

Friday | February 3, 2006

THE CURRENT

The Green River Community College Student Newspaper

On the fast track to a new future



Gator-Up! Pg 12

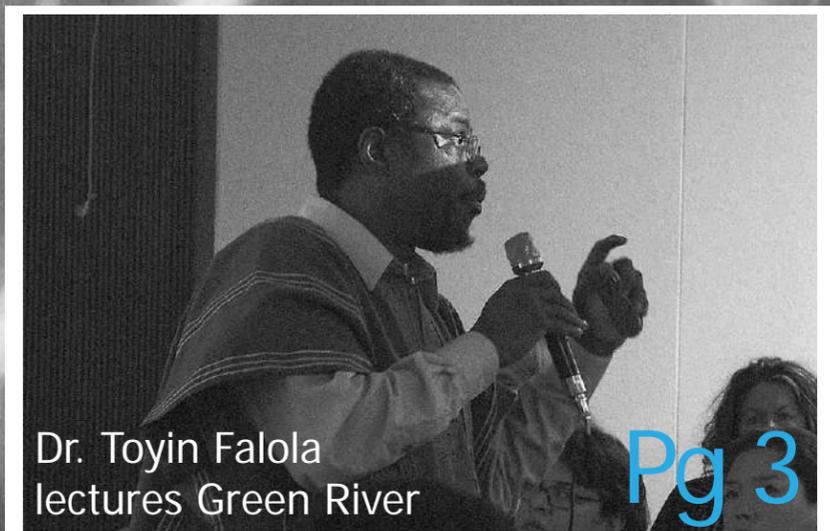
Green River is
in the middle of
a major campus
make-over.

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Dr. Toyin Falola
lectures Green River

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Exquisite Art:
The Helen S. Smith
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Cover:

Green River basketball is a hot campus ticket.
Check the game schedule for dates and times.

See Sports (back page).

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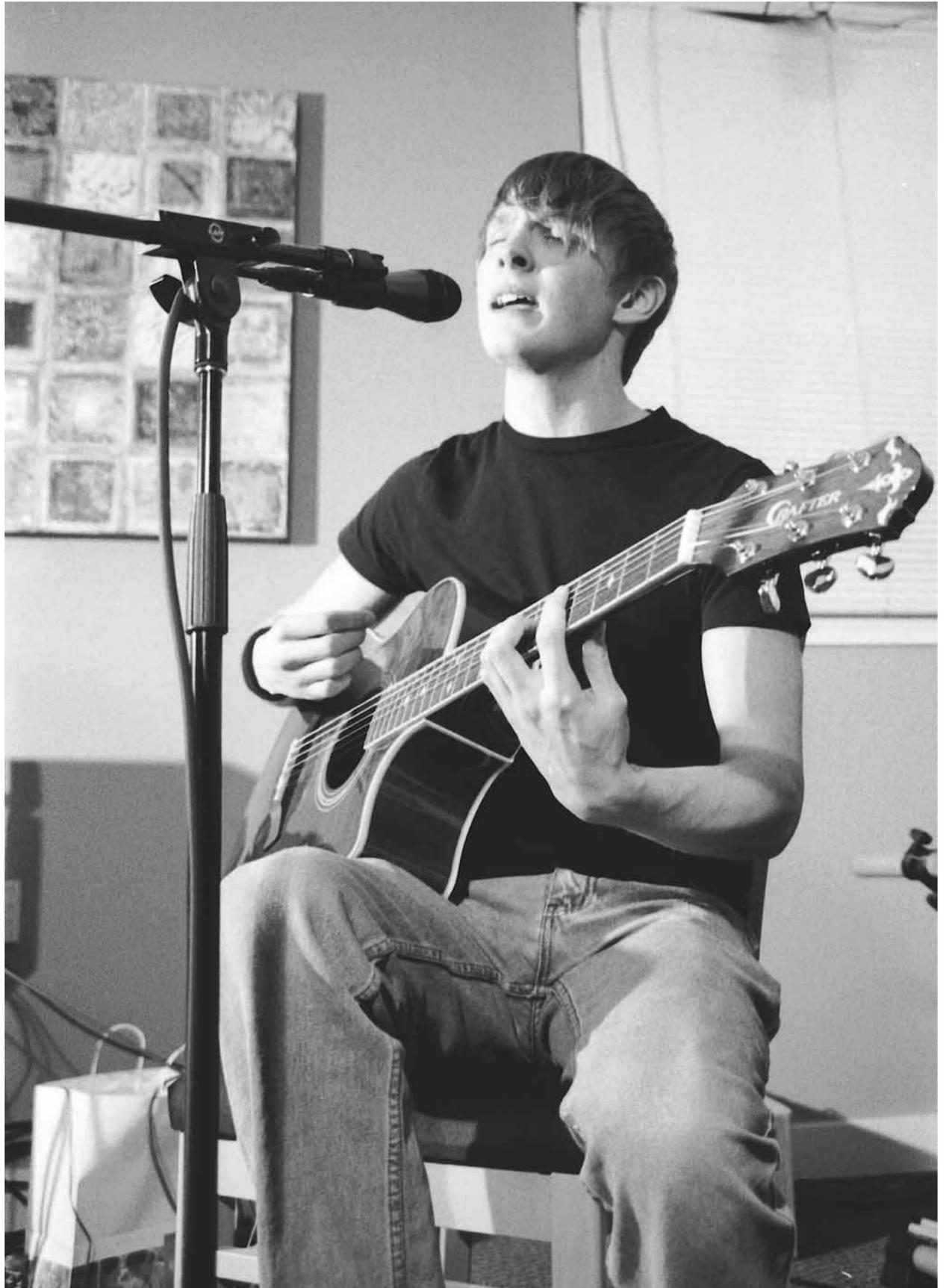
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Talent lies within



Andy Gardner/The Current

The Violet Stranger a.k.a. Ryan Balatbat sang in harmony with the resonance of his acoustic guitar strings at the last open-mic, held at the Campus Corner Apartments, Tuesday, Jan. 24.

Cameron McKee
Student Body Chief Justice

With the construction of Campus Corner Apartments came the birth of open-mic night. Now in its second year running, our open-mic night has become a staple event at CCA. The variety of music, comedy, and poetry creates an environment that fosters all talents. With a few colored lights and a six-channel sound system, the CCA community is transformed into a chill-induced coffeehouse.

On the evening of Jan. 24, CCA hosted its most recent open-mic night. Keeping with the open-mic roots, talents of all types showed up to display their skills. Open-mic night all-stars such as Masaki, Chris Coleman, and Ryan "The Violet Stranger" Balatbat threw down with their musical styles along with a plethora of other performers.

The next open-mic night is scheduled for Feb. 16 at 7 p.m., and all talents are always welcome.



Andy Gardner/The Current

"I stayed and watched the back packs this time, talked on some people's cell phones, made some calls ya' know," says Student Body President Brian Grover during the heat of the campus-wide Garbage Clean-Up competition on Monday, Jan. 30, kicking off the the second Keepin'it Green week held during his tenure.

Talking Global

Africa expert's speech on globalization, world politics draws crowds at Green River

Tiffany Richards
Reporter

On Jan. 26, students and staff alike filled SS-8 beyond capacity to listen to Dr. Toyin Falola speak on globalization and its potential effect on our daily lives. Many had notebooks on their desks and pens in hand, eager to learn from this world renowned expert on African history.

