

# Bomb threat brings mixed reactions

A bomb scare on the Green River campus last Thursday resulted in immediate evacuation and the cancellation of afternoon classes.

AN ANONYMOUS phone call to President Lindbloom's office warned that a bomb was scheduled to go off in the east side of the Holman Library, in the Humanities and Social Science Buildings and the Trades and Industries Complex at 2:15 p.m.

An announcement over the intercom asked all students in the Holman Library, Humanities and Science, and Trades and Industry complex to evacuate the buildings immediately, but a reason was not stated. Students were asked to gather on the football field or in the Commons, away from the buildings. Shortly, everyone was then asked to go home and told that the rest of the afternoon classes would not be held. Doubt existed as to whether or not evening classes would be held.

THE KING COUNTY Sheriff's Department and the local fire department were called

immediately. A search of the buildings revealed no bomb or any type of explosive.

"It's a sick kind of joke," said Earl Norman, Dean of Students. People could get hurt in the evacuation attempt and when classes are cancelled it causes a lot of inconvenience for students, some of whom had just driven 50 miles to class, Norman continued.

MIKE MCINTYRE, Director of Student Activities expressed disbelief that anything like a bomb scare could happen at GRCC because the campus hadn't had any kind of violent or radical problems.

The person who made the phone call was "frustrated with life in general," McIntyre speculated. Anybody that would threaten without cause can't be that healthy, he added.

McIntyre said that after being phoned the news that a threat had been made he thought precautions should be taken but after a while he doubted that there really was a planted bomb.

STUDENT DICK Chambers, Tacoma sophomore, in the ST building at the time,

said his entire class including the instructor decided to evacuate even though the ST students were not asked to.

Chambers figured it was a bomb and not a fire because students were asked to evacuate only three buildings.

"They didn't want us to panic, that's why they didn't tell us why we were supposed to evacuate," he said.

"I'd just about kill the guy if I caught him," Chambers said.

"WE DON'T HAVE race problems around here... we're too quiet... I'd wish it would stay quiet," Chambers answered when asked if he thought GRCC would have any more bomb scares.

Enunclaw's Barbara Angle, 19, said she had just arrived on campus when the evacuation announcement had been made.

She said she knew immediately that it must have been a bomb threat, because it was "just like in high school." Miss Angle explained that there had been many bomb threats at Auburn High School and she

guessed it was just a reaction to automatically think of a bomb.

"I DON'T SEE why people think they have the right to antagonize the school, it's employees, and the over-all situation, said newly elected senator-at-large, Dave Merrifield.

Somebody that would make a bomb threat has to be sick, Merrifield said.

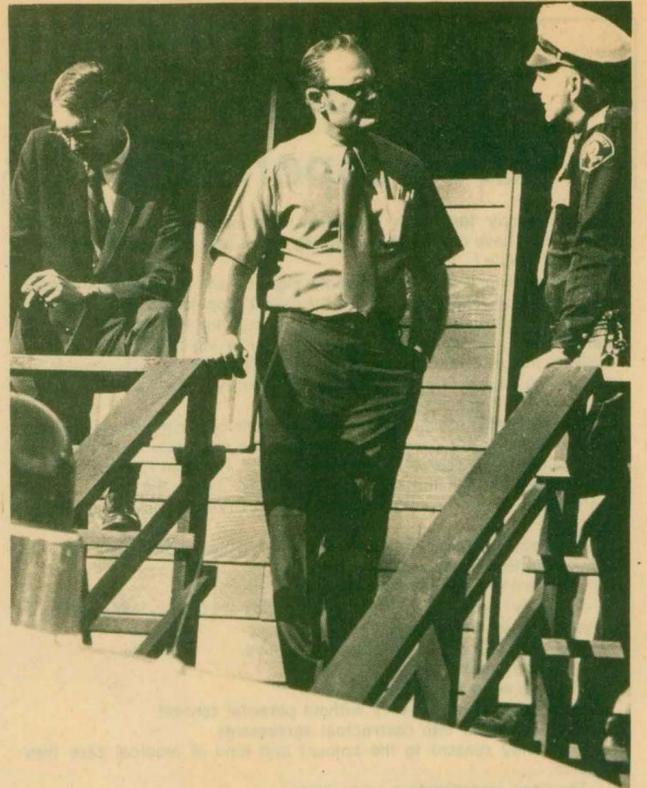
"It was probably a student who didn't want to come to afternoon class," he continued.

MERRIFIELD WAS "mad" because his class was interrupted and said that people have to pay for their education and all these people get deprived when something of this nature happens.

Kathy Wise, Tacoma freshman and newly elected cheerleader said she thought it was a fire alarm.

"In a way it was scary, but it wasn't all that bad," she said. "It was good to get out of class, and I didn't think we would get blown to bits," she added.

"I don't know if we will have any bomb scares or not, because it depends on who is setting the bombs," Miss Wise concluded.



NO BOMB HERE

Dean of Students Earl Norman, center, is very concerned as he discusses last week's bomb threat with a member of the King County Sheriff's Patrol. An extensive search of the campus was made, but no explosives were found. --Robinson photo

## GREEN RIVER CURRENT

Vol. VI No. 4 Green River Community College Auburn, Washington 98002 Thursday, October 15, 1970

### Farrell, Cosgrove to represent Frosh class

Newly elected student government officials are: Maurice Merritt, Greg Santoru, and Tracy Shier, sophomore senators; Dave Merrifield, Skip Powell, and Mark Weaver, senators-at-large; Caren Caldwell, Robert Sanchez, and Jeong Sook Lee, freshman senators; Tim Cosgrove, freshman vice-president; and Viola Farrell, freshman president.

Voting was originally scheduled for October 7 and 8, and was postponed until last Wednesday and Thursday. The postponement was the first official action of the newly appointed

judicial board, which pointed out several problems in the running of the elections. Among other things, the elections were not supervised by the board, and several candidates had used school materials for their campaigns, which was termed "un-constitutional."

"The elections weren't very exciting," commented one candidate. "I was surprised I won because I didn't really do anything. The attitude seemed to be that they weren't very important".

### Violence could affect vote 19

"Assuming there are no violent demonstrations October 31, HJR #6 will pass," stated Steve Kendall, Auburn co-ordinator for the Vote 19 campaign during an interview last Thursday.

KENDALL WENT ON to say that violence by radical groups could cause a backlash at the polls against all 19 and 20 year-olds.

"The SDS is publicly opposed to Vote 19 because 0 19 and 20 year-olds are franchised, SDS loses its reason for fermenting discontent," said Kendall in reaction to a question about violent student groups.

Doorbell and speaking at coffee hours and groups are methods Kendall and his organization of Auburn youths have used to get their point across.

When asked about voter reactions to doorbelling, Kendall said, "Some people are surprised we are actually out doorbelling, but the usual reaction is one of indifference. This doesn't bother us, because we don't come on

like Ralph Williams. We merely introduce ourselves and hand out a tabloid and a flyer."

