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Kapiolani Community College

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## Questions answered at college fair

By Alvin Moribayashi

College and high school students, counselors, parents, adults, and senior citizens are invited to the annual Hawaii Career and College Fair.

The fair will be held this year at the Neal Blaisdell Center Exhibition Hall Nov. 9 and 10, Friday and Saturday, 9 a.m. to 5 p.m.

There will be representatives from nearly a hundred colleges, universities, professional, career, and trade schools from the islands and throughout the Mainland. They will be there to help students plan their careers or to develop new ones and to inform students of career opportunities. Students can obtain information on changing college or majors and on graduate studies.

All of the departments at KCC will have demonstrations or displays at the fair. Some of the displays and demonstrations will include melon carving, silk-

screening, and other areas of the KCC program.

Lydia Leong, director of admissions and records, is in charge of KCC's participation in

the fair. She will be at the community college booth along with other faculty members answering questions on KCC program offerings.

## Changes proposed for grading system

Hearings on proposed changes in the grading policy at KCC will be held at three different times next week.

Students and faculty are urged to attend to present their views.

Provost Joyce Tsunoda, Jim Embrey, president of the Faculty Council, and Bob Fearien, chairman of the Academic Standards Committee, will be present to answer questions.

The hearings will be held Wednesday, Oct. 24 at noon under the banyan tree on the DH Campus; Wednesday, Oct. 24 at 3 p.m. in building 856, room 101 on the Pensacola Campus, and Thursday, Oct. 25 at 3 p.m. in building 857, room 202 on the Pensacola Campus.

Students who are unable to attend may write their comments to Bob Fearien, through campus mail, care of Arts and Sciences Department, Pensacola Campus.

## What's good for the goose is good for the gander

## Proposed grievance procedure under fire

By Glenn Sasaki

Kapiolani Community College is the only campus in the UH system that does not have an academic grievance procedure in place; but there is a possibility that one will be passed by Provost Tsunoda in the near future.

As it now stands in the Student Conduct Code, students have no way of filing grievances against any counselor or management personnel. However, students do have the limited capacity of filing grievances against instructors, as instructors have against students.

"School exists for the students," says Chuck Daniels, instructor and member of the Faculty Council, who is giving his all in getting a grievance procedure adopted.

"KCC is not set up so jobs are available to staff members or so counselors can preach. It is for our clients, the students. Therefore nobody has the right to do any injustice to any students — nobody!"

The present academic grievance proposal is geared to give the students the ability to file grievance against anyone under KCC employment, including counselors, janitors and even the provost.

The proposal clearly defines the responsibilities that lie with each role in the system (staff to students, students to counselors, instructional faculty to students, etc.).

There are two main concepts that are included in this proposal. First, that this procedure apply to everyone, and secondly, that a neutral arbitrator be available for final decisions," Daniels said.

Daniels pointed out that usually nothing is done if an injustice is done to a student by counselors or executive members because of the "buddy-buddy trip" that lie in the relationship of the staff member and the judging individual.

"A lot of the complaints are about counselors, but at this point, nothing can really be accomplished," says Daniels. "With this proposal in effect, everybody has to be on his toes. No injustice can be done upon any student by anyone anymore."

The "raise hell and get action" style that Daniels exerts has gotten the grievance procedure well on its way.

After writing the proposal with four students over one weekend earlier this year, it has been approved by the Student Council, the Professional Rights Committee and the Faculty Council.

It was given to the Provost for final approval, but met some criticism there.

So presently, it is being re-written by KCC Senator Steven Holt to change the "long and involved" procedures. It will then have to be approved by all the committees again before being resubmitted to the Provost.

Provost Tsunoda said that the proposal was too "long and cumbersome and should be simplified." She also felt that it did not leave distinction between a conduct code and an academic grievance procedure.

The Provost did agree that both documents should apply to everyone in the KCC system to ensure the "due process" that is deserved.

The Provost did explain that the present draft that was forwarded to her, be reworded. "It's too long and formal," said the Provost, explaining that too many steps were involved.

