

GREEN RIVER CURRENT

Vol. V

Green River Community College

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No. 23

Board to review AA degree

A committee has been formed by the Board of Trustees at Green River to review the Associate degrees given here. The committee is made up of three faculty members, three administration officials, and three students. These nine people will hold open meetings to find out how students and faculty members feel about the four degrees that are given at GRCC.

The members of the committee are Sandra Gallaher, Doug Peterson, Emlyn Jones, (members of the faculty) Robert Lawrence, Art Binnie, Ray Needham, (administration officials) and Verne Foreman, Quinten Quine and Dwane Huetmaker, (students). Sandra Gallaher is the chairman of the committee.

The review committee was formed on May 14 of this year and it is planned that they will give their findings to the Board of Trustees next December with recommendations as to what should be changed.

Students and faculty members will be able to voice their opinion on the Associate degrees in the last meeting of spring quarter. The meeting is scheduled for May 21 in PA-8 at noon. If one can't make the meeting, it is possible to write to the members of the committee.

Half-quarter system tested

The Mexico trip, plus two pre- and post-session weeks, constitute a full quarter for the 30 students that participated in the trip. After the trip, the three instructors that went on the trip (Rex Waldron, Gerald Hedlund, and Rawhide Papritz) began classes for the remainder of the quarter. These classes will be five credit classes starting and ending in a half-quarter.

The principle behind the half-quarter system is instead of having a subject meet one hour a day, five days a week for ten weeks, the class would meet for two hours a day, five days a week for five weeks. The amount of time spent in the classroom is the same for the full-quarter system as it is for the half-quarter system.

Obviously, classes like typing, accounting, or P.E. classes (archery, body building) cannot and will not be done in the half-quarter system due to training and co-ordination of the reflexes required of each class. However, other classes such as humanities or English can be done in the half-quarter system.

Courses may be offered in this manner in future quarters. This change-over depends upon the results of the Mexico trip and the half-quarter classes that follow it. If the instructors and the students who participate in these classes like the idea, if it works for the students, and if the students can handle a five credit class in the half-quarter system, it will be considered for future quarters.

Monday meeting to decide fate of student proposal

A meeting scheduled for 12 noon on Monday will decide the fate of a proposal that would give students at Green River an equal voice in the decision making process on campus. The proposal would require that any decision, involving the campus, would have to receive the approval of both the student senate and a body made up of faculty and administration members. This would give the student elected senate an equal say in the decision making process.

The director of student activities, Mike McIntyre, said this would make Green River the first community college in the state with this type of program. He added that it is imperative that students attend Monday's meeting to show support for the plan if they wish it to become policy. He said the student government is rather limited in its power and this would broaden it to the extent that most four year college now have.

The proposal was one of four plans submitted to the college council with the basic goal of making the council more effective in its work. The council evolved from an informational body to the policy-making body it is now. The specific proposal is designed to give the students of this college more weight in the general governance of the institution.

An all-college meeting is scheduled for 12 noon Monday in PA-8 to discuss the issue before the faculty members vote on it.

Mayor, senator, emperor invited to ride the rapids

by Terry Chubb

The Indianapolis 500 will get under way this weekend and so does the fifth annual Invitational Raft Race which will start at Isaac Evans Park northeast of Auburn. Along with students, Mayor Stanley Kersey of Auburn, Senator Warren G. Magnuson and Emperor Smith, a KJR disc jockey, have been invited to participate.

The water will be cold, but that shouldn't stop students from other colleges as well as high schools from piloting their wooden rafts

down the Green River. The response has been good from the neighboring communities, as many entry blanks have come in.

Girls as well as boys will be flowing with the current Saturday as the girls feel they have as good a chance as the boys. They feel if they can win a road race, they should be able to win the raft race.

After the raft race, there will be a dance at the GRCC gym starting at 8 p.m. Music will be by Morning Reign and Eclipse, and a light show by Rock and Dish. No admission will be charged.

Students explore new culture

By Janie Neer

"For three weeks we were out of our own cultural context and in theirs. Soon we stopped thinking like us and started thinking like them." This is how one student described the trip 30 students took to Mexico last May.

The students were on a learning tour of Mexico but they don't like to think they were the typical tourist, rather they were students learning about a people and their culture.

While there the students saw Mexico City, the Valley of Mexico, Taxco and many other famous spots in Mexico, but they saw much more than this. They saw different people and a different way of life. They saw a race of whom very few have the small luxuries that we take for granted everyday, but they saw a happy people. "They have less yet they are happy," said another student, "their families are closer, their life is slower, and they are friendlier." One couple left their jobs for a few days to show the students some of the local sites and to visit with them.

But the students were also there to learn. The anthropology, geology, and arts of Mexico they studied were only part of the total learning experience. The teaching sessions were a starting point and from there students were on their own. The language barrier was a hardship at first yet after a short time it was broken down with a little effort on both sides. The little Spanish spoken by the students and the little English spoken by the Mexicans made communication possible. The general idea was gotten across if not the details.

In three weeks, the students gained a good deal of knowledge about Mexico and its people. The students felt the trip more than worthwhile and would do it again in a minute. To show the value of the program four of the students who traveled to Mexico will go before the Board of Trustees and tell basically what they learned and if they felt it worthwhile.

There will also be a slide presentation followed by an open discussion in SB 12 today at 1 p.m. Also displayed will be some of the articles that students and the teachers brought back from Mexico.

As of now it is uncertain if the program

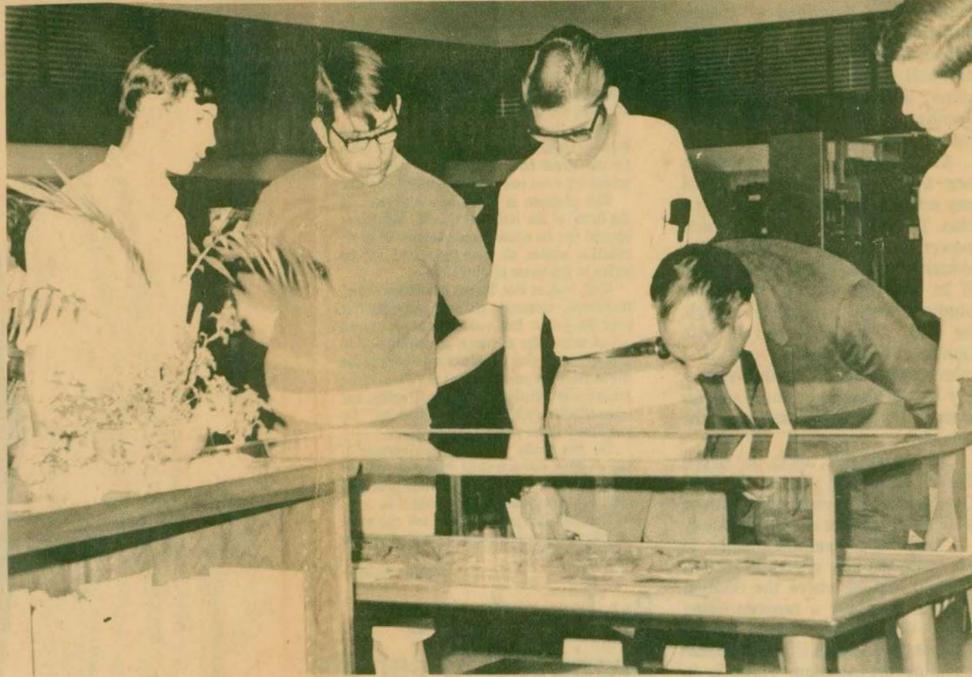
will be continued in the future but if it proves scholastically successful and the students wish it continued, there is a fair chance it will be.



