Routine address concludes in uproar

by KATHY SMITH

What began as a routine address by Senator Henry M. Jackson turned into a verbal confrontation between his opponent and King County Councilman Jack Lysen.

Jackson was speaking to the Highline Business and Professional Women's Organization in the Artist-Butter Center at Highline College when Lysen appeared 20 minutes after Jackson had begun speaking, but refused to be seated. Lysen later said he was Friedman, not Jackman.

According to Lysen, he was invited to speak but was not informed of the event. Lysen was running against Jackson in the Nov. 2 election for the United States Senate.

Lysen appeared 20 minutes after Jackson had begun speaking, and refused to be seated. Jackson later said that Lysen had been at another event earlier that day.

Jackson was speaking at a Women's Leadership Conference and said he was Friedman, not Jackman. Lysen later said he was Friedman, not Jackman.

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Night campus lighting feared insufficient

by KATHY HENDRICKS

Women attending Highline's night school may be faced with the possibility of harassment.

"At least a half-dozen female students at Highline are harassed each quarter," claimed Jack Chapman, director of campus security.

According to Chapman, in 1979 there were seven indecent exposures reported, two simple assaults, one attempted sexual assault and even a "peeping tom" in the library.

"But don't forget a lot goes unreported," Chapman added.

Last Winter Quarter there were two indecent exposure reports.

The decline in the number of harassments on campus could be attributed to many factors according to Chapman.

The Thunderword put a look into a couple of factors on campus which may be of importance. Lighting at night and the security available to students attending night school were among these factors.

This summer seven new flood lights were installed on various walkways and buildings, which Chapman pointed out to be "potentially hazardous."

There are still a few areas with limited availability of lighting which college officials were trying to watch out.

One area noted for its minimal lighting is the wooded area behind Bldg. 21. Although the lights, located on top of Bldg. 21, are shining into the woods, it still leaves approximately 3/4 of the path unlit.

Another example of poor lighting on campus is the walkways between the labs and stop and pool.

He added safety measures have been taken on either of them two areas. Chapman said these changes would be completed to the school.

"I just don't want it to be," said night school student Anne Colasanto. "It makes me nervous to walk to my car at night, it's still too dark."

A campus security officer patrols Highline's parking lots continuously day and night as Chapman.

Highline's night security includes one full-time officer and two part-time students who work four hours each.

Campus patrol officers will respond to any incident involving crimes against property and persons on campus. Campus Security coordinates with the King County Police in investigating these incidents.

King County Rape Relief's statistics have shown that "women who react immediately when being attacked have a better chance of escaping their attacker."

Immediate reactions include screaming, biting, kicking and fighting off the attacker.

Highline's job placement aid

unemployed students in search

by ARLIN GREGGERSON

The national unemployment rate was 10.1 percent earlier this month. Washington state, as of July, was third highest in the nation for unemployment. The Seattle-Everett area unemployment is currently at 10.8 percent.

Unemployed students may be unaware of the Job Placement Center, which is located in Bldg. 6, upper lobby.

Different types of job opportunities are displayed on the job order board, for students only. A variety of job classifications including Clerical, Medical, Teaching, Tower, Warehouse and Sales are made available. Many are returning employers who have been satisfied with previous student employees.

Referral cards are available in the Job Placement Center for students who wish to contact prospective employers. Minimum of three are given at one time. It is up to the student to contact the employer, the center will not do it for them.

There is also a list of their goals to their education, Chapman said.

This workshop program schedule and more information may be obtained in the Counseling Center, Bldg. 6, upper lobby.

Reading, writing, mathematics labs available for credit

by IONI CARNAY

Students seeking help in the "3 Rs" reading, writing, mathematics are able to keep in mind the three labs available to them on arranged time.

According to Lorraine Stowe, instructor, the adverse of the labs is to help students build skills in comprehension, grammar, speaking, spelling, and speed.

The English lab is available for those who need help on a specific assignment.

The writing lab is also located in Bldg. 15, room 203, and is supervised during the day by Louise St. Amand, and at the evenings by database and English teacher, in Bldg. 15, room 202.

Stowe explained that this class is designed to help the students improve skills in spelling, grammar, and vocabulary.