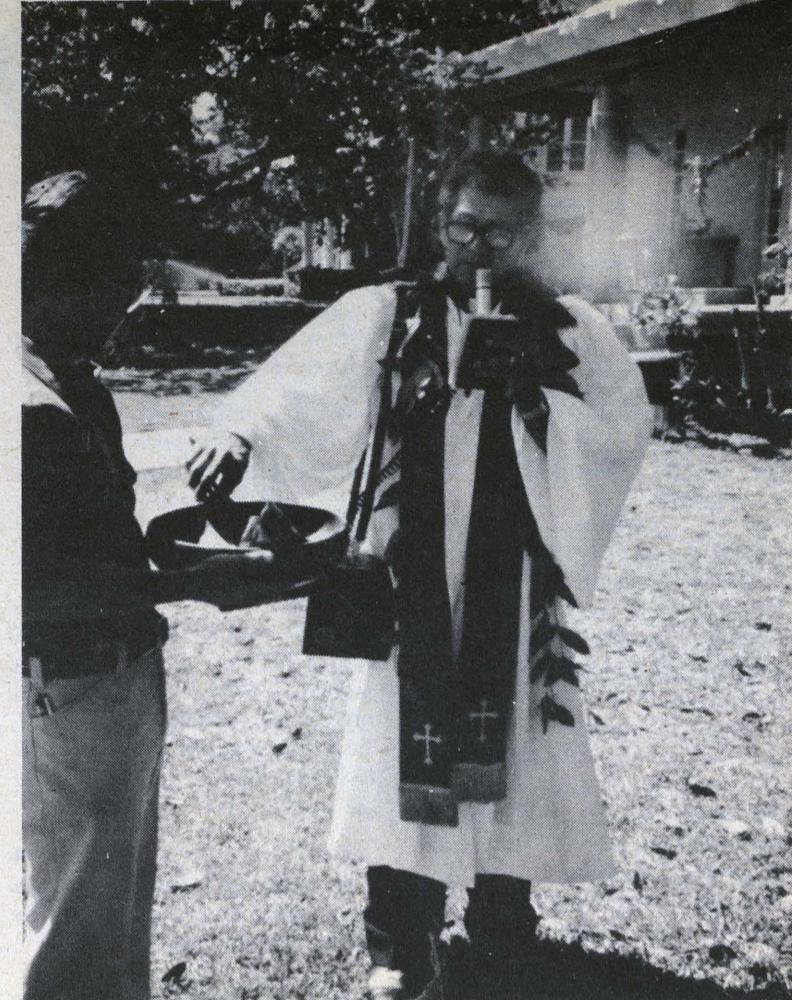
"It should be informal," she stressed. "Not everyone has to know who has a grievance against who. Just keep it simple but effective," the Provost stressed.

A grievance procedure deals with an interference of the learning process. A student or instructional faculty could file the complaint. The individual could then file a grievance and have action taken to resolve whatever injustice had been done.

According to union rules, counselors are also part of the instructional faculty.

A conduct code deals with an impermissible behavior by an individual to another in the academic community. It could be a student, instructor, counselor or administrative staff (including the Provost) who commits the act. The individual offended could then file for disciplinary actions to be taken.

So presently the proposed



Blessing ceremony

Using ti leaves and a bowl which belonged to Kamehameha the Great, the Reverend Abraham Akaka blessed the grounds and the new student services building on the DH Campus Monday afternoon. Holding the bowl is Dean of Students Ralph Ohara. The ceremony, attended by a handful of students, faculty and staff, began with Dean Ohara expressing appreciation to those who helped with the project. After the maile lei was parted, the building was open to guests.

Photo by Alden Ng

effective grievance procedure. Unfortunately, students too often find their procedures too limited in scope or ineffective in resolving the injustices they suffer.

"It is a major essential proposition of this proposal that students, engaged in their role as learners, should have a grievance procedure that effectively resolves their problems no matter with whom the ultimate responsibility rests."

"Therefore, this proposal attempts to provide a complete and fair grievance procedure that includes students/redress against not only 1) instructional faculty, but also against 2) counselor faculty, 3) management persons, and 4) staff personnel. This broad-based approach guarantees that student injustices can be pursued and remedied to wherever in the academic community such responsibility resides."

Also included in the proposal is that the Academic Grievance Committee have the final decision on all cases. The committee of three students, two instructional staff, one counselor faculty and one staff person should ensure an impartial and fair decision.