BEAUTY OF MEXICO

Sue Greene sketches for a moment during a stop on a recent GRCC field trip to Mexico.

—Photo by Steve Gehrke



OPEN HOUSE VISTORS

During the tours of the campus at the college Open House Sunday, several visitors stopped in the library to look at Gerald Hedlund's archeology display.

—Photo by Steve Eckloff

Open house attracts 3000

Open House at Green River College brought nearly 3,000 parents, prospective students, and nearby residents to the Auburn campus last Sunday afternoon.

The visitors viewed, examined and scrutinized the equipment and facilities in all areas of Green River's education, but most readily visible and easily seen were the results of the successful combination of the two factors.

Open House is held annually to promote good relations between the community and the college; to let the public know it is welcome on the community-based campus; incorporating the college into the area; and to

impress prospective students and their parents.

Music, films, talks, demonstrations, and displays were all a part of this year's open house.

Aside from the various displays shown in many classrooms and in every building complex and department, a jazz band gave a concert in the Commons, PE skills were demonstrated, slides from the recent Green River Mexican field course were shown and drama and art fields were represented in the poetry reading and acting performed in the PA building.

The outdoor jazz concert was well-re-

ceived by its listeners, and added even more to the already relaxed atmosphere of the campus.

The "Clearings" poetry, a Green River art students' publication, was sampled by the audience in the Performing Arts Building, and was followed a few minutes later by a scene from the play "Antigone."

At three different times during the afternoon, slides from the recent Mexican field course, involving Green River students and instructors, were shown in HS-1.

Archery, folk dancing, badminton, physical fitness, fencing, boxing, karate, judo, volleyball, body conditioning, and golf skills were demonstrated by students and the physical education department.

Grade Policy Considered

Grading on campus has taken a turn for the better with the faculty voting in two policies, "pass-no credit" and "credit by challenge." Both policies have already been in use on campus for some classes but not as widely as is now possible.

The pass-no credit policy requires the student who wishes to take this system to complete a written agreement with the instructor before the last lab session or lecture of the quarter.

The reason for allowing the student to make the decision at the end of the quarter was to urge students toward higher scholastic achievement. If the student made the decision at the beginning of the quarter it might cause him to put forth the minimum of effort in the class.

A student may fulfill 48 hours of his associated arts degree requirements by the pass-no credit system but he should be aware that classes with the pass-no credit policy may not satisfy the requirements of his major

fields. To find out for sure if the classes will transfer, check the catalog of the school to which you plan to transfer.

The credit by challenge system can be used in any class provided the correct steps are taken. When registering students sign up for a regular credit, a credit by challenge or an audit basis. Registering for a credit by challenge basis requires a special form and the instructor's signature.

The procedures for this system are determined by the instructor but the challenging student must show he already knows the information the class offers. After completing the proper procedures the students will receive the grade he has earned (A,B,C,D,P, or N.C.).

The 24 credits that are required for residency are not challengeable.

As a result of these policies a student on campus now have a little variety in the way they choose to take, or not take, their classes.

Notice anything different?

The Green River Current has a new look this week.

The staff of the Current is considering switching to a new format next year and is trying out the new look this issue to sample student opinion. Next year most of the papers will be either eight pages of the regular five-column tabloid size or four pages on this format. Students and faculty are urged to express their preferences to anyone of the Current staff or Ed Eaton, adviser.

Below is a "ballot" for your convenience. Check your choice and leave the ballot with the secretary in the Creative Arts office building or give it to a staff member.

— I prefer the tabloid size paper we've had most of the year.

— I prefer the new size paper being introduced this week.

Current interview

Political scientist calls for student participation

The Current recently had a frank discussion with Green River instructor John Barnard on some political issues of today.

Barnard, a political science instructor at Green River, was born in Minnesota in 1936 and came to the northwest after less than two quarters in college in North Dakota and three years in the Army.

Barnard said he spent most of his time in Europe while in the Army, and that is where he developed his interest in political science. He came to the Seattle area in 1955, working for an airline.

He went back to school at the University of Puget Sound in Tacoma and obtained a BA in history in 1963. After teaching high school, Barnard attended Portland State University where he got his Masters in political science in 1967.

He came directly to Green River from Portland and has been teaching political science ever since.

The discussion follows.

CURRENT: In a talk on campus, you referred to a recent referendum year. Would

you outline what you stated there.

BARNARD: The system that we have established on the basis that we elect officials or representatives to government for specific periods of time, for two or six years. If an issue comes up in the middle or beginning of that term, a person has to wait two years or six before they can ever get at their representatives if they are dissatisfied with a particular action. In a parliamentary system, there is a chance, however to have a vote of "no confidence" in a person or in a policy at any time that you can muster enough strength to propose a resolution of "no confidence" and then the vote is taken, and it is upheld and there is "no confidence," then in systems like the English system, the queen is bound to dissolve the parliament at that point and call for an entirely new national election.

Now, what I am saying is, that we have a major issue that has caused a lot of pro and con feeling and it has come up in an election year. At this point we don't wait for two or six years or part of that time to actually vote



"... many (students) are more knowledgeable than their parents."

on a candidate and his position he has taken in Congress. So, in a sense, I see this as a parliamentary year or referendum year. People now have the right to use the structure to vote directly on an issue and that was what I was referring to in the meeting the other day.

CURRENT: If this is a referendum year as you say, do you feel we should try to alter the policies of the government or support them in general?

BARNARD: My personal opinion is that I am opposed to the war so I will favor, and I am sure my votes will indicate this, candidates that are opposed to the war in hopes that they will vote not to fund the war in Cambodia or Viet Nam. I will be working for candidates prior to the election to do whatever I can to see that the type of candidate I like is elected.

Now, I think that there are some critical things here. The people who are opposed to the war see this as not just a single issue.

continued on page 4



CONSIDERING A PURCHASE

Terry Chubb looks over several of the art objects which will be sold June 6 in the third annual GRCC art auction.

—Photo by Pat Robinson

Art auction set; display in library

Green River day and evening art students are presenting their combined works in a fine arts auction to be held June 6. To be auctioned are over 100 objects ranging from pottery, batiks, paintings, sculptures, and drawings to macrame and hook rugs. The art pieces are on display now in the library and will remain there until June 5.

Last year's auction netted about \$3,000 and the Creative Arts Division kept \$700 with which to back five scholarships, four \$100 and one \$210 scholarship. This year the division will get a 25 per cent commission on all objects sold.

Also new this year is a minimum starting price, rather the bid has to start at a set

price, the starting prices have been set for between \$2 and \$50.

