Elections move forward despite low participation

By Nick Przybycien
Ledger Writer

Students at the University of Washington, Tacoma have limited choices when it comes to deciding who will lead them through one of the most pivotal periods in UWT history: the freshman transition year.

A light ASUWT ballot will confront voters at the polls beginning April 17, with student disengagement being responsible for the lack of choice.

After the candidacy-filing deadline passed April 3, only four students applied to run for the eight-person ASUWT senate, meaning that the 2006 race will be uncontested. Only one student filed to run for vice president. However, two candidates will run for president, ensuring one contested race this year.

Nick Bubb, a current ASUWT senator, and Weston Henderson are running for the highest seat in student government. Bubb has centered his campaign around the student population's feeling of belonging and pride in UWT.

Henderson is focused on increasing the opportunities for student involvement at UWT.

"My goals include addressing all of the issues that will arise with the incoming freshman population, as well as raising the student population's feeling of belonging and pride in UWT. I want to excite the student population and usher in a new feeling of college life for a new entering class," said Henderson.

Meanwhile, Bubb is taking a different approach. "Making college affordable, while providing healthcare, adequate parking, recreational programs, affordable housing and healthy food options are issues that need to be addressed at the university, city, state and federal governments," he said.

Bubb, who is a junior in the urban studies program, has served on the ASUWT senate for one year. Henderson, a marketing major, transferred from Tacoma community college and has no past legislative experience.

After the elections, ASUWT will solicit help from the campus community to fill the voids in student government. The responsibility of vetting the applications will fall on a three-member panel, most likely to consist of the current ASUWT president, one senator and a representative from the student body, according to ASUWT senator Keoki Ho.

What this means is that the entire student senate for next year will assume their seats not through an election, but either by default or a hiring process.

This is part of an ongoing trend of student apathy that has been prevalent at UWT since 2003.

See Elections, back page

Distinguished teacher honored

By Kristina Provence
Contributing Writer

Every year the students, staff, faculty and alumni of the University of Washington, Tacoma nominate instructors for the Distinguished Teaching Award. This year, Cheryl Greengrove, an associate professor in environmental science was chosen as the winner.

"It is great to be recognized for doing something that I love," Greengrove said, has fostered among students and faculty and alumni of the University other than the one represented by the previous awardee.

Among an outstanding field of nominees Greengrove impressed the committee with her work ethic, innovative approaches, and the degree of respect she has fostered among students and colleagues at UWT," said UWT Professor Mike Allen, committee chair.

According to the students who nominated her, Greengrove was an outstanding teacher, a dedicated scholar, and a mentor to the students.

See Award, back page

Dyslexia: One man's struggle shatters myths shared by many

By Lori Paulson
Contributing Writer

"My wife reads my textbooks to me," said Gary Hill, a 33-year-old student at University of Washington, Tacoma who will graduate in March of this year. Hill has a learning disability, specifically with reading, which subsequently has an impact on his writing. The general public knows it as dyslexia.

"I dictate my papers, and my wife writes them for me," Hill said. "I can't spell."

For dyslexic students and the faculty and staff at UWT, understanding the nature of this neurological disorder and knowing ways to deal with it can make a big difference in the quality and depth of the learning experience for such students here at the university.

"If students are struggling in any way, it could really be helpful to come talk to me," said Lisa Tice, manager of Disability Support Services at UWT. "I'm the focal point for facilitating the kind of support that students may need."

Students should make an appointment with DSS and start the process of registration for accommodations as soon as possible, advises Tice.

Before DSS can provide accommodations, a student must submit documentation of their learning disability.

The university does not provide diagnostic evaluations of disabilities and so a diagnostic report must be obtained from a licensed psychologist, although DSS does have a list of recommended specialists.

Some of the areas in which the psychologist evaluates a student are aptitude, achievement, information processing, and memory to assess whether or not dyslexia is present.