Daniels commented that a grievance procedure should have been adopted years ago, but said that it got put aside and no one did anything more.

Daniels summed up the whole concept of the proposal himself when he said, "What's good for the goose is good for the gander."

# Career Center helping students with jobs

By Nancy Mitchell

New this semester is the Career and Personal Development Center. It functions to give students information and skills that will help them with the decision-making and finding the right occupation.

The career education program is concerned with three areas: awareness, exploration and preparation.

Its first concern is awareness for the individual. Students are given an interest and vocational aptitude test to identify their values in life. The tests also show the student's self-concept and perception.

Once the student's values are clarified, the advisor and student are ready to look for work that fits with the life style of the student. They may use the Career Resources Library which has college programs and job information. When the list of options are laid out, the preparations required for the work are discussed.

Later this year, the first of several computer terminals will

enable students to explore the occupations that are available.

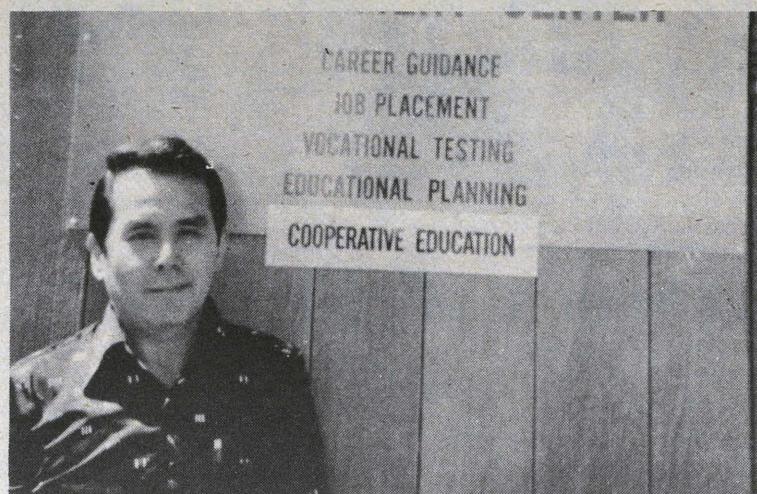
Barbara Howard, who joined the staff Monday, will supervise career activities including development of the computer system, expanded testing and workshops.

Also, an important part of the Center is the cooperative education program headed by Van Isotani, which allows students to explore jobs and learn some of the skills necessary through on-the-job experience.

A psychometrist, Dr. Jean Pezzoli, who is here from Leeward Community College on a one-year transfer, is evaluating the testing program and will be assisting faculty in developing classroom tests.

The Center also plans to hold workshops for faculty to provide them with new approaches to career development.

Nov. 12, John Argeropoulos, career consultant, will be here for a week to evaluate all of the services offered and to propose a



Van Isotani, coop education instructor and Dr. Jean Pezzoli, psychometrist.



Photos by Cynthia Schray

comprehensive college-wide career system.

The Center is located on the Pensacola Campus, building 867, room 1. Located in that building are the job placement, testing and research and cooperative education services.

Other services of the Center

include Financial Aids which is located in the Student Services foreign students and veterans which are available at the Help Center, also on the Pensacola Campus.

able at the Help Center, also on the Pensacola Campus.

Counselors assigned to the

different majors are scattered throughout the Pensacola and Diamond Head campuses.

Students who wish to obtain job information should see their assigned counselor first.

Jerry Lam is coordinator of the Career and Personal Development Center.

## Thomas Kondo: Japanese speaking workers in great demand

By Susan Nam

Colorful posters of Kyoto, shelves of Japanese literature fill his office while a kokeshi doll is poised on his file cabinet.

This is the office of Thomas M. Kondo, instructor of Japanese language at KCC.

Kondo's study of the language began with Japanese classes in the first grade. The outbreak of World War II and the resulting

prohibition of Japanese language schools caused a temporary break in his studies.

At 18, Kondo went to Japan. There at Ryukoku University in Kyoto, he earned his bachelor's and master's degrees in Japanese language and literature. Since then he has remained dedicated to his work with the language.

Kondo conducts the usual beginning courses in Japanese and also teaches a Japanese 50 class which is intended for those

who will use Japanese in industry.