To get an idea of what an object will go for, (by its starting price) the division has put out a catalog on all the pieces. This catalog is set up by object bidding number, the number is attached to the piece and one need only to look in the catalog under that number to find the name of artist, type of work, starting price and by arrangement of number approximate time for bidding.

The auction is open to the public and bidding is to begin in PA-8 at 8 p.m. with the same professional auctioneer that conducted last year's auction.

Editorial and Opinion

Students could have stronger voice

There is some concern over the way in which our college is governed. The basic question seems to be whether or not a school can survive a true democracy where students have an equal say with faculty and administration in determining matters of educational policy, co-curricular policy and overall institutional policy. Some members of GR's college community think not; they submit themselves to a philosophy of gradualism and worry about "necessary control" and "accountability factors." Some students feel it necessary to submit declarations of surrender concerning what they feel to be unjust, unfair, and misguided decisions effected upon the college community.

Why is there such a difference of opinion concerning the governance of GRCC? The answer is simple, and it applies to both sides. Fear. Fear by some faculty and administration that students will burst the bubble that contains their world of influence. Fear by some students that the dominance of faculty and administration will stymie their growth as students, individuals, and members of this community.

What will happen if the governance of the college is left unchanged? I foresee two major developments.

- 1) Some students will come, run through this factory, and leave much in the same way they came.
- 2) Other students will want to become involved, be confronted with tokenism, cry for change, and leave frustrated and rebellious.

What will happen if the college moves to an equal partner situation where the Student Senate has an equal hand with College Council in the governance of the college? This is much harder to predict, but it is certainly worth the effort to try.

There is an interesting article in the May 3, 1970 issue of *Parade Magazine* of the *Post Intelligencer*. The article was entitled "Student Power Can Work." In this report John Rogers described a "chaotic situation" at Ramapo Senior High School in New York. At this school students were "screaming" at each other, in general discord with the faculty and administration; and inversely also.

At Ramapo a new plan was tried, one which gave students an equal say with the faculty and administration. The principal gave up his veto power and became one vote in the decision making body. When asked if he liked the situation and if the students were responsible enough, he said, "The students vote with laudable responsibility, and if I were transferred to another school, my first act would be to set up this system for the governance of the school."

How does this apply to Green River? After one year of this new type of school governance, Ramapo held a referendum among its faculty — they voted overwhelmingly to stay with the new system instead of the old system where the Student Council was only a recommending body. Corollation: Green River's student government is only a recommending organization. There is in the eyes of many a need for great change.

I would conclude by saying that the days for gradualism and tokenism are long over. We are in a new era of personal concern and involvement in the issues which in some ways affect our lives — nationally, locally. We should realize this and move forward together, striving for unity and solutions for the good of us collectively.

— G. Ziegler

Letter to the editor

Do we stop to remember slain Blacks?

Dear Editor:

Friday May 8, was the day of your moratorium in remembrance of the Kent State four. I'm sure your efforts were appreciated by all of your white brothers and sisters, some of you may even say it is fair, but how many blacks are killed during riots, protests, etc. that you don't even remember?

When the police break into the Black Panther Headquarters and slaughter them for no reason how many people stay out of school for even one hour to remember them?

The problem is that white America in the form of the National Guard, has never opened fire on white people before. So in retaliation whites all over the world are on strike in the name of liberation.

Well, look at this, blacks have been killed, murdered, tortured, all over America for over 200 years. But you have never stayed out of school for so much as one minute to protest the slaying of blacks anywhere in the world. So what you're saying is "When white America is killed it's a national crisis, but when blacks are killed it means nothing." Do you really think you are my brother?

Do you really think this is equality? If you do then you are sick! Many of you are going to say it's not a black, white problem, well if it isn't please tell me what it is.

Look around you now and tell me what you see. Do you see those fields of green, do you see equality?

—Soul Brother

By-law change proposed to senate

The student senate of Green River is currently considering a by-law change submitted by student body president Gilbert Ziegler. The change is the elimination of the last phrase of part 1.c. of Article III, Section III of the By-Laws.

As it now reads, "The Program Board chairman shall be appointed by the president from the voting members of the Program Board." Ziegler has asked that the senate vote to eliminate "... from the voting members of the Program Board."

Ziegler feels the board could function better if its chairman did not carry responsibilities of another post. The action would also reduce the possibility of a conflict of interest.

Proposal gives students stronger voice

I. Introduction — Ideally, the three major groups in a college — faculty, students, and administration — work together toward a set of clearly defined educational goals. Practically, the ideals are often frustrated by a lack of agreed upon goals and by the groups not being aware of the areas within the college for which they have responsibility, shared responsibility, or no responsibility. Both of these causes of frustration exist at GRCC. The following is a recommendation for a governmental structure which this committee believes will draw the college together, provide participation and fair representation for all members of the college community, and operate in an efficient manner for better governance.

The committee proposes a bicameral College Government with the two main bodies being the College Council and the Student Senate. These two bodies would be the only legislative bodies for Collegewide policy. The College Council would consist of its present membership excepting the vice-president of the student body, and the Student Senate would consist of its present membership.

II. Shaved Responsibilities of the College Council and the Student Senate — The College Council and the Student Senate would be the legislative body of the entire college, subject always to the veto of the College President and to the approval of the Board of Trustees. The College Council and Student Senate would have legislative jurisdiction in all matters of educational policy, co-curricular policy, and over-all institutional policy that directly affects students, faculty, and administration.

III. Specific Responsibilities of the College Council (Excluding those areas that are primarily the responsibilities of the faculty negotiating body.) — The College Council shall have specific responsibility in the following areas: cooperation among colleges, organization of the College Council, organization of faculty workshops, procedure for course changes, and election of the Division Chairmen.

IV. Specific Responsibility of the Student Senate — The Student Senate shall have specific responsibility in the following areas:

... distribution of that portion of the incidental fee, negotiated by them, jurisdiction over student publications and specific facilities of the campus assigned to them, and election of association officers.

These areas of specific responsibilities are subject to Washington State law and policies passed by the GRCC Board of Trustees.

V. Operational procedures of proposed Governmental structure —

1. The Chairman of College Council and the Student Senate shall meet weekly to draw up the agenda for the forthcoming meeting of their respective bodies.
2. The College Council and/or the Student Senate may initiate policy.
3. Upon passage of policy in one body, the other body has thirty days to either confirm or reject the policy.
4. Policy passed in one body and rejected in the other, or, passed by both bodies but in different forms, shall be automatically referred to a Conference Committee. This committee shall attempt to develop a compromise solution. Such a solution, when referred back to each body, shall be voted on without changes. In the event it fails to receive a majority vote in each body, the issue shall not be reconsidered for 60 days.
5. The Conference Committee shall be composed of three members of the College Council and three members of the Student Senate. Discussion shall be informal. A chairman, designated by the members of the Committee on a rotating basis, shall be responsible for calling the meeting, for having any materials, resource information or persons, at the meetings and shall maintain the right of every member to speak. Votes on any matter shall be taken in the following manner: The members of each body, en toto, have one vote. A caucus shall be held by the three members from each body and they shall determine, by majority vote, what that vote shall be.

If a solution cannot be reached in four meetings, the issue dies.

