



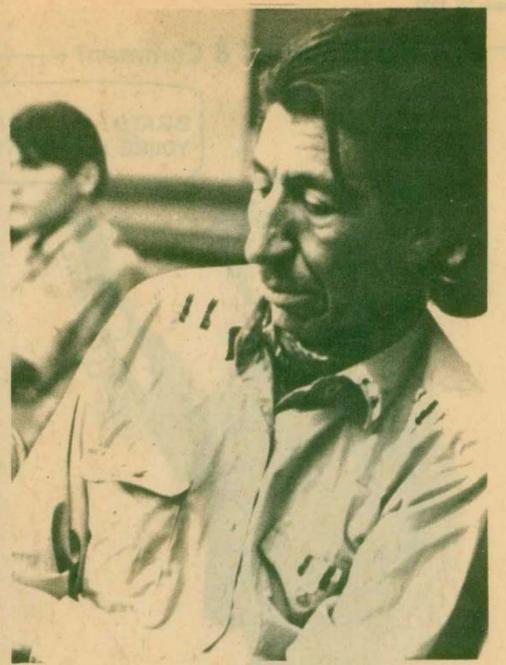
A SIOUX INDIAN from the Dakotas, Lloyd Westerman, provided part of the entertainment in the early part of 'Indian Emphasis Week' on Green River's campus.
...Terry Chubb photo.



'ROOTS OF PEACE'

Members of the White Roots of Peace, a group of Mohawk Indians from New York, sing and beat drums for the fish dance

sing in honor of all fish life and Northwest Indians fighting for their fishing rights.



ONE MEMBER of the White Roots of Peace troupe from Nova Scotia told of the plight Indians are fighting today all over the United States and Canada. The Mohawk Indian appeared Monday in the PA and Monday evening before more than 500 persons assembled in the gym.

GREEN RIVER CURRENT

Vol. VI No. 11 Green River Community College Auburn, Washington 98002 Thursday, January 28, 1971

Transfer students warned

Four-year schools may not accept AA degree

Students now can qualify for the Associated in Arts degree under the new requirements recently set, but transfer students are warned of a possible non-acceptance of the degree at four-year institutions.

THE GREEN RIVER COLLEGE Council, composed of division chairmen, administration, and one student member, voted Monday afternoon to make the new Associated in Arts Degree effective immediately and retroactive for former students upon petition of the graduation committee.

"Retroactive" means that any former students of Green River who have completed the necessary requirements for the new AA degree will have the right to petition the Graduation Committee for the new degree. This is the same process that currently

enrolled students must follow in order to graduate.

THE AA DEGREE IS a liberal arts degree designed to provide the student planning to transfer to a four-year institution with a broad background of study in his first two years.

The basic fear of the dissenting 6 out of 15 council members present was the transferability of the AA degree for students seeking a junior status at a four-year institution.

Previously, Green River had agreements with Seattle Pacific College, Central Washington State College, and Western Washington State College, but these colleges would accept Green River's degree as credibility for junior status, accepting all credits straight across the board. With the

advent of the new degree, no one is sure if these institutions will accept it, or to what extent they will grant credit.

THE COUNCIL PROPOSED that a system be devised to distinguish on each student's transcript whether he obtained the AA degree by old or by the new standards.

"We can't distinguish between old and new AA degree, but I don't know how much confusion or how much it will cost," responded Registrar Richard Barclay to the feasibility of some such type of system.

Another disturbing point discussed by the Council was how to inform students that by the time they apply to four-year institutions, the existing agreements they previously had with Green River might have "gone down the drain," according to Barclay.

THE SCHOOL'S PRINT media, specifically the Green River Current, and the Gator Line, were asked to help publicize the dilemma. Another suggestion was made to the effect that it would be the responsibility of all advisers to inform students that the new degree might not apply for junior standing at four-year institutions.

The AA degree is a liberal arts degree designed to provide the student planning to transfer to a four-year institution with a

broad background of study during his freshman and sophomore years.

The student must complete 90 quarter credits numbering 100 and above, with a cumulative grade point of 2.0. A minimum of 24 credits, including the last quarter, must be earned at GRCC.

GENERALLY, THE STUDENT has been given more freedom of choice and the number of required courses have been lessened. A student must earn a minimum of 15 credits in each of three areas including (1) humanities and creative arts, (2) social science, and (3) health education, math and science. Previously, the student had to take 20 credits in each of these areas.

The main difference between the old and new degree is the activity area, giving students an option from physical education activities.

FORMERLY, STUDENTS were required to take a minimum of three physical education credits. Under the new degree students are required to take three credits from P.E., art 111 to 118, drama 111, industrial education 101 or 102, music 202 to 230, Model United Nations, or student activities, such as student government positions, club presidents, and special studies.

Food cooperative sought by student

A drive to form a south-end food cooperative for students and other interested people is being spearheaded by Eldon Vale, a Green River student. Vale explained that members of the South King County Chapter of the American Civil Liberties Union, some local merchants, and other interested citizens would like to have a co-op that would save it's members money and handle healthful foods; those that are without the influence of pesticides or preservatives.

ACCORDING TO VALE, there are two such co-ops operating in Bellingham and the University District of Seattle. These stores, fashioned after counterparts throughout California, have their members pay \$.50 a month for one year which entitles them to one share in the store. Each member is allowed only one share.

The store is operated by volunteer workers. It is an entirely non-profit store that buys food wholesale in large quantities and skips the retailer completely to insure a savings for members.

"SUCCESS FOR THIS PLAN will depend on the number of people that sign up. If only a couple of people show interest the idea would

not be practical," said Vale.

There is a sign-up sheet in PA-8 for the names and phone numbers of anyone interested in the food co-op.

Sensitivity is requirement

The Current recently interviewed two representatives, Chipper Stone and Debbie Lind, about the possible formation of a Human Relations Club on campus.

A senate vote on Wednesday enabled the club to take a trip to the Cascade Mountain region for a weekend. Members will also get together on weekends for group discussions. Debbie Lind said "The only requirement to be a member is group sensitivity".

Councilor, Bob Brehm, will supervise the club which is the first of its type on campus. Only a class has been titled this in the past.

"The main purpose for this club," says Chipper Stone, "is to create an atmosphere where people can get together and be honest enough to drop their defenses."

Application for fall to begin February 1

February 1 is the opening date for new regular students to apply for fall quarter 1971-1972 at Green River College, according to Registrar Richard Barclay.

"It is extremely important that new regular students realize that admissions at Green River College and other community colleges in Washington operate on a first come, first serve basis," Barclay said.

Barclay stated that less than 2200 freshmen, the number registered for fall quarter last year, will be admitted for the year 1971-72.

Within a few weeks after February 1, between 500 and 600 applications will have been received at the registrar's office.

Currently enrolled students who are taking related courses outside their major field of study, because of closed classes, should fill out a closed program card, said Barclay.

