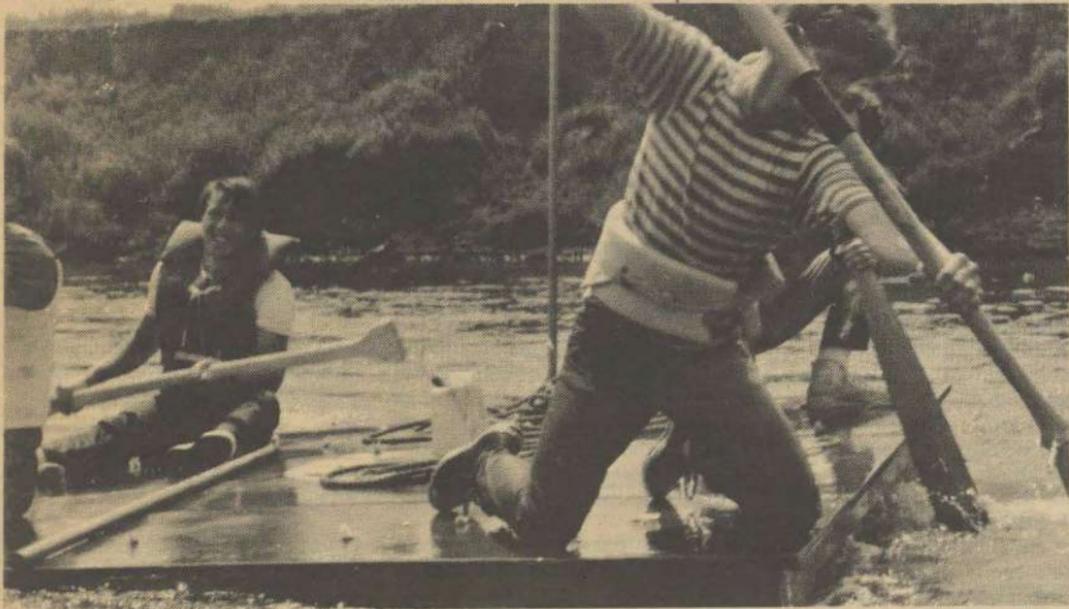


GREEN RIVER CURRENT

Vol. V Green River Community College Auburn, Washington Thursday, June 4, 1970 No. 24



ROW, ROW, ROW
YOUR RAFT

Typical of raft race activity was this shot of a team paddling away frantically trying to pass or least get close enough to sabotage the raft ahead of them. Green River Current photographer Terry Chubb waded out into the river to get this shot.

C.E.T. rides rapids to victory

C.E.T., A raft built by civil engineering technology students at Green River, won the fifth annual raft race held on the Green River at Issac Evans Park Saturday, May 30. The C.E.T. raft, piloted by Craig Robinson, Dan Nelson, Dennis Nelson, and Jim Barry, set a new record by completing the three mile course in 34 minutes, 10 seconds. The old record set last year was 34:43.

Second place went to the Red Chicken, piloted by David W. Barker, H. E. Darrewell, and Dan Brown of Northwest Bell and Carl's Meat Market in a time of 35:34.

Third place went to The Unsinkable Norma Jean, (a tavern in Kent) manned by Jerry Loux, Lee Puckett, Tom Brutsche, and Bob Thompson in 36:22.

The first heat got underway at about noon, which was a scramble as the rafters charged toward their rafts and got underway with mud, eggs, and what not flying through the air. The second heat was delayed a few minutes as the King County Sheriff stopped by to see if everyone had a life preserver on.

The water was cold and many of the rafters had to jump off their rafts to pull them off from sandbars and rocks.

It seems as though the HQ's entry in anything seems to fail them as their raft fell apart half-way down the course as it came upon some rocks.

The rafts ranged from four innertubes to regular boat type rafts. Some used 50 gallon barrels for their support and others used just plain lumber. One of the rafts was sponsored by Mel's Lumber.

Out of the 25 rafts that started the three mile voyage down the river, only four failed to complete it.

Before the heats started, a raft from Shoreline Community College was sabotaged by some students from Auburn high school as they uncorked one of the 50 gallon barrels that held the raft up. The Shoreline crew wanted to know why little punks like that were even invited. The high school raft was disqualified after they had returned the plug.

As the race came to an end at Beer-Bottle Beach, most every one hit the water one way or the other. The trophies were presented at the beach after everyone had completed the race.