6. A meeting of the Conference Committee shall be held at the request of the Committee Chairman, and two members of the Committee, or at the request of either the College Council or Student Senate.
 7. Upon passage of policy in both bodies the policy shall be forwarded to the President of Green River Community College. He shall have thirty days in which to exercise a veto.
 8. The College Council and Student Senate may override a Presidential veto by a 2/3 vote of the membership of each body. The policy shall then go directly to the Board of Trustees for final consideration.
 9. All policy passed by the College Council and the Student Senate and approved by the President shall be forwarded to the Board of Trustees for final approval.
 10. All meetings of the College Council and Student Senate shall be open to any member of the College.
- VI. The operation and structure of this government shall be reviewed in an all college meeting set up by the president at the beginning of spring quarter 1971.**

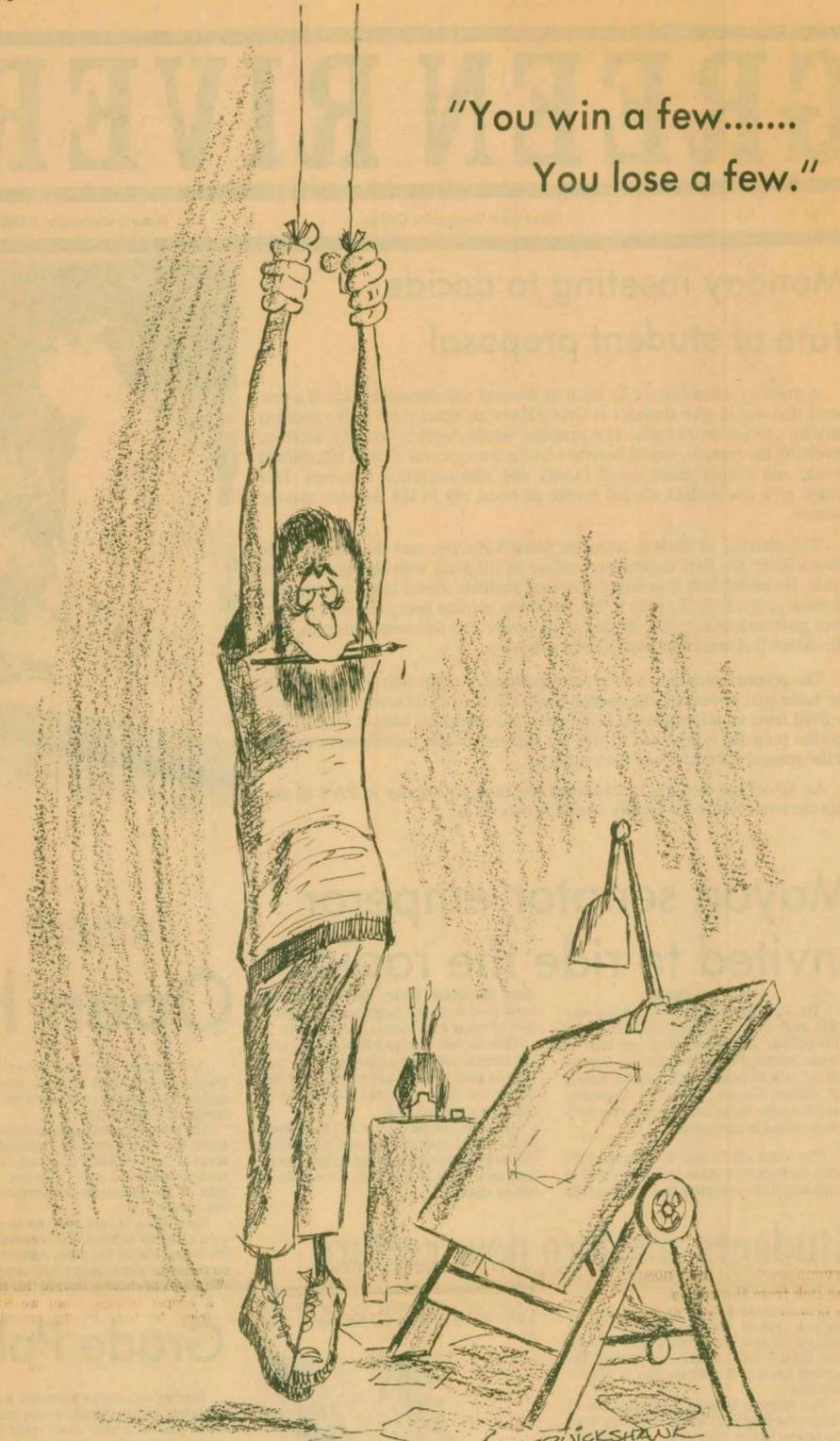
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EDITOR-IN-CHIEF — BILL OSTLUND
Managing editor — Duane Moody Head photographer — Pat Robinson
Opinion and comment — Gilbert Zeigler Feature editors — Laura Deischal
Sports editor — Dave Minshall Janie Neer
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'Hair' is human, like going to a 'party'

By Carol Ann Davis
The most important thing about "Hair" is that it's human — and the people in it are more of a colony than a cast. I went to watch them in a play, but left feeling more like I had joined them at a party.

As I approached the Moore Theatre, I knew that this wouldn't be just any play — not many others have rated the talents of the "Hare Krishna Tabernacle Choir and Jug Band" (my apologies to all of your Hare Krishna fans out there) outside the entrance. Entering the theatre, my first reaction was, "Oops, wrong room" — traffic signs, tarzan swings and dart boards (featuring slicky, tricky Dicky) were suspended from, tacked-to or painted-on every free inch available. Ultra-conservatives would have dismissed the play as obscene propoganda already because the stage was (Heaven forbid!) naked. But having an uncurtained stage, just like having an unclothed cast (yes body-friends, you can now eat your hearts out for an entire 30 seconds) make Hair even more sincere, even more unpretentious in its purpose.

Talking with the cast afterwards, I realized that they were no different than they had been during the show. I guess that it all goes back to their colony-like closeness. A fuzzy-headed blonde in the cast leaned close to her black boy friend and, pointing out imaginary rooms in the audience, exclaimed, "We spend 18 or 20 hours here everyday. This is our home!"

I knew that a group as close as they are couldn't just fold-up, kiss-off and leave when

Seattle "Hair" closes so I asked them what they would do. "Move on. 'Hair' is alive all over the world now," several explained.

And that's what the play, itself, seems to be saying: Move. Change. Find better, more relevant, ways of saying, "Do what you want."

When one member of the press accused the cast of advocating pot, LSD, STP, and FDR (FDR? Yes, FDR), he was told that Hair neither advocates nor condemns much of anything, but merely tries to say (please pardon the cliche), "Do your own thing."

But maybe you're more interested in the play, itself. If your experience with the theatre is limited to "Arsenic and Old Lace" or "Romeo and Juliet", then "Hair" will shock you. It's not just the unabashed frankness in language and action that separates "Hair" from anything you've seen before; the plot is so superficial at times that it seems to do nothing more than Scotch tape music, choreography and insane sketches together. But why worry about a plot if the movement is the message?