The closed program card will give currently enrolled students priority over incoming freshmen. It can be picked up in the registrar's office and must be turned in by Monday.

President forms advisory board

The executive advisory council consists of a group of people chosen by ASB president Gilbert Zeigler, to be his advisors.

These students, are organization heads, club chairmen, officers, editors, etc.). They will meet every Friday noon to discuss such things as, what goals they would like to achieve, how to get every student on campus involved if at all possible, to discuss what is going on campus, what students on campus want done, what things to push for, and what things to stall, and decide what goal they would like to achieve, and then go out and get it.

At their first meeting January 15, the discussion was how to get students involved

and how to get information to students. "If we plan to accomplish anything we must work as a team, maybe as a 'team council' so to speak," stated Gilbert Zeigler.

This club is one of many on campus trying to get students involved, to find out what it is students feel should be improved, and to hear their side of an issue.

Bill to go to council

An article in last week's paper said the bill proposed by Joeng Sook Lee would go before the college council. The story was in error as the proposed bill will go through the Dean of Instruction's office and not the College Council.

Carr discusses PE department, requirements

by Viola Farrell

Green River's physical education requirements were recently removed from the Associate of Arts Degree. It seemed appropriate, then, to interview a member of the P.E. department.

Doug Carr is Green River's wrestling coach, in addition to teaching swimming, archery, weight training, life-saving, and an introductory class in health, P.E., and recreation. He is also well-known on campus for his flamboyant tastes in apparel. When asked, Carr agreed readily to an interview and was more than willing to give his opinion on a number of topics.

Current: To begin with, what's the difference between P.E. and athletics?

Carr: P.E. and athletics, and you should add one more step, intramurals, are all graduations. We would parallel this to beginning algebra, intermediate algebra, and advanced algebra, or an algebra club. Physical education is the very basic skills, to give somebody an interest or a level at which



"Students and faculty are ignoring the facts set before them."

to start. After this, if they want to compete more on the advanced level, they go to intramurals. The next step is athletics, and athletics is not for everybody. Athletics is for the top ten percent, or the honors P.E. class, if you'd like to see it that way. It's for those who have an extreme skill and can go on to the level of competition.

Current: What purpose does each category serve the institution?

Carr: Well, this is where I start to get into my hangups. Athletics serves the spectator. It pulls, should pull, most campuses together, give them a central meeting area. Athletics serves, here, ten or twelve percent of the student body, the same as the dances, cinema, or whatever else. Intramurals serves about 50 per cent of the student body. So it is a meeting place where all these people can come. It serves more people than any other one thing in this institution, other than actual classwork. Then we get into physical education, which certain people have called me paranoid on. I have problems with this

because everybody says physical education is very desperately needed. They give it all this lip service. Then the first time a bond levy fails, the first time they want to cut something out, they cut out physical education. This is contrary to all public facts. The medical profession has come out pushing extremely hard to get people physically fit.

So what's the first thing we do? Start dropping the requirements for physical education, one of the things that is needed probably more severely than anything else - one thing - in our country today. So it bothers me. What service does this perform for our institution? Evidently, only one we can talk about.

When it comes right down to the fact, the intelligent people who are setting up the curriculum, be it students or faculty, are ignoring the facts set before them and doing as their feelings tell them to do.

Current: Don't you think there should be

Whites destroying the world exclaims Akwesasne Indians

by Caren Caldwell
Minority Affairs Editor

Following the Mohawk custom of whenever young people come together, a young Mohawk prayerfully made greetings of thanksgiving in his own language, later translating the greeting into a foreign language, English, for the benefit of Green River students Tuesday.

"WE BRING OUR MINDS together as just one," he said, making greetings to the earth, the mother that supports life; to the plant life, rivers, rocks, and mountains saying "they have life, they are part of us and we must give them greetings;" to the sky world, "our eldest brother the day sun" and "our grandmother the night sun;" and to the Great Spirit, the creator of life.

The White Roots of Peace, a group of Mohawk Indians from Akwesasne, New York, visited GRCC this week, known as 'Indian Awareness Week', to bring an understanding of the Indian way of life and problems to Whites. Formed two years ago, the group has traveled all over the United States and Canada in a blue bus.

THE GROUP TOOK ITS name from the four white roots of their traditional Tree of Peace.

Their story is depicted on a beaded belt which shows the coming of Whitemen with guns, but no heart. All other races are represented with hearts turned up-side down by White men. Trees and animals on the belt signify the world Whites are destroying.

"He turns them all up-side-down so they cannot complete their cycle of life," explained Sakokwenonkwaw.

THE INDIAN IS SHOWN at the beginning of the story wearing White men's clothes because he was stolen from his home. At the end he throws the white hat on the ground and takes up a hatchet "to attack white men's ways." Finally the blue bus of the White Roots of Peace is depicted instructing them to take their message to the North, West, South, and East.

Besides promoting understanding among whites, the White Roots of Peace consider themselves a "kind of reverse missionary." They meet with Indians to encourage them to keep their traditions. Traditional Indians consider the White habit of trying to assimilate all cultures into White society as being genocide.

SPEAKING TO A GRCC audience, Sakokwenonkwaw of the White Roots of Peace expressed the Indian view of genocide. Whites, he said, through missionaries, through the Bureau of Indian Affairs, through government schools for Indians, destroy the language and culture of his people. Many Mohawk children can no longer speak Mohawk, he said.

Sakokwenonkwaw compared "White man's schools," the school Indians are forced to attend, to machines that produce assimilation. Small children enter the machine and come out brainwashed, no

longer Indian, he said.

Christianity means sadism and hypocrisy to Indians and missionaries are viewed as another attempt to assimilate their culture. A not-properly buried body displayed on a cross that is manufactured and sold, said the Mohawk, is Christian sadism.

"GRANDPA SAY HE GOOD man long time ago," stated Sakokwenonkwaw referring to Jesus Christ. He indicated that Indians approve of the teachings of Christ but as for His followers today - "They the big hypocrites of the world, the fool of the world because they don't listen to Jesus Christ."

The missionary attitude, he continued, is that Indians are pagan who must be saved by the white man. "I'm always going to be the pagan forever and ever," he declared. "It's better than being a hypocrite."

INDIANS DON'T KNOW if their Great Spirit is man or tree or rock. They have not depicted it, but they know it is the Creator because they have seen the beauty of the creation.

Today the gift of the Great Spirit to the Indians, their freedom, is threatened, said Sakokwenonkwaw.

The United States, he emphasized, was the land of freedom before the White man came. Now Indians are told they have to hire a lawyer to protect their rights, because the Indian is not educated in White law.

"You don't have to be educated to tell the truth," Sakokwenonkwaw reasoned. "You have to be educated in the loop holes."

Sakokwenonkwaw concluded his message saying, "It's the truth. If it hurt anybody I sorry because I don't want to make no more enemies - just friends."