For those who need help in anything from arithmetic to trigonometry, the math lab is also located in Bldg. 15, room 203. Under the supervision of Ronald Burke and Allan Walton.

Burke stated that the math lab is in the morning exams-until.

Help may be provided in these classes for students who need help on a particular assignment.

Counseling workshops help students plan future

by KAREN BELONGIA

Midterms are approaching and students are most likely beginning to feel added stress and anxiety. With this in mind, the Counseling Department has designed a workshop program for Fall Quarter.

According to Eve McClure of the Counseling Department, the workshops are centered around two themes: Skills for Succeeding in College, and Planning Your Future.

"It's a learning experience where students can expand current knowledge," she said.

McClure also added that the sessions will be in a group discussion format so students can learn from each other.

Correlating with Skills for Succeeding in College will be two sessions, one entitled "Trading Stress for Success" and the other "Taking Exams."

Both classes begin on Monday. McClure said that students can still sign up, based on how much room is available.

"Trading Stress for Success" does not mean learning how to reduce stress in an efficient way, while "Taking Exams" focuses on how to succeed properly on objective tests, according to the information pamphlet put out by the Counseling Department.

Deadline dealing with adjustment in a single's life will also vary will start on Wednesday.

Learning how to relax when studying, listening to lectures and taking exams is the objective of another session titled "Relaxation Techniques." This session begins on Wednesday, November 9.

"Many students can benefit from these classes," Pat Hagge, also of the Counseling Department, said. "Plus the students have to realize that they're not alone, as many others experience the same problems."

Although the above sessions are free, students are encouraged to sign up now since some of the sessions may already be closed.

In keeping with the second theme, Planning Your Future, the "Career Planning" session will be offered in two segments. The first one starts today, but the second one will start on Tuesday, November 2.

However, McClure explained that there is a $9 charge for "Career Planning." The charge is for the workbook. Students wishing to sign up for the second segment are advised to do so now as there are some things to do before class begins.

For those who wish to learn how to successfully prepare a job resume should sign up for the "Resume Preparation" session scheduled to begin on Friday, November 5.

"This is designed to help students find out where they're going, focus on a career and refine their education," Hagge said.

The workshop program schedule and more information may be obtained in the Counseling Center, Bldg. 6, upper lobby.
Blind history instructor gives insight
by LORI FOX

"When I was a kid, people knew you had a disability, but they never mentioned it. I think it's good that there's more openness today."

Richard Peck, a history instructor at Highline Community College, has first-hand experience with attitudes toward the handicapped. He's been legally blind since birth.

A "legally blind" person has some sight, 20/200 or less with correction, which means Peck can see objects. Peck explains his condition as being able to see well enough to ride a bike, "if it's careful", but not well enough to read words on a page.

Peck hires a person to do reading for him, but he cannot see through braille. However, he feels that some people's reaction to braille is wrong.

"People think that if I read braille, I can't see anything. I'd like to clear up that misconception," he said.

Not being legally blind can lead to other misunderstandings.

"My medication is that since I don't need aids, such as a white cane, people understand that I am legally blind."

"It doesn't affect my students that I'm blind until they see me reading braille."

Peck feels there are definite physical limitations for him because of his blindness, both in visually and reading-oriented, which makes for his own personal frustration.

"I'm very independent and like to feel in control. But if I can't read, I sometimes feel out of control," he said.

Peck also has no ability to recognize people visually which causes other misunderstandings. "You see someone is watching you, and you can't watch them," he said.

There are some things about his blindness that he can't handle to his advantage.

As he points out, there has been a certain mystique surrounding the blind that has gone down through the ages. The ability of unusual insight into people or things were attributed to the blind prophets or seers. That mystique still holds today.

"At times I see if people are assigning viewers that you need an advantage, 'won't bother to correct them,'" Peck adds.

One reward of his condition is being an inspiration to people, especially his students.

"Occasionally a student will be interested that I triumphed over adversity. If a student feels that way, I'm glad he does; I'm glad I can help."

Peck's "blind limitation" is what led him to teaching, although his first love was engineering. Unfortunately, as explained, sympathy for the handicapped was not high when he was going to college in the 60's.