ACCORDING TO THE Secretary of State's office, 65 percent of all Washington state's 19 and 20 year-olds are not students. These 65 percent are in the armed services or working, paying taxes, buying property, and in short starting their adult lives. "Unfortunately these people form a so-called silent majority. The one-tenth of one per cent involved in violent demonstrations are far more newsworthy than the guy working in a gas station," said Kendall.

Seattle Police and FBI information showing that 85 percent of all those arrested in the Federal Building incident were 23 or older, and one of Kendall's bar graphs depicting the 1.8 million registered voters compared to the 126,000 total 19 and 20 year olds appeared to have the biggest effects on parents at the combined PTA meeting held at Chinook Elementary last Thursday, October 15.

### Trustees endorse vote 19

Reports to the Board of Trustees October 15 were as follows:

Steve Kendall, chairman of the Vote 19 campaign in the valley area, presented arguments for "vote-19". He urged the board to favor the measure which the board did.

DEAN FUNDINGSLAND presented to the board the physical education waiver criteria and procedures. The board did not take immediate action, but the measure will reappear on the November 19 agenda.

The board accepted, with regret, the resignation of Dr. Raymond Needham. Appointed to Needham's position as Dean of Instruction was Arthur Binnie, director of vocational technological education. Replacing Binnie will be Joe Werner, current chairman of the business division.

A SPECIAL ELECTION took place to determine board vice chairman for the remainder of the 1970-71 school year. Dr. Richard Eidal was chosen.

Plans were made to obtain a representative committee, consisting of faculty members, who will assist Dr. Melvin Lindbloom in developing the criteria for the selection of a Dean of Instruction. "I anticipate that the

process of review of applications and the screening of applicants will take the remainder of the 1970-71 school year," stated Dr. Lindbloom.

DR. SHAW PRESENTED resolution number 18, regarding intercollegiate athletics at GRCC, which was accepted by the board. The resolution reads:

"The Trustees of GRCC have recently reviewed and considered the total Athletic Program as it has existed at the college in the past and is planned for the immediate future.

DUE CONSIDERATION has been given to the number of students involved in the Athletic Program, the value of the program to these students, to the college, and to the community as a whole, and the cost of the program.

The Trustees recognize that the Athletic Program at GRCC is and has been a dynamic program, sensitive to the interests and desires of the student body.

BE IT NOW resolved that the Board of Trustees does reaffirm its endorsement of the Athletic Program at GRCC as it has existed in the past and as is currently planned for the immediate future."



VIOLA (SAM) FARRELL



TIM COSGROVE

### Student participation discussed

The College Governance Committee discussed subcommittee reports last Thursday on the role students should play in governance.

Five areas of student participation were considered:

- budgeting and fiscal management;
- selection, retention, and promotion of faculty and administrative staff;
- development and enforcement of rules of conduct for students, faculty, administrators, general policy development;
- and, curricular design, content of courses, and methods of instruction.

PRESENTING THE proposal of the budgeting and fiscal management subcommittee, Earl Norman said that under the present system of budget planning there is no way to negate the final decisions of the dean of students. The subcommittee proposed that a committee including student members and chaired by the dean of students be formed to plan the budget. Under this proposal the dean would have veto power, but the committee would override the veto by a two-thirds vote.

The budget-planning committee would have the power to appeal to the college president, who could veto or approve their plan. The president's veto could also be overridden by a two-thirds vote of the committee. The matter could then be appealed to the Board of Trustees who would make the final decision.

MIKE MCINTYRE suggested that the committee be composed of seven voting members: four students, two faculty members, and one administrator. The Dean of Students and one member of the Board of Trustees would attend meetings in an advisory role only, without voting power.

Hearings held by the committee would be open to all interested faculty and students, but the final planning meetings would be closed, according to the proposal. The hearings would allow interested parties to suggest their own budgets to the committee.

IT WAS ALSO suggested that divisions hold

open hearings to plan a budget proposal which would be submitted to the committee.

The proposal stipulated that students could take part in the planning stage of the budget only. They could not participate in budget negotiations because of a state law which prohibits this. Students could, however, act in an advisory capacity while the budget is being approved by the dean of instruction and the president.

STATE LAWS regulating the retention and promotion of faculty and administrative staff present barriers to student participation in this area, John Barnard reported. After a teacher is hired, he said, the law sets up the process of probation including evaluation, recommendation, granting of tenure, and firing. For the purpose of evaluation the law establishes a review board composed of faculty and administrators, but excluding students.

If a teacher is to be dismissed, Barnard went on, the committee which makes the decision has to take advice from all concerned persons. This law could be interpreted to include students as concerned persons, said Barnard.

STUDENTS COULD participate in the hiring of faculty and administrators. According to Barnard, no law governs the selection process.

McIntyre suggested that students could be involved in interviewing candidates for the positions of dean of instruction, dean of students, president, and director of student activities. McIntyre thought it would be too unwieldy for students to take part in the interviewing of all faculty applicants.

DAVE SWENSON presented the report of the subcommittee on the development and enforcement of rules of conduct for students, faculty, administrators, and employees. He proposed the formation of a committee which would develop and periodically review rules of conduct. The committee would be com-

(continued on page 4)

### Art Binnie appointed Dean of Instruction

Art Binnie has been appointed acting Dean of Instruction by Dr. Melvin Lindbloom, president of GRCC. Binnie will be replacing Dr. Needham until a permanent dean is appointed. Joe Werner was appointed by Needham to fill Binnie's position as Director of Vocational-Technical Education. The appointments become effective November 2, through the remainder of the 1970-71 school year, when Needham leaves to fill a presidential post at an Oregon community college.

Binnie graduated from Colorado State University, getting his Bachelor's degree in Vocational Education in 1967. In 1968 he earned his Masters Degree at Washington State University in higher education and personal services.

Born in Black Diamond, he has lived in the Seattle area all of his life. He worked for the Boeing Co. in Seattle-Renton for five years as a supervisor in professional training unit and in the engineering department for ten years.

During this time, Binnie went to night school and majored in Vocational Education. He went to Colorado State University for three summers to get his degree.

Binnie is married, and has five children, their ages ranging from six to 18 years. Binnie

and his family now live in Burien. Some of Binnie's new duties are making sure things run smoothly until a new dean is chosen, and is responsible for the administration of the instructional program of the college.

Binnie said, in reaction to his appointment, "I am pleased in the confidence that the president showed in selecting me. At the same time I am somewhat overwhelmed at the responsibilities that will have to be carried out." He continued by saying that "My major goal is to continue after Dean Needham's example of keeping instruction in tune with the needs of the faculty and students."

Werner graduated from Washington State University with a Bachelor's Degree and went into the retail business for 20 years. He worked for various national chain stores and was made president of a local chain of variety stores, The Value Stores Inc.

His desire to become a teacher led him to earn a Masters of Business Degree from Pacific Lutheran University in Tacoma in 1968. He has been teaching for four years, and two years ago was appointed division chairman of the business division. His duties now are three-quarters of teaching and one quarter of administering.