TO ACQUAINT THE NON-INDIANS of the Green River with their traditions first-hand, the White Roots of Peace demonstrated their fish dance and round dance to the audience. They emphasized that they are not performers, they do not care for applause, and they expected the audience to join their dance even to simply walking around the floor with them.

The songs and dances are very old among the Mohawk people and very sacred to them. It was explained that Indians dance when they are happy to honor whatever the particular dance commemorates. The fish dance song is done in honor of all fish swimming and, because the fishing rights of Northwest Indians are threatened, it also honored "all the people fighting for the right to be one with the fish life."

A LARGE PORTION of the audience in the gym, approximately 350 people, joined the White Roots of Peace for the round dance. Holding hands they danced in two circles to the beat set by the Mohawk drummer.

The round dance symbolizes brotherhood, the circle representing the unending Indian people and the two directions the circle moves representing that there are two sides to every question.



"Athletics is for the top ten percent..."

some criteria for waiving the P.E. requirement, beyond just someone who has had health? Say, if someone is physically fit, gets his exercise, has leisure time activities he participates in and enjoys, don't you think he should be able to waive P.E.?

Carr: Yes and no, under those circumstances. Let me first answer a question by asking a question. Do you think that a person who can talk well should waive their English requirement? If your answer is yes, and you also will go along with this, that they should be able to come to this school, set up their own program, as an adult should be able to, go through life this way, setting up and meeting their own goals, theoretically I can't argue. The only point being, how many people, not just kids out of high school but adults, would come to an institution, set up a good schedule of classes, that they possibly didn't enjoy at that moment because they didn't have any level of skill in it, and go ahead and take that,

Continued on page 2

Editorial & Comment



Item:

Senator guess would like the legislature to have the last word in controlling state institutions of higher learning.

Current news digest

SEATTLE SEVEN

Susan Stern, Seattle seven defendant, will speak about the trial in PA 8 Monday, February 1 at noon.

EVALUATION FORMS

The student senate is asking those instructors who have created course evaluation forms to forward a copy to the ASU office in care of Skip Powell.

SPC REPRESENTATIVE

Representatives from Seattle Pacific College will be on campus February 2, from 9:30 to 11 a.m., in the HS conference room 'B'. Students should make appointments with the placement secretary in the Holeman Library building.

GRADUATION APPLICATIONS

Students planning to graduate from GRCC at the end of winter quarter should submit their completed applications for graduation to the registrar's office prior to Monday, February 1.

MUSIC LECTURE

"Renaissance Music versus Contemporary Music" will be held February 2 in PA 8. Robert Suderburg, director of contemporary music group at the UW, will speak about the different styles of music.

CONSTITUTION PASSED

Human Relations Club constitution was passed by the senate at last week's meeting.

BLACK HISTORY WEEK

Black History Week, a week celebrated nationally to inform all Americans of the contributions Blacks have made in America, will be held February 14 through 19.

At GRCC, black students are planning a black art display, speakers, dancers and singers.

NEWSWRITING SEMINAR

Ed Eaton will present a two-hour seminar on writing effective news articles for publications for all faculty, administrators and staff.

One seminar is scheduled from 1 to 3 p.m. and second from 3 to 5 p.m. on Friday, February 5, in ST 35.

Persons interested in attending should call Bob Lawrence by tomorrow.

JERSEYS NEEDED

All people involved with the all-star football team who did not turn in their football jerseys should bring them to HS-12 anytime or contact Tim Robinson.

'Under Milkwood' begins in Feb.

Production is now underway on Under Milkwood, a moving work by Dylan Thomas about life in a small Welsh fishing village.

Although the play was written originally as a radio play, Gary Taylor, assisted by David King, will be putting Under Milkwood on stage with sets, costumes, and full dimensional characters on February 26, 27, and 28 at 8 p.m. in the Performing Arts Building.

Leading the cast are Leslie Millican, Puyallup, and Rob Wood, Auburn, as narrators; Phillip Hansen, Auburn, as Captain Cat; Vicki Gibson, Enumclaw, as Polly Garter; and Karen Nelsen, Issaquah, as Rosie Probert. Jane Jollymore and Valerie Lamborn, both of Renton, are doing the technical directing; Lisa Chadwick, Renton, is stage manager; and Gary Richardson, Tacoma, is the set designer.

WSU looking for nudes

According to the "Daily Evergreen," the Fine Arts Department is looking for any women or men to model in the nude. Women will receive \$3 and men will receive \$2.85 per hour. If under 18, one must have a note from home.

Teaching methods have been changed at Everett Community College lately, according to the "Clipper". Students in some classes are given programmed text books. The student is to go as far as possible in the book, learning it all by himself until confronted with a problem; then he has an informal conference with the teacher to clear up any questions he may have. Tests are scheduled by the students either weekly or two a quarter.

If one happens to be in Ellensburg February 3, it would be a perfect time to make it over to the Central Washington Campus to attend an informal speaking date with Jane Fonda. The admission will be 25c and it starts at 8 p.m. in the SUB ballroom.

Foreigners' English class is mandatory

A proposal was made last week to the student senate by Jeong Sook Lee, student senator, to try to get started a preparatory English class for foreign students on GRCC campus. The proposal was backed up by a petition signed by a large majority of the foreign students asking for the class to help them to develop their English. They are finding it hard to comprehend some of the lecture materials necessary to develop a greater vocabulary, to write comprehensive reports or to acquire needed obtainable knowledge, to become "educated".

A status report, English as a Second Language, on Jan. 20 begins to deteriorate the hope for these minority students already. The main proportion of the report is reasons for not having such a class.

The first paragraph reads: "The request has been made for a college transfer type of course that is comparable to English 101 or 102. The question of college transferability of English as a second language came to a rather dead end." Jeong Sook Lee said, "Our first problem is to just get the class. Transferability is not of the greatest importance." The report went on to read: "GRCC, through the office of Mr. Lawrence, contacted Seattle Community College where English as a Second Language programs have been operating for some time for information concerning their offering. Their classes are not transferable from Seattle Community although they would like them to be. This is an area which would have to be explored. Seattle Community has at this point run essentially a four-hour block of this type of course five days a week. The feeling is that a concentrated effort perhaps produces the results that we are after -- a crash course if you like.

Lee's older brother, Jeong Soon Lee, said that he dropped out of GRCC for last quarter and took the special English class at SCC and now back at GRCC he can finally keep up with what is being taught and can actually join in discussion. If this is an example of "a crash course", then GRCC needs one.

