

TCC coffeehouse tonight

Mick McCartney, Kathy Gabriel, Gary Payn, Old Rose, Jay Mabin, Bill McClarty, the Tall Timber Gang, and the Contemporary Jazz Quintet! What do they have in common? Well, they along with three new acts will

be in Building 15-8 tonight. It's gonna be great. The prices are back down to 50c for students. The coffee is still free, and the soft rug will still be available, if you don't want or can't find a table.

Come on by after the basketball game in the gym, or if you can't stand the excitement of the Titan five, start at the beginning. Don't miss a song. Show starts at 8:00. Show ends at ??

Student senate may face second special election

By Cheryl Doten

The senate meeting last week was covered by a slight mist of confusion.

This confusion was brought on by (1.) the special election last week, (2.) Keith Vincent's resignation, (3.) the possibility of another special election and (4.) the hint of impeachment of one of the senators.

Keith Vincent's resignation was excepted and Ben Sanchez was appointed to fill his place.

Another special election may be held if anyone files for senator before February 12. Otherwise, Ben Sanchez will be made a permanent member of the senate.

The Christian Club constitution along with the revised Delta Iota Rho constitution was passed and

excepted by the senate.

The final action was by WACCSG who submitted a request for office furniture.

WACCSG now has office space but no furniture. It was decided further examination of prices and outlets for furniture should be sought before making any decision.

The Collegiate Challenge

Vol. VI, No. 11 Tacoma Community College, Tacoma, Wash. 12 Fri., February 5, 1971

Prof. Hans Morgenthau sees need for new foreign policy

By Cheryl Doten

"One has to go back 25 years and look . . . at the Truman Doctrine, Marshall Plan, and the policy of containment for fundamental mistakes (in foreign policy) for which we still suffer today," said Prof. Hans J. Morgenthau Wednesday.

Dr. Morgenthau, of the University of Chicago, spoke about a new foreign policy for the United States. He is a widely known expert on international relations.

Two Primary Mistakes

The two primary mistakes which the United States is making today, Morgenthau said, are (1) our policy of containment and (2) our fundamental misunderstanding of contemporary communism.

Concerning containment, the professor said, "In Southeast Asia the policy of military containment was misplaced from the very outset."

"Vietnam was genuinely a war of national liberation . . . traditional military means confronted with a revolutionary situation."

"We have chosen the wrong side; the side which will eventually lose," he said.

Communism Misunderstood

The misunderstanding of Communism is brought about by the different communist governments and movements. The United States must know what type of communism is confronted with and the bearing of this type of

communism as to the interests of the United States, Morgenthau said.

Morgenthau emphasized that the U.S. foreign policy is "a figment of imagination," and that "this is the United States problem."

When asked if the United States has any foreign policy which has done well, the professor sighted Europe as an example. In Eur-

ope there is little the U. S. can do so there is a "hands-off" policy, he said.

Power Handicaps U.S.

Prof. Morgenthau said that the fact the United States is a powerful country handicaps it. He said, "The power is not usable."

"The United States may use it in a fit of madness," he said, but that "other destruction," may follow.



— Challenge staff photo by Keith Uddenberg

Prof. Hans J. Morgenthau
"We have chosen the wrong side . . ."



Sonia Sanchez

Next week

Obi will present Black History Week

Sonia Sanchez, Black poet with an infant's face who attacks the demands of the world with the fury of a sparrow defending her fledglings in the nest, will appear noon, February 9, 1971 and at the McCarver Elementary School Multi-Purpose Center at 7 p.m. on the same date. She is being sponsored by the Obi Society as the featured Black artist during Black History Week.

Sister Sanchez, the author of two books of poetry — *Homecoming* and *We a BadaDDD People* — hurls obscenities at things that are obscene and love darts at Black people who are moving to reorganize their control centers/minds. She writes directly, ignoring metaphors, similes, ambiguity and other poetic

devices; yet her songs are very effective. Her presence in the Tacoma area will tend to expand the consciousness of the total community.

On Monday of Black History Week there is going to be a play which will be casted by a group of Black students. Also there will be poetry readings from various Black poets at TCC.

Then on Wednesday in the Little Theatre, there is going to be a poetry reading given by Fred Whiggs, renowned Black poet from the Northwest.

A biography of various famous Black people from the beginning of the United States will be heard in 15-8 on Thursday.

A film on slavery resistance will be given Friday in the Little Theatre.



Jimmie Lee, Prime Minister of Obi Society, urges all students at TCC to attend the events that Obi Society is sponsoring to create awareness among the Whites of many of the Black cultures and awareness to histories which have been lost in the past.

What's next? The 'D' grade!

"If the E and W grade were to be dropped from the transcript at TCC then the student may likely have a harder time transferring from TCC."

TO THE EDITOR:

President (ASB) Barry Sheridan is upset. Evidently he is also both surprised and dismayed. He says he doesn't understand; he says he doesn't know why so many instructors are opposed to removing E & W grades from students' transcripts. And he pleads—he even says "please"—for some kind of explanation.

An explanation is not as difficult to come by as Mr. Sheridan would have us believe. And while I cannot speak for my colleagues, I can, however, try to explain to Mr. Sheridan my reasons for not wanting to eliminate Es and Ws from students' transcripts. I am not a sadist. I get no pleasure from recording Es and Ws. Nor am I unaware of the dangers in the present grading system, of how close recording any grade comes to playing God, of how a series of Es and Ws can utterly crush a student. I have other reasons for going against the proposal.

The principal reason is that students would be the losers, not winners, should such a proposal go through.

Those who favor removing the grades do not seem to be aware of this. They see the present system as one that inflicts a double punishment upon the student: the student is punished when he pays good money for a course and then receives no credit for it, and the student is again punished when his failure to pass a course is recorded on his transcript, thus affecting his cumulative grade point average and diminishing, perhaps, the significance of his success in the courses he has satisfactorily completed. Attracted by the simplicity of this argument, those who favor the removal of the grades often do not look any further. Consequently, they may not see the repercussions of such a move.

They may not see what could easily happen should a TCC student want to transfer to some other school, say the University of Washington or even UPS. The universities would know that TCC does not record Es and Ws; they would know that a TCC transcript, as far as they are concerned, is incomplete; they would know that the cumulative grade point average in such a transcript may not be totally "honest," that such a transcript may not give an accurate picture of a student's overall performance in college. Given this knowledge, given the fact that enrollment in the universities is limited, and given two community college students with a 2.25 cumulative GPA—one from TCC and one from a college which records all grades—is there any doubt in anyone's mind which student is

the least likely to be admitted? If the university cannot accept both applicants, the TCC student will lose, *even if he never failed a course*. After all, the university would have no way of knowing whether or not this student failed a course; TCC transcripts do not record anybody's failures.

Part time students with exceptionally good grades could also be hurt. Many students at TCC, because they must work to support themselves or for other reasons, do not take a full load every quarter. A student may take 10 hours one quarter, five another, and perhaps 15 the next. It may take him two and a half or three years to finish at TCC, but when he receives his associate degree he may have a 3.00 cumulative GPA. When this student applies to the university, he may have resolved his financial problems and now can be a full time student on a regular basis—the university is going to examine his transcript very closely; TCC doesn't record Es and Ws; three years to complete two years' work; some quarters the students passed ten credit hours, some five and some 15. Wouldn't it be perfectly natural for the university to conclude that the 3.00 GPA does not accurately reflect the student's potential, that the difference in the number of quarter hours each quarter can be explained by missing courses which the student failed? Again, the student's chances of admission to the university have been diminished considerably, not through any fault of his, but because TCC does not record Es and Ws.