Some students attended as part of an extra credit activity for Jennifer Hoene's English 112 class, like Ethan Wisewell. Yet, Wisewell expressed the same eagerness as someone who was coming voluntarily.

"Even if I hadn't [received] any extra credit, I'd have come here anyway because it matters to me," Wisewell said.

After a lengthy introduction by lecture organizers in Diversity Services and literature teacher Vik Bahl, Dr. Falola took the floor.

He began with an illustration people in the Northwest are familiar with, to clarify the modern global market: coffee. Dr. Falola explained to the audience that the simple drink we rely on to get us through the day is the result of a complicated system requiring several persons from diverse countries to produce. The system is strikingly similar to transporting goods on the black market and the drug-trafficking business.

Dr. Falola then began with the history of globalization from a very different angle, one most in

the room had never heard before. He emphasized the fact that mankind has moved across continents since the beginning of time, migrating from place to place to obtain food and other necessities to stay alive. Dr. Falola stressed that borders and country affiliation is a rather recent phenomenon, with the use of passports and visas coming into play for the first time in 1924. He also pointed out that this largely came from the influence of world empires and superpowers that have dominated the world scene and have left their own unique mark on history; an era in which they ruled forging the complex system of borders and countries we know today.

While globalization in today's world has many complex issues and concerns, Dr. Falola boiled the basic support of, or fights against, globalization down to personal attitudes of the capitalist system, or an economic system largely free of government regulation.

Those who are against globalization, for the most part, see its negative impact on individuals and the world in general. They see the potential of a few individuals who are in charge abusing their power and exploiting personal freedom and equality as well as a loss of our natural environment worldwide. Stories of such abuses, such as Enron and child labor, make major headlines almost everyday.

In fact, the 1999 riots during the World Trade Organization conference in Seattle were a direct result of anti-globalization

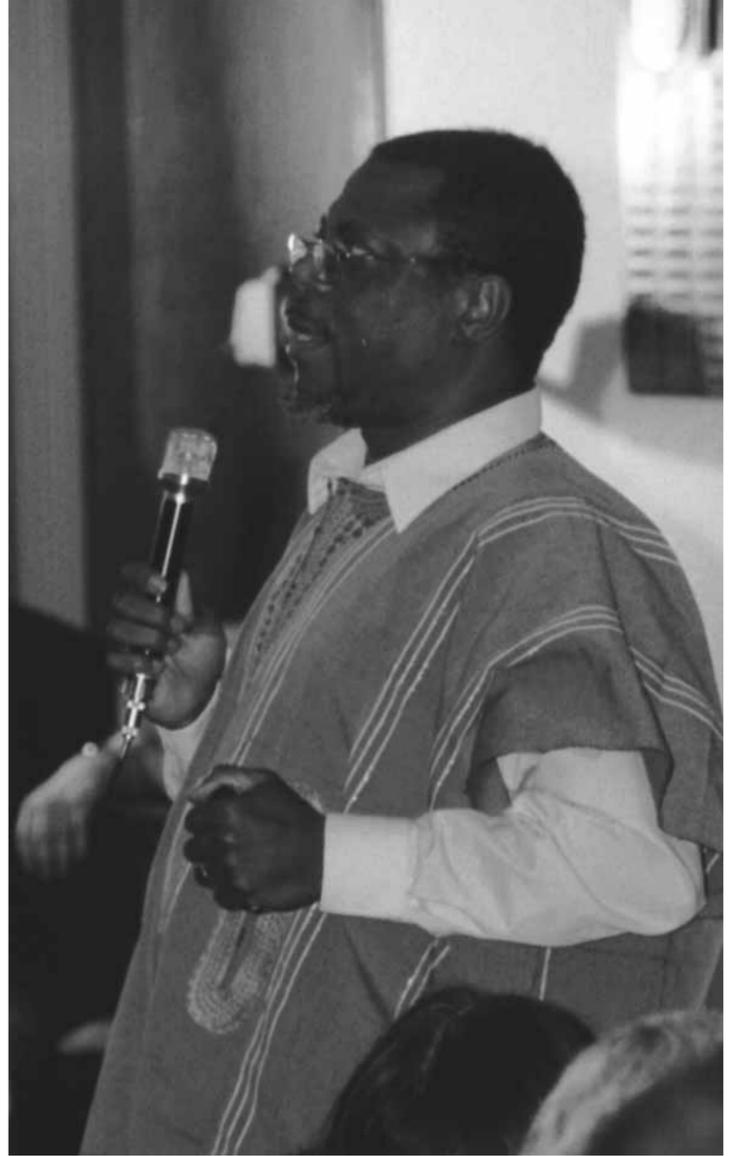
advocates trying to stop what they considered capitalist abuses through open protest. Anti-globalization has many followers in high places, such as former presidential candidate Pat Buchanan and environmental advocate Ralph Nader.

Those who support globalization, for the most part, see the potential spread of ideas, goods, honest labor, and technology in a free market system. This has taken companies such as Starbucks and Microsoft from local to international recognition, as well as boosted the economies of several nations throughout the world.

Dr. Falola concluded his lecture with a word for the younger people in the audience. Since he anticipates that globalization will only increase, he asked the student body of Green River to work toward world peace -- in a way very few had ever heard before. He suggested we should find peace in our commonality as humans who share the planet, and to do our best to learn and respect each others culture.

Dr. Falola was, after all, born in Nigeria, in Ibadan in 1953. Although he completed his Ph D in his home country at the University of Ife, he came to the United States in the early 1990s to teach history at the University of Texas.

One attendee, Mr. Khan, said "The lecture really blew me away. I didn't know what was going on outside the U. S. It opened my eyes and the eyes of the audience."



Andrew Gardner/The Current

Dr. Toyin Falola during his speech Jan. 26 on GRCC's main campus. The presentation was funded by various college offices at Green River.

NEWS BRIEFS

Green River's physics club named 'Outstanding Chapter'

The Green River chapter of the Society of Physics Students (SPS) has been named an 'Outstanding SPS Chapter' for the last academic year.

The club's activities, led by advisor Dr. Ajay Narayanan, earned the national award, which is given to less than ten percent of chapters.

The GRCC chapter is involved with various activities including research, public outreach and tutoring.

SPS is a national association

that helps students become involved in the physics profession.

Green River currently offers 12 physics courses, many of which satisfy the science requirements for transfer degrees, according to the college catalog.

The Physics Department was recently named one of the top ten two-year physics programs in the nation, by the American Association of Physics Teachers.

Chinese representatives meet with college to discuss recruitment

International Programs met with two sets of representatives from China last month.

Yang Jiao, an educational advising agent, has been working on recruiting for the college in Qingdao. The city is located about 500 miles north of Shanghai.

Jiao has established relationships with three local schools, Qingdao University of Science and Technology, Great Wall Computer Engineering Institute and Huan Qui Foreign

Language School. Representatives from the three schools will visit GRCC in March.

Two reps from the American-China Exchange Society also visited campus. ACES works to find colleges in the U.S. for students in China. Green River met with Hung Lau and Brian Poulin to discuss using the college as a "target school" for Lau's students in China.

For more information, contact Ross Jennings in International Programs.

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From all over the world to Green River

International exchange students come to the Green River campus to study for higher education

Matt Orme
Reporter

Taka Fujishima came to Green River, like most, aspiring for the benefits of a higher education. Fujishima has worked hard towards his Associate's degree over the time he has spent here. What separates Fujishima from the majority of students on campus, however, is his enrollment in the International Studies program here at GRCC.