The report went on to say: "We have checked with registration concerning student visas; their answer is that foreign students before receiving visas are supposed to have a certain level of skill or competency in English. However we find that this varies with different countries producing or supplying the visas. Typical English as a Second Language classes are not of the type Mr. Lee is asking for; they are aimed at the basic literacy level rather than the survival of college student level." Most of the foreign students have a basic competency in English. An example of the real problem is a Japanese girl here that can't speak English but can write it as well if not better than most of the students on campus. The problems are phonetics for a start and then from there to build up a college vocabulary to cope with college work. They should not be looking for a typical class. GRCC has

had many first's this year including: "a degree of our own, an AA degree for the students at GRCC"; and the All College Council, "an example for other colleges to follow". Another GRCC first seems to be in order. The pessimism continued with: "English as a Second Language classes have been a concern of the English Department for several years. They have discussed the establishment of one of two rules: (1) Either we should not admit these foreign born students into English classes; or (2) if we do admit them, then we should provide for them in some way. It is the feeling of the English Department that these programs should be developed well in advance, that this should not be a on-the-spur-of-the-moment course, that such a class should not be provided at the request of only a few students. The few students we have now in this situation do not justify setting up a new program and hiring an instructor for that purpose. We should try to accommodate the few students we have now through the facilities of the Developmental Center -- perhaps by expanding the available materials. We might obtain more tapes and other materials to help these students; perhaps additional staff would be required. The following courses, offered in the Developmental Center, are recommended to help these students: English 20, Special Studies, 2-hour course entirely on an individualized basis. If student's problem is identified to be primarily one of writing, he might be recommended for English 91. English 71, an individualized course dealing with reading problems. Materials and classroom aids are available. One difficulty, however, would be in obtaining an instructor competent to handle the variety of countries represented by college students in such a course.

There is a possibility of funding ESL classes at the basic levels of English literacy at the college level such as those requested. We are not aware of funding at a federal level. Perhaps funding through our own state level is a feasibility. We, as a college, would be happy to consider a new course with the proposal forms, etc., if that is the wish of the student senate. We would also be happy to consider such a class as a continuing education offering in the late afternoon or in the evening. Our feeling is that this could be incorporated very soon as a developmental offering during the day or, perhaps, as a modified speech class."

Finally in the last phases of the recommendation we find hope. Student interest is of utmost importance and points of view, pro and con would be appreciated. Maybe upon the English Departments recommendation that, this should not be a spur-of-the-moment course a class will be accomplished in a later year. It is not true that a committee has not been at work on this project, the attitude used so seemingly negative causes concern for complaint.

-- Opinion Page Editor Roger Rice

Current interview

Carr discusses athletic program, PE Department

Continued from page 1

I would venture to say that less than two per cent of the population would do this. And they seem to skip over the person who is a professional in this area. They say, let us do it. But they're not trained to do it. There are very few people who come down here with logical excuses to be waived from physical education classes that haven't had this happen.

Current: You were talking about students wanting to run their own schedules, and you also remarked once about student government wanting to "take over". Do you honestly feel this is the case?

Carr: First of all, I'd like to qualify that most of the things I'm talking about are hearsay from Gil Ziegler, whom I was talking to some time ago. He thinks that students should be involved in every decision made on this campus. Yet, within a week after I talked to him, I watched him completely screw up an election. They couldn't even hold their own student elections. Still, he wants to decide which teacher's salary I'm going to receive, what committees should be set up, and so forth. This doesn't make sense. And he claims to be representative. They wanted money taken from athletics, yet I have figures here that tell me student government personnel, without salaries of the people teaching and directing it, have \$5000 more than the athletic program. They said they don't think we should have scholarships. Gil also said, at a meeting I attended, in front of faculty and students, for the scholarship committee that they wanted \$2500 taken out of athletics for other things that they didn't actually have a name for, but that they would find something to do with the money. This becomes very upsetting. This is why some people say I'm paranoid. I just don't see any logic to this. I shouldn't keep using that word paranoid. Current: Okay. It's paranoid, anyway. Carr: All right.

Current: Would you compare the success of the two programs, activities and athletics, as you see them?

Carr: Yes. I think that student government has some benefits. This brings me to the point of the comment made by Mr. McIntyre, and I quote from the "Current", "Basically I believe that a student should decide what he wants to do. It should be his choice, and he should be the one that's responsible for making this choice in his life. It's up to him to develop as he wants to, with some guidance." I say, okay, with some guidance. One year ago one of the people on student government told me that the senate voted to disband. Mike McIntyre would not let them. If this is the will of the students, then it seems to me that we're talking now about degree of guidance. In other words, the students should be able to do what they want, if it doesn't disagree with what I want them to do. If they want to do something, then fine, let them do it. And guide them. Don't tell them they have to do this, or they can't do that. Just give them some good guidance. Student government, for instance, has caused us in the P.E. department to get off our rear ends and set up a challenge system. It has done some good. It has done as much bad because of lack of guidance.

You'll find there are four or five members of our institution who are not guiding, but using the students. This should not be done. I don't think the faculty members are using their heads. If the students find this out, they're really going to be upset.

Getting back to the question, student government is great. They should learn things from student government. This should be a social-science credit. Those people work hard at what they're doing. Students should get off their duff and vote for these people, too.

Current: What do you think of the AA Degree?

Carr: I don't have much disagreement with it being changed. How it is changed, here we start getting into some wild territory. There are those who wish to have absolutely no requirements, for instance. And incidentally, the only place they have limited people is physical education. You see, there seems to be some kind of a dispersion cast on the P.E. people having fun. They see kids smiling, happy, enjoying themselves. This cannot be educational, evidently, if they enjoy it. Therefore, it's not good.

I've had instructors come down to me and



"Students do have power."

say, 'You really got it made. All you do is go out there and participate and do all these things with the kids.' My only comment was, 'I'm sorry you don't like your job. I agree.' I've got the greatest job in the world. I love it. That's why I've got it, because I think it's the greatest job there is. Now, I think the changes we're making tend to water things down.

I'd like to liken this to athletics, since it's what I know best. If we have a soccer team, and we don't play it well, we do one of two things. We either hire people to play it for us, or we change the rules. It seems to me this is what's happening here. We find there are not enough people completing this degree because it's hard. So we're going to either hire people to complete the degree for us, which we can't do, or we're going to water it down so that they can complete it. If this is what we want out of life, maybe this is all right.

I don't think that the path of least resistance possibly at all times is the greatest. I think at times we have to just knuckle down and do the job. If we can't do the job, then we can't reap the rewards.

The degree means, to me, that this is an estimation of what you have accomplished. A person who looks at it should know that there

were certain guidelines set up in college. This person must have done a certain amount of work in all of these different areas. He must be competent in certain of these areas. It's like a passport, then, to a job. The degree should be a matter of pride with the individual of the knowledge he has accumulated.

The amount of knowledge you have stored in your head is the thing that you're after, whether you get a piece of paper or not. I'd like to suggest that we ought to start taking a look around. It's time for the teachers to get back in the classroom and do some teaching. We have administrators who are doing a good job of running the school. Maybe they should try running the school and let the teachers do the teaching. There's a certain amount of committee work and things we have to do. Great, we should.