Tacoma Community College students can be hurt even if they do not apply to a university. They could be hurt right on this campus. Advisors can be of considerable assistance in helping students select courses. Sometimes the advisor has only the transcript to go by. And how effective can anyone advise when the transcript may be incomplete, when the transcript may not show courses with which a student has had difficulty? At present, too many students fail because they are in the wrong program, because of inadequate or faulty advising. If the college were to eliminate Es and Ws from transcripts the advising would be even more inadequate, even more students would end up in the wrong program, and even more students would needlessly fail.

The students could be losers even off the campus. Prospective employers would regard transcripts of TCC students with suspicion. They would have no way of knowing how complete the transcripts are; they would have no way of knowing whether or not the transcripts demonstrate overall college

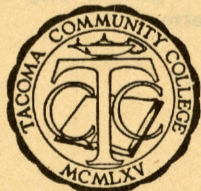
performance. And a transcript regarded with suspicion could easily decide whether or not the student gets the job, even if that student is a student body president.

I wonder if President Sheridan (ASB) is aware of these possible consequences whenever he advocates removing E and W grades from transcripts. I wonder if other students were equally aware when they indicated they favored such a move. I wonder if they realize that, rather than eliminating the stigma and discrimination sometimes attached to and associated with a failing grade, their proposal will merely extend the stigma and the discrimination to all TCC students.

I could site still other reasons for opposing the removal of Es and Ws from transcripts. I could, for example, show that to remove the grades is ethically dishonest. A transcript is intended to demonstrate a student's total performance. If it indicates only successful performance, the transcript becomes little more than a lie, a lie of omission. I could also demonstrate that, once Es and Ws are eliminated, the next step would be to do away with Ds. And after the Ds would probably come the Cs. Then there would be no such thing as an average student; then all students would be better than most. I could explain how dangerously close the current proposal comes to negating what already happened, how dangerously close it comes to rewriting history. Nor do I think that anyone who fails all classes but one—physical education, for example—should get a 4.00 GPA and be on the Dean's list of exceptionally fine students. If such a proposal goes through, he easily could. I could also mention some of the headaches and the confusion that surround Green River Community College since it has tried to operate under a policy somewhat similar to the one advocated by Barry Sheridan.

I realize that when student body president Barry Sheridan reads this letter he may be even more upset than he originally was. He may be even more surprised, even more dismayed. (Surprise and dismay are not unusual when one discovers that he has been advocating something that demands more scrutiny; it is almost always upsetting to discover that one's cause isn't as worthwhile as he first thought.) But at least Barry Sheridan's pleadings will be answered. At least he will have an explanation.

LEONARD LUKIN
TCC English Instructor



The Collegiate Challenge

TACOMA
COMMUNITY
COLLEGE

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Other letters

Freedom of speech denied

Dear Editor;

In regards to my recent letter concerning unsportsmanlike conduct at the Walla Walla game: I attended the recent game (Highline) which Tacoma lost too. The cheerleaders did an excellent job, the team didn't give up. Congratulations, you are winners in my eyes.

In regards to another subject: I recently tried to get a letter printed through the school paper. I was unable to get the letter printed because I used a word having to do with sexual intercourse. The excuse was, the print-

ers wouldn't print it. It is too bad my freedom of speech and expression are being refused me because of some people's narrow mindedness. For those interested, my letter will be printed in the senate newsletter. I am glad some people hold constitutional rights above their own personal prejudices.

—Ben Sanchez

P.S. I would like to thank Woody Woodworth, our student body treasurer for the tremendous job he is doing as treasurer, and organizing the Senate Newsletter. For anyone wanting to get involved, He needs Help!!!

Another answer for Sheridan

"To be specific, the proposal to remove the E and W grades from the transcripts is superficial, short-sighted, and only serves to falsify a student's academic record."

Dear Editor:

The following remarks are addressed to Barry Sheridan in response to his column in your paper last week:

You have asked, Barry, for some reason why the faculty did not respond to the proposal to remove E and W grades from student transcripts. I assume that you wanted the faculty to concur with the student poll and approve the proposal at last week's faculty meeting. I cannot respond for the entire faculty, but I feel compelled as an individual member of the TCC faculty to answer your charge of "Out to Lunch. Will return later."

You make sure of the fact that the E and W issue is not new and that it "has been around for months." You imply that complete information regarding the problem is available, and that one, correct decision, represented in the student poll, is obvious. You further imply that the faculty's inaction last week is an indication of their ignorance and/or lack of concern.

If you look only at last week's faculty meeting, the only valid conclusion is that the faculty chose not to vote on that particular issue in that particular form at that particular time. If you take the risk of granting the faculty some experience as students themselves when they shared some of your concerns, some experience with students other than yourself who have shared some of your concerns, and enough dedication to the teaching profession to still share some of your concerns, you might look beyond the results of one meeting and discover for yourself some of what you term "our" facts.

To be specific, the proposal to remove E and W grades from transcripts is superficial, short-sighted, and only serves to falsify a student's academic record.

It is superficial in that it attempts to treat a symptom rather than eliminate a cause. You're right in saying the problem is not new, but it has been with us for more than a few months. The real problem is the entire concept of grades as we know them. You complaining about the use of the E and W. But what about the D, the C, the B, and even the A? What do any of them mean in terms of your degree of success in any of your so-called learning experiences? It's like measuring love in terms of galvanic skin response.

The most difficult assignment my students are ever given, according to them, is the task of assigning a grade to each person in class on the last day of the quarter. They complain that it's not fair, and that they cannot judge their peers. Yet, they expect me to make that judgment and reduce 10 weeks of experience with each student to a single, one letter symbol.

Complaints about the grading system rarely come from students receiving good grades, and most proposed changes begin at the bottom. I dropped the E grade from my own grading procedure three years ago, and I know other instructors who have done the same. So let's talk about viable alternatives to the whole system instead of some stop-gap measure whereby success is supposed to be achieved by hiding failure.

The present proposal is shortsighted in the

way that transcripts from TCC would be received and interpreted. In the sampling already taken, some four-year institutions have declared that they want a student's complete record including both success and failure. Since the whole purpose of the proposal is to modify records sent to other schools, not those kept at TCC, acceptance of these modified records by other institutions would seem to be a primary consideration. The proposed change might obscure the student's failure to pass a particular course, but how can the student obscure the fact that his transcript might not be accepted?

In addition, if the E and W grades are removed from transcripts, instructors wishing to do so would soon find alternatives. For example, an I or incomplete could be given to the student failing to reach at least D level work. The I grade would then become distorted, since it could mean the student did not complete the required quantity of work or failed to reach the required quality of work. Too, the D grade could be given to the student now receiving an E, the rationale being the D would at least show on the transcript and tell a more accurate story than no grade. I have no idea how many instructors, if any, might use such tactics, but the possibility remains.

Finally, the proposed change would condone falsification of a student's academic record through the process of omission. Not only is there an ethical question involved, but a contradiction seems rather obvious. If the E and W grades are valid for use at TCC, why aren't they valid enough for the transcripts? If arguments for removing these grades from the transcript are legitimate, they should hold for removing them from the grading system entirely. Yet, this was not included in the proposal.