If a student qualifies for support services, the DSS manager determines how best to meet a student's disability related needs.

Books on tape, note takers, and accommodations regarding examination arrangements are some of the services offered, according to Tice.

An example would be if a student was taking course that has in-class writing assignments. Tice can arrange an accommodation so that a dyslexic student can have double time or time and a half to accomplish the assignment.

"There are ways that students can be supported to take a class like that," Tice said. "If that's a class See Dyslexia, page 2
DYSEXIA, continued from front page

subject they are interested in.

Such accommodations can be critical to success for dyslexic students. Getting through course content at the pace normally expected in college level work for students with this disorder can be an enormous challenge.

This is not because dyslexia makes it difficult for an individual to comprehend concepts and ideas. It is actually a problem with decoding and storing of words in the brain, according to results from research done at Yale University School of Medicine.

"Even high-achieving university students with childhood histories of dyslexia, who are accurate but slow readers, continue to show this pattern," said Dr. Sally Shaywitz, a professor of Pediatric Neurology at Yale.

It is important to note, however, that not everyone who has trouble with reading fast and efficiently has dyslexia. For some students, it is a matter of poor instruction in their early years in school, according to Dr. Marcy Stein, UWT professor in the Education program.

Regardless of whether a student has dyslexia or not, if they have trouble with reading, tutoring and finding learning strategies that work can be key factors to success in the classroom.

"Students have to learn how to study," Stein said. "They need to be involved with the content."

Stein also recommends graphic organizers and working with partners in the class to help students master the material. Graphic organizers use pictorial ways to represent complex information and can make abstract ideas more concrete, using paper or an electronic pad.

Dyslexic students as well as faculty and staff at UWT may find that such suggestions could benefit their family members who have this learning disability.

If that family member is a child, it is important to note that appropriate intervention done in the early years, especially before third grade, is vital and can make a significant difference in the child's educational experience.

If parents are unsure but suspect a reading disability, they are advised to get their child assessed and do not wait.

"Anyone, including parents, can refer a child for assessment through the school district if there is a concern that the child might have a learning disability," said Diane Holt, principal of Green Gables Elementary.

If a child is determined to have dyslexia, parents should ask questions about what reading strategies are being used in the classroom, according to Holt. These strategies should include work with phonetics and rhyming.

"Children should love reading," Holt said. "If they hate reading and it's a struggle, than you want to be making sure that it is well supported in the classroom and that the home environment is supporting what the teacher is doing."

Parents and teachers need to be working on the same strategies, Holt stressed.

Understanding of the nature of dyslexia and appropriate intervention could have made a difference for someone such as Hill.

Hill learned the name of his reading disability in sixth grade and did get some help specific education classes but, by that time he was so far behind that he struggled just to pass the year and middle and high school years, with no support from home.

His parents told him he was dumb and should plan on working in construction since he was good with his hands; Hill said.

Now, 15 years after high school, he is graduating from UWT and will be attending City University to accomplish his life long dream of earning his teaching certification.

He hopes to help other children, especially those with learning disabilities, to have what he did not have as a child: a positive and rich learning experience.

"I wanted the teachers to look beyond my scribbles," Hill said. "I wanted to say, hey, look I'm a person."
Your paper, your voice
One simple way to maximize your time at UWT

For those of you looking at spring quarter as the beginning of the end, the last quarter of your University of Washington Tacoma career, we heartily, albeit jealously, congratulate you. For those of you looking at spring quarter as the beginning of your U career, we welcome you no less heartily, though without jealousy. And if you are at some point in the middle of your time in our hallowed halls, it’s a new quarter – all fresh, clean and smelling like optimism and grapefruit Method all-purpose cleaner.

In the Ledger you’ll begin to notice some familiar things, and some new things. You’ll see campus news and profiles of our campus community throughout the pages.

You’ll see all about what happens when some members of our fearless staff go to Russia. You’ll see, as usual, the events calendar, and a mishmash of tidbits known as Nibbles and Sips.