But as far as going out and looking for things to do, and ways to use our time, well, I don't have that much time. If I'm going to do a good job of teaching, then I'd better get at the task of what I'm getting paid for. The students can take a look at this and do the same thing. I have talked to students who said the one reason they picked Green River over others was because a lot of the students came here to get an education. This is a good idea. The students who came here for an education maybe ought to try getting an education. Part of their education is student government, athletics, social life, having a cup of coffee and just shooting the breeze at the upper lounge.

But we might take a good look and find out what portion of our time is spent under education and what part of our time is spent under just wasting time. This is the big thing: everything is relative. We'd better find out what is the most important at this time.

Current: Do you think students should have any say in governing the college, or in deciding requirements, or any say in anything?

Carr: Absolutely. It's imperative that the students keep us from becoming too old. I object, though, to a student making a suggestion, and then saying we're not listening if we don't agree with his suggestion. We need guidance from the students and students need guidance from us. I would like to see us work in harmony. I believe, though, that the major portion of the decision-making on this or any college campus should be left to the people who have been trained in these particular areas. The final administration of a class should be left to the person who's teaching the class. Definitely the students should have good input. The students should be vocal.

Current: Since students have no power, what do they do if no one listens?

Carr: Students do have power. There are channels they can go through. You see violent confrontation where there are no channels left open. I know there is a way you can make yourself heard. When you get the majority of students on this campus interested in anything that majority will rule. What happens, though, is you get a few people wanting to expedite something they think is great and they give us this old idea that we're representing the students, which is not really true. You know, sometimes your idea is wrong. Many times, I'm wrong. I think you have to realize this. Maybe we should look into some of these other areas. I don't really know. I'm not qualified to say that. That's why I'm not an administrator. That's why I'm a P.E. teacher. Ask me about physical education and athletics and I'll tell you.

Green River Current

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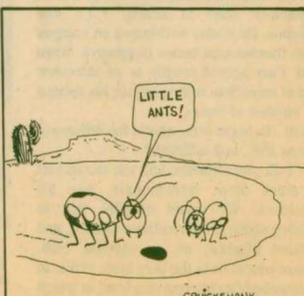
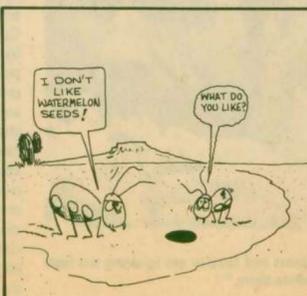
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HELPING HAND Terri Bryant first year recreation major assists a Federal Way Convalescent Center patient. This is just part of the two year recreation training program.

Training Program

Dancing to first aid covered in Rec-Tech

by Janie Neer and Sandy Wald

Editor's Note: This is the sixth in a series of articles on the two-year programs available on the Green River campus. The object of this series is to acquaint students with the programs open to them.

Recreation Technology is a two-year vocational program available at GRCC. The program is designed to prepare an individual to help people enjoy and constructively use leisure time.

The recreation major deals with people of all ages and all types of activities. These may range from leading a game to calling a square dance. To qualify to help people in the variety of activities that arise the recreation major must have a varied program during his two years.

The classes suggested for the two-year program include many aspects of recreation leadership. Classes range from arts and crafts, folk dancing, social recreation to first aid, safety, life saving and water safety. In addition to this the student will also take various required courses including English, speech, journalism, psychology and others.

The field of Recreation Technology is a relatively new field and thus the opportunities are many and different. There are also various aspects of the field that have not come in to full view yet.

When a recreation major has completed two years at Green River successfully, he will receive an Associate in Applied Arts degree. The student is then ready to apply for many jobs. He can go into the field of recreation agencies such as Boy Scouts, Girl Scouts, YMCA or 4-H. Also open to him are research teaching jobs, Armed Service work, industrial recreation jobs and jobs in park departments. These are just a few of the fields open to him.

The Recreation Technology Program has been at GR for three years, since 1969. The first six students graduated from the program during spring quarter of last year. Of these six, four have been placed. One of these, Ted Franz, has been hired by Green River as a recreational assistant. He is in charge of intramural sports and sports clubs.

Currently there are 16 second year students and 28 first year students enrolled in the program. Bob Aubuert, chairman of the P.E., health and recreation division; Nancy Farness, recreation instructor; and Jack Johnson, recreation instructor, are involved in teaching in the two-year program. Recreation can also be taken as a transfer course.

Students enrolled in the program receive up to 400 hours of field work in cooperation with various recreation agencies in the area, according to Johnson. Much of this field work is offered in the summertime and credit for the recreation job during summer can earn the student credit, he added.

AWS sets banquet

Girls can take their fathers to dinner and then to the Spokane-Green River basketball game February 5, when the Associated Women Students hold a father-daughter banquet in the Holman Library building.

The dinner begins at 6:30 p.m. and continues until game time at 8 p.m. Green River's chorus, the Sonneteers, will provide entertainment.

Tickets will be sold from now through next week in front of the cafeteria.

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Seven projects underway

Experimental program funds many learning projects

by Sandy Wald, Caren Caldwell and Janie Neer

Fall quarter saw the start of many new ideas on GRCC campus and one of these was the experimental learning grant program. This program gives the student the opportunity and the money to work on some project of his choice.

Any student or faculty member is eligible to apply for an experimental learning grant as long as his suggestion is "something new and different," says Dick Barclay, registrar. The ideas turned in are then reviewed by the financial aids committee and a decision is made as to how much money should go to what projects.

The program was set up by the financial aids committee, who asked for and received \$2,200 to finance it. The money was then divided into three sections, \$800 for fall quarter and \$700 apiece for spring and winter quarters. To give the student a more precise description of the experimental learning grants, those worked on during fall quarter and those underway for winter quarter are described hereafter:

Soos Creek Study

One of the experimental learning grants that was awarded last fall and will be continued winter quarter is the Soos Creek Study. The study is being conducted by the chemistry and biology sections of the science department and consists of an ecological study on the regions of the Soos Creek.

The long-range program is currently being done by three GRCC students, Linda Ingrum, Frank Yourkowski and Sid Dinwiddie. Assisting the students in their work are Dennis White, biology instructor and Linda Schuerman, chemistry instructor.

During fall quarter, the students basically set up the laboratory they would need for their future work. In addition to this the students set up their proposed sampling stations on Soos Creek and took a few preliminary test samples. This entailed sampling the water from the three stations, one above the proposed gravel sight, one just above the state fish hatchery on the Soos Creek and one just below the fish hatchery. The students then brought the samples back to the laboratory and analyzed them.

The samples were then tested biologically and chemically. Two of the students, Yourkowski and Dinwiddie, performed the chemistry tests and Miss Ingrum worked on the biology tests.

The biology tests were to see the amount, if any, of chloroform bacteria. This is bacteria that is present in human and other animal excretions. This test requires the membrane filter technique to determine the extent of the chloroform bacteria present.