Students who have taken this class have been hired in a number of occupations by Japanese businesses. Students have been hired as models, airline stewardesses, chefs and clerical and sales people.

Japanese-speaking workers are in great demand, Kondo said, because in recent years, tighter immigration laws have prevented Japanese businesses from bringing in their own people, such as chefs. Consequently the demand to hire and train local people who can speak the language.

When asked what he thought of the large rise in the number of Japanese businesses in Hawaii, Kondo replied, "Hawaii needs foreign capital, but we need to control it so that people in Hawaii will benefit from it."

Presently Kondo is working with KCC's other Japanese language instructors, Baiho Nagamura and Dr. Yukiko Jolly on more tapes for the courses and also on two books on loan words, or English words in the Japanese language.

In addition, Kondo is in charge of the Japanese Culture Club. The club has held activities such as mochi pounding, dance demonstrations and tea ceremonies. Recently through the efforts of Dave Harris, counselor, the club visited a Japanese submarine and conversed with the crew, who could speak no English.

Kondo recommends a foreign language to all students. Why? "To see a different perspective, to learn another culture, to become international."



Thomas Kondo

Photo by Cynthia Schray

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# Hershinow searches for Native Hawaiian Writer

By Rod Sonoda

After attending a "talk story" conference for Hawaii's ethnic writers, Sheldon Hershinow's interest in Hawaiian literature was aroused. He began searching for the reason why no Hawaiian writers attended the conference.

His search lead to a paper on "Native American Literature, The Hawaiian Renaissance and the American Indian Movement, a Comparative View of Cultural Conflict." Hershinow presented the paper to the First National Convention of the American Cultural Association in Pittsburgh, Pa. last April.

Hershinow is an instructor in the Arts & Science Department here.

Hershinow discovered there were no native Hawaiian writers at the conference "mostly because they do not exist, with the exception of writer John Dominis Holt," he said.

He defined Hawaiian writers as persons of Hawaiian ancestry writing about their people and legends instead of non-Hawaiians writing about Hawaii.

"The absence of a literature of ethnic and cultural consciousness — such as the emerging literature of the American Indians — contains serious implications about the Hawaiian experience and the future of the Hawaiian movement," Hershinow wrote in his paper.

Leaders of the Hawaiian movement face a more difficult task because much more of their traditional culture was destroyed, he said.

The paper points out that Hawaiians and Indians both experienced long histories of demoralization, but segregation

on reservations, a history of bloody wars and other mistreatment served to make Indians of different tribes realize they shared a common world view.

The Hawaiians, on the other hand, were not segregated from the whites, the chiefs actively enlisted the aid of Europeans. Hawaiian acceptance of Christianity, missionary schooling, intermarriage and general assimilation of white culture, especially by the ali'i, all contributed to the decay of the Hawaiian culture, Hershinow said.

Also, he pointed out, the paternalistic system of government of the early Hawaiians worked to the disadvantage of the majority of Hawaiian people: ali'i gave or sold land to whites; commoners passively accepted whatever their leaders told them, and when, after annexation, Asians and other immigrants came to Hawaii, the Hawaiian tended to look to the haole for protection, Hershinow noted.

Now that the majority of those who identify themselves as Hawaii are of mixed blood, the problem of identity is complex for part Hawaiians, said Hershinow.

"Hawaiians, in short, are looking for a suitable past," Hershinow writes. "Ambivalent about both haoles and their own traditional roles, intensely aware that earlier attempts at revival have failed, Hawaiian activists are frustrated and confused as they attempt to discover a cultural tradition that can serve as the basis for a twentieth century Hawaiian revival."

The common point of view the need for freedom of language, the love of the land

and the importance of family — shared by Asian American writers at the talk shory conference suggests that the Hawaiian Renaissance must be founded on the broader base of the mixed cultures in Hawaii, Hershinow suggests.

"The current 'Hawaiian Renaissance,' it seems to me," Hershinow writes, "is more closely connected to the regional culture of Hawaii than it is to the militant ethnic Hawaiian political movement . . ."

"In order for there to be a lasting and significant Hawaiian revival, activists must realize they are now one ethnic group living within a larger multi-ethnic society," Hershinow said.