He is far from alone, though. The International Studies (IS) program is currently in its 17th year here at Green River, during which time the program has grown tremendously. The IS program now supports over 600 students from over 30 countries, according to Kai Hibbeln, intensive ESL program director. Most of the students hail from Asian countries, though some European, African, and Middle Eastern countries are represented as well.

Fujishima, and international students like him, did not end up here by accident. GRCC followed the lead of other colleges, such as Edmonds and Bellevue community colleges, and began aggressively marketing our campus to students from abroad.

The college does so because

of the benefits each IS student brings to the campus. First, Green River benefits from these students by increasing the diversity of campus, making it less of a community college and more of a "global" college. This cross-cultural experience is thought to be valuable to all students of Green River because of the increased international communications and the implications of those connections on the future. Not to be neglected, however, is that the college sees over \$3 thousand per international student each quarter, making the International Studies program the second largest money earner on campus, behind only Running Start.

As good as the International Studies program appears to be for the college, some people in the community are opposed to the fact that such a significant percentage of GRCC's population is composed of students from abroad. The concern is that these students are, in some way, taking seats from other students in the community, making it more difficult for local citizens to register for the classes they need and want.

"Ideally the college would be able to accommodate everybody, and would expand as it needed," Hibbeln said.

Those kinds of improvements,

however, require time and money, both of which are a resource the college has a limited amount of each year. The international students, while temporarily filling seats that may or may not have been desired by local students, are also providing tuition which contributes to many projects around campus.

Despite the controversy, the marketing continues to be performed by GRCC's four full time marketing agents. These agents travel to numerous countries and get the word out about the college. They help to expedite the visa process when they can. They are in touch with a network of educational agents across the globe who also let prospective students know about the college. Marketing also takes place on the internet via the International Studies webpage.

Fujishima is here exactly because of these kinds of marketing efforts.

"I found out about Green River through my educational agent," explains Fujishima. "I contacted the agent because of an ad in a magazine and narrowed my choices down to either here or a school in Sacramento. This campus was bigger, so I came here."

In addition to the hurdles related to simply entering the coun-

try, each IS student must take a standardized test for English language proficiency. If the student passes the test with high enough marks, then no testing beyond the COMPASS test is required for their admittance. If a student is unable to meet the standardized requirements, then GRCC and the IS program have the student take another exam, this one to determine which of the five levels of the college's Intensive English as a Second Language program the student will go into. According to Hibbeln, anywhere between one- to two-thirds of international students spend some time in the IESL program.

Because so much time, effort, and money is put into each recruitment, the IS program has a state-of-the-art database for the managing and monitoring of their students. The database allows them to monitor grades, attendance, and various other statistics deemed vital for the success of a student at Green River. International students are held to a high standard, having someone check up on them if they miss two classes, or if their GPA drops below an acceptable level. This is due, in large part, to the effect that negligent and unsuccessful students would have on the marketing relationships with the edu-

cational agents who bring many of the international students here. As Hibbeln puts it, "We're not just getting the horse to the trough. We're getting the horse to drink."

International students come here for many of the same reasons that other students do. They benefit from open transfer agreements. Also, they maintain higher GPAs than other GRCC students, which leads to a higher transfer success rate. In addition to these domestic benefits, programs called "course crosswalks" are being instituted where an international student can come to Green River for two years and then transfer credits back to foreign universities.

As for Fujishima, he intends on transferring to a four year institution, preferably back east. That will mean that his schooling, which began in Japan, will end up having taken him across nearly half the globe.

Where are the students from?

- Azerbaijan: 1
- Belarus: 2
- Brazil: 1
- Bolivia: 1
- Cambodia: 1
- Canada: 2
- China (PRC): 45
- Croatia: 1
- Egypt: 1
- France: 1
- Hong Kong: 83
- India: 1
- Indonesia: 73
- Japan: 131
- Kenya: 2
- Macao: 2
- Malaysia: 3
- Mongolia: 1
- Morocco: 1
- Nepal: 9
- Portugal: 2
- Russia: 1
- Saudi Arabia: 1
- Singapore: 1
- South Korea: 73
- Sweden: 13
- Taiwan: 69
- Thailand: 3
- Turkey: 5
- United Kingdom: 2
- United States (Territories): 2
- Vietnam: 86
- Zambia: 1

Adding up to a total of 621 students from 33 different countries.



Ross Cummings/ Executive Director International Programs

A visit to Beijing Normal University (BNU), Zhuhai campus. Zhuhai is a one hour ferry ride from Hong Kong, about the same as the ferry from Seattle to Bremerton. BNU is one of the top ten universities in China. All eight of these students are now at Green River for winter quarter taking academic classes, and are living in the Campus Corner Apartments.

The Help Center is here to help

Matt Orme
Reporter

The Student Help Center, on the top floor of the Holman Library, may be one of the best resources available on campus. Tucked back in the southwest corner of the building, obscured from sight by concrete pillars from the top of the stairs, a team of tutors can be found ready to assist students. These tutors are mostly other students from GRCC who have shown exemplary marks in their area of expertise. One such tutor, Joe Davis, lived for two years in Venezuela and is one of two Spanish tutors.

"We have a really great staff here," said Davis. "Everyone is really competent in their area."

A wide variety of subjects are covered by the team of tutors who work the Help Center. English, Spanish, French and Japanese tutors are available for assistance with grammar, paper critiques, and other language-related topics of study. Anatomy, chemistry and accounting tutors can assist with concepts, terminology and calculations.

"When I first started here I was really surprised at how many subjects get covered in such a small space," said Davis.

For students who prefer self-study, the Help Center also houses a selection of text books and reference materials. Also, the Help Center has a number of computers available for student use. Internet access is not available at these computers, providing seats for those who simply need to do some typing or other internet independent tasks. In the corner opposite the tutoring desk, computer assistance can be found for those who need it.

It's important, though, to know just what the Help Center can and cannot do for you. The tutors are more than happy to personalize instruction, providing the one-on-one relationship some students need. They will also suggest study strategies to help bolster the areas you express concern over. Many come to the Help Center to discuss ideas or have their papers critiqued. Tutors will not, however, simply do your homework for you. You must come to the tutoring session prepared with questions or concerns that the tutor can respond to, and you must be an active participant in



Andrew Gardner/The Current

Many students use the Help Center to get some quiet studying time in before and after classes. Their are also tutors available

the session. Tutors, of course, can never guarantee an "A", or any desirable grade. Essentially, the tutors are provided as an interactive service that is designed to help the student personalize his or her understanding of the concept.

Tutoring is available at varied times, depending on the subject and the day. No appointments are necessary, though. Simply scan the schedule for the subject you are interested in and determine if you have free time that coincides with that of the

tutor you need. The tutoring sessions are low pressure, not hurried, and free for student use.

The Student Help Center is open from 8 a.m. to 5 p.m. Monday - Thursday and from 8 a.m. to 4 p.m. on Friday.

Little secrets of Green River

The counseling center is always open for helping students on campus

Matt Orme
Reporter

The pressures of life can become overwhelming at times. Add school to the everyday stresses associated with having a job, a family, or a significant other and it can get to the point where one may feel the need to see a counselor. Luckily for Green River students, they have already paid for one.

On the second floor of the Lindbloom Student Center, past the Financial Aid desk, staff counselors wait to help with the issues facing students today. The counselors provide free sessions for Green River students who seek them out, offering multiple sessions to people who want to discuss their problems.