Although Peck was really counting on going into engineering, his instructor advised him against it.

"My next favorite interest was History, which led him to teaching. He received his Bachelor's degree at the University of California at Davis in History, and a Master's in History at the University of California at Berkeley."

Before enjoying the summer season, he mentioned he liked the challenge and variety of the classes and adjusting his style to make sure every student gets something out of history.

"I adjust my emphasis to the different type of people in my classes," Peck explained. For example, he finds freshmen in his class try to emphasize women in history.

"I do get some rewarding knowledge that a student is learning something."

Cont. on page 5

'Target' budget aims towards community colleges
If the Washington state legislature passes its "target" budget over the State Board of Education when it meets in January, the community colleges will be facing even larger and more substantial cuts than before, according to Ed Command, vice president of Highline Community College.

"Simply, it would be a disaster for us," Command said.

The amount of money the community colleges get is based on the number of full-time equivalent (FTE) students. If the community colleges are over-enrolled, they don't necessarily get extra dollars.

There are two budgets being considered by the legislature. The target budget is the legislature's way of balancing its given tax sources. The needs budget is the State Board of Education's projection on the level of instruction comparable to what it thinks the students need.

In numbers, the comparison is alarming. The legislature allocates Highline 3,277 FTE's to translate into $8,634,525 for our budget. The State Board has allowed Highline room for 5,011 FTE's for a budget of $12,333,692.

How could this drastic of a difference translate into budget cuts? In the past, the real cuts have shown up in staff reductions, and that trend will be even more apparent if the target budget is passed.

Last year, the college eliminated staff positions in classroom staff sites, administration and faculty sites.

"According to Dr. Robert McFarland, dean of instruction, administration and instruction have dropped from half of what it was. That is not a surprise since approximately 80 percent of the budget is staff," Command said.

"There have been actual layoffs of faculty positions. One faculty member had to leave. And that's why we're in a bind," Command said.

"How will we react to the cuts? As stated by McFarland, for every 30 FTE's, there is one faculty staff position. In the Fall of 1979, Highline had over 200 staff members; right now there are approximately 175. If the target budget passes, using the 30 to 1 ratio, Highline will have to get by with approximately 112 positions."

"It would be less difficult to find classes the bulk of classes that will be offered will be offered to students currently enrolled in programs," Command said.

The legislature will meet in January 1982, and have until July 1, 1982 when the new budget will go into affect. Right now, the thing that is making Command nervous is the state sales tax that may be cut in November.

"Three fourths of the instructional budget is already committed until December through teacher contracts."

The student that comes out of high school knowing what he wants would not have too much problem getting the classes he needs. But the student who puts school off will not find a good array of classes to pick from," McFarland added.

"All departments now have furloughed plans, depending on the number of students that can be handled."

"If the Washington state legislature approves the "target" budget, there will be no layoffs," Command said.

"This means that every student who comes to Highline community college will have a place for any of the classes that he wants to take."

Command also agrees that classes will suffer.

"It is going to be easy to get things on the academic programs that they have offered to go along with the required ones."

"Funds should be more diversified so that no single program should suffer more than another."

"It seems that the only way a student can be assured of getting the classes he or she wants is to either take general studies or vocational classes," Command said.

"If the student is coming out of high school knowing what he wants, then he should be high priority," Command said.

"I think a student could do very well in one of the larger universities, but that's not going to be an option for the great majority of students," Command said.

"There are places that may suffer more than another."

"With the legislature's ruling it will be up to the student to make sure that he gets a full range of classes."

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Twisted priorities let students off too easy

by RON ENGSTROM

I don’t want to play down the importance of education in preparing you for a job, but at the same time I don’t want you to forget the other half of an education, the liberal arts. I tell my two daughters that one of my main jobs as a parent is to help them become the best people that they are capable of being. Although I have more control over them than the students, I feel a similar commitment to my students. I mean, if you graduate from college an informed active citizen and are motivated to continue to grow intellectually, your years of study have been successful.

The job of your choice can make you happy. Your continued intellectual growth can make you happy. Both of these contributions equally, helping you fulfill your potential as a person.

How do you develop the “other half” of your education? It is up to the commitment by you to become a liberal arts student. Because you attend a liberal arts school does not mean you are such a student. It’s more than attitude—environment.