To this point I have addressed myself to the proposal to remove E and W grades from transcripts, and have tried to show why the proposal is basically unsound. The points I have made should explain, at least in part, why the faculty did not approve the proposal at last week's meeting and defeated it later by a paper ballot. But the real motivation in writing this letter stems from your implication that, since the faculty does not act in a particular way at a particular time, its members are apathetic, anti-student, and "out to lunch."

As far as the grading problem is concerned, individual members of the faculty and various faculty committees have been working on this problem for some time. The reason that it has not been solved is that the best solution is still not clear. Since you have asked for some of "our" facts in order to understand our action or lack of it, I suggest you consider the following points.

First, any change in the grading system will be a change that the faculty, more than any other group, will have to live with in the future. As a result, the faculty is not about to make a major change in policy without very careful and thorough consideration.

Second, since one of our roles is to offer a university parallel transfer program, any change in grades used in transfer courses must be compatible with those used at other institutions. There are those who continually remind us of our need to be independent of the four-year schools. But, as long as we offer a transfer program (regardless

of the percentage that actually transfers), the students in it must be assured that their credits and grades will be accepted by the four-year institutions.

Third and most important, is the fact that while many don't like the present system, no one seems to have a foolproof alternative. The much publicized pass-fail system has been tried in many places and forms, but its record is far from impressive. The recent changes at Green River have not proved unanimously satisfactory. The various other proposals, such as written evaluations for each student and continuing work indefinitely until the desired grade is achieved, still present unanswered administrative and instructional problems.

Contrary to what you suggest, all data regarding the problem is not available, and the solution is not clearly in sight. Neither is the TCC faculty "out to lunch" on this matter. We, along with faculties throughout the country are grappling with the problem, trying to discover more about it, and hope to find the best solution. The recent proposal, though defeated, will no doubt add impetus to this effort.

You were correct, however, when you added to your charge of "Out to lunch" the statement "Will return later." Maybe after all the above verbiage, this is my main point—the faculty will always return later.

Students come and go. The majority of our students fail to stay enrolled two consecutive years (in fact, if you serve your full term, you will be only the second Student Body President to do so in four years). There is no question that students make their contributions, and that few problems on this campus could be solved satisfactorily without student help. But the very limited scope of such a short stay may make some problems seem too simple and solutions too obvious. The student often lacks knowledge of the history of the problem, its many complexities, and what has already been done. Moreover, if he proposes a change this year, he probably won't be around next year to live with the consequences of that change. The faculty, however, along with next year's new students, will have to live with it.

The faculty is not ignorant of campus problems and the grading problem in particular; it is not apathetic toward the needs and concerns of the student; and it is not hostile toward student opinion. But the faculty is interested in finding the best solutions to the many problems on this campus, maybe more so than anyone else; because we know that if it isn't solved this year, or if a poor solution is adopted, we will have to face it again and again until it is solved.

These, then, are some of "our" facts concerning the grading proposal and campus problems in general. Keep them in mind the next time you feel the faculty is "Out to Lunch." We may be sometimes, and need to be told so. But remember that you can move on, while the faculty must always return to the task of making Tacoma Community College the institution of higher education that we all want it to be.

CHARLES B. SUMMERS
TCC Instructor

Titans edge Yakima 72-71, still tied for first place

By Tom Winter

"I enjoyed watching the game," said Titan basketball coach Don Moseid after his Titans edged Yakima last Friday, 72-71. "It was the best spectator game we've played all year," Moseid continued.

The Titans victory over Yakima broke the three way tie for first place in the NWAA's Cross-State Division. Tacoma is still tied with Walla Walla, both having 9-2 records in league play.

Walla Walla kept pace with the Titans Friday night as they crushed Green River in a laugher 103-63.

Titans Nip Yakima

In the first half at Yakima the Titans built up a seven-point lead, but Yakima fought back to cut the Titans' lead to one, 37-36, at half time.

At the start of the second half Yakima built up a similar seven-point lead, but the Titans fought back to regain the lead midway through the half.

With 5:38 remaining, the Titans held a three-point lead, 65-62, but Bob Weber's jumper from the corner with 2:59 left gave Yakima a tie at 67 all. Denny Bitz's two free throws with 2:33 left gave Tacoma the lead again at 69-67, but Yakima tied the game for the final time, 69-69, as Ron Williams hit a jumper with 2:06 remaining.

Following a time out, Ron Oughton's two free throws broke the tie for good and gave the Titans a 71-69 lead with 1:25 left to go. Yakima had a chance to tie the game again with 50 seconds remaining, but Morris Griffin missed his two free throws. Bruce Larson grabbed the rebound and the Titans stalled the ball.

As Tacoma did against Highline the week before, Yakima grabbed the rebound of the second free throw, went down court and scored at the buzzer. But it was too little too late and the Titans escaped with a 72-71 victory and a share of first place with Walla Walla.

Oughton Scores 23

Ron Oughton paced the Titans as he hit eight of fourteen from the field, seven of nine from the foul line for 23 points, and grabbed 13 rebounds.

Other Titan scorers were Dean Ecklund 18, Bruce Larson, Charles Nicholson and Mark Seil 9, and Denny Bitz and Dave Hunter 2. Clyde Strickland saw action but failed to score.

Yakima's Bob Weber shared scoring honors with Oughton as he also scored 23 points.

Other Yakima scorers were Morris Griffin 16, Ron Williams 13, Bucky Bruns 8, Brain Ponton 7, and Mike Meyer 4.

Moseid said the Titans win over Yakima was exceptional as Yakima was the hottest team in the league winning eleven straight games and the

Titans had to play before a packed Yakima crowd. "We showed what we could do," Moseid said.

Titans Among the Leaders

At the conclusion of last weekend's play, the Titans were among the leaders in league statistics. As a team the Titans' led the league in total defense as they have given up an average of only 66.6 points per game in their 11 league contests. Bruce Larson is second in the Cross-State Division and fourth in the league in field goal percentage, making 56.9 of his shots per game.

Ron Oughton leads the Cross-State Division and third in the league in free throw percentage as he hit on 78.7 per cent of his shots. Oughton is also among the league leaders in grabbing rebounds.

Titans Down Jayvees

Monday the Titans increased their season record to 17-2 as they downed Pacific Lutheran's Jayvees, 87-74.

The first part of the game was close, but the Titans went on to build up an eight-point lead, 42-34, at half time. The Junior Lutes came back to cut the Titans' lead, but the Titans came back to lead by 15 points, their largest lead of the night, and went on to win by 13, 87-74.