According to Dave McFarlane, a counselor filling in for one of the college's regular counselors until the end of the

month, any personal problem can be discussed in a session. The topic does not in any way need to be related to academics.

"We're mostly trying to help people with their life direction...to make sure that they are on the pathway they want to be," McFarlane said.

Topics such as relationships, careers, school, and even religion are topics the counselors are capable of helping students deal with.

Students generally make multiple appointments, which last for 50 minutes each. The counselors will provide confidential counsel-

ing to students approximately seven times before attempting to refer the student to an outside source, be it another counselor or doctor. Mitigating circumstances can change that number, however. The contemplation of suicide, drug dependence, mental disorders, and other serious issues remain confidential, but the counselors attempt to get an outside expert involved for the good of the student. The counselors, though, remain involved. The counselors are legally bound to confidentiality, so teachers, parents, and the general public can not be notified against the will of the student.

The counseling center is open Monday through Friday, from 9 a.m. to 5 p.m., except for Tuesdays, when they are open until 7 p.m. Appointments can be made by phone, or by visiting the counseling office desk. On Wednesdays and Thursdays there are walk-in hours and, if the counselors

are not busy and the student has time, they may find an opportunity to have their issue addressed immediately. Generally, according to McFarlane, students need to wait two to three days for an opening.

The counseling center also hosts seminars each quarter related to mental health. On Feb. 2, the seminar was focused on chemical dependency. Later in the month a "Romance 101" seminar on healthy relationships and a stress reduction seminar will be held. More information can be found through the counseling center.

"We're mostly trying to help people with their life direction... to make sure that they are on the pathway they want to be."

- Dave McFarlane, counselor

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GREEN RIVER GETS A *New Look*

The college has a variety of projects planned; some are already underway

Michelle Matthews
Reporter

Assuming Green River Community College (GRCC) receives all the needed funding, the campus will look completely different to current students if they were to return in a decade.

Nearly all the current buildings at the college will undergo some sort of change. Some will be completely torn down, re-designed and rebuilt from scratch. Others with "good bones" as Sam Ball, dean of instruction, capital projects puts it, can be renovated instead of having to be completely rebuilt.

Part of the college's mission is to preserve as much natural vegetation as possible. When a location is chosen as a new building sight, planners decide how the area can best be utilized with the least amount of wildlife affected.

Some trees and shrubbery are transplanted, while others take priority over the new building. For example, the dip in the Performing Arts Center was created so that the cherry tree that would otherwise have been cut down can continue to have its place on campus.

In the end, some vegetation must be removed, but not after careful consideration from experts and campus developers.

One of the biggest issues for students with morning classes on the main campus is parking. There are currently a total of 1,970 parking spaces to accommodate the nearly 9,000 students. A parking garage would leave more land for other projects, but Ball said the state has generally not funded parking garages for community colleges.

So who makes the final decisions? The Facilities Master Plan Core Committee and several sub-committees are in charge of GRCC's master planning and they run the capital requests process. The committee's proposals are submitted to the college cabinet, and then the Board of Trustees for approval.

"The goal is to keep teaching and learning environments the best we can," said Ball.

Improvements are required in order to stay up to date with current technology and other classroom needs.

Many architects competed to work on the college's projects. In the end, three firms were hired and the projects were divided among them.

With all the building projects beginning around campus, students won't be seeing a decline in other programs because of funding issues.

"Tuition has nothing to do with funding for the new buildings," said Ball.

These projects are contingent on funding from the state of Washington, which has not yet been approved.

Temporary Classes
After the GC building is completed, these buildings will temporarily house general classrooms.

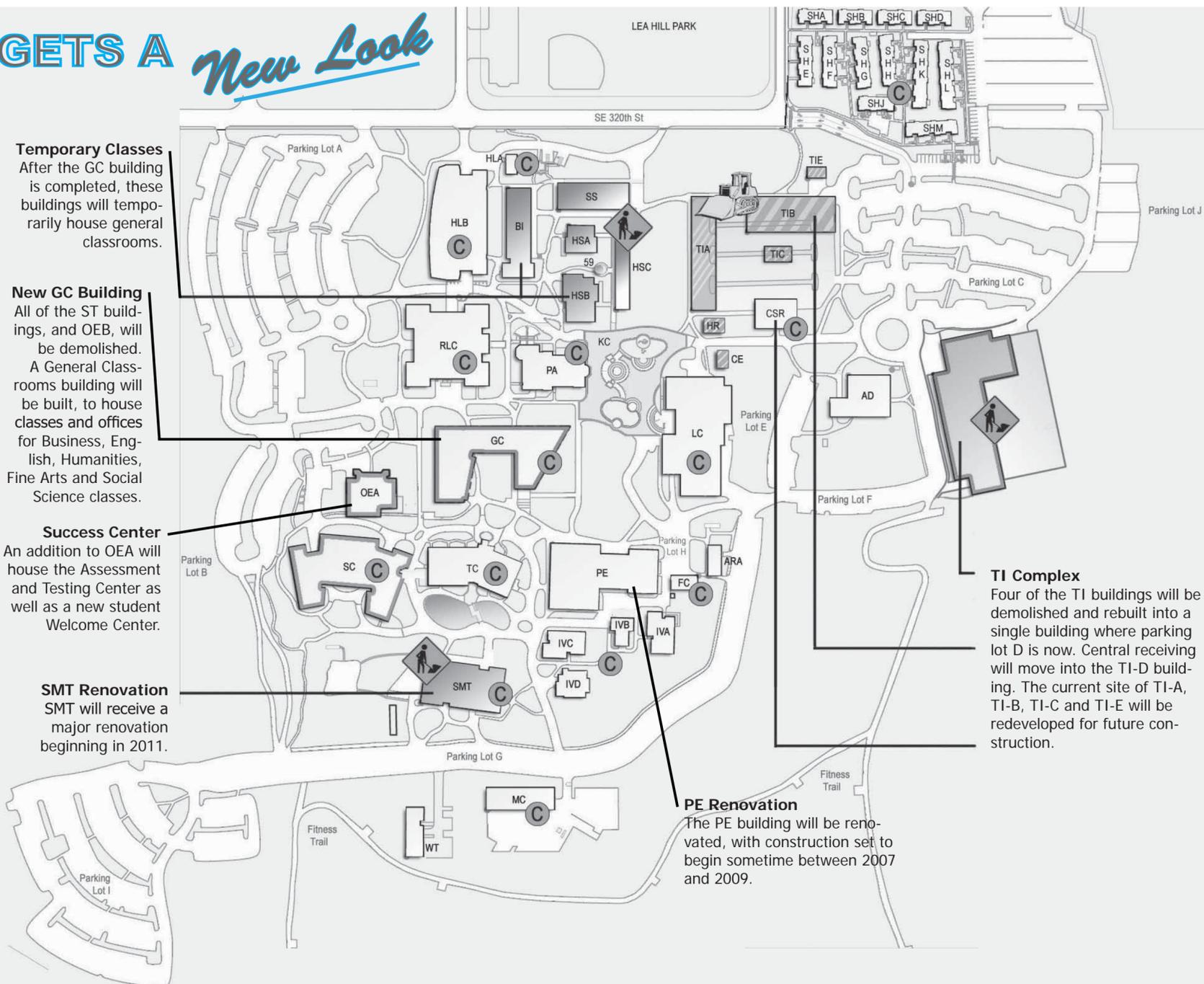
New GC Building
All of the ST buildings, and OEB, will be demolished. A General Classrooms building will be built, to house classes and offices for Business, English, Humanities, Fine Arts and Social Science classes.