The actions, themselves, are radical because they add a fourth dimension to the theatre. Until now, anything that happened more than 15 feet from center stage was ignored but "Hair" utilizes the entire stage area plus the box seats, the aisles and even some of the audience.

Shocking as it is at first to find members of the cast walking over your seat to get onstage, it only serves to clear the barriers that make one group, the audience and another, the cast.

If you are willing to fork-up four dollars (student rate) to see "hippie, trippie, strippie Seattle 'Hair'" (the words are not my own — thank goodness!), then go. It's an awfully good deal for such a king-size natural high.



SCENE FROM 'HAIR' — A cathedral is formed during a scene for 'Hair,' the American tribal-love rock musical playing at the Moore Theatre in Seattle. JoAnn Harris from Seattle is at the top of the cathedral. Green River's Don Copeland appears in the musical.

Letters to the editor

Be rational, advises writer

Kids who demonstrate, do they have the right to vote at 18?

This is a question which brings a variety of response both rational and irrational; from unprintable words to intelligent comments. Before this issue is decided by ballot, either by the Congress or by citizens at the polls, shouldn't we consider the following?

Presently the right to vote in an election in the United States is bestowed on adults (i.e. a person who has attained the age of maturity or legal majority, Webster)

According to Webster, a mature person is one that is highly developed or advanced in intellect, moral qualities, outlook, such as a mature thinker.

We, as adults, know that our children are not mature before the age of 16 to drive a car, and even then there are some adults who would question the mental development of a 16-year-old, more often than not, for good reasons.

We adults as children learned that throwing a temper tantrum when we wanted something, by lying on the ground and screaming, or stamping our feet, or what ever, got us absolutely nowhere.

And as young students in school, we were taught the way to make our opinions known was to write them down on paper and send them to the proper person (if we haven't done this, we have no one to blame but ourselves).

Pew-get Sound poem

(Apologies to Longfellow, by Lee Robinson)

By the gray and slimy waters,
By the shores of Puget Sound
Lies the City of Tacoma,
Famous for its strange aroma
Is the City of Tacoma.

Turn the tummy inside outside
And the skin side inside out,
From the pulp mills of Tacoma
This aroma spreads about.

And the Fathers of Tacoma
Say they love this strange aroma
And they have a resolution;
We are FOR this air pollution
We don't miss the blue skies, honey
We'd rather have St. Regis money.

When the wind is strong and blows,
Everyone must hold their nose
Or be sick from the aroma
That is spreading from Tacoma.

From the City of Tacoma
There does come a new aroma
This new scent will also sicken,
(Now the plot begins to thicken).

In the longhouse called the Winthrop

Where the chieftains do meet daily
They are heard cavorting gaily
And their glasses they do clink
As they all salute the stink
Of the City of Tacoma.

"Hail oh hail our bad aroma
Let the lowly peasant hollar
We control the paycheck dollar."
(In their council's they do say)
"Let's annex this Federal Way
We'll be rich as old King Midas
When we grab the town beside us
We won't lose that "lumber jack"
With Federal Way we'll get them back.

In our peaceful little village
Where the gentle folk do dwell
We all know about Tacoma.
We don't need them or their smell
So good people heed this warning

Lest you wake some early morning
To discover we've been axed
Double crossed and double taxed
By the City of Tacoma
With it's very strange aroma
Which THEY say (and this is funny)

"We like the stench. It smells like MONEY!"

Letters to the editor

Boeing management students ready to graduate

Dear Editor:
The end of what has been both an exhilarating experience and a back-breaking grind is nearly in sight for more than 20 of the current participants in the Boeing work-study program at GRCC. These men are all managers or former managers with the Boeing Company who, for the past 30 months, have been attending classes while at the same time holding down their full-time jobs at the Lazy "B."

They are earning either Associate of Applied Arts or Associate of Arts degrees, or both, in Business Management in what has been for most of them a second chance at higher education.

Although most of us in the work-study program were more than slightly apprehensive about the prospect of hitting the books again after 10 or more years away from school, it wasn't bad once we got our feet wet. The first orientation meeting in December of 1967 was the beginning of a long series of teacher-student relationships which will

Searching

More and more now my sense and reason of being seems to disappear.

However, the point is that my existence is requested by something.

My channel of life and sense of being have not been discovered.

In so considering the facts, I survive and search for the goal or channel.

At times I become weary and must rest, meditating upon the objective and importance to me as a human being.

May I say only one thing, and that is that I hope He gets it together now if not sooner.

—Terry Cripe

be remembered for many years to come. At that time we were advised by Dick Barclay that we would be required to have, in addition to our academic schedule, three P.E. credits in order to graduate. That we were able to satisfy that requirement is a tribute to modern medicine and the entire P.E. staff, notwithstanding the difficulty of explaining to the boss at the plant how golf was helping us become better managers.

19-year-old vote campaign underway

By Duane L. Moody
Since last May, 18-, 19-, and 20-year-olds have new rights and responsibilities such as the right to enter into contract and the responsibility to honor contracts. This is the result of the 1970 special legislature in Olympia. Another issue passed the same session but will take more than a date to become effective. In November of this year, voters will decide the fate of the Vote 19 bill.

It has been left to the students and non-students in their late teens to campaign for the passage of the bill that would allow people of the ages of 19 and 20 to vote in the state of Washington, meeting, of course, state qualifications. The campaign at Green River will be headed by Steve Kendall. Bill Gillespie will also be working on the campaign for the remainder of Spring quarter.

A workshop for high school students is tentatively scheduled for June 6. There is also a possibility of having a few speakers before the end of this school year. Forums is expected to conduct open discussions or schedule speakers on the issue next fall.

Our classes, held mostly off campus at the Boeing Kent plant, have included many of the finest, most outspoken members of the Green River faculty. Jerry Johnson, who has since gone on to administrative capacity at the Hazen Branch in Renton and who is the only GRCC instructor with 42 permanent teeth, tutored us in the intricacies of speed-reading and got many of us up to more than 100 words per minute.

Dick Passage and Joe Werner showed us everything about how not to grow peaches and run a dry goods store.

Jan Cramp, a lovable combination of Loretta Young and "Our Miss Brooks," helped most of us lose our balance through four quarters of double payrolling.

Paul Lewan, champion of the whipsawed gonad, had most of us working the ecology problem long before Earth Day was even thought of, and Ken Nelson, Weyerhaeuser's contribution to higher education, provided many classroom hours of stimulating dialogue, not the least of which were those devoted to the mechanical applications to be gained while observing northbound horses from a southern viewpoint.

There were many others but probably none as closely bound up with our work-study group as Doug Ferguson, our youthful, on-again off-again, class advisor. From Modern Math to Business Law, Doug has coddled and cajoled us to a little better understanding of what's happening. As a result, we now can blame everything we don't understand on the Ferguson Gap.

To all our instructors and to the school in general, we are most grateful for our college experience. We have learned and, we think, the school has learned that education is indeed a continuing, two-way process. And, while the give and take has been mostly take on our part, I personally would like to offer a small thanks in the form of a tribute to Green River which might last a little past the dust of our departure. It is intended as an Alma Mater and can even be sung to the melody of Moon River. Sung or spoken, corny or for real, it simply says — thank you.