The rafts were hauled away, and the river was left to itself.

Exhibit slated

Green River will have the only college sponsored exhibit in the second annual Body Shop Equipment and Product Show in Seattle. The event will be held in the Flag Plaza Pavilion of the Seattle Center on Friday, June 5, from 11 a.m. to 8 p.m., and again on Saturday, June 6, from 10 a.m. to 6 p.m. according to Lawrence N. Thorton, auto body rebuilding instructor.

Green River's informational exhibit will include colored slides and projects explaining GRCC's training program to people in industry.

Bids in for buildings

Swanson-Dean Construction of Bellevue is the apparent low bidder on the Phase 2-B construction planned for the Green River campus. Swanson-Dean bid was \$110,000 under the architects estimate.

Phase 2-B entails the construction of the business and faculty office building (14,600 sq. ft.), social science building (9,600 sq. ft.), and the student service center (48,116 sq. ft.). This is a total of 72,316 square

Vote scheduled on student proposal

A faculty vote on the college governance issue was decided to be taken immediately and with a ballot submitted by John Barnard, political science instructor at Green River. The action was taken by the college council late Monday afternoon after an all-college meeting was held to discuss the issue.

An attempt to possibly delay a faculty vote was stopped by acceptance of the motion calling for an immediate vote. Some members of the council felt the faculty should have more time to consider the issue. Student Senator Dan Cooper said a delay could last forever and kill the issue. A delay would have meant the earliest vote would be made next Fall quarter.

The ballot will give faculty members three choices; 1) they can support both the philosophy that students should have decision making power equal to the faculty and administration and support the proposed plan to make the student senate equal in power to the college council, 2) they can support the philosophy but defeat the plan, or 3) they can turn down both the philosophy and the proposed plan.

At present, the college council consists of a representative from each educational division, the faculty association vice-president, a representative from each administrative department, and one student — the student body vice-president — comprising a total of 19 votes. Under the proposal being considered, the college council would operate without a student member, but the student senate would also handle issues that concern students and the general governance of the college. The issues dealing with faculty only will be dealt with by the college council and student only items by the student senate. Other issues, before being effective or dying, must pass both the student senate and the college council or die in both. If an item is passed in one and defeated in the other, it goes to a joint committee made up of three students, two faculty members, and an administrator. The students would have one collective vote and the other three combined will have one vote. If a compromise is made, it must go through the council and the senate again. The college president will still maintain the veto power.

In the all-college meeting held at noon Monday, Gil Ziegler, ASGRCC President noted similar forms of campus governance where students were given an equal representation. Merideth Van Ry, humanities instructor, answered some

common objections; to the charge that students were apathetic, she asked why they should be excited over what amounted to nothing, to the charge that students would not have enough time, she asked, "How long does it take to get a good idea?", to the charge that students had no experience in something as serious as college governance, she asked how they would get experience if no one let them.

Geraldine Mertz, humanities instructor, believed the system would divide rather than unite the students and the faculty. She said she was opposed to the plan offered, but did agree with the philosophy.

Dan Cooper, a student senator at Green River, explained that equal student involvement would eliminate many frustrations felt by students because they would have a "clear avenue of influence" and would, at last, have a "voice in affairs that affect them."

John Barnard, the last speaker of six at the meeting, talked of the proposed governance plan as being a "device of greater responsibility and greater knowledge." He pointed out that polar issues (issues concerning strictly one body or the other, but not both) and common issues made the necessity of such a bi-cameral system. He went on to say that the system's intent was not to mimic the national government but to find a workable system for Green River. Barnard also pointed out that the checks and balances embodied in the system meant that no single body could dominate" and that "both groups must think of the other."

In an open discussion that followed the speakers, a question was asked about the change-over in the student senate and the efforts to try a new student government. Gil Ziegler answered that this changing comes from frustration in a method that seemingly doesn't work. The students then try something else. Dan Cooper stated that change in continuity is characteristic of all newly elected people in all levels of governance.

Bob Johnson, a Green River student, asked if the students were trusted with the vote. Geraldine Mertz then asked what was wrong with the system today. Johnson replied that it does not matter if there is no power.

Mat Moskal, business instructor, said, "I have no fear of the students. I have no fear of student involvement." He continued saying he thought the college's "greatest asset is the student."



KEEPING COOL—Sue Labodia uses one of GR's fountain pools to splash her feet and keep cool during this week's hot spell.