Success Center
An addition to OEA will house the Assessment and Testing Center as well as a new student Welcome Center.

SMT Renovation
SMT will receive a major renovation beginning in 2011.

PE Renovation
The PE building will be renovated, with construction set to begin sometime between 2007 and 2009.

TI Complex
Four of the TI buildings will be demolished and rebuilt into a single building where parking lot D is now. Central receiving will move into the TI-D building. The current site of TI-A, TI-B, TI-C and TI-E will be redeveloped for future construction.



Inside the Science Center



Floor one of the Science Building will consist of lecture halls, physics lab, nursing lecture and classroom, geology classroom and study area, and also a dark room.

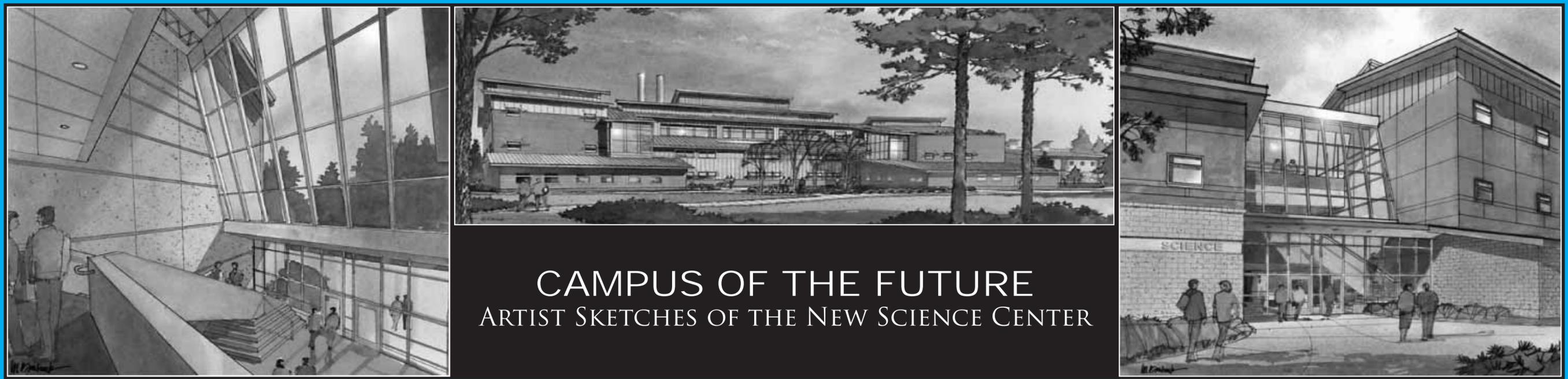


Floor two will have environmental science lecture hall, two biology labs, a micro-biology lab, a few AP labs and lecture hall, and also a prep/storage area.



Floor three will consist of four chemistry lecture halls, two chemistry labs, an organic chemistry lab, another prep/storage room, and also a greenhouse.

Map and artwork by S.M. Stemper Architects / DLR Group



CAMPUS OF THE FUTURE ARTIST SKETCHES OF THE NEW SCIENCE CENTER

Events

Chinese New Year

Feb. 4

\$18 students
\$25 non-students
10:30 a.m.

International District in Seattle (meet at bus circle)
Enjoy a 10 entree meal, Shopping in Seattle, and see traditional Chinese performances.

Contact: Jolyn x2400

ICC Meeting

Feb. 6

FREE

12 p.m.

Glacier Room

This is the second meeting for all the people who want to start or seek involvement in clubs on campus.

Contact: Nana x2400

Sonics vs. Nuggets

Feb. 12

\$35 students
\$50 non-students
5 p.m.

Key Arena

Contact: Jolyn x2400

Hoop Shoot Tournament

Feb. 13 and 14

FREE

12 p.m.

Main Gym

Contact: Keefe x2400

Senior Citizen's Valentines Dance

Feb. 14

FREE

2 p.m.

Lindbloom Student Center fun, dancing, big band music, punch, and cookies!

Contact: Jill x2400

GRCC Superstar

Feb. 17

\$2

6 p.m.

Lindbloom Student Center Enjoy a night of entertainment watching students compete in this singing and dancing contest.

Sign-up in Student Programs.

Contact: Derek or Ting-Ting x2400

'Student Government'

A first-hand account of ASGRCC

Tiffany Richards
Reporter

The Associated Students of Green River Community College meet every Wednesday and Thursday from 12 to 1 p.m. in the Rainier Room on the second floor of the LSC, but hardly anyone seems to notice.

Fewer still know what exactly the ASGRCC, or Student Government, does, or what it even is for that matter.

During my first year at Green River, I applied for a position on the Student Government. While I didn't care much for the organization in high school, I thought it was filled with a bunch of popular kids who wanted to trample on the rest of us. But because I wanted to pursue a career in politics by the time I came to Green River, I thought that joining the Student Government would give me an idea about the field.

While I wasn't accepted as a voting member, I became a non-voting one, an "ex-officio" or someone who participates in discussion but holds no sway when the measure comes to a

final vote, and was elected the freshman class vice president. During this time, I was placed on the Public Relations Committee where I served for the 2003-2004 school year.

I quickly learned exactly how this, and many other Student Governments, work and how they really do affect the lives of the student body they serve.

On Wednesdays from 12 p.m. to 1 p.m., me and the other members of the Public Relations Committee met to discuss what we would do next or to do whatever it was we planned before. Our job was to promote the Student Government and other activities by passing out flyers and notifying as many fellow students and staff as possible.

On Thursdays at the same time, 12 p.m. to 1 p.m., the member in charge, or "chairperson", would report our activities to the President, Vice President, Chief Justice, and rest of the members. Sometimes, when we would be faced with an issue that was too big for us to handle on our own, we would bring that issue or concern before the rest of the Student Government. This way, all the options could be properly explored and fellow students and faculty could freely come and give their own input.

It also helps if someone who is promoting the issue comes in, speaks, and answers questions so we could make a more educated decision. One that would better benefit the students and organization.

Now I work as a reporter for The Current doing much of what I did as a member of the Student Government: fighting for the rest of the student body I'm responsible to. But as a true skeptic learned nearly three years ago, the members of Student Government are average everyday students who take time out of their busy schedules to make life a little better for their fellow students.



Andrew Gardner/The Current

D-fence

Cameron McKee
Student Body Chief Justice

Add one part pizza, one part basketball, and throw in a dash of noisemakers and you will have yourself a generous helping of school spirit and good times.

On Jan. 25, Gator basketball fans rallied around their fellow Gator ballers as the women's and men's teams took on Centralia.

The night started out with pizza and ended with deflated noisemakers. Winning was not on the menu for Gators this night; nonetheless the energetic fans did not waiver as they dished up firsts, seconds, and thirds of steamin' hot Gator support.

Question your student government

What's the deal with this 'Keepin' it Green' week?

Keepin' it Green is a week that Student Government dedicated to some key focuses. This last week we focused on litter reduction, school spirit, student government awareness, and age diversity. We believe that we need to keep students aware of all that is going on at GRCC. Also, we feel it is important to continually remind students that a Student Senate is present and active ready to address their concerns.