There are some noticeable changes in this issue. Husky voices are not in their usual spot on page two; instead, you can find them in the special Russia insert. We thought it would be compelling to feature what Moscow State University students think about an issue: the student protests in France.

Also, we have tweaked the design of the front page a bit. Let us know your thoughts.

Coming in the next edition, we’ll introduce you to a new Health and Wellness page. We’re hoping this will be a page to showcase what we do, as individuals, and as a community, to stay healthy and balanced.

But to do this effectively, we need to hear from you.

In an effort to see how effective-ly we’re gauging the pulse of the campus community, we’re currently developing a readership survey.

Sometime around midterm, you will see members from the Ledger staff campaigning around campus.

Take the opportunity to let us know what direction you would like to see the campus and the ledger move toward.

This change is all part of our continuing effort to publish a newspaper that will be compelling and insightful for our readers. However, we’re missing one key ingredient: feedback.

To be a voice of the UWT community, and to reflect that community, we at the Ledger need to hear from you, the students, and not just stuff we overhear in the toilet stalls. We want to know what your interests, concerns and passions are. We want to print your words, as contributing writers, as staff writers, as letter writers.

Or, if you simply have a scoop on a juicy story, let us know. Any way you choose to get involved, it will ensure that you have contributed to the legacy of UWT.

The best way to maximize the value of your university experience is by maximizing your involvement in the process. Your dollars go toward supporting this community, isn’t it time your voice was heard?

To have your voice heard, send the Ledger an email: ledger@uw washington.edu

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Booze ruling may give UWT lasting hangover
In loco parentis sets dangerous precedent that means more than just a dry campus

Opinion
By Mark Dodson
Contributing Writer

Don’t believe the hype – in loco parentis is alive and well

It’s been said by many that the idea of in loco parentis was largely eliminated by the courts in the 1960’s. Yet, while modern colleges with little history of student activism survive, this is an idea that has had its usefulness back in the day, but was largely eliminated by the courts in the 1960’s as the students rights movement started to take hold and students and their respective govern­ments began to become involved in the social issues of the day.

The trouble is that the courts didn’t exactly void the concept as much as it allowed it to evolve into something different. That concept in its current form is being played out here at the University of Washington, Tacoma in the form of the emerging alcohol policy for students.

The concept in its original form allowed colleges and universities to become involved in all manner of the students’ lives under the guise of protecting them from outside influences. This is not as nefarious as it seems at first glance, as many administra­tors are simply looking for any legal required protection from influences that could corrupt or harm them.

During the 60s many colleges became, instead, more concerned with their own legal culpability rather than the students rights to engage (sometimes with violent results) social controversies directly and the courts started to ease up on permitting colleges to be found responsible for the actions of their student populations, but not completely. This, according to authors Bickel & Lake, was the beginning of the "duty-of-duty" university. This is where the problem lies. Court deci­sions starting with Dixon v. Alabama State Board of Education have issued vague or contradictory rulings that have left modern colleges with little responsibility, but much of the liability when things go wrong.

Flash forward to fall 2006 and enter the freshmen class. It is rumored that UWPTC is placing the Student Activities Board (SAB), the Student Services Committee (BPCU), the Student Government Association (SGA) all on a "no alcohol" list. Flash forward to fall 2006 and enter the freshmen class. It is rumored that UWPTC is placing the Student Activities Board (SAB), the Student Services Committee (BPCU), the Student Government Association (SGA) all on a "no alcohol" list. Flash forward to fall 2006 and enter the freshmen class. It is rumored that UWPTC is placing the Student Activities Board (SAB), the Student Services Committee (BPCU), the Student Government Association (SGA) all on a "no alcohol" list.

In reality, it is true. Is this really necessary? My first impulse would be yes, but what are the factors driving such a significant policy change?...