Werner is married and has two grown children, both in college. He and his wife live in Tacoma, and have lived there all their lives.

Werner commented that he looks at his new job as a "real challenging job", and that "I have always had a practical approach to education which fits well in this job".

Several of Werner's new duties are responsibility for government programs, such as the MPTA (man power development training agency); assist the Dean of Instruction as to occupational education curricula; and know the state and Federal laws in relation to vocational programs.

### Tax symposium continues

Green River is offering a symposium on tax reform today at 7 p.m. the symposium began yesterday. The symposium which is free to the general public will be held in the Performing Arts Building on GRCC's campus.

Glenn Paschall, Governor Evans' legislative assistant, presented the governor's case for passing the tax reform package yesterday.

Participants for the session today, will be A. (Bud) Shippoch, 47th District State Representative (Democrat) and Dr. Stull Holt, representing the King County Democratic Central Committee. They will present the case in opposition to passage of the tax reform package.

Question and answer periods will follow tonight's presentation.

## Historian examines society, current political issues

A reporter for the Current recently interviewed Nigel Adams, a teacher who has been described by various people on campus as "interesting", and "flamboyant". Adams has taught Asian Studies, World Civilization, 20th Century Asia, Econ 200, Reading 71, and Econ 90 at Green River.

He was assistant basketball coach for two years, during which time the team placed second in the state. He has a BA in Education, and MA from Western Washington State College and is now working for a Ph.D. in history at the U of W.

Adams has been working on a book for five years, is now serving as chairman of the Social Science Division Scholarship committee. Actively involved in politics, he participated in the Soos Creek Ecology Study, and helped plan Earth Day activities. He is now involved in an "Asian Studies" program with five students from Green River.

Current: Do you like people?

Adams: Yes, I do. But are students people?

Current: Don't you think they are?

Adams: well, perhaps they're on their way to becoming people. Maybe they're almost



"... But are students people?"

people. Current: Do you try to help them? Adams: Let's say that's one of my jobs - to discuss with them the proposition of being a

civilized person. Current: Changing the subject, could you define why you think Asian studies are important?

Adams: We've traditionally been a society that looks to the Atlantic. But we live in the Pacific and many of our problems have been in the Pacific realm. A good deal of World War II was spent in the Pacific. China has been a problem, Japan's reconstruction and its new economic role is something that has to be appreciated. We have been in North Korea in the Korean campaign. And no one has to tell you people about Vietnam. There's always the problems of large underdeveloped nations like India and Pakistan. So I think they're important areas to study.

Current: Many students of your History 231: Asia in the 20th Century course enjoy the approach you use. What is your approach and why do you think they enjoy it?

Adams: We're set up around problems in modernization. We deal with a topic for three weeks at a time, taking history and putting it around a problem. Students take part in a seminar, give and take situation.

Students have responded in a very good way to this. The seminar goes beyond the traditional class session of 50 minutes a day. Sometimes we go on into the night. We work on particular problems in the areas of Japan, China, Southeast Asia, and Southeast Asia's modernization problems. Of course, we deal with the India-Pakistan difficulties that have existed.

Current: On a broader scale, how do you think history will view the past decade?

Adams: Man, in writing U.S. history of the sixties, may perhaps start off by writing that this was the decade the American Man Child grew into maturity and could not escape his responsibilities internationally as an adult. This coming of age would be the United States finally finding itself and placing itself into world perspective. It's going to be viewed, I think as a decade led by the United States in world affairs, perhaps because of its international preoccupation not necessarily being able to solve a lot of its difficult problems. It will probably also be viewed as a period of time of great hope.

The period of the sixties was characterized



"... an absolutely marvelous decade..."

by the greatest toleration ever allowed or ever seen, I think towards the right to protest, the right of free speech, and the right to dissent in the American society. At

the same time, the nation was never more besieged by so much differing viewpoint which really could have been seen by other societies as a sign of weakness instead of strength. I think the decade will go down as an absolutely marvelous decade because it put us, as a world, into perspective. It tells us then, that the seventies will not only be a period of looking back, but thanks to what we did in the sixties, a time of looking inward towards man. I think in that sense we're already on our way into the age of perspective, the age of Aquarius, with a good head on our shoulders.

Current: In the last year of the decade, President Nixon was inaugurated. How would you evaluate Nixon as opposed to other presidents?

Adams: One has to drive through middle America, the Midwest, and other places besides the industrial centers of either the west coast or the east coast to fully appreciate the effect of Nixon's low profile attempt in American politics. Nixon is a political man. But he did perceive what the problems were in 1968 and even though he

(continued on page 2)

Editorial & Comment

# 19 year-olds are responsible

A philosophy that both supporters and opponents of the vote-19 referendum have claims upon is voting rights and adult responsibilities are inseparable.

Nineteen- and 20-year olds have the right to vote because government policies concern them as much as the over-21 population. Sixty-five percent of 19 and 20 year-olds are already participating in the so-called adult world. These people are not students; they're job holders, taxpayers, soldiers, husbands and wives and parents. They stake a claim made by people who have sought equality through history -- the right to vote and the right to influence their own lives.

Adult responsibilities do give the young their basic right to vote. But to gain a sense of perspective, let's switch the emphasis from rights to responsibilities by rearranging the argument: The right to vote gives the young adult responsibilities. In Washington State, the legal age of maturity is 18 and the consequences of maturity are many according to our laws:

- Eighteen year-olds may be tried in adult courts and they may be committed to federal and state prisons.
- They are excluded from compulsory education.
- They pay taxes. Approximately \$50 million are paid in taxes by 19 and 20 year-olds in Washington.
- Eighteen-year-olds may sue and be sued.
- They may make wills.
- They serve in the military.
- Persons of 18 may marry without parental consent.
- They can enter into contractual agreements.
- They may consent to the amount and kind of medical care they receive.
- They can incorporate a corporation.
- Effective upon the passage of the Vote 19 referendum, 19- and 20-year-olds may be called for jury duty and run for public office.