I noticed some flyers advertising senate openings, is it still possible to apply to be a senator?

Ex-officio applications are always available. However, after a lot of quality interviewees, senate has voted in six new senators. Student government once again has a full senate. We are no longer looking for new senators at this time. However, feel free to come to senate meetings (Wednesdays and Thursdays at noon). The following are your new student senators: Jackie Krezelak, Chelsea Fletcher, Amanda Brown, Michael Hildebrandt, Keely Tafoya, and Cash Chen.

Why is it raining so much and what is student government doing to rectify the situation?

Unfortunately, it is beyond our Student Government powers to control the weather. Nonetheless, we do have some suggestions to make the rain a little more bearable. Wear a raincoat, use an umbrella, avoid puddles, or realize that you live in Western Washington and embrace the rain as the one thing that has always been "Keepin' it Green".



Comments?
Let us know
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Get involved Become a Gator-aide

Contact Student Body Chief Justice Cameron McKee

CMCKEE@greenriver.edu

A showcase of exquisite art

Local artists display thier work in GRCC's art gallery

Matt Orme
Reporter

The Helen S. Smith art gallery on the first floor of the Holman Library offers Green River students a chance to see an art show without traveling to a larger city. The gallery is open to the public, free, and maintains the same hours as the library. The gallery showcases local artists who are invited to show their work after a screening process that begins with advertisements in local art publications. The best work is then selected and the artist is invited to have a showing that lasts for approximately one month.

The particular media of each exhibit changes from month to month in order to represent the wide variety of art classes offered on campus. At the beginning of the quarter, sculptor Timea Tihanyi showed a series of sculptures representing the human anatomy. Beginning on

Feb. 6, Del Lusk will be featured in an exhibit dedicated to photography. Later shows for the 2006 calendar year include mixed media themes, an alumni exhibit, a current student exhibit, two painting shows, and even an exhibit of artwork by the Green River faculty, which only happens once every two years.

Green River instructor Patrick Navin is involved in the selection process. He likes to try to get pieces in the gallery that aren't typical.

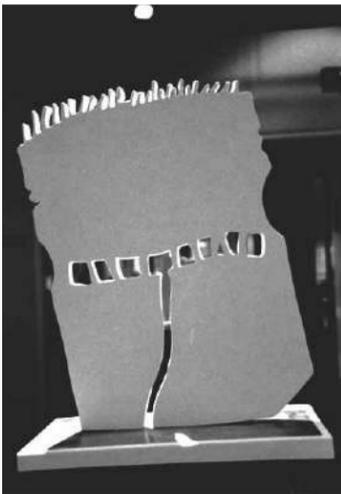
"I try to not get landscapes, or ducks in a pond," Navin said.

January's exhibit, entitled "Intelligent Design", was definitely not ducks in a pond. Tihanyi's anatomical work is both familiar and strange. The work is described on the artist's website as a juxtaposition of "the intellectual and the physical, the doctrinal and the empirical, the learned and the experiential when it comes to the understanding of one's own body."

Tihanyi left self-analysis and

an overview of her work in a portfolio located inside the gallery, which helped to make the art more accessible to those who do not necessarily have a background in the arts, and also to those who want to follow her career.

Information about the 2006 gallery schedule can be found in the gallery itself.



Andrew Gardner/The Current



Andrew Gardner/The Current

Timea Tihanyi, originally from Hungary and now teaching at the University of Washington, displays her sculptures in the art gallery.

Hard-hitting Brick smashes into theaters

Tyler Foster
Reporter

It's been nearly three days since I saw Brick and I am still rattled. I don't think I've ever been as electrified by a movie on first viewing as I am now. I sit at my computer, contemplating, as I write a review I told myself I would put off in order to process what I'd seen. Rian Johnson has delivered a debut picture that captures the essence of film noir so well that I can't even begin to think how good his films will get as he continues to refine his craft. Joseph Gordon-Levitt is extraordinary as the grungy but deeply intelligent pseudo-private eye Brendan, and the film's script is an intricately plotted and magnetic mystery. It's barely February and I feel I've seen the best film of 2006. It's startlingly good, even better than the trailer suggests, and everyone, everywhere should see it

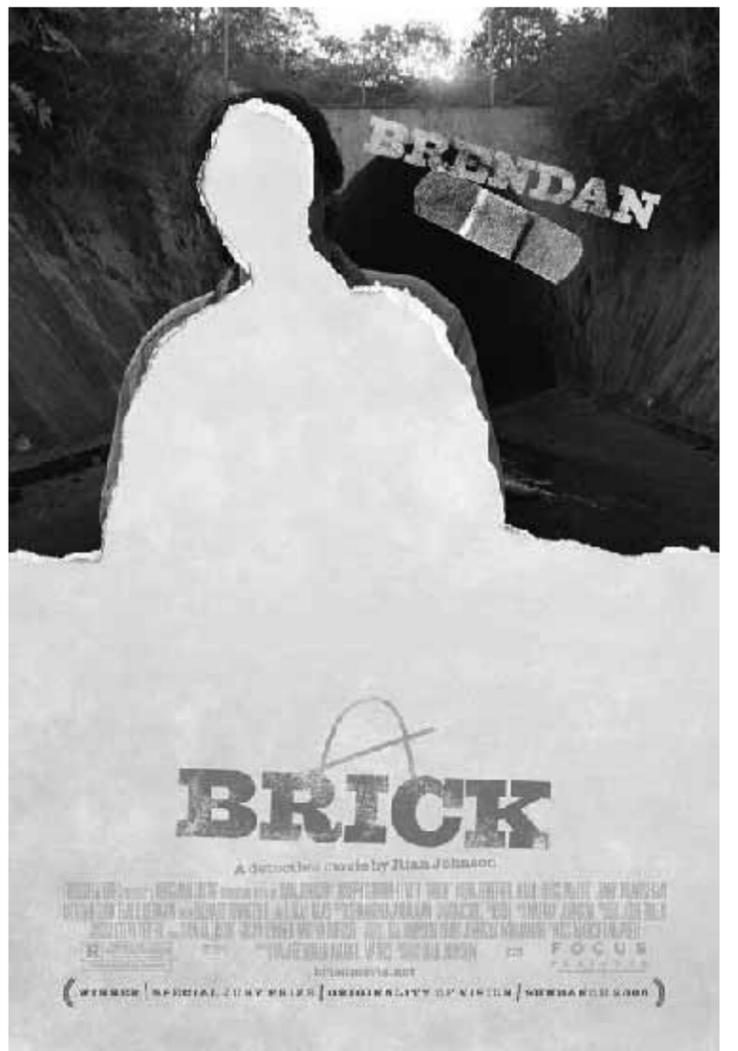
as soon as they possibly can.

A panicked call from his ex-girlfriend Emily sets things in motion, as Brendan follows a trail of words, notes and rumors to shady pie restaurants, sewer tunnels, and candle-lit costume parties. Along the way, he faces off against angry, benched football players, a raging, lunkheaded thug, a doped-out wanna-be, and the pin himself (the kingpin, that is -- dope runner, big time). I'll keep details to a minimum, because I wouldn't want to give anything away in such a brilliantly plotted film (if the trailer hadn't changed the locations of so many lines and re-edited so many sequences, I might have said that gave away too much as well). Brick is as fresh as fresh gets, and the twists and turns in the characters and story are all surprising and unpredictable.