It’s wondering what circumstances made people suppress things in the past we off-handily accept today, becoming curious how computers work, being aware of physical fitness, and… The list is long, so you want to make it.

I naturally enjoy students that attend regularly and do the work asked of them. But if their goal for taking a course is the five credits attached to it, I feel disappointed. The student who is here to better themselves personally as well as make themselves marketable for a job that makes teaching worthwhile.

But, the commitment works both ways. I want you to be a liberal arts student, so I have to be a liberal arts teacher. As a result I have to realize there is much more to teaching mathematics than showing you how to manipulate and use formulas. Mathematics is the greatest intellectual achievement in the history of the world. It has a power and grace that makes it worthy of careful study by all students. Yet I hear over and over how it is a person’s worst subject or that they just plain hate it. That is not the opinion of the instructor as the student. We can do something about that! I strongly believe that you can force yourself to study even if you think you can’t. But, the commitment works both ways. I want you to be a liberal arts student, so I have to be a liberal arts teacher.

In their second meeting of the academic year, the Highline College Student Union Council reversed a decision they made in the first meeting of the year. In the third meeting, the Council gave itself a small raise over what the 1981-82 Council was paid. The next week, they revised the pay schedule to a level below last year. The HCSU Constitution has not been revised since Spring of 1980, the HCSU By-laws were last revised in Spring of 1976, and the Student Rights and Responsibilities Codebook was last made in 1976.

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The 1982-83 HCSU Council has begun to set in motion the machinery for a general election to consider the changes. The next week, they revised the pay schedule to a level below last year. The HCSU Constitution has not been revised since Spring of 1980, the HCSU By-laws were last revised in Spring of 1976, and the Student Rights and Responsibilities Codebook was last made in 1976. These proposals would increase safety on campus and teach us a bit of responsibility. It would also relieve some of the congestion in the visitor areas of the parking lots.

According to Jack Chapman, campus police chief, it would take one quarter’s time to initiate these three proposals. His attempts to do so in the past have been stymied by the administration.

But one quarter’s time is a small price to pay to make Highline the learning institution it should be—one where a student can learn about the real world.

They may be inept, but they’re paid for it.
Thunderword Focus probes obstacles

Loss of sight does not deter student

by KATHY SMITH

John O'Neil and his guide dog Elana attend class. Photo by R.A. SMART

"Thought having a guide dog and mak- ing her work at the time would be kind of a cruel thing," he explained.

"But then I got thinking that my one opinion was not going to change the whole guide dog system, and why not take advan-
tage of it?"

Soon after O'Neil had his guide dog, however, he changed his opinion.

"She doesn't have a bad life at all. In fact, they (guide dogs) have a better life than most dogs. Elana's well taken care of. She has a regular diet, and she gets a whole lot of attention. And she gets to be

out in the public a lot. She really likes people," O'Neil said.

O'Neil spent 28 days in California training with Elana before she was released to him.

"The first two weeks I could feel the tension on my hand," he remembered. "It was always in the back of my mind, if she's going to run me into a telephone pole.

But then as the days went on, I could just feel the tension lessening and lessen-
ing.

"Likewise, she had to gain trust in me, because she'd only been used to working with a trainer.

Now according to O'Neil, it's just a natural action for him to grab his dog's harness and walk.

Before O'Neil could start classes at Highline last year, he met with an orienta-
tion mobility instructor from Vision Serv-
ces of Seattle.

The instructor, according to O'Neil, mapped out the campus for him and taught him a few tricks to make walking on cam-
pus a bit easier.

"Like walking up ramps and down ramps," he said.

O'Neil says he still counts off steps to know where he is, but only rarely.

"For the most part I depend on her (Elana) to remember," he said. "And she does, too. I was really impressed when I came back from having the summer off. I was wondering if she'd remember (the campus). She remembered it real well."

The school Elana came from breeds its own dogs.

According to O'Neil, the pups are sent out to homes and raised by 4-H children.

During this time, they are taught basic obedience and house-trained.

When the dog is 16-18 months old, it is returned to the school for four to six months of guide dog training.