Hershinow's reason for writing the paper was that he wanted Mainlanders to recognize Hawaiians as native Americans.

"The paper got a good reception," says Hershinow. "Lots of people wrote for copies, so it was well received."

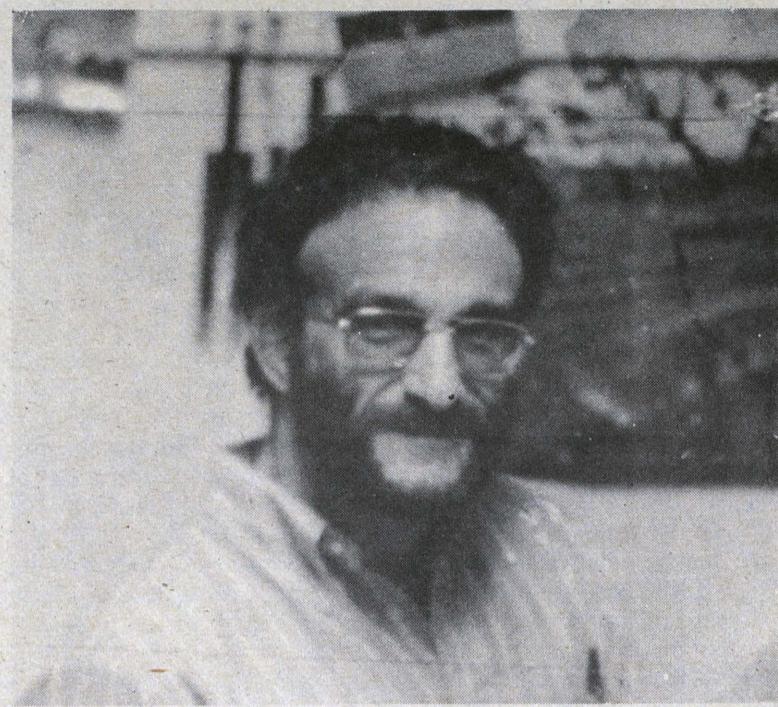
"I am not enough of an expert on the Indians and Hawaiians to really document the thesis," said Hershinow. "But I did want to put my thoughts in order," he said.

Hershinow felt that the paper will raise a lot of questions about its validity. The paper was a rough formulation, he said.

In preparation for the paper Hershinow used information based on his experiences teaching literature and American studies.

A shorter revised version of his paper will be published by the Impulse magazine of the East-West Center at the Manoa campus.

Of all the local writers doing work on the literature of Hawaii,



Sheldon Hershinow

one interests Hershinow the most. He is John Dominis Holt, a part Hawaiian and author of "Waimea Summer." A description of "Waimea

Summer" is given briefly at the end of Hershinow's paper.

Holt's writing is used as an example of Hawaiian literature written by a native Hawaiian.

"I see him as a pioneer trying to really come to terms with what it means to be a Hawaiian today," said Hershinow.

The book talks about Holt's mixed racial background and his search for what is Hawaiian.

"An intensity in his writing a depth of feeling in his search, to

me, makes up for what might be considered weakness in formal aspects of his writing," said Hershinow.

He has plans to interview Holt and to write an article which he will submit to the journal called MELUS (Multi-Ethnic Literature of the U.S.).

"A native American literature will not develop interest until activist Hawaiians can begin to look at themselves and their heritage with the honesty, sensitivity and introspective awareness apparent in the pioneering work of John Dominis Holt," Hershinow concluded in his paper.

## DH plans nearing completion says Provost

By Pat Patton

The master plan along with the environmental impact statement will be completed for the DH Campus by the end of the year, Provost Joyce Tsunoda said in a talk to students on the DH Campus Monday.

She displayed a site utilization plan for the campus, pointing out where buildings and parking would be located.

The large center grass field will be utilized for some of the various facilities like the student service center and classrooms, but there would be some grassy area left, she said.

She said 374 trees on the campus would be spared.