—Photo by Patrick Robinson

Editorial

Students do not deserve voice

During the past few days I have become aware of some of the reasons why students should not have an equal voice in the governance of the college. I would like to recall a few of them for the benefit of those who do not yet know why.

(1) Students are irresponsible. (This statement is accepted at full face value by some members of GR'S community. As one faculty member pointed out to me, "Students do not deserve to have a greater voice in the decision making bodies of the school, I don't have to go any farther than to look at student participation in meetings which are held open to them. If this school were a bank, I see no reason why we should want to give away our money to irresponsible people.")

(2) There is no way to hold students accountable for their actions. A student might do something today, leave tomorrow, and we (the faculty) would have to live with the consequences of his actions. Faculty and Administration are held accountable to the school board, state legislature, and the tax payers; students are held accountable to no one.

(3) Students at Green River are not yet mature enough to make wise decisions. Experience is the key factor in determining who is qualified to take part in the decision making process.

(4) We (the faculty) have not yet had enough time to determine whether or not students have justifiable reasons to be given the right to have a voice in the decisions which affect them.

(5) It is illogical to assume that students have any rights whatsoever, let alone the right to have an equal say in the governance of a college. Students should be put down once and for all so that we (the faculty) can get on with their education.

I think that these reasons can speak for themselves without my comments added to them. Perhaps I am unaware of my full potential as a student, perhaps I am something to be feared. I just didn't know that students struck fear in the hearts of so many people. Do you really believe that fear of students taking part in the governance of a school is justified? If so, I am sorry for you.

— G. Ziegler

Letters to the editor

Opinions voiced on proposal

Dear Editor:

There is a certain frustration felt by at least some of the students on this campus, and by other students on other campuses. This frustration stems from the rejection, either total or partial, of student proposals to campus governing bodies. The proposal we are discussing today can help alleviate those frustrations, and channel the force of student activity into constructive participation within the system of government instead of barring them from the actual governmental processes.

There is some argument that the new proposal will become a system of constant conflict and confrontation, with the administration and faculty on one side, and students with outrageous proposals, on the other. This need not be so. This new system will encourage communication rather than confrontation in at least the following ways.

First, the students will have to communicate with the faculty. For each new proposal, or amendments or changes to older policies, the students will find they must communicate the underlying reasons for their request. They will have to present sound and convincing arguments that will be able to withstand meticulous, diligent scrutiny by those who oppose it. No longer will they be able to rely on emotion and rationalization in the arguments they present, for if they do, it won't even hold up under deliberation by fellow students. The students then, will be forced to communicate with the other groups in the campus community.

Secondly, the faculty and administration will be forced to communicate with the students. No longer will they be able to lie unchallenged, safe behind the barriers of authority. They too will have to present sound arguments and justification—perhaps even for some of the existing policies. They, the faculty and administration, will have to show to the students why it is better, for the whole community, that each proposal, no matter what its source, should be accepted or rejected.

Thirdly, the faculty, students, and administration will gradually into a stronger college community. As they see that they share common goals and are truly striving towards the same ends, the communication will increase, and the confrontation decrease. The possibilities inherent in this plan are staggering. With all the various social groups sharing equal responsibility, as well as authority, a new, more homogeneous community is bound to emerge.

If this proposal is accepted, we can look forward to a time of more communication and participation. If it is rejected, it can only lead to more frustration and confrontation. I believe we can move forward into a better, more cohesive college community, with every group within the community contributing, and receiving in turn, a richer, fuller experience. I hope we are allowed to do so.

—Dan Cooper

To the Faculty:

Today we will begin to discuss a proposal regarding student involvement in institu-

tional governance which, in my opinion, involves one of the most significant educational issues we have dealt with. The issue relates to the growing disagreement over which processes or techniques will be used to resolve conflicts of interest over social policies. The evidence is overwhelming that a significant portion of the current generation is not only disenchanted with the democratic process — it is convinced that process is unworkable, anachronistic, and designed solely to perpetuate an objectionable status quo.