Green River, high upon the hill,
Our memories are still with you.
The bright faces, the raft races,
The spirit of learning returning anew.
Green River, college in the glen,
For knowledge I depend on you.
You'll go on and on, green and gold,
Never growing old, a beacon to behold,
Green River, adieu.

— Edward L. Poole

Free Write

Materialism defined

On a number of different occasions I have been invited to express my opinions about materialism. Each time I have had extreme difficulties in communicating exactly what I feel. As this paper presents yet another opportunity, for the expression of my opinions, I shall attempt to arrange my ideas clearly, in order to correctly inform others of my feelings.

Websters New World Dictionary defines materialism as, "the tendency to be more concerned with material than spiritual values." In order to put this into practical terminology, one could say that materialism is, in part, the obtaining of goods that are wanted but not necessary to maintain life. One example, that brings this out of the abstract and down to the everyday experiences of man, is the purchase of a large, powerful speedboat. Another, more common, example is the automobile. It is common knowledge, I believe, that to live in a suburban town it is necessary to have some form of transportation. A bicycle or motorcycle is certainly not the answer to family transportation due to the limited grocery and passenger space available. Therefore, we can safely say, I believe, that a car is necessary to maintain suburban family transportation and any items above the necessary number required for safe operation of the vehicle, such as a four speed transmission, power windows and seats, and wide oval tires, are explainable as materialistic.

However, materialism is more than just the obtaining of wanted goods. It is also the relationship one takes to the goods he has or is going to get. If the man who has the powerful speedboat uses it for physical rehabilitation of crippled war veterans or as therapy in treating mentally retarded or disturbed persons, the boat becomes a missional tool. To phrase it in Webster's words of the use of the boat then becomes a concern for the spiritual. On the other hand, if the boat is used for the purpose of the family escaping from the realities of life, it is materialism.

In order to talk about materialism, it is necessary to visualize some of the effects it has on man. Man is a highly mobile animal and has been on the move constantly since his beginning on the earth. The possession of large immobile objects, such as houses and numerous smaller items (televisions, furniture, stereos), tend to root man to one spot. The early settlers of California found this to be true when they had to get rid of most of their possessions, to enable the family to move west.

A second manifestation of materialism is time. Each object owned takes time to operate and maintain. A classic example for this is a house. A house needs to be painted periodically, it occasionally needs to be remodeled, it constantly needs cleaning and various other odd jobs to keep it in a liveable condition. A house usually has a yard that needs continual cleaning, in order to keep the appearance up to the acceptable standard set by society.

I have defined materialism as the obtaining of goods that are not necessary for maintaining life and the relationship one takes to the possessions he has or will get. I feel that materialism is one of the evils of society. It does not allow man to be free to struggle with the spiritual questions that plague every man. It does not give man the time to work toward solutions of the spirit problems manifested in the practical problems of ecology or human rights. Therefore, materialism takes away from a man his right to be a free human of the Universe.

— Pat George

Blind Otis

Otis Acorn is a student at Green River Community College. His main aspiration, he says, is to obtain an A.A. Degree and transfer to a four year institution. Undecided on a major field of study, Otis takes classes at random or any subjects he feels might interest him. His grades are average, and he misses classes occasionally, but infrequently. Otis pursues his education despite a serious handicap. He is blind.

One need not feel pity, sorrow, or sympathy for Otis, for his blindness is both common and typical of many students here. To understand and comprehend the affliction of Otis', one needs to view his various activities.

For example, Otis can plainly see three of his friends sitting in the upper lounge in need of a fourth person to play cards. Blocked from his vision, however, were the sight of the voting booths for the A.S.B. elections as he entered the lounge.

Otis has no trouble taking notes in class, and has little trouble reading his textbook. He is oblivious to the sight of another student sitting next to him, struggling to comprehend the same subject matter.

A welcome sight to Otis' eyes, are the pert figures of the many girls dressed in short, exposing dresses. Unseen goes the rap of litter (including pop cups, candy wrappers, and cigarette butts) beside him as he lies on the ground, basking in the sun and watching the girls.

Entering the library, Otis encounters no difficulty seeing three people sitting at a table, two of which are his friends. He bumps into no chairs or tables on his way over, and easily engages his two friends in a chattering conversation. Escaping his vision is the figure of the third student trying to study, but apparently annoyed.

In the daily bulletin Otis readily reads the notice of a dance being held at GRCC Friday night. Not so noticeable are the announcements of various club meetings, student government meetings, or athletic contests.

Our handicapped student clearly views the long haired and bearded students as "wierdos" or "clowns," but he doesn't see their worthwhile good to our school. His vision is trained to see what he wants to see. Otis can have his social and academic eye, no one should begrudge him that. He should, however, see problems that exist here, ways of combating and solving these problems, and the other side of an argument. He should also recognize the true value of each individual and perceive their inner selves instead of the type of person he would like to label them as.

Yes, Otis is blind, but so are a lot of other students here. One can only hope that most of the blind students will open their eyes before some of the students who do see begin closing theirs.

Quinten Quine

Tractor Man

I was four then,
I remember it clearly.
I was outside playing when the sky
Suddenly clouded over
With thunder clappings.

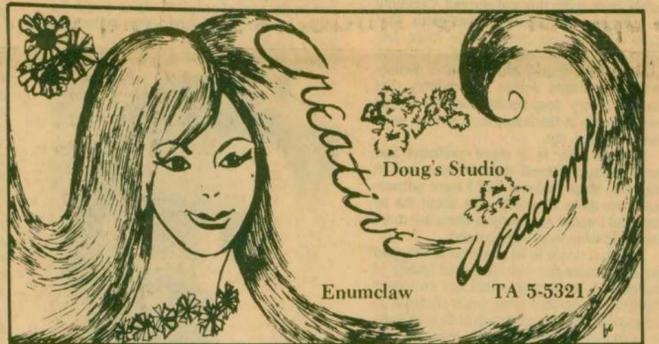
Then such a storm—
Lightning, thunder, and rain;
It was exciting.

I ran indoors to watch it
From the safe space behind the livingroom
window.
It became very loud.

I was an intelligent boy for only four,
And I knew what made the thunder:
A man driving a tractor over the clouds.

What a job!
I wanted to be the tractor man when I grew
up.
Every now and then—
I remember.

G. Ziegler
May 1970



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Sports Life

Donate to the trash can of your choice, campers

By Dave Minshall

With the sunny skies of the summer becoming more and more abundant the interest for outside events becomes more intense with a great amount of participation.

Yearly our camp spots are flocked to by many campers, picnic enthusiasts and sportsmen. Most of these people are, probably for the most part, the hard working that pay most of our nation's taxes and provide revenue for the building of the national forests, campsites and tourist attractions. These are the people that are using the sites as a weekend resort area with their wide assortment of tents, trailers and boats.