Liability would likely be right at the top of the list. I can certainly attest to the fact that since the UWPTC came online, the events presented that featured alcohol have been an extrava­tory success, bringing together stu­dents in ways (and numbers) that we have not seen previously, which goes to foster a sense of community here, something that is always a struggle given the commuter nature of the campus.

However, what happens if after slamming back a few vodka and Red Bulls a student then slams into a fam­ily of six on the way home? Where does in loco parentis apply? Who would be held legally responsible? Certainly the student, but who else? The University? The bartender? How about the Students Activities Board (SAB) or the SAFC, who would like­ly have funded the event?

Ease of implementation would be the other issue. It would be difficult to impose a rule that prohibits some students and not others. However, it would not be impossible. One of the problems with in loco parentis is that it is inflexible to the demands of the individual, focusing rather on group behavior and mentality and adopting a paternalistic response in regard to it. This is no way to run a university and would be particularly damning to this one as we move forward and add traditional students to the mix of our non-traditional community.

Bickel and Lake propose an idea that would serve us well, not just concerning the alcohol policy, but policy formation in general as shifts in guidelines and internal culture con­tinue to evolve. They advocate for the Facilitator model in which know­ledgeable students, campus admin­istration get together to work out rights and responsibilities to the issues of the day.

This is already in place in several instances on campus where students serve on a variety of committees. One of the aspects that Spakes has brought to campus is his human-resources­like approach into foster­ing honest appraisal and critiques from people, no matter their status and has consulted with many students and student leaders on a variety of issues. But to add to the facilitator model, I would propose adding par­ents to the mix.

Asaxon and campus-wide emails have indicated, the parents of our first year students appear eager to get information about the school and want to know how they can help make the college experience a worthwhile one for their children. Authors Sweeten and Davis write about the need to get campus students involved as a way of fostering honest appraisal and critiques from people, no matter their status and has consulted with many students and student leaders on a variety of issues. But to add to the facilitator model, I would propose adding parents to the mix.

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I A S portfolio requirements change

By Cassie Creley
Contributing Writer

Portfolio. That word strikes fear into the hearts of all Interdisciplinary Arts and Sciences students when they think of graduation requirements. That is one of the numerous reasons the IAS program is changing its requirements for students admitted winter and spring quarter of 2006.

The changes are part of an effort to make the portfolios more significant to students’ education, according to Bill Richardson, IAS director and professor at the University of Washington, Tacoma.

"The reason we’re now making changes in the portfolios and adding the capstone is to make it more meaningful to students," Richardson said.

Previously, students were required to submit four examples of their writing, one from their first quarter at UWT, and two either graded or revised, with a draft of the revised paper, and one they consider their best. In addition, students were required to submit four forms evaluating oral communication. These requirements will remain the same for students admitted prior to winter quarter of 2006.

For students admitted winter and spring quarter of 2006, a reflective essay has been added to the portfolio requirements. The essay is only 400 to 500 words in length, and guidelines can be found in the IAS section of the UWT website. This is a chance for students to examine the personal impact of their education, according to Richardson.

"If [the portfolio] is not meaningful, there really is no point in it," Richardson said, revealing that it was not intended that students feel the same way about portfolios as they do about paying library fees.

In addition, the four papers in the portfolio must meet more specific requirements. Now the paper from the student’s first quarter must be at least three pages in length. The other three papers in the portfolio, including one of the student’s best, must have been written during the student’s last year at UWT.

One of the papers must show "development of critical thinking skills," and the other must show "application of an interdisciplinary perspective to a given topic." Don’t let the terminology worry you. Almost any paper completed at UWT will fall under these categories, according to Richardson. Your advisor can help you be certain that you meet these requirements.

Students are still required to submit four Assessment Forms, but now students can choose from seven different types of forms. Instructors need to fill out at least two of the four forms.

The revamping of the portfolios is part of an ongoing process, according to Linda Kachinsky, a former UWT student and an advisor for nearly 10 years.