There are six chemical tests run on the samples brought back. The tests are run to determine the oxygen dissolved in the water, the resistance of the water to an electric



Linda Ingrum takes water samples; a part of the Soos Creek learning grant project.

current, to measure of the acid in the water, the amount of material either suspended or dissolved, the material larger than .45 microns present and the cloudiness of the water. Both the biology and chemistry tests will be continued through winter quarter at weekly intervals.

Those participating in the Soos Creek study are hopeful that it will continue for the remainder of the year. This is necessary for the effectiveness of the experiment, according to Mrs. Schuerman, since so many climate changes take place within a year.

History Slides

A \$70 experimental work learning grant went to the social science department for a slide project. Richard Montagne, a journalism major, did the work for this under the direction of John Hanscom, history instructor. The slide project consisted of pictures from early American History. The pictures come from a variety of sources and will all be identified. The project was started fall quarter.

The project is not completely done yet, according to Hanscom, but when completed can be used for anything relating to American history. The slides date from colonial time to the Civil War.

Psychology Studies

Two experimental work grants were awarded to the psychology department under the suggestion of Paul Lewan, psychology instructor. The first is a community awareness program. Working on this project is Dean Byrd, a Law Enforcement student. The experiment is concerned with the decreasing high crime rates in areas of Kent. During winter quarter Byrd plans to map the area to identify the higher crime areas. Once these areas are outlined the idea is to get some community spirit aroused, try to have people help each other, watch property when the neighbor is away and this type of thing. Dave McQuery, Kent police chief, is working in close connection with the college on this project.

The second psychology project is the gathering of information, making films and gathering literature from volunteer programs. The program offers an opportunity for students to work as a volunteer assistant in some type of rehabilitation center. While there the student will gather information and assist in some of the work being done in these centers. There is a possibility that a film that could be used on campus might also emerge from this project.

Drama Projects

The drama department received two study grants of \$100 each which covered two projects; a student workshop and film-making.

The money from the grants was divided among four students, according to Gary Taylor, drama instructor.

Karen Nelsen and Bess Wingate worked together in the workshop project directing a scene from a play. The purpose of the actors workshop was to enable the student directors to develop their directing skills and to tutor individual student actors. The workshop was completed successfully, said Taylor.

Joe Baker and Glen Carter are working independently to make a 30-minute film, each, using avant-guard techniques. When completed the films will be shown at GRCC and used by the film-making class.

Expenses from the film project are covered by the drama department's supplies budget. The money from the study grants is given to students in the manner of scholarships, said Taylor.

Dave Lane and Dave Mowrer of the social studies department sponsored a student, Jim Grasley, who received a \$70 study grant fall quarter to tutor students in the economics 200 course.

The purpose of the project was to enable students who needed extra help to receive personal instruction and also to give the tutor practical teaching experience.

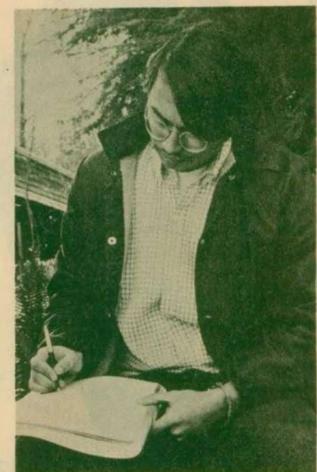
Lane stated that he would like to see the program continued with more student tutors on a selective basis.

Asian Studies

The social studies department also received \$100 fall quarter and \$270 winter quarter to research the attitudes and situations of Asian students in the community and at GRCC.

Nigel Adams, history instructor, served as advisor to four students who worked on the project fall quarter: Dave Yonemitsu, Dave Swenson, Roy Mays and Ron Hubeek. John Cruz joined the group for winter quarter.

The students conducted their research by interviewing Asian students on campus and compiling their collective data. The project will continue through spring quarter.



Compiling research data is Ron Hubeek, one of the students working on the Asian study program.

Machine Technology

A \$100 work grant was awarded to the machine technology department to build an aircraft crab. Gerald Wheaton, a machine technology major, will assemble and make certain design changes and test this aircraft crab as his experimental study grant project.

Wheaton will be working with Roy Watson, head of the machine technology department,

in building this aircraft crab for the Air Traffic Control Center. Having the machine technology department build this crab will also be beneficial to the Air Traffic Control Center, who have requested this crab to be built. This will also be of great help to the student, because he will learn to work with miniature parts and learn to solve problems which occur frequently in building something of this sort.

Geography Grant

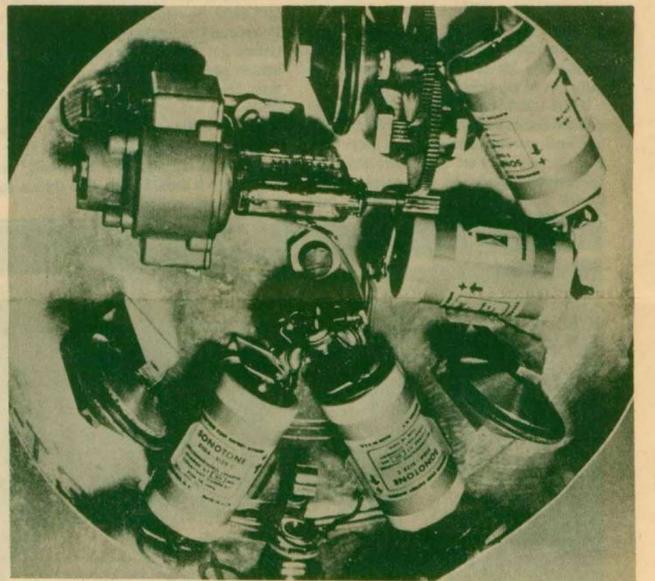
The area of geography was awarded a \$70 experimental work grant to develop a unit slide series, 20 to 30, of the pertinent phenomena for each area, using geographic journals and non-copyrighted photos and close-up photo equipment, which is immediately available on campus. These slide sets will then be available in the resource center as reference support material to all courses in geography and many courses in history.

In cooperation with Rawhide Papritz, students will research and become acquainted with the various elements of the major world regions.

For those who have an incipient interest in geography or for those who are already committed to some specialty in geography, this is the opportunity to sample the spectrum of elements which make-up the discipline of geography and help them decide or redecide on a particular topical area within the field.

For the college, the results of the grant will add visual media of the world with documentary comments to our resource center for all to use for whatever academic and/or information purposes they have, commented Papritz.

For the instructor, the regional slides series will help visually clarify verbal comments made in class pertinent to both the cultural and physical landscape of that particular region. Moreover they will be available anytime for as long as a student may need them in order to fully understand a particular concept.



CRAB When finished, the machine technology grant will provide funds to design an aircraft crab similar to the above example.

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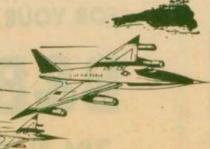
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Defense saves gators

Just when you sit back and relax and decide the Cross State Division of the state community college basketball conference is predictable after all, the upsets start coming in.