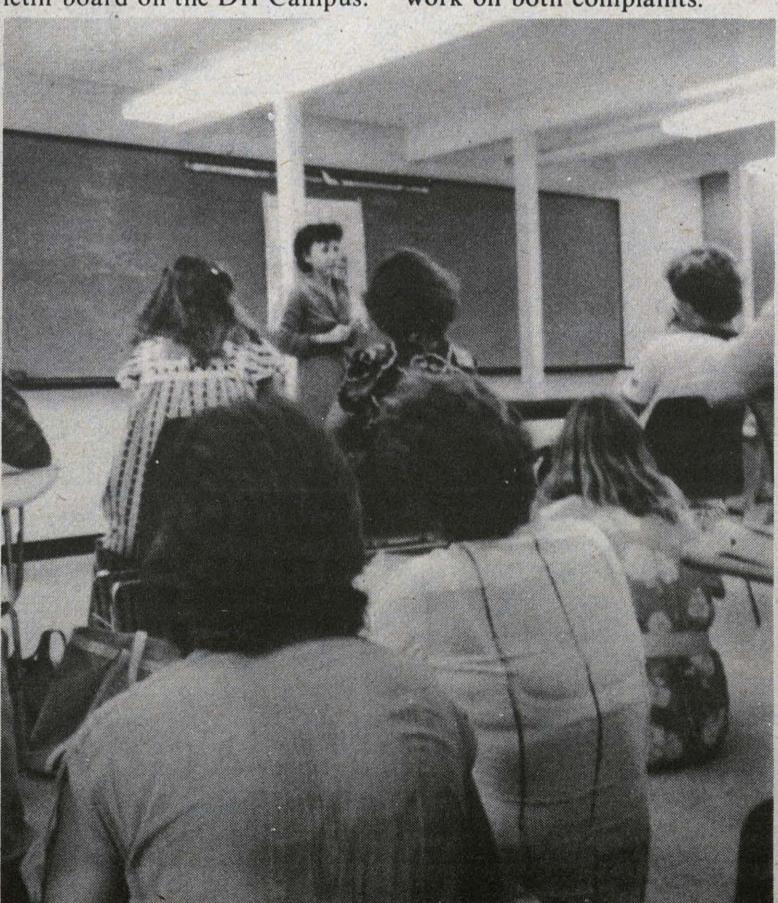
When asked why facilities could not be built on the slope, she said the cost would be greater than building on flat land and that there was enough acreage available on the flat areas.

When asked about the design of the buildings, she said they would be built in harmony with the environment; smaller two-story buildings spaced to catch the breezes.

Students also raised questions

about inadequate food service and the lack of an enclosed bulletin board on the DH Campus.

The Provost and Hank Rosario, ASKCC president, promised to work on both complaints.



## Going out tonight?

By James Clemente

The many special events coming up in the near future that should satisfy just about everyone's thirst for good entertainment.

First, there are Carlos Santana and Eddie Money, two very high quality acts in the United States today. They will bring their high energy sounds to Aloha Stadium Oct. 28. Tickets are \$10 on the first come first serve basis, so get your tickets before they're all sold out.

And if that isn't enough to satisfy the rock and roll buff, there's the rock and roll booze cruise that takes place aboard the Starship Invader — This rock and roll experience happens every Wednesday and Saturday

night with the group "Shazz" rocking the ship. Tickets are \$10 in advance or \$12 at the gate. The price includes admission plus all the booze you can indulge. The Starship Invader leaves the dock at Kewalo Basin at 11:15 p.m., so don't miss the boat.

Want to laugh? Well if you do, there's none other than Andy Bumatai. The local big time comedian, who will make you forget all about your homework, brings his hilarious act to the Ocean Showroom in the Cinerama Reef Hotel. His shows are every Friday and Saturday at 1 a.m. There is no cover charge and no drink minimum so take full advantage of this show if you can stay up.

Now for all you big time disco goers. There's a new discotheque in Waikiki called "Atlantis." It has an 800 square feet dance floor, lights like you wouldn't believe and the largest disco sound system in Hawaii. There are even chess and backgammon booths for the non-dancers.

This underwater fantasy can be found in the Pacific Beach Hotel on Liliuokalani Avenue. There's a \$2 cover charge for men but ladies are admitted free. It's open from 9 p.m. to 4 a.m. If you want to experience big time disco, check out the "Atlantis."