"There are more changes coming; this is an interim point," Kachinsky said.

For example, all IAS students admitted next fall will be required to take a capstone class, according to Richardson. In a capstone class, students assemble a portfolio under faculty supervision. The class gives students a chance to contemplate what they have achieved and learned, as well as what they wished they had done differently, according to Richardson.

He said that the capstone classes allow students to gain perspective about the impact of the entire educational system. Although the portfolios are not a large part of this process, Richardson said that the inclusion of capstone classes will provide more feedback for the university.

"We’re constantly assessing ourselves. We’re constantly evaluating ourselves," Kachinsky said. Richardson hopes that the portfolio process is an enlightening experience for students as well.

"We see really genuine improvement," Richardson said. "That is what we want the student to see.

"If you have questions about the portfolio process, check out the UWT website. The IAS Student Portfolio Information Sheet online is a particular useful source of information about the new requirements. Feel free to talk to an advisor as well."
Meet the candidates

ASUWT elections coming to an oUWTpost near you

By Nick Prybychi
Ledger Writer

The sole contested race in this year's student government elections is that of ASUWT president. Both presidential candidates are focusing their platforms differently, and it will be up to the students to decide what agenda takes priority. They will face-off in a debate April 10 at 12:45 p.m. in the oUWTpost. Elections will be held April 17 to April 22, with the results being announced April 25.

**Presidential Candidates**

**Nicholas Bubb**
Student government needs to focus on serious advocacy for students' needs. Making college affordable, while providing healthcare, adequate parking, recreational programs, affordable housing, and healthy food options are issues that need to be addressed with the university, city, state, and federal governments. This will be my focus as president of ASUWT.

**Weston Henderson**
The basis of my platform consists of addressing many needs but more importantly I commit to excite the student population into a sense of ownership and school pride. I cannot promise that all of my goals will be accomplished but I can promise that I will begin all of them.

**Vice Presidential Candidate**

Check out the Ledger online to read the vice president and senate candidates' platforms.

**Fahminah Siddiqui**

**Senate Candidates**

**Heather Manske**

**Jamie Michener**

**Christopher Karnes**

**Glenda Hedden**

All pictures retrieved from the Ledger and ASUWT databases.
New perspectives on art: seeing TAM exhibit through youthful eyes

By Jessica Corey-Butler
Ledger Writer


I’m never quite sure my critical impulse is the correct one. So I decided to bring my four year old and see Americanness, art, and TAM, through her eyes.

Upon entry to the museum, we experienced Leroy, a 15-foot puppy reminiscent of our Bill, give or take a few feet. He sat over a box soliciting donations, begging in a more polite and serene way than Bill could ever manage. Abby thought, initially, that Leroy needed his name changed to Jasmine. Later she recognized, loudly, an unmistakably male body part, and revised the name-change.

We progressed to my favorite part of the gallery, the spatial-acid-trip hallway mirror that reflects the stone sculpture "room" outside that’s too fluid to be hard. In the past, I never "got it" but it’s always left me pleasantly discombobulated regardless.

Currently, Chihuly’s collaborative *Ma ChiChu’s Floats*, a series of globes ranging in size from bocce-ball medium-small to mega-beach-ball huge adds dimension to the stone, and my brilliant four-year-old "got it" immediately. "It’s kinda like the sea," she suggested, before I even read the wall text confirming just that.

In the main gallery area, we found *The Great American Thing*. Abby was unimpressed until she happened upon the *Kiddie Kar* by William Zorach. Unfortunately for all involved, her hand reached out to touch on its own accord, and from that point on we hustled in an un-organized, "just the highlights please" fashion.

I loved the use of cubism updating folk in the *Marguerite Thompson-Zorach Ella Madison and Dahlov*, and I loved imagining the artists as "doting parents." There was something profoundly graceful, and yet disquieting in *Ella*, reminiscent of my experience with the Joseph Stella painting *American Landscape (Gas Tank)*. I solicited the young art professional’s opinion, and received "I don’t like it, can we go now?"