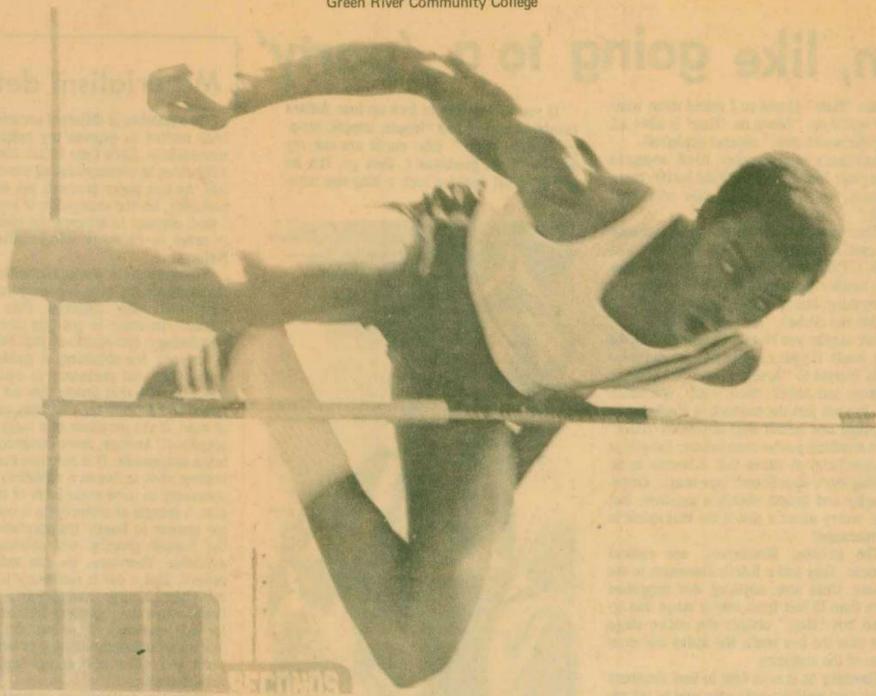
President Nixon and his spokesmen probably refer to them as this "silent majority." Whether or not such an elite group exists can be and is debated by many.

A cry is heard from many about ecology and the rising taxes, inflation and other choice subjects but actions have been seldom in the past.

As a lover of the outdoors, nature and the activities that can be enjoyable in the pleasant summertime, this reporter, is often taken back at the hypocrisy of people that destroy our outdoors with their litter and other abuses. These people are most likely a minority but it only takes a few to destroy the looks of a beautiful park or beach.

All of us are guilty of such acts which are detrimental to nature, but the garbage facilities provided around our campsites should be a constant reminder.

Let us all save a few tax dollars and donate to the trash can of our choice!



STATE CHAMPION LEADS GATORS TO THIRD PLACE

Phil "Flip" Floyd is shown clearing the bar at 6-5 in the division meet in Auburn which he won. "Flip" went on to win state last weekend at Spokane, the only first place winner from Green River. The Gators won third place in the state competition, the highest finish at state in the history of track at the college. The team this year broke several school records.

—Photo by Terry Chubb

Yakima wins state C.C. baseball title

Defending state champions Yakima dropped the Green River Gator baseball team 13-4 May 21 at Centralia in the opening action of the 1970 state championship.

Green River was eliminated May 22 with a 3-1 loss in the hands of Bellevue Community College. Bellevue captured first place in the western division of the league.

The battle between Bellevue and Green River was a fight against elimination which saw a tough pitching game between Kim Estrada, Gator starter, and Bellevue's Larry Kurmish.

In the opening game against Yakima two big home run blasts led to the breaking apart of a tight game. Chris Lincecum, the losing pitcher for the Green River nine, gave up a bases loaded grand slam in the fifth inning and Ken Carmack gave up a three run shot in the seventh frame.

Lower Columbia and Yakima battled for the championship May 23 with Yakima taking the crown for the second straight year.

Linksmen find victory

GRCC linksmen finished off the season with an upset victory over Olympic Community College last Friday at North Shore Golf Club.

Sparked by a 75 by Terry Hoggart, the gears of the GRCC machine got moving as Dan Benson carded an 83, Dick Zugswert carded an 81, and Tim Robinson grabbed the win away from Olympic with a par saving four foot putt on 18 for an 84.

GRCC was without the services of Len Mitchell and Kevin Van. The low for the season by GRCC was 306, which is the composite of the four best scores from the match earlier in the season at Everett.

Returning next year for the GRCC team will be Len Mitchell, Terry Chubb, Jim Kennelly, Tim Robinson, and Dick Zugswert. The season record for this year was 9 and 7 as Dick Joy, the golf coach said "we had a fair season".

Terry Hoggart entered the state tournament at Fircrest Country Club in Tacoma last Monday. The results were not known.

Dean leads Gator netters

An entire squad of Green River Gator Freshmen netters were dropped from competition at Yakima last weekend before the finals of the state tennis championships.

Although the Gators traveled to Yakima with one of the best records in the state they were dropped early because of the luck of the draw.

Craig Dean advanced the furthest in the competition of the Gators when he reached the quarterfinals defeating the number one Everett player 6-3 and 7-5. Dean was playing with a possible injury and appeared to be bothered by pain during the tourney. Bruce Radford also won his first match but was eliminated in his second match.

Craig Shuman and Tom Harvie as well as the Green River doubles teams were all eliminated early in the action.

Next year the Gators look to be in strong contention for state honors with all varsity competitors returning from an outstanding 10-3 record as a first year tennis team.

HELP WANTED — MANAGERS
Mature young couple to manage 32 unit building. Free rent, utilities and phone. One child okay. Call Mr. Dick Bybee, AT 3-1400, Seattle.

Barnard discusses student unrest, Nixon, unemployment

continued from page 1

Many people say that there is just one issue that is dividing the country, but this is not at all true. The war is just a key issue.

When you are spending 70 to 80 per cent of every dollar on the defense budget, and a good percentage of that is spent directly on Viet Nam, this has ramifications for all other issues.

One may be working for certain racial issues, legislation on civil rights; he may be for some environmental provisions in Congress, but it doesn't do enough good to be concerned about these things if you can't find them and the war is prohibiting our funding of certain things that are just as necessary to our survival as certainly the war in Viet Nam.

CURRENT: With that in mind, what does the climate of the current unrest illustrate to you?

BARNARD: Well, it is not entirely a new phenomenon. We have seen student unrest and populist unrest about issues like war before, but it appears to me that it has never before been quite this widespread. Certainly the increase in population indicates that there are probably going to be more students, per se, involved anyway. But it seems to me that the quality of this kind of demonstration indicates across the country that there is a very deep seeded concern among young people in the issues such as war, environment, race, etc.

Perhaps this is a more profound and more learned interest than we have had in the past. Most students that I have encountered are quite knowledgeable about the issues and I would say many of them are more knowledgeable than their parents.

I think it needs to be made clear too, that demonstrations are not composed totally of students. A lot of people that are no longer students, those that have been students in the past, but in the age group of 25 to 35 even up to 40 and 50 are involved in these demonstrations. This is a widespread thing involving not just students, although I would say the momentum, the impetus, has been established on campuses across the country. But I do think, through my observations of history, this is probably the most widespread dissent on any single, major issue since the civil war.

CURRENT: Would you please give us your opinion of President Nixon, his handling of the presidency and his policies.