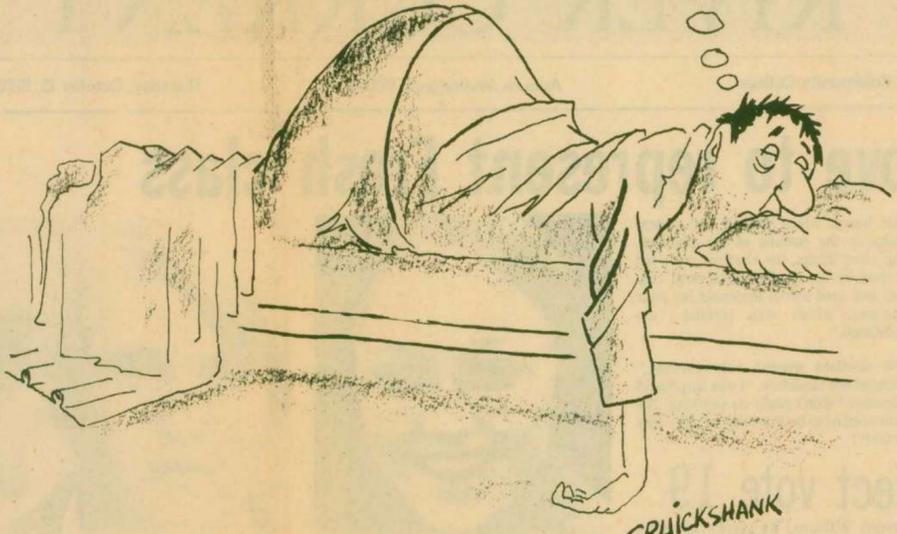
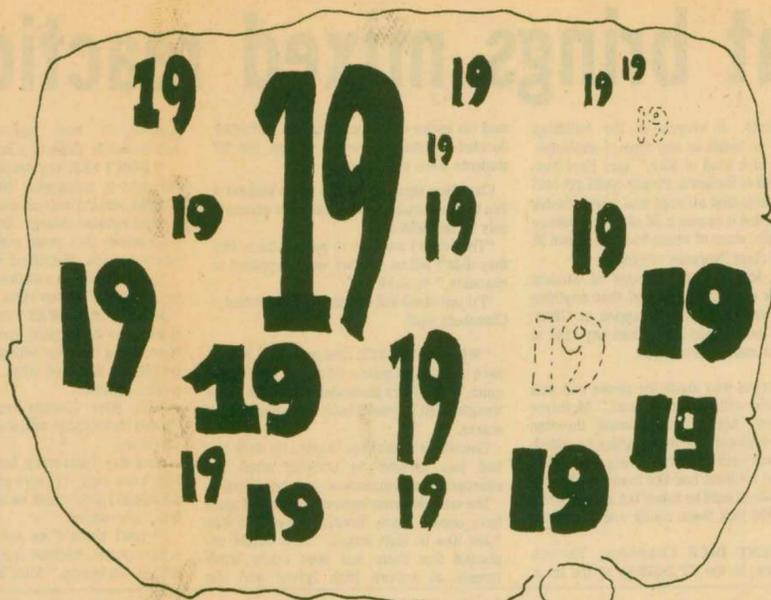
Although opponents of vote 19 say 19 and 20 year-olds are too immature to handle voting responsibility, there has been a great push for a legal recognition of 19 and 20 year-olds' maturity. Congress has passed a federal law which will extend the voting age to 18, effective January 1, 1971.

The act consists of amendments to the federal voting-rights law. Because it is not an amendment to the Constitution, Oregon, Idaho, Arizona and Texas have challenged the law.

The challengers are not arguing 19 and 20 year-old rights or maturity. They are arguing on a state-rights stand, claiming that only a constitutional amendment may lower the voting age. The Supreme Court began hearing the arguments last week, but it is not expected to render a decision before the November 3 election.

Perhaps an indicator of what the Supreme Court decision will be is the decision made by a federal court in Washington, D.C. Challenged by a group of New York citizens, the new law was held to be constitutional by three federal judges of that court.

Although 19 and 20 year-olds base their voting rights on the adult responsibilities they already have, the expanding legal definition of 18, 19, and 20-year-old maturity shows that the vote is among many of the consequences of adult life.



19 Year old vote...A Dream or a Nightmare?

Letter to the editor

## Anti-abortionist has oversights says student

Dear Editor,

I have great respect for someone like Mr. Lyle Lindblad. He has an exceptional ability for oversights and deliberate misrepresentation, plus the ability to accuse his opponent of mudslinging while in the same breath do some of his own.

In a speech against the vote-19 issue at Chinook Elementary during a PTA meeting, he quoted a flyer given out by his opponent as saying "Only radicals oppose HJR 6 - Vote 19" He then made statements regarding crummy journalism, yellow journalism, and general mudslinging. Perhaps Mr. Lindblad's copy of the flyer said that, but the 300 flyers handed out to the audience did not have the word "only" printed on them. This showed great political prowess reminiscent of McCarthy.

Members of the audience with 20/20 vision were not allowed to point out his mistake, because Lindblad was unable to attend the follow-up discussion group because of a political banquet.

I resent the label of child bestowed upon me by Lindblad. It would be a sorry society that taxed, tried in court as an adult, sued, or allowed children to fight for their country. Eighteen, 19, and 20 year-olds have these rights plus the right to marry without parental consent, sign for medical treatment, and to be held responsible for legal contracts as of May of this year.

One seriously doubts if Angela Davis or anarchists or communists are campus heroes as Lindblad stated. Perhaps Lindblad should visit one of those "secular isolated scenes of violence." Maybe even the GRC campus.

Signed, Robert Jamesson

# Historian discusses society, current political issues

(continued from page 1)

was elected by a number of people who were simply turned off by the Johnson administration, as opposed to the democratic administration, he was perceptive enough to see those problems.

When you get away from the city centers, which Nixon did not necessarily win, and into the small towns and the countryside, you can realize just how important this man might eventually become in terms of having some sort of insight. A lot of people, a lot of my friends in the liberal community, may have serious disagreements with me about Nixon. They might think he's the wrong man. Perhaps he could be seen in this area as the wrong man with the wrong economic policy (the higher unemployment rate), but let's face it, he did identify the problems that were bothering middle America. He has taken the next steps of the Johnson policy, not sooner than probably Johnson would have taken them in terms of de-escalation. But he has put the war into perspective, and put it on page four most of the time, or has tuned the media down and helped to rectify, through Agnew, whether you like him or not, a certain imbalance in the reporting.

Who knows what the future holds for Nixon? He has at least created a new atmosphere. As for his chances for re-election, it depends. I would hate to make any predictions but I would suggest that by 1972 the war in Vietnam may, for all practical purposes, be over; the Middle East may still have a stand still cease fire; and inflation may have been checked. For a while, a whole set of human grievances will have been put into order or put into effect and he may be in good shape, whether I like it or not, for re-election.

Current: Why do you have a picture of Mao-Tse Tung on your wall?

Adams: For students, when they come to the door, just like I have the big union movement sticker, pictures of industrial America and other things on my door. So people when they come in will be reminded of a lot of people or events that have taken place in the past and so they will see that I



... by 1972... the war may be over ...

am involved with my historical subject. Not only that, it serves as a healthy reminder to a student that, though legally he has been legislated out of recognition by our society, he nevertheless is a leader of one quarter of the world's people. And that, I think, has to be kept in consideration. Also, he is the leader of Communist China; just as Castro is the leader of Communist Cuba, and just as Nixon is the leader of the United States of America.

Current: At a recent Board of Trustees

meeting, you came in for some praise from a former student for helping him get squared away for future success. What was your impression of the student testimonials during that presentation?

Adams: As students expressing their gratitude, which they should never have done, for being allowed to participate at student fee expense in an interscholastic athletic contest, I was indeed impressed with their statements. Of course few people should try to knock a successful program. There should be a successful program given the number of dollars that are spent from student fees on the model, athletics. It's a good model, but it will not probably be the only place in the future where we will get these types of testimonials, I hope.