The biggest delights of the day, for me, were the photographs. I was tickled that such a somber (or was it hopeful) painting as *American Landscape (Gas Tank)* could be painted by that guy in the photo snapped by Man Ray, sipping on beer with his guitar propped behind him.

I chuckled out loud, as Georgia O’Keeffe flicked a saucy, coquettish smile to Orville Cox. Under a cloudy sky only Ansel Adams could have captured correctly, a moment was immortalized, and I saw Adams in a completely different light. O’Keeffe surprised me as well, not only in her flirtatious expression, but in her watercolor *Sunrise*.

Despite seeing *Kachina dolls—like Barbies,*, my art-guide suggested—a four year old can only process so much art. We fairly sprinted though an intriguing collection of photographed flora in *Decoats and Fantasies*. I was hoping my ultra clever comment of "How many Rapunzels had haircuts for that picture?" would invite my child into Gregory Crewsdon’s *Untitled (butterflies and braids)* but she was having none of it. I viewed the entire collection through the same eyes that Linda Hacket used to shoot her blurred series, and my day of art was ended.

I can’t wait to return. Next time, though, I think I’ll try to view the art through my own eyes, in my own time.

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Send your resume to ledger@uwashington.edu by April 15 to be considered.
New season pick-me-ups
Five simple things to do to bring in spring
By Jessica Corey-Butler
Ledger Writer

Ahh, spring. Here’s a quick list of things you can do to give a nod to the season of regeneration.

1. Strike a pose. There’s something about a yoga pose that has the power to energize (or at least stretch those ignored muscles.) A few favorites: downward facing dog (pictured above) cat/cow (on all fours, alternating arching, then rounding your back) and cobra (lay on your belly, and then lift your upper body up.) Some great step-by-step basic poses and how-to info can be found here: www.santoshas.com/asanas

2. Organize something. Whether it’s a file cabinet or a rally, there’s catharsis in creating “order.”

3. Clean a window, and then open it.

4. Plant something. A tree, a seed, or an idea—any one of these things can make a difference to the world.

5. Go play outside. Find as much evidence of spring as you can, whether it’s a the Skagit Valley Tulip festival (April 1- April 30, go to www.cowabduction.com for more info) or on Pacific Avenue. Spring is here—breathe it in.

Nibbles and sips around the Sound
By Jessica Corey-Butler
Ledger Writer

More coffee art! Not only was the barista at the Mandalin (3923 South 12th St) cute as a button, she also made a mean latte.

My salad was tasty, my daughter’s couscous divine, and my friend enjoyed her ham and bri panini—all told, I’m a very happy lunch junk! "Boozezy" as an adjective? The bartender at the Primo Grill (601 South Pine St.) described the Blue Note martini with that word. When I sipped the gorgeous gin/vodka/blue curacao concoction I realized just how apropos the adjective was. The Voxmopolitans there are the perfect blend of sweet/art/booze, and the deserts, sublime. *Time OUT! a. 1. that thing.

which renders its participant oblivious to the passage of minutes, hours, days. 2. the internet.


We love to hate her, yet her movies do have redeeming features. No, I’m not talking about Courtney Love, I’m referring to Barbie, whose latest computer-generated toy-sales vehicle was released last month.

Kids like the plucky young heroine and her fuzzy friend Bibble who can karaoke with the best of ‘em. I like that my daughter doesn’t have to watch a victim role; in the case of Mermaidia, Barbie’s bailing out a merdude in his time of need. I bought it for the label: I love to hate her, yet her movies do have redeeming features. No, I’m not talking about Courtney Love, I’m referring to Barbie, whose latest computer-generated toy-sales vehicle was released last month. (Just so you know, Jess dines on her own dime, or that of her significant other. All opinions are her own, and not solicited by the establishments or entities mentioned. Though, she does want to hear what you, her readers, are drinking, eating, seeing.)