The educational institution deserves much of the blame for not only failing to teach the skills requisite to effective participation in the democratic process, but for also failing in the fundamentally important task of teaching people to value that process. Do we really believe that twelve years of teaching about the history and characteristics of democracy will be effective? Are we convinced that students will learn to value democratic processes by being told they are valuable? Do those who argue today that students are not ready for the responsibilities of the process really believe students will learn to be responsible by accident after they graduate? Or, do we believe, with Neil Postman, that "if they learn to value democracy at all, they do so because they have been permitted, in some way, to participate seriously in its operations"? Will we find the time, the effort, the patience to allow students to make important choices, to significantly affect important outcomes, yes, even to challenge traditional assumptions and practices? If so, what must be done?

The AAUP, in its "Student Bill of Rights," indicates the minimum requirements to seriously involve students in decision-making: "The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs. The role of student government and both its general and specific responsibilities should be made explicit . . ."

The proposal we consider today could move us a long way toward giving students a clearly defined means to seriously participate in the decision-making process at GRCC. Some will say it moves us too far in that direction. Admittedly, the proposal will threaten those whose faith in the democratic process is tentative. It may, similarly, threaten those whose institutional positions have traditionally given them a disproportionate influence on institutional policies.

If adopted, the proposal will raise the cost of decision-making (in terms of time and effort) as the preferences and feelings of a much broader constituency must be more fully accounted for. And, lamentably, our approval of the policy is unlikely to produce a dramatic change in students' attitudes and behavior overnight. In fact, to make the proposed system effective will require considerable commitment and effort on the part of each of us. However, the positive opportunities the proposal offers far outweigh these or other negative ef-

fects.

Approval of the proposed policy for student involvement in decision-making will provide the opportunity for us: (1) to affirm our faith in the workability of the set of rules and institutions which comprise the democratic decision-making process, (2) to affirm our commitment to make that process work and to teach students how to improve and perpetuate it, (3) to affirm our faith in students' capacity for growth (as well as our own), (4) to attempt to reverse or undo some of the negative effects (which include apathy, distrust and rebellion) of previous experience with student government, and (5) to work together with students and administrators to develop a model of a decision-making process designed to have a fundamental and lasting effect on the behavior and values of many of our students long after they leave GRCC.

None of the potential benefits of significant student participation in decision-making will be automatically or easily attained. However, the costs to the community of our failure in this area are incalculably greater than those resulting from our failure to teach some academic discipline, body of knowledge or technical skill.

I sincerely hope that your agreement with the position expressed in this paper will be reflected in unequivocal support of the philosophy of significant-student participation in decision-making, even if we cannot reach agreement today on a specific proposal to implement that philosophy.

— Dave Mowrer

Some people have apparently interpreted part of paragraph four in a way the author did not intend. In pointing out some of the real or imagined consequences of the proposal, I was simply identifying some of the obstacles to be dealt with. I did not intend to slur, intimidate or otherwise malign anyone who might oppose this or any similar proposal regarding student involvement in government.

— D.M.

Green River Current

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The Green River Current is published every week except during exam weeks and weeks that include holidays by the Associated Students of Green River Community College. Views expressed herein are those of the editors and signers of articles and letters and are not necessarily those of the faculty or the college administration. Editorial offices are in HS-12, Green River College, 12401 S.E. 320th Street, Auburn, Washington 98002. EDITOR-IN-CHIEF BILL OSTLUND

Last Current out today

This week's paper marks the last issue of the Current for the present school year. The staff of the Current has published 25 papers this year and have introduced several new innovations to Green River's student publication.

Being carried on next year will be at least one full page of editorials and comment solicited from the student body.

The staff has evaluated the new size of the Current introduced last week and will be using the new format next year.

The first issue of the Current will be published the day prior to orientation day.

Rights policy adopted

A college policy on student rights and responsibilities was adopted at the May 28 Board of Trustees meeting.

Earl Norman, Dean of Students, made the presentation of the policy which set the ground rules for students on campus. Norman said the policy deals with any disruptive influences that might disrupt the campus.

The policy includes additional clauses on admissions and student records that were recommended by the State Board for Community College Education.

Copies of the rights and responsibilities of GRCC students are to be made available to the students soon. The policy includes admissions policy, use and maintenance of records, use of campus facilities, distribution of literature, code of conduct, and disciplinary proceedings.

Summer German course offered

Green River is offering students a chance to complete an entire year of language in one quarter this summer.

Rainer Dirks will teach a special class in German which will meet daily for eight weeks beginning June 22, from 8 a.m. to 12:30 a.m. The intensified program of German will be good for 15 college credits and is open even to high school students. The class is German 101 through 103 — the entire first year of college German.