I do not think that students in the future will necessarily pull away from the idea of the use of their money for interscholastic athletics and cheerleading and all that fun, fun stuff. But I do think that they will question, as students should, the use of their money. Hopefully, with the instituting of experiments like the learning experiments award we will see more and more student money being given to other than athletic students for academic or other types of vocational extracurricular experiences.

Current: What are some of your other pursuits beyond your life here at the college?

Adams: I just returned this summer from doing some research in labor union records

on a book I'm writing. It's on the history of the Holden Mine, located at the head of Lake Chelan, at one time the state's largest copper, gold, and zinc mine.

Current: Beyond that, what do you do?

Adams: I've been involved in politics. I have been since I was 13 years old. I campaigned very diligently when I was 13, and living in a mining town, for Harry Truman. Since then I've tended to work for more liberal candidates. I've been also involved in



"I campaigned diligently"

trying to do my little bit for Renton by trying to bring a point of view into Renton politics that may not be liked. Nevertheless, I've been involved in it.

That brings me to the subject of Renton students. I've been told I have a bias toward Renton students. I do have a particular bias toward Renton, though I do not live in the area.

Current: Why do you teach?

Adams: I teach because as most everybody

sees it, I can't do anything else, and because I couldn't get a job at anything else. And I was terribly dependent over that fact. No, I teach because I guess probably the greatest and most important contribution a person could make is not necessarily serving his fellow man, but to be a part of the shaping of attitudes and values of a community you're to be a part of for a lifetime. And hopefully I guess I teach very realistically, partly because a long time ago somebody might have influenced me, but mainly because I think that there can be no greater enjoyment than the process of the entertainment of ideas which lead to the creation, ultimately, of a new type of reality.

Current: In terms of human development, where are you?

Adams: Somewhere between 31 and 32, chronologically. Mentally, I think we've all given up on IQ tests. I think I'm somewhere between classrooms rather than committees. We do have a lot of people that believe we're here to serve on committees. I think I'm smart enough to realize my pay doesn't come from serving on committees but rather serving students in the classroom.

Current: Where are you in terms of human development on a scale of one to ten, if ten is excellent and one is the opposite.

Adams: I'm not on an ego trip, but I'd probably say eleven.

# Faculty favors vote-19 measure

The Current last week asked 104 of Green River's 124 faculty members to participate in a poll to determine how GRCC's faculty feels about the up-coming Vote 19 referendum.

Polling by questionnaire, the instructors were asked (1) whether they will vote for or against the Vote 19 referendum; (2) what their reasons are; and (3) whether or not they have been influenced in this matter by student violence in the United States.

FORTY-THREE instructors responded to the questionnaire. The results are 38 to 5 in favor of 19-year-old voting rights.

Of the 38 supporters of the referendum, four were influenced by student violence, 24 were not influenced, and one was somewhat influenced.

Of the five referendum opponents, three were influenced by student violence and two were somewhat influenced by it.

A TEACHER WHO felt he has been influenced by student-caused violence, is nevertheless planning to endorse Vote 19. He explained that he "realizes" that the violence stems from "only a small minority," and that "much of it is provoked by older professional agitators".

Another said that, excluding violence, student demonstrations show concern.

TWO OTHER SUPPORTERS had hopes that the Vote 19 proposal could reduce the turmoil.

"I think the vote is a good first step toward quieting disorder," said one.

"Giving young people the right to vote would give them an opportunity to express their views and wishes," stated the second. "This may relieve some of their frustrations."

REASONS GIVEN BY the instructors in favor of 19-year-old voting rights ranged from "this age group is often better informed than many other older voters," to "they are no less qualified than the rest of us". Some feel that participation in government would increase 19 and 20-year-olds' capabilities as voters. Many believe that the young have the "right" to participate in government.

"A person 18 (or 19) years of age is a member of society and of the United States of America. Decisions by governmental members affect him as much as anyone else. Our decision-makers are elected. Therefore the only logical conclusion is that 18 (or 19) year-olds not only have a right but an obligation to vote."

THOSE THAT WILL vote against the referendum feel that young people are not mature enough to vote responsibly.

Some of the following pro and con arguments offered by GR's faculty seem to provide answers for each other:

"Although the students of today may have more knowledge than those students in years past, I feel that they are very deficient in maturity and judgment as compared to a person 40 years old because of not having to assume responsibility at an early age. (I feel

they should not be drafted until age 21 is if at all."

"The 19-year-old who would actually take the time to vote is an adult!"

"I HAVE CONFIDENCE in the educational system and good sense of our young people. I would extend the right to vote to 12-year-olds to build in the sense of responsibility rather than the discontinuity inherent in the 21-year-old system."

"Many 19-year-olds will be well informed on issues and candidates - at first, anyway. When the novelty of being able to vote is gone - will they choose representatives and officials as casually as they do their college officials? I do not think it wise to add to an unconcerned or uninformed electorate."

"I DO NOT BELIEVE 19-year-olds, as a rule, are mature enough to vote without being influenced by a snob job - as some instructors and special interest groups have been doing on this campus. If there would be more evidence of rational groups organizing to counter-act the radicals - in a law-abiding manner, I would see a definite reason for changing my opinion."

"Despite immaturity a fresh idealistic approach is badly needed."

"I would like to vote for Vote 19 referendum, but at the present I am not impressed with the maturity of our youth, nor am I impressed with their philosophy of life as I hear their music and watch their conduct. The serviceman deserves a vote but not the average 19-year-old."

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# Center helps students to know each other

The human growth center was started to meet the problem of getting to know people in "depth". "On a campus such as ours," said Mike McIntyre, Director of Student Activities, "students have few ways to get to know each other. The student is depersonalized, and often a student and teacher may be intellectually close, but emotionally do not know each other."

The purpose of the center then is being the creation of a new feeling of knowing someone and solving some of the problems connected with school and just being a human.

The human growth center has two activities: the human growth groups and the discussion groups.

McIntyre said that the human growth groups have had good turnouts, with the students and teachers keeping interest in the groups. These groups deal with the assumption that people want to grow emotionally as well as intellectually and physically. These sessions are designed to help people know and trust each other. Students often find that the concerns they have are really quite common, and if you can understand someone else's concerns you can better understand your own. McIntyre also commented that the groups are working with "normal and healthy people, not those who are in need of therapeutic help."

On the other hand, says McIntyre, the discussion groups have had a hard time "getting off the ground". Topic such as the minority affairs program have been discussed; that is, how it feels to be a minority on a campus such as ours. McIntyre could give no reason for the lack of participation in such a group, other than the fact that perhaps people are beginning to tire of talking about it.

If someone is interested in the human growth center, or has any suggestions for topics, he should contact McIntyre in the lower lounge. McIntyre further added that the students should feel free to develop their own discussion programs for the center.

# Jazz-rock, big band era to come alive in spring

Keep March 9, 1971 as a day to remember; mark it on your calendar and don't forget. March 9 is the date set for GRCC's Jazz-Rock Concert. If you enjoy big bands and good sounds don't miss this concert.