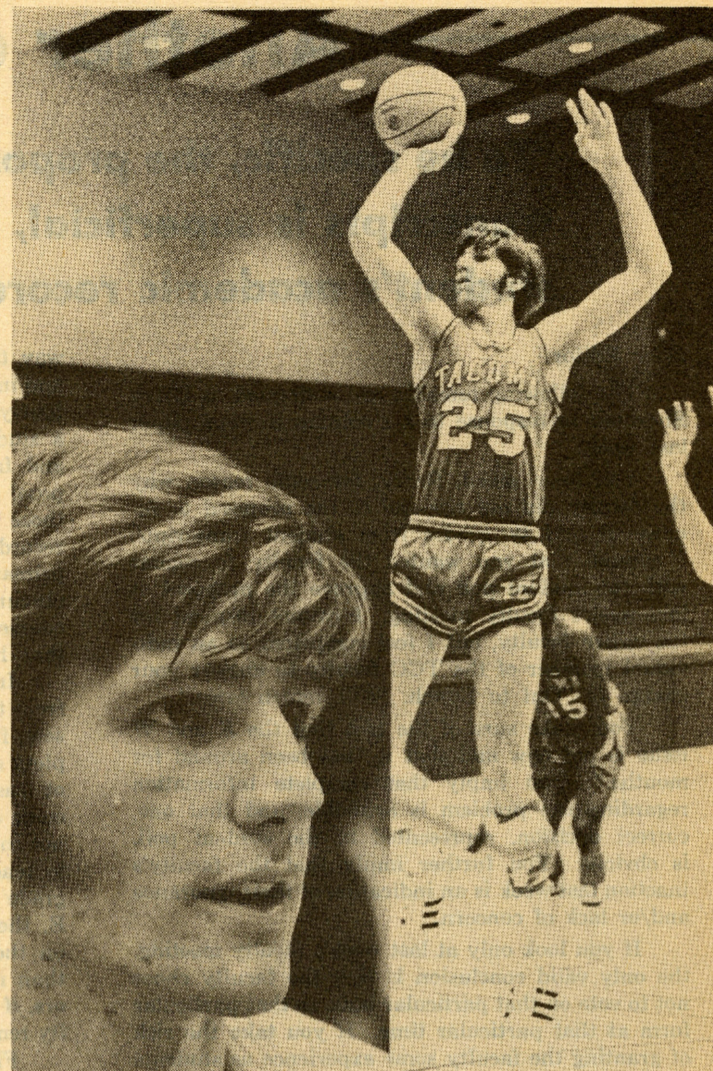
Again Ron Oughton paced the Titans as he scored 17 points and grabbed 16 rebounds. Other Titan scorers were: Mark Seil 14, Dean Ecklund, Bruce Larson and Clyde Strickland 12, Charles Nicholson 7, Dave Hunter 6, Mark Belvin, Jim Corkonen and Bob Frier 2 and Denny Bitz 1. Stanley Edwards failed to score in the time he saw action.

The Lutes' Randy Leeland led all scorers with 18 points. Other Lute scorers were: Bessler 12, Stuller 9, Tuvey 8, Corman and Dary 7, Andersen 6, Jones 4 and Bostrom 3.

Moseid praised Bob Frier and Clyde Strickland for their play. Frier came off the bench to quarterback the team after Denny Bitz sprained his ankle. Strickland also came off the bench in the second half to score 12 points, hitting baskets from 15 feet out.

Important Weekend

Tonight the Titans host Columbia Basin's Hawks in an 8 p.m. game. Tomorrow night Spokane's Spartans came to town for an 8 p.m. game. Although both Columbia Basin and Spokane are on the bottom of the Cross-State Division, Moseid is taking them seriously. "We can't take them too lightly," Moseid said, "look what happened to us against Highline." "This is an important weekend, if we can't win at home it will place a real burden on us later," Moseid concluded.



— Challenge staff photos by Tom Winter

Ron Oughton

Scored 23 points against Yakima and 17 points against PLU Jayvees

titan sports

Wrestlers organize team

"No matter how large or small you are, we need you." Those were the urgent words of George Mayfield, who along with Bob Hutchinson, is forming TCC's first intercollegiate wrestling team.

Hutchinson and Mayfield tried to organize a team three months ago. But they couldn't locate a coach, and those who did sign up became disenchanted and failed to show up for practices.

No Funds

Although they have neither funds nor coach, Hutchinson and Mayfield are determined to bring wrestling to TCC. "We'll coach each other if we have to," said Hutchinson.

Telephoning and word of mouth have brought the present wrestling roster to 15. Those who have signed up so far are: Jim Albaeht, Greg Baker, Bill Brown, Rick Cratsenberg, Dave Crocket, Bill Dainals, Bob Hutchinson, Jim Johnson, Mike Johnson, Tom Mack, Mike Massath, Geogrg Mayfield, Mike Nelson, Ralph Schieno and Dean Sugimoto. Bill Brown, who injured his elbow, will turn out as soon as it heals.

Maybe Six Classes

Mayfield said that if the team fails to attract

enough wrestlers for the ten weight classes, it may compete as a team with six wrestlers in different weight classes. The ten different weight classes are: 118, 126, 134, 142, 150, 158, 167, 177, 190 pounds and unlimited. Both Hutchinson and Mayfield said that all of those who turnout will have a chance to participate in the competitive matches.

Too Late

Hutchinson said that since it's too late to join the existing community college league, all of the Titans' matches will be with junior varsity teams and practice matches with varsity teams. Hutchinson also said the team will enter any open tournaments.

For those who are interested in turning out for wrestling, a meeting has been scheduled for 3 p.m. today in the gym. If you can't make today's meeting, Hutchinson said to contact any one of the team members or drop down to the daily 3 p.m. practices as soon as possible. Both Hutchinson and Mayfield stressed that no wrestling experience is necessary to turnout for the team, just an interest.

Sports Calendar

FEBRUARY 5 TO FEBRUARY 13

Today, February 5: Soccer—Bellevue here 3 p.m.

Wrestling meeting in the gym—3 p.m.

Basketball—Columbia Basin—here—8 p.m.

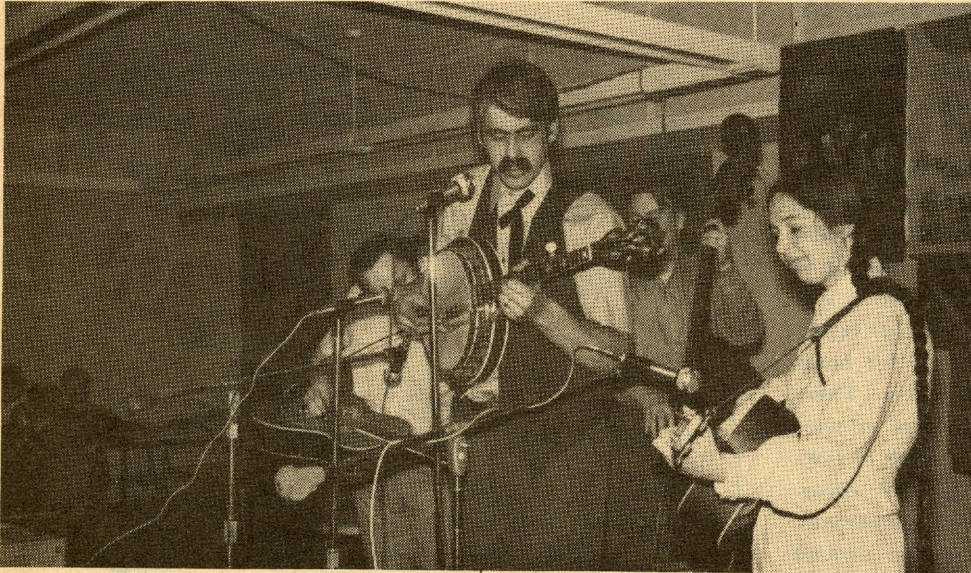
Saturday, February 6: Basketball—Spokane—here—8 p.m.

Friday, February 12: Basketball—Tacoma at Olympic in Bremerton 8 p.m.