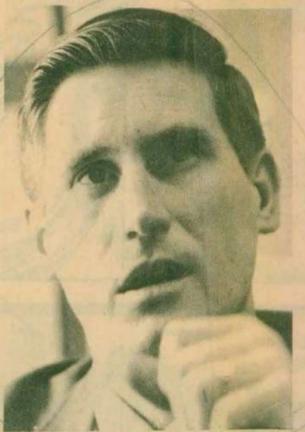
BARNARD: I think Nixon has shown himself to be an astute politician. I think what he has done is to really steal the thunder from some of the major thrusts of the democratic party. That is, his "Philadelphia plan," as it relates to minority hirings on jobs, is probably one of the more significant movements forward in forcing labor to employ racial minorities than anything we have had in the past. There are a lot of people who do not agree, myself included, with some aspects of that "Philadelphia plan," but the critical thing is that they have made a critical step further than any democratic administration has made in the past toward implementing a racial minority program into the labor unions.

I think Nixon's statements, his State of the Nation and State of the Environment statements of this year have stolen more of the thunder of the democratic party. The democrats have been the party that have claimed, at least in the past, to be the major proponents of environmental legislation. But no president has ever given it in a major address, the emphasis that Nixon gave it in his. I don't think we have seen a great deal of legislation come about because of that, but certainly the fact that it was made as a presidential policy statement has some significance and certainly, even if or when the democrats do take the presidency, they will not be along in this. They will not

be able to claim that they are solely the party of environment any longer.

I think he has indicated his ability to be a politician, as well, in the very way he handles himself in press statements. A lot of people don't like the Nixon method in press conferences. He may appear to be subdued, perhaps nervous at some times, but on the whole, from my observations, he has handled himself very coolly.

The last issue, the Cambodian thing, one of the major thrusts of his speeches, he has taken on sole responsibility for this. Doing it in an election year, which is something no politician, especially a president ought to do, that is, raises a major issue in an election year and going ahead with it and admitting that he has sole responsibility for it, can be interpreted as a rather courageous thing. I think that it is simply saying that some people are going to identify with him, and say, gee, the poor guy, I will stand behind him because he is really putting his neck on the line. I think he did it in such a way that he will develop some kinds of empathy for himself on the part of people. I see an astute politician working in making these statements and I think he has done very well in that regard. He is no fool.



Nixon: "He is no fool."

CURRENT: How do you feel he has handled his domestic policies?

BARNARD: Well, there are lots of things with his domestic policies that I would personally disagree with. If you have asked me as a political scientist, I think he is having the same types of problems that almost all presidents have had in the last 30 years and especially since the second world war.

We have had a president of one party and a Congress that is split and generally the majority of another party, or at least the president doesn't have a large enough majority to really say he has control of Congress. And Nixon is certainly having the same problem. He doesn't have control of Congress. I think some of the things he has been able to do have backfired on him. Certainly his handling of the supreme court situation was a very bad example of statesmanship and perhaps, up to the Cambodian issue, his greatest blunder.

But he has been able to implement some of the more conservative policies we expected when he was elected. His changing over of the Health, Education and Welfare Department, or some of the functions of the HEW, his cutting down of certain kinds of funds, like the Head Start funds and some of these others that have been primarily poverty or welfare orientated programs, are

things that we could expect and he has been able to get them through Congress. I would have to say, for the kind of things he wanted to do, he has been fairly successful, but not totally do. But no president has been totally successful.

Nixon has been able to do some of the things he had intended and people expected him to do. So, overall, up until the Cambodian issue, my assessment of the situation was probably were the election held tomorrow, he would be re-elected. Now, the the Cambodian issue, I am not entirely sure. We won't know for sometime until we get some perspective on people's feelings, but up until then, I thought he would have no chance of losing the election if it were held in the near future.

CURRENT: In relation to the current student movements on the campuses of the U. S., which ones do you feel are legitimate? Which ones do you feel are not really worth listening to and just how do you feel about the current student movements? What do they show to you?

BARNARD: Well, I think they are all legitimate. It depends on how we define the term, legitimate. But I think they all express a particular opinion, that people have the right to hold their opinion. As with many movements, as seen historically, the student movement today, as a whole, is very fragmented and there doesn't seem to be a single organization that is coalescing all of them. The SLF and the SDS among others are all fragmented from within. The SLF is primarily operated as a rather loose organization. Some of the units within it are very militant and others are more peaceful oriented in method. It is very difficult to assess a single organization today, because it is made up of many different parts and virtually all of the organizations we have seen are of that same kind.

I think some of the major ones, the Moratorium Committee at the national level, for instance, have been extremely effective. They have had not just students on that, they have had all kinds of people on the Moratorium Committee. The organization ability has been extraordinary. I see that as probably the most successful, from a political point of view. The others are too fragmented or too small without major alternatives being presented.

CURRENT: What do you think of the theory as voiced on the recent NBC program "Our House Divided" that there will be a rather large backlash movement in labor this summer.

BARNARD: I think that this is a possibility. Labor is having their significant problems because of the economy. Unemployment is very high. Labor feels, on issues like the war and race, primarily conservatively. If people



"Labor is having its significant problems because of the economy."

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Foreign aid: "We need a Hell of a lot more of it."

are out of jobs as well, they certainly aren't going to be very happy.

CURRENT: How do you feel about our foreign aid policy and its administration?

BARNARD: My personal philosophy about foreign aid is that we need a Hell of a lot more of it. It doesn't appear to me that we are going to convince a great many people in this world that we have a system that is humane, that is concerned about them unless we are willing to spend on them.

Verbalization of a policy really doesn't mean a great deal. Our Foreign aid has been going down for the last ten years and especially during the last three or four sessions of Congress. Part of that is a philosophic approach. That is foreign aid isn't doing what it is supposed to do. It all depends on what you expect it to do. It depends on what kinds of strings we want attached to our foreign aid programs.

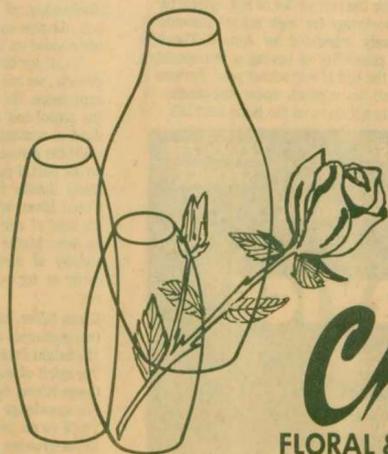
It takes a great deal of knowledge and thoughtfulness to say that I am willing to give up some of my fun to give to someone else who may not in return have the same kind of government. I have or the same kind of economy. Not many people have made that decision and probably many have gone the other way.

Unless we can obtain benefits from a country, or develop a system like ours, many have decided we will not give them foreign aid. Part of the disillusionment of foreign aid is the administration of it. Many organizations within the government deal with foreign aid and one department does not have sole responsibility for its administration. A lack of consistency is confusing to many other people and other nations. It appears to me that our system is not going to appeal to very many people unless we are able to back up our verbalizations with some kind of commitment. It has to be an economic commitment.

CURRENT: What specific role do you think the US should play in foreign countries?

BARNARD: I don't think she is the world's policeman. We tried it at the turn of the century in Latin American and it didn't work.

KEN STORM
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