

Grads wave farewell to CCC

What do instructors do over the summer?

"I'm working on a novel, preparing for new classes for fall term, and working on the Haystack program at PSU."

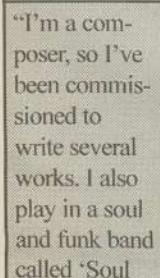


Kate Gray
English Instructor



Anthony Bernert
Art Instructor

"Drink lots of beer ... I'll be painting and working on sculpting projects and restoring a 1950s tug-boat."

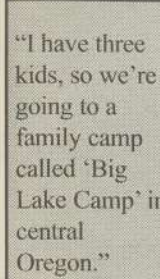


Dave Mills
Music Instructor



Chris Whitten
Technical Theater Instructor

"I own my own business and we design and fabricate scenery. We are contracted to do several jobs over the summer."



Adam Hall
Math Instructor



"I have three kids, so we're going to a family camp called 'Big Lake Camp' in central Oregon."

Karen Hill & Bethany Monroe
THE CLACKAMAS PRINT

As this school year draws to a close (or rather, classes come to a screeching halt and finals are thrown in our face), we are forced to contemplate our time spent at Clackamas—because, after graduation on June 11—we're outta here.

But before we go, let us first recall that of which we wish to say "Goodbye."

Goodbye, bright orange cafeteria chairs and peculiar-smelling Skylight Dining Room. (One of these days somebody's going to figure out what's growing in there.)

Goodbye, water-wasting, hyperactive automatic toilets.

Goodbye, Mt. Dew-guzzling student who shows up in almost every class and has the ability to

squeeze in almost as many words as the instructor within a fifty-minute class period.

Goodbye, overachieving stu-

dent who dampers the possibility of the saving grace in the phrase "grading on a curve."

Goodbye, patient math tutors

who spent hours explaining rithms and other conce could never understand. (In cases, ignorance really is bl

Goodbye, security offic ticket book in hand. (Do y ize how difficult it is to p nearby parking spot the despite the two-hour limit

Upon arriving at a un next fall, we'll be greet many introductions as h hello to parking fees, int lecture halls, long strolls classes and student loans, take us years to repay.

With this said, our de from Clackamas will be q adoxical. Regardless, CCC a place we'll remember fo long time.

So here's to the mem good and bad—and the h there's better years yet t ... (and hopefully the g ceremony doesn't last too



HILL and MONROE

Take time to decide pathway through college,

Ben Maras
OPINION EDITOR

It has always seemed that there were two kinds of students here at Clackamas: those in a rush to get finished and those taking their time. Although the latter may be considered "slackers" by the prior, it is truly an example of slowly and steadily winning the race.

Some students rush through their education, treating it as an obstacle that must be overcome, not a path to be enjoyed. Those who do not rush are often labeled "slackers." They take a minimal number of classes during their first term, indulging their interests by taking special courses, and focusing more on the knowledge than the grades.

The following student's story provides an example of how taking one's time can pay off in the

long run.

This student did not know what he was going to do for the rest of his life; he didn't even think about it until the end of his senior year of high school. Feeling miserable over how he was being left behind by his classmates, he decided to attend a community college.

This baby step may seem small, but it may have just been the middle gear he needed. Going into community college, the student chose to focus on things that interested him and things he had always wanted to know more about, emphasizing knowledge and keeping the means in mind rather than the end. What he found was the answer to his prayers.

For here at CCC, he could experiment with different fields of interest, all for a minimal amount of money and stress, and beyond

that, he could begin to actually think, rather than memorize the date of the War of 1812 or who was buried in Grant's Tomb.

The student began to make contact with his fellow high school alumnus and found that he was now taking more credit hours than most of them and was beginning to focus his field of study down to things he never would have thought interested him before.

On the other hand, his peers who jumped directly to universities were swamped, their tires spinning as they looked around lost, wondering where their enthusiasm for learning had gone.

It is only natural to stand at a fork in the road and try to hastily decide which way to go, but it is a decision that does not have to be rushed. Instead, one can step back, explore both trails, and decide which path is best.

Rather than trying to c with a perfect ending to the ble, it is best to pull from arguably the most insightful of all time, "The Graduate" movie sums up the feel those who take the path led in college, seeking kn rather than just a piece of suitable for little more the starting in practicality.

The exchange that fol dialogue between "Graduate's" main character and his father:

Ben: I'm just ...
Worried? Ben: Well ...
About what? Ben: I g about my future. Father about it? Ben: I don't kn it to be ... Father: To Ben: ... Different.

Characters in this story are and any resemblance to anyone dead, is pure coincidence.

ScanTron sales make more cents than sen

Ben Maras
OPINION EDITOR

Now it's time we address something that has surely hit everyone: the mandatory purchasing of ScanTrons. Sure it's only a measly fifteen cents, but that's what bugs so many collegians. Fifteen cents!

Students must ask themselves, with all the money (although far less than many colleges) we pay in random fees, why is it that we must pay fifteen cents and partake in the loathsome process of purchasing a ScanTron?

Does the bookstore not make enough money in the prices they charge for textbooks; are they forced to moonlight in black-market test forms?

Some quick math would determine that if more than 30,000 students are enrolled here on a full-time or part-time basis, and every student bought one at fifteen cents per ScanTron, that would equal \$4,500. This figure is not meant to be an actual representation of the amount of money gained by the college, only to put the amount in perspective.

ScanTron sales do make some money for the bookstore, but the amount is trivial compared to text-

book sales. So what is a better option?

How about letting the ScanTron monopoly be taken care of by the college? Put a \$1 ScanTron tax on each student's tuition. This would allow each student 6.66666 ScanTrons, which would effectively leave the college with money left over that they can put towards whatever else.

What would this eliminate? A) It would keep students from suffering the pain and embarrassment of having to march down and pay for a fifteen-cent item with a \$20 bill (I've done it; trust me, it's not good). B) It would give the college more money to do whatever they wanted with. And C) That pet peeve of all students would finally be resolved.

It seems like such common sense, it's hard to believe why

we're still being subjected to the predatory capitalism of school a la carte.

STAFF INFECTION