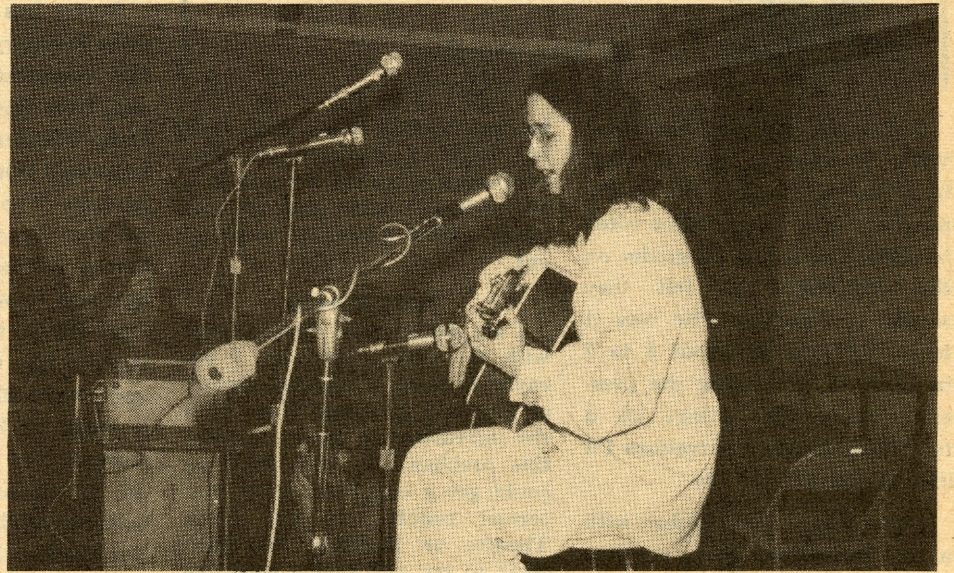
Saturday, February 13: Basketball—Tacoma at Fort Steilacoom in Clover Park High gym—8 p.m.

Sample coffee house

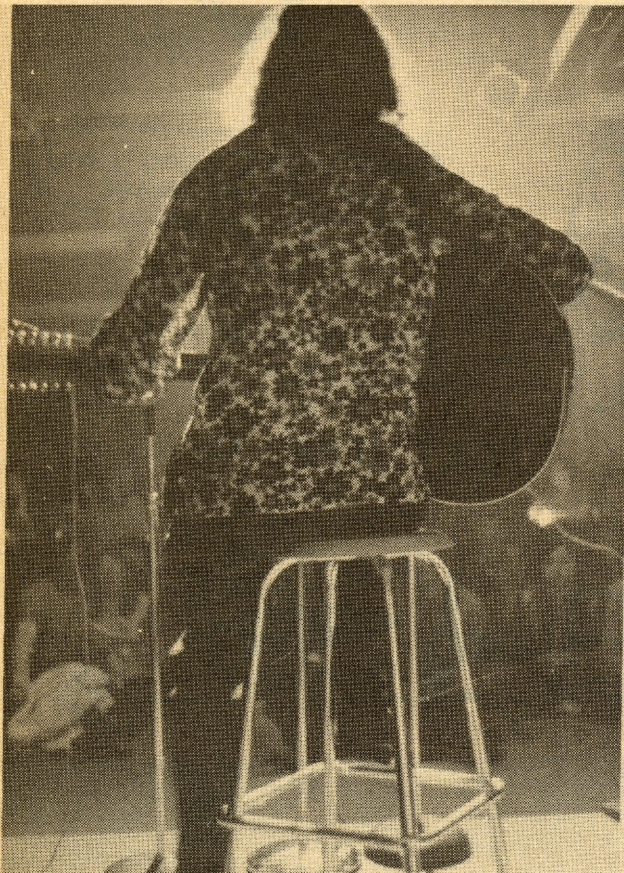
photo essay by Henry Butler



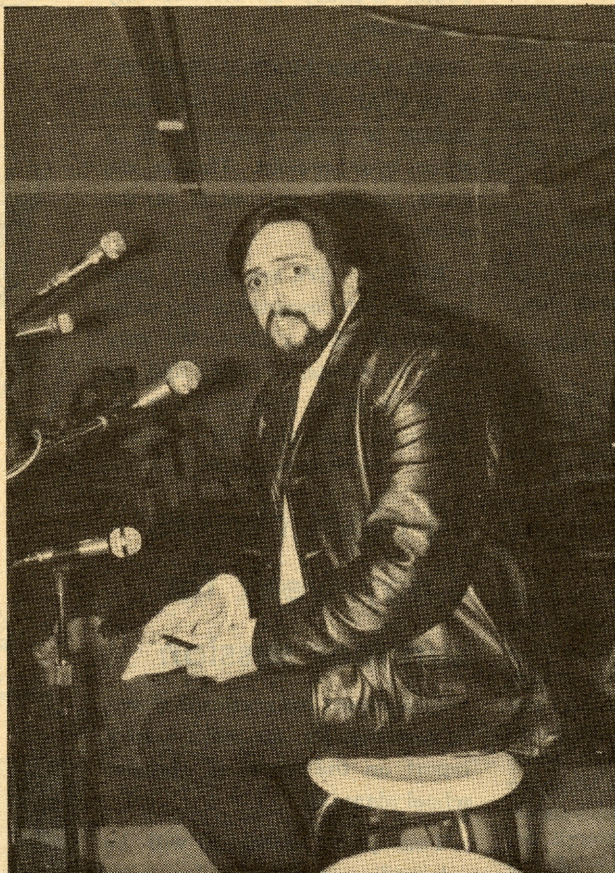
The Tall Timber Gang



Kathy Gabriel



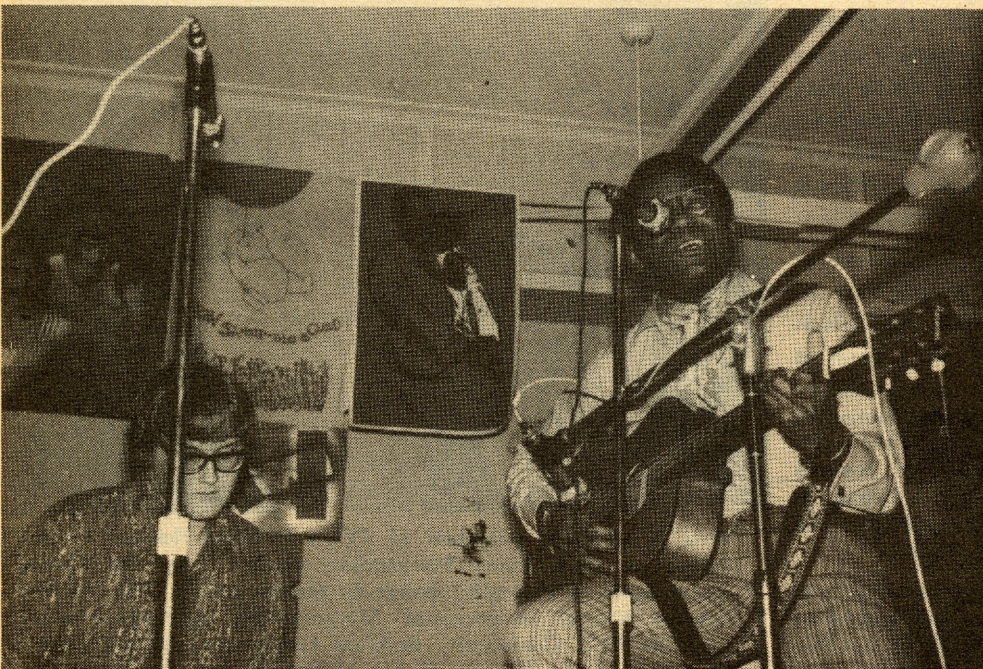
Chris Lunn



Barry Sheridan



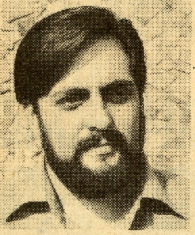
Marie Schossow



Beau Battle



The contemporary Jazz Quintet



AS EYE SEE IT

By Barry Sheridan

50-21! And it's only half time! With 71 votes in and 41 votes to go, as of Tuesday, 50 faculty members in a secret ballot voted to retain the E and W grades on the transcripts. 21 felt they should be removed. The way it looks, it'll end up about 5 to 2 in favor of continuing the present system. This brings up a few thoughts and observations I'd like to share with you.