The others first: Noah Fleiss, Matt O'Leary and Lucas Haas, as Tug, The Brain, and The Pin,

respectively, are all amazing in their own ways. Fleiss carefully crafts a vengeful, violent character but still shows the kid underneath who's scared of the future and what might happen. Unlike most stock villains, he's also willing to accept Brendan once Brendan proves he's worth accepting. O'Leary avoids nerd stereotypes and plays it straight -- he's Brendan's buddy and he knows a lot, but we can imagine that The Brain has a life to live when Brendan's not around. Lastly, Haas is the strangest villain ever -- smart, slick and omnipotent but just maybe a big geek underneath it all. Still, despite all three of these brilliant performances, Joseph Gordon-Levitt steals the show. He demands you pay attention to him, with dark eyes that have seen it all but won't give it up, angry, worried and cautious at the same time. He might even deserve an Oscar nomination.

The characters rattle off dialogue at each other in the syntax of old detective movies, but it's not the blatant reference you might imagine -- the inspiration is obvious but it's not painted on the walls as each line has a unique ring to it that most "homages" fail to find. Rian Johnson's direction isn't showy, and most of his vision is in the framing of the shot and the editing instead of trick camera moves and elaborate, long takes. A scene where Brendan flees another student contains some heart-stopping edge-of-your seat pacing, and the framing of a discovery Brendan makes at the very beginning is strikingly iconic (you've probably already seen it). Only during the fight scenes does Johnson get visceral, and a scene where Tug tries to keep Brendan down in a parking lot combines all three of Johnson's techniques in one of the best-shot fight scenes I've ever seen. Brick should be shown



Brick Promotional Poster/Brick Movie

in film schools.

You may feel I'm heaping praise on this film by the truckload, but it deserves every last bit. I want this movie on DVD, to show all my friends, to see it again in theaters, right now, this very minute. This is the independent movie that deserves to find mainstream success, to break through, to reach audiences everywhere. I'd happily stand out on the street corners waving signs and handing out posters if someone asked and while there's no date yet, I

love Focus Features for picking it up and posting the trailer all over the place. The future of great filmmaking lies in the hands of people like Rian Johnson, who can't just churn out the same old crap, and Joseph Gordon-Levitt, who delivers the epitome of a great performance. This is more than just what will undoubtedly be the movie of the year for me, it's the kind of jaw-dropping, all-around brilliant experience that reminds me why I love film. Brick is in a class all of its own.

70% of U.S. deaths
are caused by often-preventable
chronic diseases such as
heart disease, cancer, and diabetes.

- Centers for Disease Control and Prevention

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There's something missing at Green River

'Green River Community College has many things to offer, such as, an assortment of classes, new buildings being constructed and a variety of clubs. The only thing that Green River is missing is the connection between students and teachers.'

Nicole Swapp
Features Editor

"Hi, my name is Sally Smith, and I am going to be your English 101 teacher this quarter" is the most common phrase a student hears when the quarter starts. But break this phrase down: what does it really mean?

"Hi, my name is Sally Smith. If you don't like this class or don't want to work hard, then drop it now."

One of the reasons students choose to come to a community college is because they expect a personal one-on-one connection with their teachers. They attend community colleges so they have that same feeling they did in high school.

The first thing I noticed at this campus was the dry connection between students and their teachers. Most of my teachers didn't know my name until halfway through the quarter. But how can I expect them to? They generally teach 120-150 students a day. However, high school teachers teach just as many, if not more, and they had names down within the first week. So what is it that makes this connection run dry? Could it be the fact that teachers think that since students pay to come to school then they are strictly here to learn and not to get a personal connection? Wrong!

This has to make you wonder why teachers are not making that connection with their students. The role that teachers should be playing is showing their students how life is by being their guide to the "real world." But right now, GRCC teachers are not playing that role. In fact, many students can honestly say that they

were more prepared for the "real world" in high school than have been at Green River.

It may feel like teachers try to prepare students for the "real world" but don't succeed. For example, your teacher tells you that they don't care if you don't come to class because you paid for it so it's your choice. But when test time rolls around, they say that if you miss a test that's too bad unless you have a valid excuse such as an emergency or you were ill. So to completely understand this, teachers say it's okay to miss class, but the student is responsible for making up the work. But if students miss a test, that's too bad. They can't make it up.

How does this prepare you for the "real world" when you don't always get a chance to do things in your own time frame? Isn't that why college should be all about learning how to be responsible for managing your own time? In the "real world," if you are going to be gone when you have something due to your boss, you can turn it in early, or ask for an extension. Why can't it be like this at Green River?

This article is not meant to tell GRCC teachers that they are not doing their job in making a connection to their students, or to help them for the future. But rather to open up their eyes to the students' perspective on how they feel about their teachers. If everyone just put in a little more effort and established a connection it could really do students and teachers a lot of good.

EDITORIAL AND LETTERS POLICY

The Current is an **independent voice** for student expression.

'Green River Community College delegates editorial responsibility for student publications to students, and therefore assumes no responsibility for the content of the publications. The College acknowledges the dual purpose of student publications as instructional tools and as vehicles for free inquiry and free expression in the academic community.'

The views and opinions expressed in *The Current* do not necessarily reflect those of the College or the student body.

We encourage all students and staff to have their voices heard. *The Current* will publish **Letters to the Editor** provided they are signed and submitted in a timely manner. Letters should be e-mailed to thecurrent@greenriver.edu. We will not publish letters which demean any person because of race, gender, class or sexual orientation. We reserve the right to edit letters for conventions and taste.

Amanda McVey
Staff Writer

iPods

What's the hype?

iPods are intriguing to those of us with no mp3 music players or only a CD player. All around the campus you can see students with their iPods out, switching songs, changing the volume, hopefully turning it off before class.

There has to be reasons that so many people have them, right? An inexpensive mp3 player with one gigabyte of storage can hold as many as 400 songs. Nowhere near the 10,000 song capacity of an iPod, but still a lot. Is it the pretty white screen? They also have iPods with different colored screens. However, I personally would not be willing to pay extra hundreds of dollars for the prettiness or massive amount of storage.

Another problem is that buying an iPod creates an expectation that you will use iTunes, Apple's music downloading site. If you do choose to use iTunes, included with the iPod, you also have to download and use QuickTime, Apple's media player. There is also a different file format that is part of iTunes, called m4a. Basically, your options become quickly limited when you buy an iPod.

Maybe size is a good reason to go out and get an iPod. After all, the iPod is three square inches smaller than an average CD player. Is that worth the hundreds of dollars? However, cheaper mp3

players are much smaller too. So why do people buy iPods?

There are thirteen million iPod owners in this world. Could it be a trend? iPods and their white headphones are easily recognized. Inside the Lindbloom Student Center you can see dozens of people listening to their iPods. How many of us had iPods on our Christmas lists? Despite the popularity, I do not look at someone with an iPod and think that person is cool. Is that how people think? iPods are one of the best examples of materialism there is. Mp3 players and iPods in general are nice. As Satoyo Uchiyama said about iPod users, "They are in their own world."

The appeal of walking around listening to your favorite music without being limited to the small amount of songs on a CD is understandable. What is not understandable is the outrageous amount of money they cost. The price is especially crazy when you compare it to other music devices. I am sure people have their reasons -- even though it is incomprehensible to me.