GREEN RIVER'S GATORS were the only first division playing Tuesday night that didn't lose to the underdog challenger, but some outstanding defensive work led by team captain Don Burrows was needed to hold off Fort Steilacoom, 78-77. In other games third place Yakima dumped Walla Walla, tied for first, 92-85. Seventh place Highline edged first-place Tacoma, 79-78, at Tacoma.

That's just not the way the script was written. In the first half of league play, which was completed last week, Tacoma and Walla Walla finished in first. Tacoma had been upset by Spokane and that was really the only real upset of the first half. Walla Walla's lone loss was to Tacoma; Yakima in third had lost to Walla Walla and Tacoma; and Green River, tied for fourth with Olympic, had lost to the three leaders and Olympic; Olympic had lost to the three leaders and suffered a mild upset at Columbia Basin.

BUT TUESDAY NIGHT in the Lakes High School gym in Lakewood, it was obvious Fort Steilacoom's Raiders, in next to last place with a 2-7 record, had never bothered to read the script. They came to win and only a pressing, unrelenting defense saved the Gators.

THE SCORE WAS TIED 11 times with Green River never leading in the first half other than an early 2-0 edge. The hosts held a 45-40 halftime edge, got a quick basket to open the second half and the Gators were down by seven. But a comeback sparked by Craig McKenzie, Dave Mulcahy, and Gil Stewart closed the gap and three and a half minutes into the half the Gators tied the score, 47-47. It was tied again three more times before Don Burrows stole a pass and drove the length of the court to score with 13:05 to play in the game. The Gators never trailed again until the final minutes. Burrows sparked a drive that always kept the Green and Gold one to three points ahead.

NOEL REID, HIGH point man for the game with 19, tied the score with 2:30 left by hitting a jump shot to make it 74-74. The FSCC fans went wild and at 1:50 when Art Byrd scored to make it, 76-74, Fort Steilacoom, the hometown fans were screaming for an upset.

But Arnie Jacobsen scored for the Gators with 1:14 to go, tying the score again.

WITH 1:02 JACOBSEN hit a free throw to give the Gators their 77-76 one point edge. But that final scoreless minute was a hectic one. With 49 seconds Fort Steilacoom stole the ball, carefully tried to set up a game-winning basket which proved an impossible task



GREEN RIVER'S basketball coach, Bob Aubert has his ups and downs this past week as his team lost to the league-leading Tacoma Titans but came back with a 'must' win over Fort Steilacoom on Tuesday. The 78-77 thriller kept the Gators in contention for a berth in the State Community College Tournament.

--Terry Chubb photo.

against the Gators last-ditch defensive efforts. The Raiders got off a shot, missed, but cornered against the sideline by Burrows and McKenzie. He couldn't pass and finally tried to drive and committed an offensive foul. The Gators got the ball out-of-bounds. The in-bounds pass came into Burrows whose foot was the sideline and suddenly Fort Steilacoom had hope again. In that final 11 seconds, the Raiders got off a shot, it missed and several players sprawled on the floor in the battle for the rebound. "Jump ball," was called with a second to go. The Gators controlled the tip and that was it.



Wrestlers stretch win skein to four with two victories

Green River wrestlers stretched their winning streak to six straight and their league record to a perfect 4 and 0. The Gators did this by winning three matches in two days.

Friday night, the Gators defeated the Clark Penguins 40 to 0 for their first shut out of the season. Saturday Green River defeated the Mt. Hood Saints and the Lower Columbia Red Devils by scores of 33 to 3 and 37 to 5 respectively.

FROM THE START, the Clark Penguins were out-manned as they had to forfeit three weight divisions. When they finally got down to wrestling, the Penguins were still no match for visiting Gators. Dave Harrington took an 11 to 9 decision to start the onslaught by the Gators. In the 134 division Roach pinned his opponent at 1:20 of the second round.

In the next matches, Kit Burns and Steve Bastrom scored a total of 48 points to a mere 10 by their opponents. Burns won by a score of 25 to 5 while Bastrom was victorious by a 23 to 5 count. Jim Alcorn then followed suit with another 20-point performance. The final score of that match was 21 to 4.

With the score at this point 32 to 0, Tom Omli pinned his foe just 30 seconds into the second round. In the heavyweight division things didn't improve much for the Penguins as Mike Schmid decided his opponent 10 to 6. In an exhibition match Brian Kendall (GR) pinned Tim Hayes (C) at 2:40 in the second round. The final score of the meet was Green River 40 and Clark 0.

MT. HOOD WAS THE next team to fall before the rampaging Gators by the crushing score of 33 to 3.

Jack Graham, wrestling in the 118 class, started off the Gator victory with a 6 to 0 decision. Sandwiched between forfeits in the

126 and 142 weight classes, Roach pinned his man at nine seconds of the second round in the 134 division. Dan Sloan and Dennis Silvernail then continued the Gators winning ways as they both decided their opponents by scores of 16 to 6 and 2 to 1. The Saints then struck for their only points of the match as Greg Snider slipped by Alcorn 10 to 12. The match ended in a 10 to 10 tie but Snider was awarded two points on riding time advantage.

IN THE 177 POUND CLASS, the points for riding went the Gators' way as Phil Grey (GR) and Larry Postnikov battled to a 3 to 3 tie before Grey was awarded one point riding time for a 4 to 3 win. In the last two weight divisions, 190 and heavyweight, Omli and Schmid fashioned shut outs as the Gators won both 13 to 0 and 2 to 0.

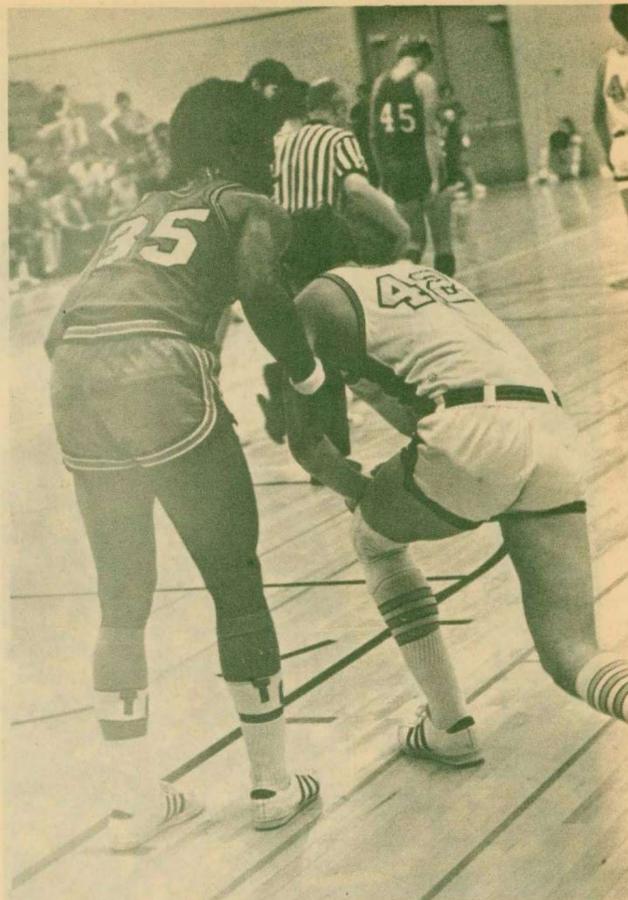
In another exhibition match, Dale Hedden (GR) pinned Gary Cogil (C) at 1:55 in the third round.