First-of-all, I have spoken with a few instructors since my last week's column. There seemed to be only a few reasons defending the retention of the E and W. I was told that the plan as it was stated might be detrimental to some students.

It was stated that all the four year schools would know about our disregarding the E and W and would be very suspicious of all TCC students. It was felt this might cause certain four year schools to give special entrance exams to TCC students.

Another argument defended the part-time student. I was given an example, describing a student, who through financial or personal problems could only take one or two courses per quarter. So, let's say it took him three years to obtain his AA degree instead of two. The University of Washington or some other four year school might construe the transcript to mean that the student had gotten some E and W grades that weren't recorded thus taking him that extra year.

One instructor did state fairly accurately that really not that many students were actively trying to remove the E and W grades. He was right. It is mainly student government who is trying to take your requests and make them realities. However some 900 of us were polled in our 10:00 classes recently with 700 for removal of the E and W grades and 200 against.

Your help is needed in this debate. Where do you stand? Do you agree with the faculty? Arguments?

I guess the things that I take issue on are the concerns some instructors here have about what the guy across the street is going to do. I personally don't feel that a new system will penalize more people than it will help. **Change**

has got to start somewhere. Why not here? I mean, if someone consistently receives E's and W's, either he'll finally give up, run out of tuition money, or be found out.

Town Meeting

I am not in total disagreement with the above objectives. I am eager to have a greater number of students exchange ideas with the instructors in trying to solve this problem. Do you think we could get a couple hundred concerned people into the Little Theatre or Building 15-8 next week to try and find a workable solution? Please let your student government know soon.

It is about time the air was cleared. If we the students are wrong or ill informed, let's find out. Let's also find out if we stand on solid ground. If so, let's stand together!

I thank those instructors who gave their time defending the plan and those instructors who explained the other side to me.

Is This a Higher Archy Than a Hierarchy?

I do question why it was felt that only instructors teaching 2/3 or full loads should vote, while other faculty members, such as student services, division chairmen, and administrators shouldn't participate.

All faculty members have some exposure and much experience with the students here. Are they less knowledgeable about grades because their interaction may not be mainly academic or classroom oriented? Why are there these departmental jealousies? Why the caste system? Were division chairmen and counselors, though being an "equal" member of the faculty discriminated against? It's interesting that the blue questionnaires (those used by other than 2/3 and full timers) were in favor of the change and the pink questionnaires were against it!

Why were Jimmie Lee and I told that it would give a bad impression, if we sat in on the last faculty meeting? Why can't faculty members speak their minds in front of us? There should be no secrets.

So, let's get together. Let's find some answers—TOGETHER.

Big Man On Campus?

A special thanks to Dr. Paul Jacobson, Dean of Instruction. He has worked terribly hard in polling the students and then the faculty in the midst of criticism and pressure. He listens to every voice (including students'), reaches a decision, and hold his ground. Any student would do well to know this man. He is a strong part of a concerned administration.

Rooter bus will travel east for Titan Games

Rooter bus tickets are on sale until February 10. The bus leaves for Wenatchee Feb. 19 at 10 a.m. from the parking lot by the Little Theater. That night TCC's basketball team plays against Wenatchee. The following morning the bus leaves for Walla Walla, known as the "Snake Pit." It is not easy to win there but it is a must for the team. Sunday morning the bus will head for home and arrive about 6 p.m. There is room for 30 students or non-students, but the number of tickets is diminishing. The cheerleaders will be your chaperones. For further information contact Chris Taylor in Bldg. No. 6, Frank O'Leary in 17A or any cheerleader.

THE ASSOCIATION COMING

At PLU on Feb. 11, the Association is being presented in a three hour concert. Tickets are \$3.50 pre-sale and \$4.50 at the door.

BUT . . . We are selling (Entertainment Committee) the same tickets at \$2.00 a piece. We only have 50 tickets, so hurry and get yours in Bldg. 6 from 8 a.m. to 4:30 p.m. until the 11th.

10 night classes, 4-day week for summer session

At a recent instructional Council meeting, Dr. Jacobson gave a report on the status of summer school planning.

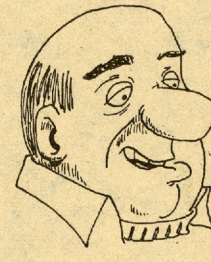
This year's program will be enlarged somewhat over last summer's program. Instead of 6 evening classes being offered, there will probably be 10. The daytime program will be slightly larger than last year's also, but its exact size has not yet been determined. As before, faculty members will be offered part-time agreements for the evening program.

At this time, it appears as though summer classes will be held on a 4-day per week schedule. (trail basis) as is done at the University of Oregon. Administrative and service functions will be scheduled on a 5-day per week basis. It also may be possible to open the Resource Center in the evening this summer. The matter is under study.

The meeting adjourned at 5:20 p.m. The next meeting will be in the Northwest Room of the Resource Center on Wednesday, January 27, at 3 p.m.

THERE'S A LOT OF THAT GOING AROUND

By GYN

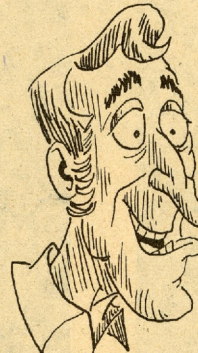


WELL I TRIED THE (BOOP-BOO) BLADE AND THE (BOOP-BOO) BLADE BUT THEY WEREN'T AS SMOOTH AS THE {COO-COO} BLADE.....

LET'S SEE....I TRIED THE (BOOP-BOO) BLADE ONCE, AND A LOT OF OTHERS I WONT MENTION, THEY JUST DIDNT COME CLOSE TO THE {COO-COO} BLADE.....

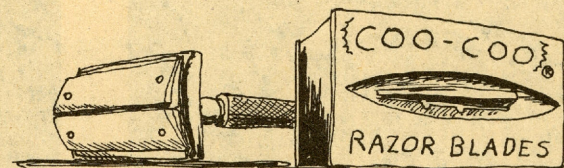


NOPE - THE {COO-COO} BLADE IS THE BLADE FOR ME!!