Saladpalooza
Healthy eats close to campus
By Jessica Corey-Butler
Ledger Writer

Often springtime ushers in healthier eating habits. I sampled some local salad offerings:

Jewel Down, main steps, Subway (253-2529) makes a mean spinach chicken salad, for $5.29. Equally close, on the other side of the steps, the Renaissance Cafe (572-1029) has a chicken caesar that’s weight down with chicken, croutons and cheese, with dressing on the side. At $7.50, it’s pricier than Subway, but the service and ambiance are worth the difference. Hotdog Dod (593-6099) makes a chicken salad for $4.99, but the veggies are pretty basic. Still—what did I expect from a place whose hotdogs come close to reaching dog-velocity?

The Museum of Glass Cafe (284-3009), has a really tasty Asian Chicken Salad. At $8.79, I found it worth the price.

While at the Tacomans Art Museum (272-4258), I enjoyed the Northwest Winter Salad at Untitled Café, despite its $9.00 price. The grilled salmon was perfect with the mixed greens, beans, and apples.

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What’s going down in T-Town
Music and more in the City of Destiny

Thursday, April 6
Comedy Underground—James Heneghen
Hell’s Kitchen—* Special Equipment, Judge Dugan, Massive Gun Eddie, Shrug, Unikut, Who Cares, Sesame Street Gunfighters, Phillip Robertson, Esmeralda Strange, 1ManBanjo
Jazzbones—James Whitton & the Downtown Apostles
Mandolin Café—EVAN ENLOW & ALESSANDRA ROSE
The Swiss—STEVEN MINOR BAND & GUEST
Theatre on the Square (TAC)—Closing weekend, Two Gentlemen of Verona

Friday, April 7
Comedy Underground—James Heneghen
Hell’s Kitchen—The Outfit, Riverivered, Tempered Cast, Desired Response Theory
Jazzbones—Becky Sue & Her Big Rockin’ Daddies
The Loft—free cover and $2 drinks before 11pm
Mandolin Café—Pickle Range Bluegrass Band
Mecooi’s—Otis Headstrong
Shakabrah Java—Levi Leavitt
Schneebeck Hall (UPS)—Tales to be Told—assorted classical Music
Six Olives—Srirah Noel & Friends
The Swiss—Afrodiasies
Theatre on the Square (TAC)—Closing weekend, Two Gentlemen of Verona

Saturday, April 8
Comedy Underground—James Heneghen
Jazzbones—The Paperboys
The Loft—one person chosen at random will win $1000 in cash
Mandolin Café—Kathy Long
Shakabrah Java—Mari Morri
Six Olives—Srirah Noel & Friends
The Swiss—Seven Deep
Theatre on the Square (TAC)—Closing weekend, Two Gentlemen of Verona

Thursday, April 13
Hell’s Kitchen—* Nothing Special, BLK PPL, CB Militia, Grenners, Futile Progress, The Degrees (cd Release), Daylight Basement, Raylazer, Dudley
Jazzbones—Pearl Django
Mandolin Café—Rick Gonzales
Shakabrah Java—Free Ya Mind
The Swiss—Johnny Smokes

Friday, April 14
Hell’s Kitchen—Go Like Hell, The Candy Snatchers, Ironhead, The Fighting Eagles
Jazzbones—Too Slim & the Taildraggers
The Loft—Male Revue 8pm, doors open 7pm
Mandolin Café—Brant O’Brien
Mecooi’s—Otis Headstrong
Shakabrah Java—Stephanie Johnson
Six Olives—Srirah Noel & Friends
The Swiss—X35

Saturday, April 15
Hell’s Kitchen—Burnham Shadows, Bashard Sons of Slayer, Murmer, Sanction VIII
Jazzbones—Alex Duncan Reggie Sensation
The Loft—One person chosen at random will win $1000 in cash
Mandolin Café—Starboard Morning
Six Olives—Srirah Noel & Friends
The Swiss—Dance Factory

All shows, except those marked with asterisks, are over-21
Call the venues for more info.