Bill Ramsay, outstanding alto sax player from east of the mountains will be featured. Ramsay is one of the finest alto sax players in the West. He will be playing a few numbers with GRCC Jazz-Rock Ensemble.

The appearance of the "Glenn Miller Band" and the sound of "Blood, Sweat and Tears" is what you can expect from GRCC's "Green River Jazz-Rock Ensemble."

Pat Thompson of the music department is planning this event in big band style with visual effects. Thompson says the purpose of this concert is part of the recruitment for

# Students decide class curriculum

Innovations in class structure with students playing a major part in that structure has been going on for a year now - successfully - in Dr. Paul Howard's Linfield College Seminar in Social Problems.

HIS PRINCIPLE is letting the student structure his own course and then carry the responsibility for it.

He believes that thinking can be stimulated in this way and that there is less "anxiety" in a class that students have structured themselves and where they can respond and proceed in more than one way.

Seminar in Social Problems operates on a point system, and each student selects for himself what he will do to gain the required points for passing the course.

HE MAY CHOOSE not to take any tests. Instead he may decide to complete different projects such as reviewing professional journal articles, doing other library research, organizing and participating in field trips, writing research papers, or designing a project to report on research.

Dr. Howard has a "subjective comparison" and student evaluations comparing structured and unstructured classes. He believes that the unstructured - student responsibility approach is often the better for certain classes.

# Gator day nearing

Gator Day is coming to Tiffany's Saturday, October 24. Free admission will be given to Green River College students. There will be two skating sessions, from 7:30 p.m. to 10 p.m., and from 10:30 p.m. to midnight. The only cost will be a 55 cent skate rental.

Tiffany's Skate-In is located between Kent and Renton on the East Valley Highway.

# Exchange news

## NSCC solves parking problem

North Seattle Community College, Seattle, is solving its parking problems. According to the student newspaper, a new parking lot, accommodating 646 cars, will soon be open. The parking cost will be \$10 for fall quarter and \$15 dollars for winter and spring quarters.

The Ebbtide, student publication of Shoreline Community College, Seattle, stated that students will be participating in Project Accomplish. Project Accomplish is a non-profit, non-aligned organization which, working in cooperation with various service agencies, will organize, select, and utilize student volunteers efforts. In short, it is a chance for students to get out and do something about the needs of their community.

Renters at Eastern Washington State College, Cheney, plan to organize a union. According to the Easterner, student newspaper at EWSC, rents have soared amid complaints against landlords. Apartment managers acknowledge the new pricing policy, charging singles a per-person rate, was designed to make it less attractive for single students to rent from them, in favor of the quieter married couples.

GRCC, hopefully bringing promising students from local areas to perform. Each high school will play three or four numbers of "their own thing".

The concert will be held in the PA building from 7 p.m. to 10 p.m.

If you would enjoy an evening of good sounds from a giant Blood, Sweat and Tears make a mental note of March 9 as a day to remember.

# GR to host choir festival

Each spring choral groups participate in a community choir festival at Olympic College in Bremerton. This year GRCC plans to host a Swing Choir Festival of high school choirs and ensembles on Saturday, April 17, 1971.

Approximately 30 swing choirs will be competing in single A, double A, and triple A divisions for first place. Trophies will be awarded for first place winners, and the two runner ups.

The festival will start at 7 a.m. and end at 11 p.m. The program will be open to the public. The creative arts department is sponsoring this festivity.

As not to mistake a Swing Choir with an ordinary choir, a swing choir performs only classical music.

# 'Second Chance' set

Second Chance, a movie that will show the role that members of a family and of a community play in helping a man recover from a stroke, will be shown tomorrow by the Occupational Therapy Club. The 40-minute film will be presented in PA 8 at 12:05 p.m.

# FORENSICS

## A first at GR

This year for the first time, GRCC has a forensics program. The program is part of the communications workshop, co-ordinated by Anne Pym.

Forensics, more commonly known as debate, offers students opportunities to meet and communicate with others. Participants in the program gain self-confidence, quick thinking, and the ability to see both sides of an issue.

Those in the program are given the opportunity to travel to tournaments around the State and the Northwest. The first tournament Green River will participate in will be held October 30 and 31 in Chehalis, Wash.

No previous debate experience is necessary to participate in the forensics program. Anyone interested in the program can contact Miss Pym Tuesdays between 4 and 6 p.m. in the Human Growth Center, and between 4 and 6 p.m., Thursdays, in the lower lounge.

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## Birds really the best?

By John Hasbrouck

Baltimore 4, Cincinnati 1. This year's world series only got to the fifth game. Why? The Baltimore Orioles, out-pitched, out-ran, out-hit and even out-smarted the National League's Cincinnati Reds. The winner is the team which wins the best out of seven.

The Orioles won the first three series games in a row. A week and a half ago, the 1970 world series champs were unknown. Like the third contest, the first two were easy for the Birds.

In the third game the Orioles actually smashed baseball-minded Cincinnati. The injurious score, Baltimore 9, Cincy 3. Every bat-man in the Orioles starting lineup got at least one base hit against six Red pitchers. Baltimore racked up seven homers, two by third baseman Brooks Robinson and a bases loaded grand slam home run by the Orioles pitcher, Dave McNalley. It's the first one hit by a pitcher in world series competition. McNalley is noted for his breaking fastball, not his slim batting ability, but he hit a homerun in last year's world series and a grand slam in this year's regular season play. But I am not writing about last year's world series or Dave McNalley or the infamous Brooks Robinson.

Going into the fourth game of the series, Baltimore was in favor of six to five odds. Cincinnati came back to put the Orioles down six to five after three winless meetings. In the ninth inning, the Reds crossed the plate three times. It's a good thing God blessed them with three before that. Baltimore must have thought that the game was all sewed up at the miraculous score of 5 to 3.

Cincinnati just didn't have any breaks in the last game or any game against the Birds from Baltimore. Why, I don't know! But here are just some of the possible reasons: The Orioles' Brooks Robinson actually demoralized Cincy. What do I mean by breaks. Well, take the pitching, sliders were soon not sliding and curves were hanging like Richard Harris did in "A Man Called Horse".

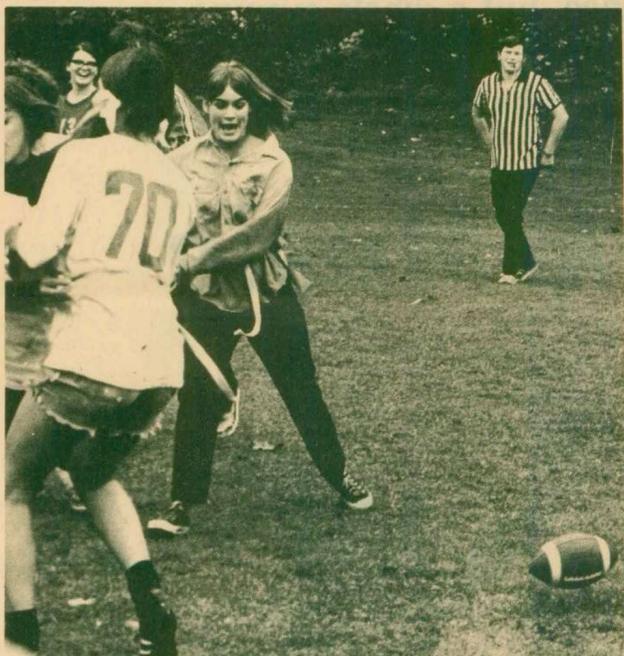
Cincinnati had plenty of leads, but the only trouble was they couldn't keep them long enough to win.