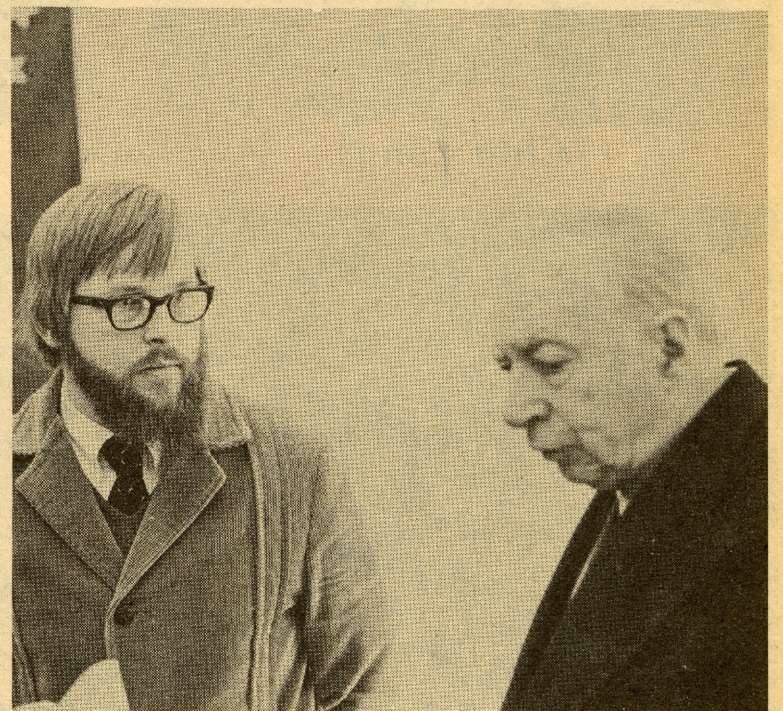


SO MEN!! FOR THE CLOSEST SHAVES....

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GARY PAYN 2/5/71



WALT BOWEN, president of TCC's Political Science Forum, listens as Prof. Hans Morgenthau explain why the United States needs to radically change its foreign policy. The Political Science Forum co-sponsored Morgenthau's appearance along with the TCC Community Services Department, Model United Nations, and the Tacoma World Affairs Council. See page 1 for story.

Bircher explains, leaders are working for Socialism

The establishment in this country is a very dangerous force according to Jim Toevs.

Toevs, a member of the John Birch Society, spoke last week at a meeting of the Tacoma Community College Young Republicans.

The establishment, as defined

Calculus survey to be taught next quarter

By Mina Ensign

Math 157, a survey course in calculus to be taught by Mrs. Suzanne Butschun, will be offered next quarter for the first time at Tacoma Community College.

The course is especially designed to satisfy math requirements for people going into business, some science fields, forestry, etc. The five-credit course will emphasize the understanding of the basic concepts of the derivative and integral, rather than the extensive manipulation often involved in their findings. Primarily it will enable the student to talk the language that calculus involves, Mrs. Butschun said.

Called Math 157 because it is

by Toevs, is the elite in the fields of education, government, communications, business, labor, the military and foundations.

One major group of elite who, according to Toevs, are ruling the people of this nation with their ideas, are the members of the Council on Foreign Relations. This council is made up of men from diverse fields in the establishment who according to Toevs, want only power over others' lives.

Toevs said that this group is working only for a world socialist government and that the present United Nations is an embryo of this future tragic situation, should it come into being.

After speaking for 45 minutes, Toevs asked for comments from his small audience of five, but received only three questions from the listeners.

very similar to a course of the same name being offered at the University of Washington, it will transfer straight across, even though it will be handled here in a slightly different way.

Because Math 157 overlaps the regular calculus sequence of Math 124 and 125, a student may not have credit for 157 in addition to 124 or 125, and vice versa. The prerequisite for the course is Math 105.

Kenton story like many for those unemployed

By Glen Doty

Help Wanted — Experience Necessary!

These are the words that plague high school graduates and college students everywhere.

Paul Kenton, a student at TCC

Real estate professionals appointed

Six professionals in the real estate field have been appointed to serve on the advisory committee for Tacoma Community College's new real estate program.

The program leads to professional certification, an Associate Degree or both.

Appointed to the committee were:

George Bonneville, Weyerhaeuser Company; Matthew Cleary, Property Management Supervisor, Tacoma Department of Public Utilities; Charles Gleiser, attorney, Commonwealth Title Company; Frank Sulenes, Sully Realty; Junior N.R. Ellis, C. J. Ellis & Associates; and Byron Keely.

is no exception. Kenton, 19, is a second year college student, married, who has been looking for a decent job for the past six months.

"It's hard to find a job anywhere today," said Kenton. "I've been as far north as Aurora and south to Olympia, but it's the same thing everywhere. Jobs available but only experienced need apply."

When asked if his wife worked, Kenton replied, "No. Karen's been trained as a key punch operator, but she hasn't had any job experience so she's having as much trouble as me. Most companies require at least 1½ years experience."

Due to Boeings and other company layoffs, jobs are at a premium. "It's the same with almost everyone I've talked to," Kenton said. "Unless you have a friend who can help you, you might as well file for unemployment."

In the past six months, Kenton has used almost every means to secure a job. "I had four employment agencies trying to find me a job, and I still looked for one on my own. Finally, one agency found me a job selling encyclo-

pedia sets, but there wasn't any market for them so I gave it up. Next, I found a part-time job at a restaurant in Lakewood, but it only paid \$80 a month so I kept on looking."

"With help from my parents," Kenton said, "I can last out the quarter. After that, I don't know what will happen. My last chance is to join the Navy, they can get me in within a month."

This is the case with many young men today. Fresh out of high school or going to college, they find themselves faced with the need to go out and get a job. What they may not know is that there is a long line ahead of them filled with men who have a lot more experience.

Bob Thaut of the NPS Placement Service said, "I get men in here with their bachelor's and master's degrees, and I can't even place them. You can guess what it's like for me to find a job for anyone under 21 and unskilled."

The word is "experience," and "them that has, gets" the jobs.

Leading psychologist will speak on 'how to cool it with teenagers' at PLU

Dr. Haim Ginott, author of two of the most popular books on child psychology published in recent years, will lecture in Tacoma Tuesday, Feb. 23.

The author of "Between Parent and Child" and "Between Parent and Teenager," both best sellers, is making his second local appearance in less than a year. His topic is "How to Cool It with Teenagers."

8 p.m. Lecture

The lecture will be held at 8 p.m. in Pacific Lutheran University's Olson Auditorium, where 3,500 persons heard Ginott last April, under the sponsorship of PLU and Fort Steilacoom Community College.

Ginott became the nation's most with the publication of his second book, "Between Parent and Child," which was on the national best seller lists for more than a year with over a half million hard cover copies in print. It has been translated into 18 languages.

On National TV

He has also appeared on national television, Tonight Show, Today Show and the Mike Douglas Show, and writes a syndicated

weekly column entitled "Between Us."

His latest book, "Between Parent and Teenager," is the fruit of many years of experience in working with parents and teenagers in guidance and psychotherapy.

Both of Ginott's books provide specific advice and demonstrate essential skills for handling the endless series of small events and sudden crises that are part of every parent-child relationship.

Ginott's discussion here will also deal with specific examples, particularly those dealing with the parent-teenager relationship, which differs markedly, he maintains, from the relationship between parents and smaller children. He will also suggest ways of building and maintaining this relationship.

Columbia U. Graduate

A graduate of Columbia University with a bachelor of science in education and a doctor of education in clinical psychology Ginott now serves as adjunct professor at New York University's graduate department of psychology. He is also a clinical professor in the Adelphi Univer-

sity post-doctoral program in psychotherapy.

In 1964-65, Ginott served as a UNESCO consultant to the government of Israel Ministry of Education. He has lectured and led seminars in child psychotherapy and parent guidance in the United States, Europe and Israel, and has published numerous papers on these subjects.

His first book, "Group Psychotherapy with Children," is considered a classic in its field.

General admission for the lecture at PLU is \$1.50. Mail orders for tickets will be accepted until Feb. 15, after which tickets must be purchased in person. A limited

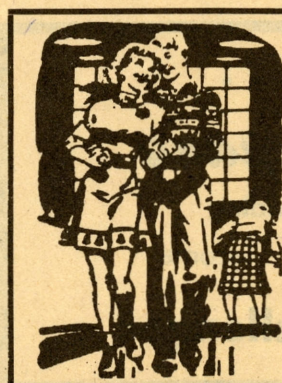
number of tickets are expected to be available at the door.