During the eight weeks of study, the students will become totally involved in the language. This is a unique experience for the student, not only in learning the language, but also in spending half of his day or more with the same students and instructor — getting involved with each other and studying a subject of common interest, Dirks pointed out.

Registration for summer classes will be on the morning of June 18 and 19, with classes scheduled to begin the following Monday.

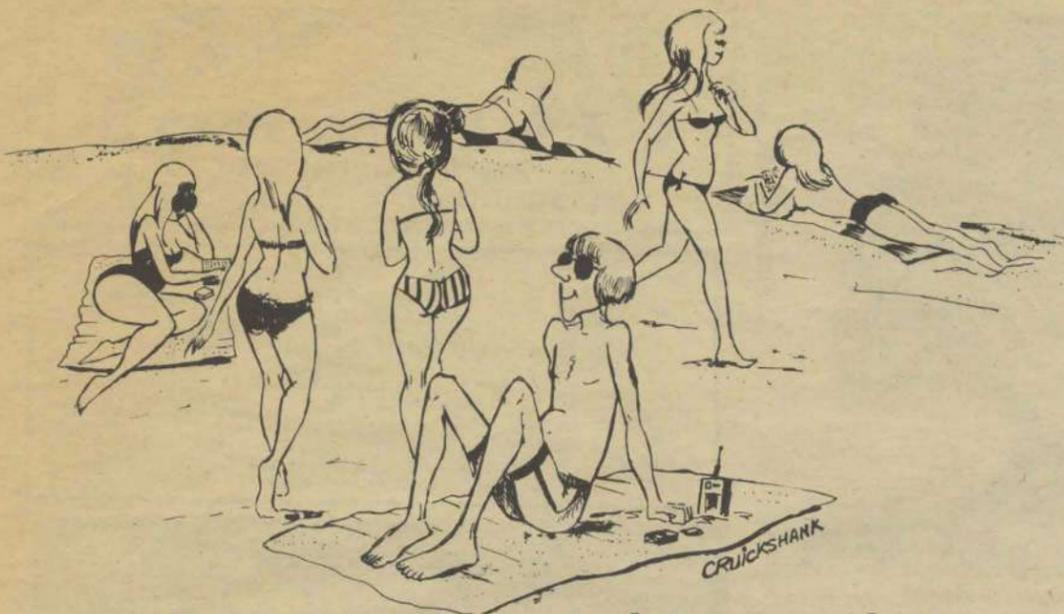
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Got your summer schedule planned?

Letter to the editor

Principle not confused with policy

To the Faculty:

This week we as faculty members will vote on the issue of student participation in college governance. Our alternatives to the issue are essentially, (1) we accept in principle an equal partnership as well as the student plan for participation, (2) we accept in principle an equal partnership but not the student plan for participation, or (3) we do not accept in principle an equal partnership with students in the governance of the college.

It is not my intent in this letter to support any one of the above alternatives; rather, my primary aim is to help clarify two issues implicit in the alternatives, and then briefly describe a part of my philosophy about college governance.

I believe one issue implied in the alternatives involves the difference between what is principle and what is policy. To me a principle is a statement, the breadth and magnitude of which captures the mind and heart of a social body and whose relevance causes a constant cohesion with the policies of that body. Even though principles cannot be divorced from policy, for without they would be vacuous, they are precedent to policy in their illumination of possible alternatives. A principle establishes the bounda-

ries and constraints to policy and makes possible consistency. Principles allow us to create our goals and through which we construct policies of the day set on capturing those goals.

Another issue of some concern to me involves a problem of definition over the word equal. It seems that the word equal in the above alternatives is defined in two ways. First, equal is defined in alternative one by a process, a student plan for college governance. In the second and third alternatives however, equal is simply a symbolic abstraction of a commitment to share in college governance with students. Essentially, the first alternative defines equal by a policy, whereas the second and third define equal by a principle.

Finally, I would like to state that to me the function of college governance, apart from establishing procedures for the efficient functioning of the school, is to provide a model for decision-making equitable to its representatives and timely to the issues of the day. To me college governance should be first an intellectual adventure shared in common by young and old, an adventure combining experience and imagination into a learning process of education.

— Bob Casad

Registration deadline drawing near

Pre-registration for fall quarter and registration for summer quarter are being held now, with pre-registration ending June 15 and summer registration being completed by tomorrow, June 5.