By the time the dog is released to the applicant, it usually ranges from two to 2½ years in age.

When O'Neil got Elana, though, she was only 15 months old, and had already been trained.

"I assume it's because she had high intelligence," he said. "She's real good at what she does."

The school will try to match the dog with the applicant's personality. For example, a high-strung dog would be released to a more active person.

O'Neil feels that he and his dog's per-
sonalities are matched well.

"She's got talent, she's content to lay around, but then when I'm ready to go, she's up and she's ready to go."

When O'Neil gets to class, Elana usually takes a few minutes to settle down because other students are moving around and petting her.

But as soon as the instructor starts lecturing, she lays down next to O'Neil.

There are those times, though, when things aren't quite as routine.

"One time," he remembers, "it was in a psychology class. The teacher was instruc-
ting, and I don't know whether she got a fling or what, but she started rolling and doing a little gorbling on her back."

"And the instructor said 'well, I'm glad someone's interested in my lecture'," O'Neil said.

In addition to his data processing, behavioral actions, and math lab classes, O'Neil is enrolled in a body conditioning class.

So every Tuesday and Thursday after-
noon, (weather permitting) O'Neil and Elana jog a couple of laps around High-
line's track.

Highline's campus is fairly easy to get around on, and, as O'Neil said, "the majority of the students on campus are real friendly, and are all too happy to offer a little assistance whenever I need it."

O'Neil has spent several snow win-
ters in New York, so now he encount-
ers here in pretty mild.

When it does snow, though, he puts on his boots and runs down the road a little ahead of his dog. He'll then break into a slide and Elana will catch up to him.

"I've paid my price for doing that," he said. "I've fallen a couple of times."

"The splits don't throw him off course, though.

"I've always thought of getting on a skateboard and hanging on and letting her go."

Regulation forces improved access for disabled

by DOUG SIPPY

School campuses may pre-
vent disabilities if students are not accessible.

For this reason the Department of Health, Education and Welfare proposed the 504 regulation. The regulation states: No agency or institution receiving federal funds may discriminate against a handi-
capped person solely on the basis of the handicap.

As a result of Section 504, Highline and its neighboring colleges were obligated to meet certain requirements that would allow disabled students better access to the programs offered at each school.

This meant some costly investments, as the requirements included the install-
ing of ramps, automatic doors, and con-
venient parking facilities to students con-
fined to wheelchairs.

In addition to this, the colleges had to update their special teaching programs because the regulations also prohibited the schools from discriminating against hear-
ing, seeing, learning and manual impair-
ments, which means that interpreters for the deaf and note-takers for the blind also had to be provided.

According to Coordinator of Student Services Elaine Pierce, the renovation of the grounds was the least costly of the two-

The doors and ramps were in-
stalled, the requirements were met. The special requirements are a continuing ex-

The Steep grade on which Highline's cam-
pus sits also poses some danger for those who have walking impairments.

According to O'Neil, they are funded through the Washington State Commis-
sion for the Blind.

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"The splits don't throw him off course, though.

"I've always thought of getting on a skateboard and hanging on and letting her go."

Green River Community College has already done so.

"Most of the improvements have been made over the past three years, and it wasn't cheap," said Student Services Coordi-

ator John Arnold.

According to Business Manager Rich Rutkowski, the exact cost was $203,730.

Highline's campus does feature many advantages and Pierce claims she has had mostly positive comments from the handi-
capped students she has dealt with.

Pierce did cite one incident where a woman lost control on one of Highline's steep hills.

"The accident could have been bad if she hadn't driven into the grass and stopped in time," said Pierce.

Shortly after Highline was faced with a 504 regulation, a contract to renovate a new campus was arranged. Exact figures for the project are unavailable but Director of Operations John Rutkowski estimates it is about $170,000.

"The substantial difference in cost appears to have made a difference in the schools accessibility."

Green River has equipped its campus with five more automatic doors, a consid-
erably more level terrain, and even a spe-
cial shower stall designed for wheelchair bound students.
faced by disabled students on campus

Program challenges disabled students for future

by EAREN BELONGIA

Aside from helping the disabled students adapt to Highline's campus, the Rehabilitation Program is designed to prepare students to work with the handicapped in a job situation.