# Proposed changes in grading policy

This article is being published at the joint request of the Kapiolani Community College Faculty Council's Executive Committee and the Provost in order to inform all members of the College community about the proposed changes in the grading policy and to solicit comments regarding the proposal.

During the past academic year the Academic Standards Committee of the Faculty Council reviewed the existing policy and practices on grades, credits, and scholastic standards as described in the Academic Regulations' section of the college catalog. The review included a survey of the faculty and selected students regarding their feelings about the current policy and practices and hours of intense discussion among faculty (including counselors), and between the faculty and administration.

Those who sat in on these deliberations could agree on certain premises which should guide us in making academic policy decisions. These include a definition of what constitutes a basis for granting a grade, that a grade represents levels of academic achievement or attainment of skills and/or competencies for a given course. Grades should be separated from symbols that denote the student's enrollment status in a course. The greater responsibility for learning must be placed upon the learner. Academic policies should take into account that the College practices an Open Door Admissions policy which brings to the College students with widely differing backgrounds, needs, motivations, skills and learning abilities. It is the obligation of the College to provide learning situations for all the students that the College accepts.

What is reproduced in this article is a statement of proposed changes in the academic policies of the College with alternative views that developed as the interested parties pursued their discussions.

There are two ways in which interested faculty and students can make their views known on this very important issue: 1) write in your comments to Bob Fearien; and/or 2) attend the open hearings schedule on Oct. 24, banyan tree, DH Campus, 12 noon, Pensacola Campus bldg. 856, 3 p.m., Oct. 25 Pensacola Campus bldg. 856, 3 p.m. and make your views known. Maintaining the academic quality at Kapiolani Community College is everyone's business. Do read this article and think about the grading policy. Most importantly, let us hear from you.

The recommendations are as follows (with alternative views presented where these developed):

1. Eliminate the "N" grade. There was general concurrence regarding this recommendation with the shared feeling that the "N" grade has been abused in its purpose and too often used for students who disappear or fail.

2. Retain or eliminate the "WF" grade. Here there are differences of opinion. One view holds that the "WF", when given by faculty, truly represents the student's grade status at the time of the student's withdrawal and that the faculty member has a responsibility to indicate that status. (The "WF" is in any case not computed in the GPR.) Another view maintains that "W" is sufficient to indicate the student's official withdrawal from a class and that the threat of a "WF" discourages a student from withdrawing from a course which is the student's right, or to "punish" a student from withdrawing.

3. Change the time period during which a student may withdraw from a course from the present practice of up until the last week of instruction to up until 15 days prior to the last day of instruction (or five days for modular courses). This shortens the time period during which a student may withdraw on the assumption that a student will have made up his mind about his status in a course by that time. All interested parties who discussed academic grading policy and practices agreed on this recommendation.

4. Retain (or Revise — alternate view) present policies governing the "I" or incomplete. Suggested revisions include that the instructor designate some grade of A B C D or F to replace the I on the student's permanent record if the incomplete is not made up. Present policy reads that the "I" changes to an "F" if the incomplete is not made up.

All those who discuss the "I" policy have agreed that it is the student's responsibility to initiate the "I" grade with the instructor. A form to this purpose which the student will be able to pick up at Student Services will correct the present informality with which the "I" grade is presently assigned.

Another suggested revision of the present policy is that the length of time during which the incomplete can be made up should be extended to the entire length of the following semester, and that the instructor would submit the new grade replacing the "I" with other grades at the end of the semester during which the incomplete is made up.

5. Provide a statement in the catalog to the effect that an "F" grade cannot be changed to an incomplete. The rationale furnished for

this recommendation is that the "F" constitutes an academic grade determined by the instructor and that to alter this grade to any other than another academic grade designation is an abdication of instructor responsibility. All parties were in agreement with this recommendation.

6. Compute the "I" make-up grade in the GPR of the semester during which the new grade has been earned. This is present policy but is not so stated. All parties agreed with this recommendation.

7. Retain or revise the present repetition of courses policy. Those who advocate its revision suggest that the present policy which permits that only courses in which grade below "C" was earned may be repeated be changed to permit a student to repeat any course, regardless of grade. For certain majors a grade of "B" or "A" may be desirable and a student who has not the opportunity to repeat a course in which a "C" has been earned may be handicapped. However, all grades will remain on the student's record, and grade points for each attempt are included in the GPR.

