear whether it has been corrected for all counties within the state.

Consider how many tax dollars spent over the years to clean the mess. Consider how many people have taken from the legislature all the while the voting public. Think about when you vote on Nov. 7, and avoid passing tomorrow's nightmare.

## Measures that amend the Constitution may haunt Oregon.. again

TAM OLIVER  
Feature Co-Editor

Among the 26 ballot measures on the November ballot, there are 12 initiative petition measures that, if passed, will make changes in the Oregon State Constitution. Because these petition measures are Constitutional amendments, they should be carefully scrutinized before they are given a yes vote.

The Constitution is meant to be a

framework document, and statutes are meant to implement its provisions. The Bill of Rights, a component of the Constitution, is designed to cover the big issues such as freedom of speech and freedom of religion. When lesser issues become a part of our Constitution, the effect is to dilute and devalue its importance.

Additionally, once an amendment is adopted by general election, it cannot be modified except by vote

of the people at another election. These modifications appear on your ballot as Constitutional amendments that are "Referred to the people by the legislative assembly." Consequently, if an amendment that is poorly thought out and written passes, and has not had the benefit of open debate, it can cause a great many problems.

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### Letters to the Editor

#### Clackamas Community College Keeps a Promise

Clackamas Community College serves 27,775 students with high quality, affordable education each year. The college also serves one of the fastest growing areas in Oregon. Growth expectation in the next 10 years is 30 percent!

When district voters approved CCC's last bond measure request in 1989, we promised to make that investment last 10 years. We kept that promise, despite growing demand for college education and training. We've been able to stretch those dollars and serve 20 percent more students in the last five years.

The college has a two-fold financial problem.

1. Nearly 60 percent of CCC's operating funds now come primarily from the state. No funds were allocated for community college enrollment increases during the last legislative session and no construction has been funded by the state since 1992.

2. To keep pace with enrollment growth and protect the community's investment in the college, we need to upgrade aging facilities, add classrooms and improve space for technology.

We've worked hard to address these problems. By reorganizing and working more efficiently, we've cut the number of staff and decreased the cost per student by \$300.

We've approached the private sector more aggressively than ever before. CCC now raises more than \$1 million annually in grants and private fundraising. This fall we are finishing repairs to the Observatory at the John Inskip Environmental Learning Center and an addition for childcare to the Elizabeth McClung Brod Family Resource Center ... all with outside funding.

We've used imagination to create space. Hallways, stairways, lobbies and even closets have been converted into classrooms and offices to keep up with growth.

The college now faces a critical need for new public investment if we are to continue to meet the challenges of the growing demand for instruction and shrinking resources. Bond Measure 3-97 on your November ballot would help the college address rapid growth, protect the community's investment in its facilities and bring technology up to today's standards.

Voters narrowly defeated the \$47 million bond measure on the May ballot. In a post-election survey voters said the reason was they didn't have enough information about the measure. Consequently, the board of directors has resubmitted the bond measure to upgrade facilities, add classrooms and improve technology to meet the demand for instruction and worker training in Clackamas County and is working hard to inform voters about the

measure.

Please look for Measure 3-97, the CCC bond measure, on your very crowded November ballot and consider carefully how much its estimated 20 cents per \$1,000 assessed value cost will pay for in upgraded facilities, added classrooms and improved technology.

If you have questions or need further information, please contact me at 503-657-6958, ext. 2405 or the college Community Relations Office at 503-657-6958, ext. 2538.

John Keyser  
CCC President

#### Measure 9 affects library sources, academic freedom

As director of CCC Library, Instructional Media Services and Distance Learning Departments, I feel a responsibility to inform the college about the impact Ballot Measure 9 (BM9) would have on library and media resources, academic freedom and free inquiry.

It should be noted that the Oregon Citizen's Alliance (OCA) has identified on a link from its home page "Twenty Tactics Used in Public Schools to Promote Homosexuality." One tactic listed is "Letters to the editor in local and student papers." Under BM9, my letter could not be published by the *Print*, as it could be interpreted as "encouraging, promoting, or sanctioning" homosexuality. Serious penalties, not yet defined, could

be applied to the college were the *Print* to do so. People should be aware of this BM9 limitation on their ability to be informed.

The primary mission of the Library and Instructional Media Services is to provide information resources, educational technologies and services to support instructional programs. To support academic freedom and free inquiry, materials should be provided representing all points of view. Materials should not be excluded because of their origin, or the background or views of those contributing to their creation. Materials should not be proscribed or removed because of partisan or doctrinal disapproval. This will happen under BM9.

The OCA homepage link also contains a "Checklist to Assess Your School's Risk for Encouraging Homosexuality." The placing of materials in libraries that did not present homosexuality in a *negative* light is seen as promoting homosexuality. The inability of CCC library and media services to respond to instructor/student requests to purchase and disseminate electronic, print/media materials presenting a diversity of views under BM9 directly impacts instructor ability to research and teach, and student ability to research and learn, compromising academic freedom at every level.

Included in CCC library's resources is EBSCO, an electronic

database of 3000 periodicals and journals, 1260 of them full-text. Under BM9, we would not be able to use this resource, because among the titles available are magazines/journals that do not present homosexuality in a positive light, titles that are used by instructors/students in a variety of programs. The licensing agreements make this resource affordable and allow libraries to de-select titles some individuals might find objectionable. The library can afford individual subscriptions to only a fraction of available periodicals. Thus, instructor and student access to a wealth of information would be severely curtailed.

Other electronic, print and media sources in film, literature, non-fiction or scholarly areas that support grammar, instruction and student research would also have to be removed from our holdings because they may contain content that is perceived by some to be pro-homosexual.

The language of BM9 defining and constituting "instruction encouraging, promoting, or sanctioning homosexual, bisexual behaviors" is very vague. Examples on the OCA web site are very concrete. Research carefully before you vote. BM9 impacts everyone.

Thank you.

Cynthia R. Andrews  
Director of Library, Instructional Media Services and Distance Learning

19800 S. Molalla Ave., Oregon City, Oregon 97045  
(503) 657-6958 ext 2309  
cccpri@clackamas.cc.or.us

Editor-in-Chief: Diana Scrivner (x2447)  
Feature Co-Editor: Maggie Jirasek  
Feature Co-Editor: Tam Oliver  
A & E Editor: Mandy Good  
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