

lack of parking upsets



Matthew Ostergren Clackamas Print

circles around the Rook parking lot searching for a spot. Students at Clackamas Community College often have to search upwards of 20 minutes for a spot near their class-

the struggle for parking continues at Clackamas and students resort to using visitor parking lot

Annemarie Schulte
arts & Culture Editor

are circling around and You have class in rough- and a half minutes. You spot open, so you rush narrowly avoiding a col- with another car only to car turning off its engine some lucky kid stepping triumphantly and heading class. There's absolutely no open and you're about to e to class. Still, you con- to circle looking for those ous white reverse lights. you find nothing.

what do you do now? You a spot in the Rook two- parking lot and call it.

Recently students have begun under if the two-hour park- ing lot is really just used for

two-hour parking. The activities in the lot suggest otherwise.

Campus safety officer Peter Kandratieff said they do in fact enforce the two-hour limit by "chalking the tires." This means they mark the tires of cars with a piece of chalk, write down the time they did it and come back two hours later to see if the car is still there. If it is, it is ticketed with a citation of \$15 bail. Kandratieff said they do not tow cars although the sign reads "2-hour parking, towing enforced."

Some students say they are aware of campus safety doing this and will check their car every hour or so, wiping off the chalk if they see any. The chalk is a yellow line usually found on one of the front tires. All or most of the cars in the two-hour lot are marked this way in order to ensure they only stay two hours.

When asked if she had heard any complaints about the two hour parking lot being full, Judy Kreinherder in registration said they haven't heard any lately but that doesn't mean people weren't having difficulty park-

ing.

Just to test this theory, at 11 a.m., a picture was taken of the two-hour parking lot. Two hours later, another picture was taken. After comparing the two it was found that five or six cars were not only still parked in the lot, but un-ticketed.

Most people interviewed wished to not give their names for obvious reasons. However, I talked to one student who parked in the two-hour parking lot, on her way to a three-hour class, and told me this out-right; she had no intention of only staying two hours. Other students said they had no intention of really staying two hours in the lot because they don't think it's really enforced. Some have even admitted to throwing the tickets away once finding them.

Most people that were attempted to be interviewed seemed to not have the time; I guess they were in two-hour parking after all and didn't have much time to spare.

But still the question remains: is the "2-hour" parking lot solely used for two hour parking?

Writing instructor shares unique story

By Javierh Montero
The Clackamas Print

"Don't worry too much about the grades, worry about what you like," said James Bryant-Trerise, an instructor at Clackamas Community College.

Bryant-Trerise is one of those teachers who uses creative ways to stimulate students and make them succeed in class. With an enthusiastic personality, and grading methods that might not be considered too conventional, Bryant-Trerise is sure to help a student out when it comes to writing and literature.

Of his Shakespearean literature class, Bryant-Trerise said, "Shakespeare is difficult, and that's why you should go for it because it's only by facing something that's difficult that you expand."

In an interview with Bryant-Trerise, we discussed his dreams as a teenager, how things are going, his grading procedure, his love for Oregon and more.

What do you teach here at CCC?

Composition, Writing 121, 122 and Writing 95 and various literature courses. I've been teaching Shakespeare classes, mythology of various sorts.

What is your Shakespeare class all about?

It's primarily discussion centered. Students get together and discuss what they think about the plays.

How are classes' enrollments going?

It goes in cycles. These days the enrollment is up, and I have 30 people in Shakespeare class. A year ago, enrollment was down, and I only had around 15.

How long have you been teaching at CCC?

I got here the fall of '98. And I've [been] teaching Shakespeare for a while.

How did you end up here at CCC?

I was doing what teachers call "the freeway flyer." That's when a part time teacher teaches at multiple colleges. I was doing that for about seven years in the Seattle area, and I started applying for full time, and I was finally offered a job here.

Are you from Washington?

I'm actually from Southern California. I lived in Orange County ... I didn't like it. The reason people like it, it's because they're fooled by big tit jobs. Essentially Southern California is one big boob job.

Did you go to college in California?

I went to the University of California, Santa Barbara. I moved to Washington because my sister lived in Seattle; that gave me a place to stay.

How do you like Oregon?

When I moved up to the Northwest, I said to myself, "How come the entire country doesn't move up here?" It's cool in the summer; it's relatively mild in the winter

compared to other places. Within one hour of Portland, there is so much to do: kayaking, skiing, swimming, biking, hiking.

What was your original plan when you went to college?

I wanted to read stories and poems ... I went to college not so much thinking about my career but what I wanted to study. I think students think of college as a ticket to do what they want in the future; that's kind of like saying, "My happiness is in my future." If you're happiness is in your future, then you're never going to get it, because the future is always far away. So aim for now.

How does your way of grading work?

In my composition classes, the first essay is to propose a grading system for the class. When the classes begin, there is no grading system. Students create a system with my input and assistance. It could be a mix of different things. However, I always tell them I am required by the institution to essentially say, "You will pass. You will not." After that, comes deciding the A, B, C, D's. The system for deciding comes from the students. Students still need to pass according to the objectives that the department has decided on.

How long have you been grading this way?

I've been doing this for about two and half years and only once has a class decided to use a fairly traditional system where I judge the quality of the essays.

Why is your grading system so different?

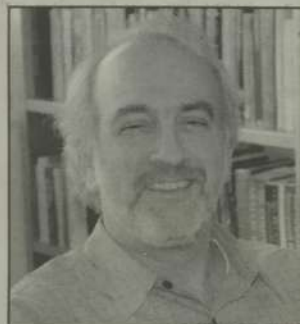
Grading prevents students from deciding to take responsibility for their own education. Students try their hardest because they're being graded, not because they want to be educated. It keeps students from being good students because it keeps them from having to decide that they want to be educated. They do things because of a grade!

What's the hardest aspect of being a teacher?

Trying to help students who, for whatever reason, don't want to be helped. Sometimes by choice but usually they don't even realize that they've made that choice. Sometimes out of fear.

Any final words?

Try to learn to love what you're doing, despite being graded on it. You should appreciate the obstacles.



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