Requests should be addressed to Information Desks at either PLU or FSCC.

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"SOMETHING ELSE"
from the director of
M. A. S. H.
"BREWSTER McCLOUD"

Winter play thought provoking entertainment for adults

By Dan Tillinghast

"In the domain of current dramatic literature for children, Reynard the Fox stands apart — very much as Reynard, himself stands apart from his confreres in the animal kingdom. Both the character and the play about him are unconventional in the context of their societies. This unconventionality — this individuality is the strength of both."

The above paragraph taken from the script introduction by Mouzon Law perhaps best describes the highly entertaining and extremely educational play — Reynard the Fox — to be presented by the Tacoma Community College Drama Department in the theater over Valentine's Day Weekend.

The play will be directed by Charles Cline.

Featuring the adventures of a cunning fox who wreaks havoc with the other members of the forest, "Reynard the Fox respects the intellect and sensitivity of the child," while at the same time "... providing thought-provoking entertainment for adults."

Performances will be in the TCC Little Theater on Feb. 13 at 11 a.m., 1 p.m. and 2:30 p.m. Admission will be 50¢.

Fifteen performances will be presented by the cast in conjunction with the Tacoma Junior League at various elementary schools around the city from February 9 - February 23.

Interested students invited to Olympia

By Richard Bradley

There has been a lot of talk on just how well and how effective the W.A.C.C.S.G. lobby effort has been. As an on-the-spot reporter for this paper, I will be keeping this campus and its students informed. I will personally be on hand for several of the committee meetings at which W.A.C.C.S.G. lobbyists will be speaking and at several of the meetings between legislatures and students.

First, I have been asked to inform the students of Tacoma Community College that if they would like to testify, or just spend a day talking with the legislatures, there is an Information Center for you at 210 Capital Way, in the Capital Park Office Building. Also for the sum of \$2.00, W.A.C.C.S.G. will put you up for a night and feed you.

I am going to talk about two pieces of legislation, SB 104 and SJR 20-18. (SB means Senate Bill, and SJR is Senate Joint Resolution).

Looking first at SB 104 which makes the third Monday in January a state school holiday in honor of the birth of Martin Luther King, Jr.

Now let's look at SJR 30-18. First, both bills provide for the 18-year-old vote, however, SJR 30-18 also makes it legal for non-taxed Indians and non English speaking persons to vote. The bill has been termed a house cleaning work in that its only job is making the states' voting laws meet with federal law. In an open hearing held on Feb. 1, 1971, testimony was heard that showed unanimous support of SJR 30 and it was this bill that the committee will submit to the Senate with the recommendation that it be placed on the next ballot.

The 18-year-olds may soon vote, and the people of the state may soon have Martin Luther King, Jr., day, but it is important that we show those students and legislators working in Olympia that we are committed.

For Legislative information, there is now on campus legislative an information office in Building 6. Copies of bills and suggestions as to what you can do to be heard are there. See you in Olympia.

Tora! Tora! Tora!

Documentary attempt to give both sides of war beginning

By B. W. Thompson

War movies are a long standing tradition in Hollywood. They have always been a sure-fire formula for box office success. In keeping with this tradition, (and in dire need of a box office success), Twentieth Century-Fox has spent \$25,000,000 on a film that takes its title from the Japanese code name for the attack on Pearl Harbor—Tora! Tora! Tora! It is a documented recreation of the attack and the events that lead to it.

The first half of the film is a series of boring political and military meetings that do far less than keep the viewer on the edge of his seat. The actual attack, however, is a cinematic extravaganza that places the audience amid the death and destruction that was Pearl Harbor, on December 7, 1941. Men, ships and airplanes are blown to pieces in fiery explosions. The constant drone of diving bombers, the staccato reports of machine gun fire, and the agonizing screams of their victims bring the reality of war into the theatre. It is a pathetic scene of violence and uncompromising realism.

Gives Equal Time

With this film, however, there is a switch—they've given the Japanese equal time. Not only have the Japanese been spared the humility of buck-teeth and thick glasses, but the Japanese segments of the film were done in Japan with Japanese actors. There are even two Japanese directors, Toshio Masuda and Kinji Fukasaku, who do their best to prove that two heads are not, after all, better than one. The Japanese portions of

the film, which are done in Japanese dialogue with English subtitles (supposedly to add realism), resemble a regression to the days of the silent film; if not for the constant eye strain of reading subtitles than for the over acting of the Japanese, who seem to have an irresistible urge to make faces at each other.

The American war-time image has also been altered, as our military chiefs are depicted as a bunch of pot-bellied bureaucrats who are more concerned with golf than defense (John Wayne forgive them, for they know not what they do). The American cast lists among its numbers Joseph Cotten, James Whitmore, Jason Robards, and Martin Balsam, all of whom turn in performances that are far less than they are capable of.

Ends on Patriotic Note

Even in the face of these overwhelming odds the motion picture manages to end on a patriotic note. After the attack we see a worried looking Admiral Yamamoto (Soh Yamamura) tell his jubilant fellow officers, "I fear all we have done is to awaken a sleeping giant and fill him with a terrible resolve." Directors Richard Fleischer, Toshio Masuda and Kinji Fukasaku would have done better to concentrate on awakening a sleeping audience during the first half of the movie.

Despite its drawbacks, I still believe this film is successful in that it does not glorify war. There are no heroes, there is no winner. There is, instead, a deep regret depicted in the victor as well as in the victim. The same regret that is the inevitable aftermath of any war.

CC director says budget cuts, increased demands will force ditch of CC concept

"Budget cuts, enrollment restrictions and tuition increases will force community colleges toward the abandoned junior college concept," Dr. John N. Terrey, acting state community college director, recently stated.

"We are being asked to increase occupational programs, restrict enrollments, and handle the overflow of students denied access to the four-year institutions all with severely reduced operating and capital budgets," Dr. Terrey said.

The executive budget request now before the Legislature calls for the anticipated community college enrollment to be reduced by more than 6500 students over the next two years.

"Obviously, something has to give — and that most likely will be the vocational student, the high-risk student, the low-income

student, the minority student — those we are intended to serve," Dr. Terrey emphasized.

He explained that community colleges will probably have to accept students on a first-come, first served basis until classes are filled.

"More aware of the need to register early, 'typical' college students are likely to gain entry at the expense of vocational students and those with educational or economic problems," Dr. Terrey said.

"Budget restrictions will also mean less new vocational programs, minority programs and

programs to provide special help for those previously unsuccessful in education," Dr. Terrey continued.

"It is unfortunate that this will happen at a time when tens of thousands of unemployed people most need the kinds of program we can supply," he added.

Dr. Terrey asked the citizens of the state to make known to the Legislature whether they will accept a reduced and altered community college program or whether they will support higher taxes to maintain community college education in its present form.

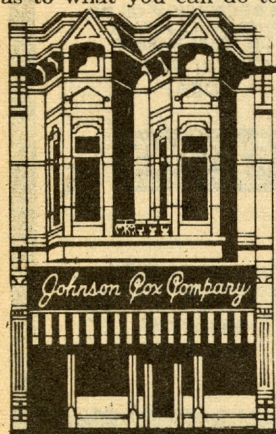
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