Comedy Underground—(253)272-2489
Hell’s Kitchen—(253)759-6003
Jazzbones—(253)396-9169
The Loft—(253)404-0540
Mandolin Café—(253)761-3482
Mecooi’s—(253)383-3380
Shakabrah Java—(253)572-2787
Six Olives—(253)272-5574
Shakabrah Java—(253)572-2787
The Swiss—(253)272-2821
Theatre on the Square (TAC)—(253)404-1592
William Traver Gallery—(253)383-3685

What’s going on
in T-Town
Music and more in the City of Destiny

April 6, 2006
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provides her students with opportunities to gain real world knowledge by including them in her own research projects. "One of our goals for the program is to always create opportunities and pathways for students," said Greengrove. Thanks to Greengrove, environmental science students have been able to perform marine field research on various ships throughout the West Coast and then present their findings to the community. She feels that is important that her students get out into the field and learn as much as they can about what is in their own backyard, she said. By living so close to Puget Sound, her students are able to obtain experience that will help them prepare for future employment as well as help the community.

Greengrove is a physical oceanographer, which means that she studies the "motion in the ocean." She was born and raised in New Jersey, and said that she wanted to be an oceanographer from a very young age. She describes herself as a "waterbaby," and growing up spent a great deal of time on her grandparents' boat, learning as much as she could about the ocean.

Currently Greengrove is involved in two research projects; one is studying harmful algal blooms in Puget Sound that cause shellfish poisoning. The other is exploring the physical, chemical and biological oceanographic conditions in the fjords of Berkeley and Clayoquot Sounds, British Columbia, Canada. She has had her work published in various journals, including the Journal of Geoscience Education and the Journal of College Sciences.

With UWT transitioning into a four-year campus next fall, Greengrove has been hard at work developing curriculum for the new freshmen class. Greengrove says that she loves teaching at UWT, that "the students and teachers are great." She also said that she loves the fact that UWT is such a unique campus, and is excited about what is to come as it transitions into a four-year school.

In addition to creating an environmental science program and modeling it to fit students' needs, Greengrove has spent hundreds of hours helping to design the new science building. Thanks to her efforts with this project, her students have highly skilled facilities and equipment, which provides them with better learning opportunities.

Greengrove received her B.A. in physics, cum laude, from Moravian College, a small college in Pennsylvania. From there she went on to Columbia University and received her master's degree and eventually a doctorate in 1996 in geosciences, oceans and atmospheres.

Greengrove joined the UWT team in 1996. At that time there was no science building and no program for students wishing to study environmental science. Along with Professor David Secord, Greengrove founded a program for those wishing to major in environmental science, along with curriculum for non-majors seeking science classes.

For being selected as this year's winner, Greengrove will be recognized at the UW Tacoma and UW Seattle awards ceremonies as well as the UWT commencement.

ELECTIONS. continued from front page

throughout the current academic year. The ASUWT leadership has been particularly hard hit: low student membership and dismal voter participation have plagued the student organization recently.

Despite the fact that it is free to join the ASUWT and membership requires no time commitment, a majority of students decline the opportunity to enroll. Out of the 2,117 students who attend UWT, approximately 1,000 belong to ASUWT.

All students must decide whether to enroll during the registration process. By declining, students become ineligible to vote on ASUWT issues, cannot participate in events held by the organization and cannot hold office.

Even the students who belong to ASUWT have been reluctant to voice their opinion. The constitutional amendment vote held last quarter only drew 201 eligible votes, despite a week's worth of events designed to encourage turnout.

This presents a resounding challenge for the future of ASUWT. Facing the task of helping shape what UWT will become as it transitions to a four-year university, the student government needs all the involvement it can get.

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