The next victim for what seemed like a well oiled wrestling machine was the Lower Columbia Red Devils. Although wrestling their third match in two days the Gators looked anything but tired as they squelched Lower Columbia 37 to 5.

A FORFEIT IN THE first weight class got the Gators off and running. Bernie Rusch put three more points on the board with a 12 to 6 decision over his Red Devil foe. Then the Gators struck like lightning with three successive pins by Roach, Sloan, and Grey. The pins by Roach and Sloan came in the second at 17 seconds and 2:45 respectively. Grey's pin was in the first round at an almost unbelievable time of seven seconds.

Bastrom and Alcorn both picked up decisions by scores of 19 to 3, and 6 to 0 to run the match score to 29 to 0.

LOWER COLUMBIA THEN scored their only points of the match as Jim Puckett pinned Green River's Hedden at 48 seconds of the first round. Omli allowed the first point of the weekend to be scored against him but he still picked up the decision 10 to 1. In the three matches he wrestled he outscored his opponents 39 to 1.



HELPING HAND - Gil Stewart, right, is helped from the floor by Tacoma Community College's Charles Nicholson in last weekend's tilt with the league-leading Titans. The Titans went on to win.

--Terry Chubb photo.

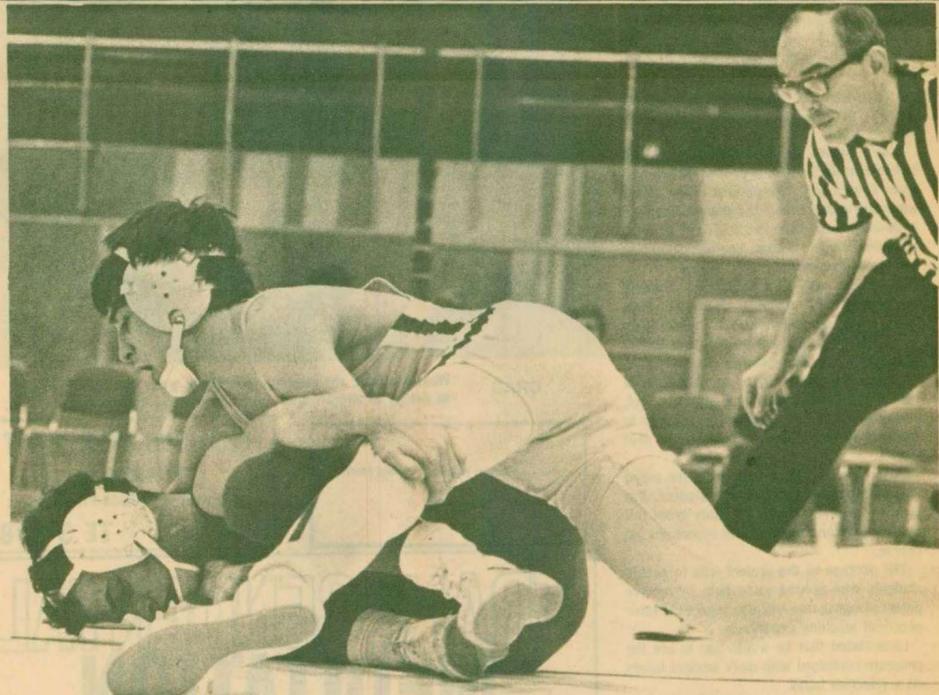
SSA lowers ski rates

Thousands of college students will be skiing at special rates this season, thanks to the Student Ski Association. The SSA is a national organized body whose purpose is to bring down the cost of skiing for college students.

The SSA has designed a program to bring down the cost of skiing, thereby enabling college students around the country to ski more or take up this growing winter sport. The whole idea of student discount skiing was initiated by student skiers who felt it was about time the students in our land should have a discount card to help cut the tremendous cost of skiing. The SSA is now able to provide college students across the country with a large selection of prominent ski areas offering special low rates on lift tickets, lessons, rentals and lodging. The SSA

member can benefit from the \$1 discounts on all day lift tickets during the weekends. Students that venture into the mountains during the weekdays will be able to ski on a half-price lift ticket all day (half the weekend lift ticket price). Most of the participating areas provide card holders with half-price rates on ski school lessons and equipment rentals during the week on a space available basis.

The Student Ski Card program is open to undergraduate, graduate and professional school students of any age. In order to qualify for the special student rates at any of the participating areas, each card holder must present some form of student identification along with the ski card.



ANOTHER WIN - Green River's Jack Graham collected a win for his team at Mount Hood over the weekend. Graham, a 118 pound wrestler,

seems to have his foe under control in the match that went all Green River's way.

--Kit Burns photo.

Tight defense humbles T-birds; Titans crush GR

by Mark Richardson

The Green River Gators stopped the Highline Thunderbirds 74 to 66 and fell prey to league-leading Tacoma Community College 83 to 66 in Cross-State Division play last weekend.

EXCELLENT DEFENSIVE play by the Gators played an essential role in their victory over Highline Friday night. Gator John Hudspeth held Cliff Jones, the most valuable player in the Green River Christmas Tournament, who scored 23 points against GR to lead his team to the tournament championship, to a mere 11 points.

Thunderbird Mike Murray was held to 11 points by Don Burrows, all of which came in the first half. Murray was instrumental in the earlier victory over GR with 18 points.

THE GATORS WERE LED by Gil Stewart who scored seven field goals and eight of 10 free throws for a total of 22 points. Stewart pulled down nine rebounds, six of which came in the second period. Don Burrows added 15 points and Dave Mulcahy scored 13 for the victors.

Tacoma Community College took command from the very beginning of the contest in their victory on Saturday. The Titans started five sophomores, four of which tallied in double figures.

TCC led all the way but were never really challenged after their second period scoring spree of 11 unanswered points. That point count built the lead to 56 to 40 and was lead by Dean Ecklund and Charles Nicholson, both hitting on jump shots from 20 feet away constantly.

DAVE MULCAHY AND Don Burrows led the Gators offensively with 18 and 17 points respectively.

The Gators will be on the road this week with games against Fort Steilacoom and Walla Walla. Spokane and Wenatchee will be the next home opponents for GR. They will face those teams on February 5 and 6 respectively.

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