My earliest memories of my father are those in which he carried me with my face nuzzled into a warm wooly shoulder while outside in the cold weather. The wooly feeling was always associated with the fragrance of tobacco. While he rocked me in the creaking wicker rocking chair, again with my face on his shoulder, the combination of his soft flannel shirt, the humming or singing that resonated from his body through mine and the comforting back patting was blended with the essence of pipe tobacco or cigarette smoke. It was part of my comforting small child memories of "Daddy".

'Why I Don't Smoke'

Written by Doreen M. Bowie

He guided me toward learning all that was possible and valued both formal and informal education. One lesson was of particular delight in learning to use the little cigarette making machine into which one placed a Zig-Zag paper, tamped in the correct amount of tobacco, rolled the glide back and forth and bingo; magic happened. What resembled a real cigarette appeared.

My skills became refined with further guidance in the manufacture. This was related to the even distribution of the shreds of the leaves and the tucking in of those shreds at each end so that no shreds hung out loosely. Most importantly, it was necessary to make certain that the paper was licked with just enough but not too much moisture, and securely stuck along the length of the cigarette or it would fall open all over his lap as he picked it up to examine or smoke. He smiled at the completed pile of paper wrapped white cylinders and encouraged me to make more.

I had developed my own quality assurance process, which was rewarded with parental expression of pride and pleasure. I can't remember how old I was, but I remember that this training occurred in our living room at 42 Myrtle Avenue in Toronto. His caution and mandate was, however, "Don't you ever smoke!"

Father had a small wooden stand called a smoker. It was about two feet tall surmounted by a stylized wooden box approximately 12"x8"x8" and held inside the door on the side were containers of tobacco, cigarette papers, wooden matches called "Lucifers" and the small cigarette-making device. Assorted picks and brushes were also in there which were used for cleaning out the number of pipes that sat on top of the smoker alongside a large ash-tray.

Dad smoked the pipes during the times he postulated that "I can stop smoking cigarettes anytime just like that," and would snap his fingers. He would indeed do so, but started smoking the pipe instead. I was patted on the head verbally when I had accomplished the skill and art of cleaning and correctly loading the pipe with the delightfully fragrant honey blend he seemed to prefer. I think it was called "For-

est and Stream" but perhaps that was a magazine he read.

Safety was always part of any lesson my father taught. Matches never were intended, he said, for children to touch or use. I cannot recall that there was ever a concept of "when you are old enough" discussed. It was with great pleasure that I would see Dad stand by the wooden garage door, place a cigarette in his mouth and scrape a great wooden Lucifer resoundingly across the wooden door so that a large flame of light emerged to light the cigarette.

My cousin Lorraine was a year younger than I and was an occasional playmate when her family came to visit. On one occasion, (we were probably about 7 or 8 years old...) I showed her the little cigarette making machine. On top of the smoker was a package of commercially made "Export" cigarettes which my Dad smoked with a preference for a "Turkish blend" he said. A terrible thought entered my mind.

I removed a cigarette from the package and we mutually agreed that along with a Lucifer match, we would go out through the back yard, to the area behind the garage. I knew in my heart that the only place to light that match was on the garage door. We passed through the flowers and passed the lilac bush and scarlet runners along the fence, down the side of the garage, then around the corner to the clandestine spot before the garage door.

My mother had taught me things as well. One element was that one never put one's mouth on something that someone else had had in their mouth. Very carefully, I eyeballed the middle of the cigarette to break in half. It was only fair that we should each have an equal part to share in this adventure.

We were ready. Lorraine had her half, and I had mine carefully placed in the center of my lips. I took that long firm match in my fingers and swept it across the garage door with a scrunch! The flame was bright and I was holding the match firmly but carefully on the end. I knew that I had to bring the flame to the end of the cigarette, and realized the flame had to be beneath the tip. I bent my head over to bring the end of the cigarette closer to the

flame, then brought the match to the end to light.

But what was this terrible hot burning sensation? Ouch! Both match and cigarette were dropped immediately, and the hand covered the tortured nose. The smell of burned nasal hair and the pain of the poor burned nose was terrifying and a shock! Guilt and the element of punishment was mixed in the pain of rising blisters.

We scrunched out the evidence of our evil-doing with our feet and ran into the house. I streaked to the bathroom and cold water. I cannot remember much of what ensued but hiding my face for a few days.

How could this have happened I wondered? My father had a moustache and he never set his moustache on fire. I watched him light up after that for some period of time until a sense of forgiveness settled on me. My cousin Lorraine never mentioned our failed attempt. However, I could not understand why anyone would want to smoke when it was such a painful process.

Years later when, as nursing students, we gathered in an evening and the smokers would try to teach the non-smokers to smoke, I made certain that I was given a whole cigarette. But the trauma of the past and my frugality (I could never see burning up money) prevented me from being anything more than a casual participant in the kitchen in the Nurses' Residence for an evening over tea, Peak Frean digestive biscuits, and cigarette smoking lessons. Smoking was simply too dangerous for me!

It is also interesting to note that my father, the smoker, outlived my mother the nonsmoker by eleven years. He had had a tracheostomy for several years before he died because his smoking had anesthetized his vocal cords to the point where the cords would not open to allow air to pass through into his lungs. The "trach" allowed air to enter his trachea (windpipe) directly so that his lungs could absorb the oxygen. But he continued to smoke anyhow. He placed his finger over the tracheostomy hole in his throat and inhaled each breath of pleasure from the cigarette. Poor Dad! Trapped in a sickening pleasure! And me... I never did smoke.

Gettin' a little 'Gatored'



Andrew Gardner/ The Current

Student Body President Brian Grover (G), Chief Justice Cameron McKee (T), Vice President Johnny Gannaw (R), and a handful of Green River students and ASGRCC staff get "gatored up" to cheer on the men's and women's basketball teams during a home game against Centralia on Wednesday, Jan. 25, a 52-79 loss.

Men's basketball bounces back, ending three-game skid

Eric Hanninen
Sports Editor

At this point in the season, our basketball team stands at 7-11 overall, 3-4 in league play.

Saturday night we ended a

three-game losing skid in dramatic fashion, defeating South Puget Sound 73-70.

Led again by Tamarria Landers (who had 22 points), we squeaked out a great game here in our home gym. Landers has led the Gators in scoring in four of our last six games, due

to his solid play and shooting.

Here at home we have won three of our last four games, with the lone exception coming against Centralia.

Our next home game is Saturday, Feb. 11 against powerhouse Lower Columbia, who put up over 100 points against

the Gators in the last game. At this point in the season last year (2004-2005), we were at 9-10 overall before dropping seven straight games and finishing tied for seventh in league with a (9-17) record.

This may or may not have been due to crowd supports

but maybe if there is a rowdy crowd they will take their play to the next level and leave no doubt that it helps. There are four more home games. A few victories are going to be needed in these last few games if we're going to make a serious playoff push.



GATOR HOOPS SCHEDULE

Men

vs. Lower Columbia
Feb. 11, 5 p.m.

@ Pierce
Feb. 15, 8 p.m.

vs. Tacoma
Feb. 18, 5 p.m.

vs. Grays Harbor
Feb. 22, 8 p.m.

@ Centralia
Feb. 25, 7 p.m.

Women

vs. Lower Columbia
Feb. 11, 3 p.m.

@ Pierce
Feb. 15, 6 p.m.

vs. Tacoma
Feb. 18, 3 p.m.

vs. Grays Harbor
Feb. 22, 6 p.m.

@ Centralia
Feb. 25, 5 p.m.