The pitchers kept coming at the Reds and the flies flew to the left, center, and right fields. The only problem about that was they were hit at someone. It is hard for a team or any team to win with only two starting pitchers especially against a team like Baltimore had this season. The Reds used 18 pitchers in the five game series, nine of them in the final game. That goes to show how much the Cincinnati Reds wanted to win.

The Reds had a good team, the only big difference was a player named Brooks Robinson. He went to bat 21 different times, had nine hits, scored five times including two doubles and two homers, with a .429 average at the plate.

Many say Cincy will be back in '71. Who knows, they could. I happen to be one who agrees! Baltimore, well, they're getting kind of old. Who knows when it is going to start to show?

Well the game's over folks! See 'ya next year. More games, more records will go down in the annals of baseball history.



**JUST A MINUTE, EVERYBODY** "Hey, we forgot something," one of the girl footballers seems to be saying as she looks at a loose ball during a moment of Powder Puff action. —Photo by Pat Robinson

## 'Pass the Buck' looking for student support

David L. Calof, State Chairman of the Washington Association of Community College Student Governments (W.A.C.C.S.G.), announced in Seattle the opening of a state-wide finance drive to be called "Pass the Buck to Students." The purpose of the drive will be to raise money to support W.A.C.C.S.G.'s efforts on behalf of the state's 125,000 community college students in Olympia during the forthcoming Legislative Session.

W.A.C.C.S.G. will be asking the Legislature for increased financial aid for students, to maintain tuition costs at their present level, to maintain the incidental fee that finances campus programs (athletics, lecture artist series, newspapers, student government), to allow individual campuses to enact their own codes of conduct without Legislative intervention, and to enact adequate levels of funding for the state-wide community college system.

"PASS THE BUCK TO Students," a kind of tongue-in-cheek plea for funding and responsibility, originated last Saturday at the first W.A.C.C.S.G. general assembly of 1970-1971 at the Sorrento Hotel in Seattle. Student representatives from twenty-two of the state's twenty-three community colleges unanimously called for W.A.C.C.S.G.'s leadership to initiate a responsible community college student lobby to speak in the interest of over 125,000 students in Washington's community colleges. The unanimous vote came after a 30 minute address by Governor Evans telling of a great need for students to become "involved in the political process" When asked whether he believed students should actually lobby, he strongly responded, "You bet I do!"

The delegates were angered by recent, irresponsible acts of violence on campuses, and they felt the need for students to become responsibly involved in the political processes

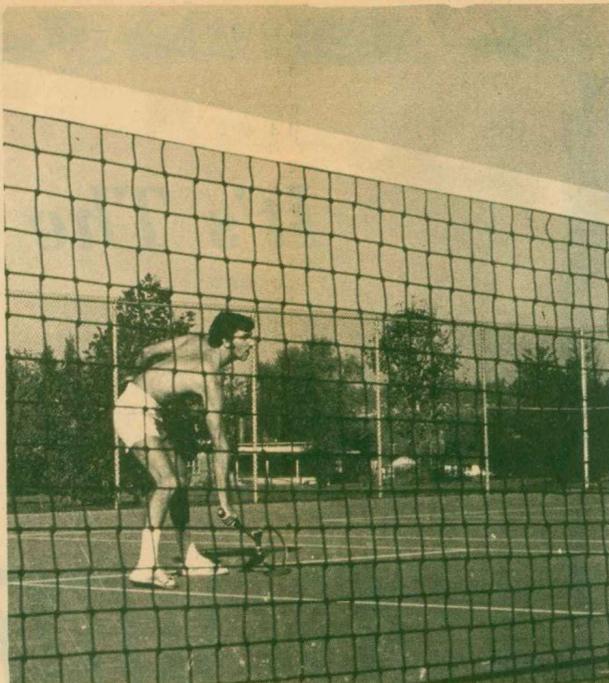
of democracy. They also unanimously passed a resolution for W.A.C.C.S.G. to do all in its power to discourage individuals or groups from executing violent acts.

Calof stated, "We are of the mind that violence can only foster further violence, frustration, and polarization. If we want to make America into a fit place to live and set out to meet her many problems, all elements of society have got to work together harmoniously. Violence, and tolerance, and emotionalism is dysfunctional as it creates more problems than it solves. I only hope that the citizens will respond to our "Pass the Buck Campaign" so that we will be able to work intelligently, logically, and sincerely with the State Legislature."

"PASS THE BUCK TO Students" will feature a state-wide door-belling effort, fundraising dinners, local sales of soft-goods and services, individual contributions, and a variety of other means.

The entire lobby effort will be coordinated by a non-paid volunteer staff who will reside in Olympia during the session. Dario Ybarra, a Mexican-American student from Yakima Valley College who has had extensive experience in community programs and services was unanimously endorsed by the W.A.C.C.S.G. assembly to serve as coordinator for the entire project. Appointments for key positions will be released within two weeks.

"Pass the Buck to Students" will kick off this week with extensive contribution drives on each community college campuses in the state. CALOF STATED, "We are strongly counting on the citizens of this state to recognize the responsible, sincere nature of our program, and help us realize this, our fondest dream. Simply, we are asking for responsible citizens to "Pass the Buck to Students."



**COLLEGE NETTERS STAGE TOURNAMENT** A cameraman peers through the net at action in last week's intramural tennis tournament. Winner of the singles division was Ted Hollar, freshman from Tyee High School. —Photo by Terry Chubb

## Tennis tourney winners announced

The Recreational Tennis Tournament was continued through the week of October 12 with the finals being played October 17 and 18. The winner of the men's singles division was Ted Hollar, a freshman from Tyee High School. Last year he and his partner Steve Blackman placed fourth in doubles at the high school state tournament.

He defeated Tom Harvie, a varsity letter winner on the GRCC team, 6-1, 9-7. Harvie, 1969 graduate of Franklin Pierce High School (Tacoma) went to the State High School

Tennis Tournament in his senior year as a representative of the South Puget Sound League.

The following are results of the semi-finals to the finals: Harvie over Blackman 6-2, 4-6, 12-10, Hollar over Radford 6-4, 7-5, Harvie over Dean 6-3, 6-4, Hollar over Harvie 6-1, 9-7.

The organizers of this tournament were Steve Sauers and Wendy Hawley, a student at GRCC. Sauers hoped that this tournament would show him some new talent for his team in the spring, and apparently it did.