8. Change the present policy statement governing academic probation and suspension to read as follows:

#### ACADEMIC PROBATION:

Any student failing to pass 50% or more of the credits attempted and achieve a 2.0 GPR in a one semester period will be placed on academic probation. Credits passed will be those for courses which are awarded A, B, C, D or CR. Credits not passed will be those for courses which are assigned F, NC, W, WF or I.

A student on probation will be allowed to enroll for a maximum of 12 units of work per semester, unless the Academic Advisor allows more to be taken.

A student on academic probation who subsequently raises his/her total percentage of credits passed to 50% will be removed from academic probation.

#### ACADEMIC SUSPENSION:

A student on academic probation who fails to achieve at least a 2.0 grade point average and fails to complete 50% of credits attempted in his or her probationary semester shall be suspended for one semester. However a student suspended at the end of the spring semester is eligible to attend the summer session immediately following

that spring semester. If the student raises his or her cumulative GPR to 2.0 or higher and raises his/her total percentage of credits passed to 50% at the end of the summer session, the suspension will be rescinded.

A suspended student is placed on academic probation upon his or her return to the College and must comply with the conditions set forth for probationary students.

A recommendation made with this is to eliminate the academic dismissal policy.

The rationale for this is to prevent present practice of enrolling for several courses, dropping all except those in which a high grade is expected in order to maintain a high GPR. This practice is at the expense of students who would like to enroll in a course or section which is full with some enrollees having no expectation of completing the course.

Those who discussed this matter are not in complete agreement and solicit further views concerning this change of policy.

9. Under the credit/no credit option in paragraph 2 change the wording to make the language read as follows:

A student may choose to take courses on a credit/no credit basis provided he is not on academic probation and the course is an elective. Some courses, however, have mandatory credit/no credit grading.

The intent of this change, however amended, is to remove the language in the catalog concerning "General Education requirements" and "Major requirements" which permits a variety of interpretations.

10. In the catalog description on degree and certificate requirements, before the paragraph on residency, insert the language:

## News News News

#### DH Lounge

ASKCC is looking for volunteers to help staff the Student Government DH Center, bldg. 929. "This is YOUR lounge and we hope students will participate in helping to run it," said Shirley Todd, senator in charge of setting up the center.

The hours of operation have not yet been determined and it will depend upon the availability of student volunteers. Willing volunteers can contact Shirley Todd in bldg. 292, DH campus.

Todd is also interested in learning what kind of activities students want in the lounge. "You can be sure all suggestions will be reviewed and referred to the appropriate people in charge. We need YOU so please kokua," she said.

Students must meet a set of requirements for graduation as stated in the catalog at the time of entry or any subsequent catalog if enrollment is not broken. Requirements from different catalogs may not be used interchangeably.

Students should be in their declared major when applying for graduation. An application for a degree or certificate outside of a student's major will be considered a declaration of a new major, and the student must meet the major program requirements in the current catalog.

The new language inserted in the catalog is to instill a sense of responsibility concerning educational choices at the college and a degree of consistency in those choices.

The suggestion has also been made that this be amended to permit students who are on probation to take remedial courses on a credit/no credit basis. In some cases these remedial courses may be required courses and thus do not fit into the "elective" status described in the revision statement above.

In addition to these recommendations the concern about the number of occasions at the end of semesters when no grades are assigned by instructors was discussed. Although the recommendation was made that omitted grades on instructors' final grade sheets would change to "F," all parties agreed that these missing grades could be supplied by instructors after prompting and that the whole matter could be handled procedurally rather than by altering current grading policy.

#### Merit Scholarships

Information on the Hawaii Merit Scholarship will be available the end of October. Interested students can contact Cynthia Kimura at the Financial Aids Office, Pensacola campus, at the above specified time.

#### Secretarial Club

Dale Sasaki was elected president of the secretarial Club last week Friday. The other officers elected were Arlene Remigio, vice president; Ichondra Yee, treasurer; and Jerilyn Chang, Secretary.

#### Japanese Club

The Japanese Club is selling iso peanuts, mochi crunch and senbei for \$1 a package. Profits will be used for club activities.