According to Rehabilitation Mobility Assistance Program Director Renna Pierce, the specific title is the Paraprofessional Training Program.

Pierce also added that when the potential rehabilitation assistants enter the program, they are exposed to many different types of handicaps that they may deal with on the job.

We try to expose them early with background information and what they are getting into.

Many times, students have their sights set on a future career path only to have it turn out to be not quite what they had in mind,” she explained.

Pierce stated that the program has been in existence at Highline for about five years. The Developmentally Disabled Program, which helps the mentally handicapped in a job situation, has been here for about two years.

Available in the Student Affairs Center, Bldg. 6, upper lobby, are various outlines for different programs on campus.

Among those are outlines for Rehabilitation Assistant and Rehabilitation Mobility Instructional Aide.

The two programs are relatively similar, they differ in their main program emphasis.

The Rehabilitation Assistant Program focuses on courses in working with various types of handicaps. Students learn sign language for the deaf and are given an introduction to the programs of blindness.

Some Childhood Education courses are also included, however, much of the program is based on rehabilitation courses which deal with teaching methods for different types of disabilities, whether it’s physical or mental.

Pierce explained that many graduates of this program have found work as instructors.

Disabled students bring unique requirements

Special needs

by CHRISTINE VALDEZ

Understanding instructors and having a coordinator on campus are two basic requirements for meeting the special needs of the disabled student. Highline has both.

Renna Pierce is the coordinator for disabled students. She assures that these students receive the additional assistance they may need and that the federal laws are followed.

Pierce originally became involved in 1976 when a law was passed requiring that all community colleges have someone on campus to assist the disabled.

“We had a program for handicapped students so I just took on the students also,” said Pierce.

Consequently, her job now includes coordinating programs, acquiring note-takers and tutors, and handling special problems in general.

For example, blind students may need taped material or assistance with tests. Someone will read the tests to them and they will tape or do the same for others.

“If an instructor really wants it written, someone will type it,” added Pierce.

Interpreters and general helpers are also provided for those students who are deaf or are confined to wheelchairs and need help carrying books.

“For the most part, handicapped students are integrated into the regular classes,” explained Pierce, “and that’s the best way.”

She added that instructors on campus are also learning to deal with handicapped students as they get them in their classes.

George Donovan, psychology instructor, has had a number of blind students in his classes. By drawing on the experiences he has compiled a list of suggestions that he follows when teaching these students.

One of the most important things, according to Donovan, is developing a good relationship between the instructor and the student so they both are comfortable with each other.

Donovan suggested that on the first day of class the instructor sit down with the student and ask him what he would be most helpful to him. He added that the student should have something in mind to suggest.

Keeping aware of the student’s disability is another important element.

“Try to be aware of what their special condition is,” said Donovan. “For example, on page 16 classroom management are in sure for students enrolled in this program.”

According to Pierce, the physically handicapped students generally attend regular classes.

But, we’re here to help if they need it,” she said.

Tutors and interpreters are available for disabled students.

For the mentally handicapped, or visually impaired, classes are available to help them with money management, related job and social skills for success on the job.

A course on special housekeeping skills is also available to help the developmentally disabled train for custodial and general housekeeping work in local nursing homes, motels, and laundry services.

“This started two years ago and it’s doing quite well,” Pierce said. “It’s been a number of years now, and about 20 percent of our students employed.”

“The main thing is that these students are receiving the same pay for the same work done by the non-disabled,” she said.

Pierce added that there are currently 16 students in the class and five are employed.

“We expect more to gain jobs on the quarter progresses.”

Highline has undergone numerous changes to accommodate the handicapped. Additional walkways were made to ease the difficulty of wheelchairs going up and down the steep hills, and an electric door was installed in Bldg. 6.

“We’re hoping to reconstruct the entrance to the library with a similar electric door soon,” Pierce said.

“We’re learning a lot from the disabled about their special needs and how we can better serve them,” she added.

“They (disability) bring a whole new atmosphere to Highline. I’m glad they’re here and I think they’re glad that they’re here, too.”

Students who may have questions about the Rehabilitation Mobility Assistant Program may contact Renna Pierce in Bldg. 26, room 105.