**ALL TOGETHER NOW, LADIES** An unidentified Powder Puffer swings around the end in girls football action this week as three opponents collide trying to grab her flag. —Photo by Pat Robinson

## GR technicians commended

Lancaster, Pa. (I.P.) -Franklin and Marshall College no longer will require students to take physical education courses as a requirement for the Bachelor of Arts degree. The degree requirement was voted out by the College Senate, based upon a recommendation of the Senate's Curriculum Committee.

In its report, the Curriculum Committee stated that "the objectives of physical education, while good and estimable, are not sufficiently central to the essential purposes of liberal education to justify their retention as a graduation requirement."

The Committee urged "further development of attractive opportunities" for physical education and "the encouragement of academically valid courses in physical education carrying conventional course credit" in support of its contention that physical education "has a role to play in a liberal arts curriculum," as long as such courses are not a requirement for a degree.

## Fans see exciting contests

In the most exciting flag football contest of the week, BMT squeaked out an overtime victory over Hauge's Huskers on October 15. A determined BMT defensive unit held off two Humber drives that got within the 10 yard line.

In the extra period both squads got their offensive organizations going but BMT gained more net yardage and thus were victors. In that period BMT's big play was a pass from Dick Zugzwie to Ken Gerber, while the Huskers big gain was a pass to Phil Floyd. Earlier in the week the Keen Cutters whipped Hauge's Huskers 6 to 0 and the Huskers took the Road Runners by the same score. Both teams tallied on pass plays.

Today Big Mac's will play Young's Troopers on Turnball Turf at noon.

# Cross-country team to compete at Clark

The Skagit Valley Invitational proved to be a little more than everyone concerned expected. The tourney was held last Saturday at Mt. Vernon.

Ten junior colleges showed up and placed in this order: 1. Highline, 2. Seattle, 3. Tacoma, 4. Skagit Valley, 5. Everett, 6. Green River, 7. Olympic, 8. Lower Columbia, 9. Centralia and 10. Trinity.

Chris Luther lead the Gators through the obstacle course and ran good enough to place eleventh with a time of 19 minutes and 31 seconds. Teammate Jim Pollard came in 21 seconds behind Luther for a 19:52 time.

The cross-country Gators will take a bye next weekend and resume meets October 31 against Seattle, Lower Columbia and Tacoma at Clark at 1:00 p.m.

# Student bowlers needed to form college league

A bowling league will be formed at Green River if enough interest is shown according to Ted Frantz of the recreation department. Frantz said a group of interested bowlers met with him and Jack Johnson, recreation director, during a noon meeting on Monday.

The league will be made of four-member teams, of which one member must be a woman. The general feeling among the bowlers at the meeting was to bowl on Sunday evenings at Hillside Lanes in Auburn. Johnson said he did not know what the actual cost of the bowling would be, but he would check and make it known at a meeting scheduled for next Monday.

The league will be open to students, faculty

members and to persons off campus if they are a friend or relative of a student or faculty member.

The All College Union International Tournament was discussed at the meeting. Frantz said only students will be eligible to attend the February tournament and they would have to be bowlers who have not bowled for prize money at any time.

The college tournament will be held in Moscow, Idaho, on February 11 through 13. Events include bowling, table tennis, billiards, bridge and chess. Six members of the Green River league will be chosen to represent the school with all expenses paid.

Rosters were distributed to those attending

## Students negotiate 'learning'

Sarasota, Fla. (I.P.) -Students at New College now have to negotiate - and also satisfy - "contracts for learning" drawn up between themselves and faculty members.

The learning "contract" program works this way: Every student in good academic standing has the opportunity to select two faculty sponsors and with their help to write a "contract" for learning which will define his or her program for the next three months.

WITH HIS SPONSORS, he will design a program which fits his needs and desires. This can involve participation in a group of seminars, classes or tutorials. Or, it could consist of a single project to be carried out quite independently - in consultation, usually, with his sponsors or with any other faculty member (or even student) agreed upon in the contract. It may involve him in off-campus study. (Not in the first year.) Or, it may mean work at another institution.

The mechanics of the contract program operation are not only simple but are subject to infinite variation, limited only by the imagination of those involved (and to some extent, though not entirely) by the resources of the college.

The rationale behind the contract program is simplicity itself: to give the student both involvement in the design of his education and responsibility for achieving the ends he has selected. The latter part of this proposition is accomplished in one of two ways.

FAILURE TO PERFORM satisfactorily - to fulfill the contract - means the faculty sponsors have the option of refusing to con-

tinue their role (which means the contract is not renewed) or even in cases of serious default of recommending dismissal.

In the first of these cases, the student must revert to a more traditional pattern which requires that he complete three or more "standard" academic obligations to the college. This "non-contract" alternative places him in a much more structured environment, and may be evidence that the student is not ready for the level of independence demanded by the "contract for learning" scheme.

It is the firm belief of the faculty and the students - who designed the program - that it places responsibility where it belongs, squarely on the student - faculty relationship which is indispensable to learning. It assures a close working relationship between student and teachers, since not only the contract preparation but also a midway check-point meeting and finally the end-of-term evaluations will be mutually arrived at.

ANOTHER REASON for creating the contract plan has been the need for an adequate structural framework for interdisciplinary - even multi-interdisciplinary - programs. Experience has too often proved that the mere juxtaposition of two or more areas of learning does not necessarily lead to a cogent program of studies.

Too often, on the contrary, it can lead to deiltantism of the worst kind. Having to create, via the contract, a rationale for any program tends to demand considerable thought concerning the need to prepare oneself for each ensuing step.

## Student participation discussed by council

(continued from page 1)

posed of seven voting members: one administrator, three faculty members, and three students. At least one of the students should be from a minority group, the proposal stated. This would bring minorities into the decision-making process, Swenson reasoned, and allow minority group views to be heard.

McIntyre read the proposal of the general policy development subcommittee calling for a 27-member board in which students, faculty, and administrators would have equal power and voting rights. Consisting of nine administrators, nine faculty members, and nine students, the board would include all of GRCC's administrators and the ASB, freshman, and sophomore presidents.

DAVE MOWRER proposed a student-faculty committee which would evaluate curricular design, context of courses, and methods of instruction. The Student Senate

could debate issues concerning curriculum and appoint representatives to the committee, Mowrer said.

Adding and deleting courses would be one job of the committee. Students should have the right to discuss curriculum with the faculty and administration, said Mowrer, and the right to initiate course changes. Under the proposal students would have the responsibility to organize programs that they designed.

ANOTHER JOB of the committee would be to organize student evaluations of courses, Mowrer went on. Students and faculty would jointly draw up a questionnaire to be used in the evaluation. The questionnaire would be compiled and decided upon by the student-

faculty committee.

Swenson suggested a random sampling of evaluations be made of courses and teachers. Mowrer recommended that all instructors be evaluated once a year.

The subcommittees continued working on their proposals this week. The total College Governance Committee will meet tonight at 6:30 in the library conference room.

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