Currently enrolled students who plan to attend Green River next fall are urged to pre-register to give them the best possible advantage in getting into desired classes. Currently enrolled students who do not pre-register will be on equal terms with first quarter students in the fall and desired classes may already be filled. It is to the student's advantage to pre-register.

The pre-registration process begins with a trip to the administration building to pick up a pre-registration card. The card should be filled out and along

with a \$10 fee, returned to the front desk.

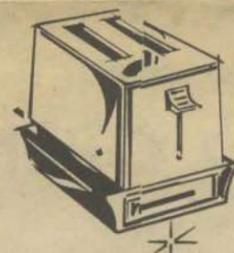
Pre-registered students will receive a registration packet through the mail this summer. Included in this packet are several forms which are to be filled out. These forms, and a check or money order covering all fees, should be sent or brought to Green River. September 21 is the first day of fall quarter.

June 5 is the last day for currently enrolled students to register for summer quarter, with June 18 and 19 set aside for new students to be advised and registered.

Summer classes will begin June 22 and last through August 13 and 14. Morning classes will last from 8 a.m. to 12 noon and evening classes will be held from 6 p.m. to 10 p.m.

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Assessment committee issues questionnaire

The GRCC assessment committee came up with a student attitude questionnaire pertaining to all aspects of GRCC's classes.

The questionnaire includes inquiries into the effectiveness of classes, teachers, the library, counselors and administration.

A pilot study was distributed by Dave Mower and Don Alexander, of the faculty, and the student chairman, Jeri Johnson. The pilot was distributed at random this week to some 500 students. The questionnaire will be written into a report this summer and distributed to the students fall quarter.

It is hoped that this will become an annual event to help understand and utilize student attitude.

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Sports Life

Harriers prove strength

By Don Lombardini

If nothing else can be said about the 1970 Green River track squad is that it doesn't lack in the talent of breaking records. Of the 17 events, 11 new school records were set, three in the field events and eight in the running events.

The three new field records were set in the discus, long jump, and high jump. The new discus record was set in a four-way at Spokane as Terry Stark tossed the plate 135 feet, ten inches. Phil Floyd took care of the high jump mark at the western division meet with a jump of six feet, five inches. In the same meet Mike Behrbaum did away with the old long jump record with a leap of 24 feet, four and a half inches.

The eight new track records came in the 100 yard-dash, 220 yard-dash, 440 yard-dash, 120 high hurdles, 440 intermediate hurdles, the mile, 440 relay, and mile relay. Three of these records were set at the Western Division meet as Mike Behrbaum sprinted to a 9.9 record in the 100, Chris Luther cracked the mile record in a timing of 4:18.4, and the 440 relay team of Ron Snodgrass, George Casanova, Terry Sayles, and Mike Behrbaum hit the tape in a record clocking 42.5.

Three more of the records were set at a five-way meet at Mt. Hood, Oregon with Mike Behrbaum once again setting a record, this time in the 440 intermediate hurdles with a timing of 53.7. The 440 yard-dash record also fell that day as Terry Sayles shattered the old record with a run of 49 flat. A new record in the 120 high hurdles was set by Geoff Newing as Newing crossed the finish line in 14.9.

The other record, to be set came early in the season at the Yakima Invitational Fruit Bowl with the mile relay team of George Casanova, Terry Sayles, Maurice Merritt, and Bob Tucker flashing to a record 3:23.5.

Those records that were not touch this season were in the two mile, 880, pole vault, javelin, shot putt, triple jump, and javelin, maybe next year.



MONDAY EXHIBITION—Ready for action this Monday evening in the college gym is this unidentified Green River boxer. The program, featuring Vic Harris' boxing class, begins at 7 p.m. The public is invited.

Officers elected

At the board of trustees meeting, May 28, new officers were elected for the 1970-71 school year.

Elected by unanimous vote were Hugh Mathews, chairman, and Robert Olson, vice-chairman.

Mathews, who is serving his last year of a four year term, is a graduate of Colorado State University. He is also a member of the Mental Health Committee for King County, a citizens' committee for more effective government, the Attorney General's committee on crime and the retired district director for the United Steel Workers of America.

Olson, serving his fourth of a five year appointment on the board, is the editor and publisher of the Enumclaw Courier-Herald as well as a board member of the Washington Newspaper Publishers Association. He is also serving on the board of trustees for Harborview Medical Center, the Deans Committee for the Medical School at the University of Washington and is a graduate of Stanford.

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