Special people

by KATHY SMITH

When most new students get on campus, they find a map and figure out where to go from there.

For Doug Nettles, though, things just aren’t so easy. He’s been legally blind all his life.

So in addition to the new lifestyle that comes along with the first year of college, Nettles, 29, must also memorize Highline’s campus until he knows exactly how to get from Bldg. 10 to, say, the library.

He must know which sidewalks to turn onto when he wants to get from Bldg. 20 to Bldg. 6.

Since the beginning of Fall Quarter Nettles has “borrowed” Mary Jane Delfos’ eyes to help him learn the campus.

Delfos is a volunteer with Vision Services and is acting as Nettles’ mobility training instructor.

“I’ll be with Doug until I’m sure he can make it on his own,” she said.

To determine if Nettles is ready or not, Delfos gives him mobility tests.

Last Monday, Delfos gave Nettles such a test.

“She fell right by the bus stop because there’s no guidelines by the curb,” she said. “There’s no way for a blind person to go from there.”

Doug Nettles is aided by his mobility instructor Mary Jane Delfos.

Since the beginning of Fall Quarter Nettles has “borrowed” Mary Jane Delfos’ eyes to help him learn the campus.

Delfos is a volunteer with Vision Services and is acting as Nettles’ mobility training instructor.

“I’ll be with Doug until I’m sure he can make it on his own,” she said.

To determine if Nettles is ready or not, Delfos gives him mobility tests.

Last Monday, Delfos gave Nettles such a test.

“She fell right by the bus stop because there’s no guidelines by the curb,” she said. “There’s no way for a blind person to go from there.”

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Service! Our primary goal is to serve the needs of the students and faculty, according to Myrna Trowbridge, Bookstore Manager. The Bookstore is an entirely self-supporting retail outlet with an optimum five-percent profit margin. Any profits exceeding the five-percent margin are channeled back into projects for the student body. In past years, the Bookstore funds have been instrumental in establishing the Child Care Center and the Tennis Courts on Highline.

Some of the special items and services the Bookstore provides include seasonal gifts and华南ese, special orders for books and supplies, and graduate caps and gowns. Anyone with the title, author, and hopefully the publisher of a particular book can place a special order for that book directly from the publisher. This and all other services are not limited to Highline's staff and students but are open to the general public as well. Also, the staff is particularly proud of the selection of gift items and clothing that is almost completely changed every three months. Just recently, the Christmas gift ideas have begun to be displayed.

The only major problem reported by the Bookstore staff was that they have little communication with the students. Any ideas, requests, or problems that were received were taken seriously and acted on as soon as possible.

The Bookstore staff would like to hear any suggestions or comments that the students may have.
Hurt expresses her pains in Seattle

by DOUG SIPPY

Actress Mary Beth Hurt made a public- appearance at Seven Gables Theatre for her film Chilly Scenes of Winter. Hurt made her movie picture debut as the middle sister in Woody Allen's Interiors. Chilly Scenes of Winter was her second performance. Her most recent is the part of Robin Williams' wife in The World According to Garp. Hurt says there's no comparison in the roles of any of her ideas. "I don't look for specific types of characters when I choose a film as much as a film that's good," said Hurt.

"A lot of it is luck but you've got to come up with the goods as well."

Hurt began her acting career some nine years ago after graduating from New York University School of Arts.

Asked if she felt lucky, Hurt replied, "A lot of it is luck, but you've got to come up with the goods as well." Including a dozen or more stage performances Hurt has played a variety of different characters. Still directors have type-cast her as an "intelligent, sophisticated type," according to Hurt.

"I'd like to do something different, a comedy film, love or adventure," said Hurt. "I'd like to get out of the library and into the woods."

Chilly Scenes of Winter from Anne Beattie's book of the same title is making a nice rebound. The directors first thought that the public wouldn't buy a movie with the word "chilly" in it, but Hurt feels that Disney breaks loose with 'Tex'

by CHRISTINE VALDEZ

Tex, starring Matt Dillon, is playing at The Ridgemont. Rated PG. **

If a viewer were to miss the opening credits of Tex, he probably wouldn't guess it's a Walt Disney production. That is, until the old Disney themes start surfacing slightly. For example, remember the two kids who live alone and the "bad guy" who wants to sell welfare, or the boy whose horse is given away and he vows to find it. A dog can be used interchangeably for the horse. However, Tex does well in those old adolescent themes. Instead, the film pulls Disney into the well-traveled subject of young people's problems. But unlike some recent Texes, Tex focuses on one person instead of trying to force all teenagers into the mold that one has formed. It brings a little more of the "what the teenager next door is thinking" kind of angle.

The screenplay is based on the book by S.E. Hinton who has become popular among young readers with such books as The Outsiders and Rumblefish. Hinton has a way of exploring the feelings of one group of teenagers while keeping a universal feeling.

Fortunately, Charlie Haas and Tim Hunter, who wrote the screenplay, have kept it true to the book. It allows some of Hinton's hard-hitting reality to come through. Matt Dillon portrays Tex McCormick, the main character. Comparisons made between the book and James Dean will probably be taken more seriously once Dillon gets more acting experience. Unlike Dean, Dillon is inexperienced. He is a natural at being himself through, almost too much. This does allow him to sometimes bring the viewer to experience what Tex is going through with Dillon's nervousness. However, Dillon's underacting does lose the audience when he seems to get lazy. It is at these times when Dillon's hesitancy can leave the viewer wondering if he missed something.

Jim Metzler, who portrays Tex's brother Mason, is the one to watch here. He delivers his lines with a dry cynical humor reminiscent of the best comics. Unlike Dillon, Metzler acts just enough to achieve a realistic effect, without overloading the clean written humorous lines by overacting.

One of the problems with this movie is that although it manages to shake most of the Disney stereotypes, there's still one that lingers: that happy ending. The movie that it should have been and the movie that it lay be the dialogue, which is almost redundant in his slow pace.

Still, Chilly Scenes' good points outweigh the bad by far. Even without the use of sex, profanity and violence it is highly entertaining film.

** My Favorite Year

Peter O'Toole fans unite...and stay away from this movie.

What was expected to be a smash vehicle for O'Toole has some moderately funny moments, but to put an actor like Peter in a film written like a sitcom is wasting a whole lot of talent.

Constantly compared to Another, the other drivel comedy hit of recent times, My Favorite Year does not come close. Arthur gets belly laughs with material that Year can only muster a titter.

The film is disappointing to anyone with a full appreciation of what could have been done with the talent and situations that are presented. It simply falls short of the movie that it should have been and leaves the viewer with the "Is-that-all-there-is" feeling.

If you're nothing better to do, My Favorite Year is worth a few laughs, but otherwise you can get just about the same thrill out of a good rerun with some one-liners.

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Chilly Scenes' warms up after title change

Chilly Scenes of Winter starring Mary Beth Hurt and John Heard, was playing at Seven Gables Theater. Rated PG. **

The film was released in 1979 with the sort of misleading title to which hopes for Head Over Heels, Chilly Scenes of Winter seems to be following in the same tradition as The Great Santini and Cutter's Way, that is, after being re-released. Chilly Scenes is clearly finding an audience.

This underplayed comedy deals with a precocious, on and off relationship of a man who is obsessed by love.

Charles (John Heard) is a civil servant, immediately strikes with a filing clerk, who works in the same office building, named Laura (Mary Beth Hurt). Hurt's charm as opposed to Hurt's sociology and unpredictability complements each other beautifully.

Armed by the supporting characters is consistently good also.

Charles' slightly drugged parents are played by Kenneth MacMillian and Gloria Graham. His mother, whose reply to questions regarding her health is, "I'm not dead," spends a good deal of time fully clothed in the bathroom. Symbols? Probably not, but it's amusing enough.

The story presents itself as well as support for his loulouing pal (Peter Riegert) who describes himself as, an "unemployed jacket salesman."

In addition to all that is the film's very successful attempt at humor. Chilly Scenes teaches a lesson in why love sometimes fails.

Some of the almost too obvious symbols occasionally threatens the film credibility, but director Joan Micklin Silvers avoids pounding in the successful winter scene that gives the story its title in the first place.

If any noteworthy faults can be found in the movie it may be the dialogue, which although redundant in its slow pace.

Still, Chilly Scenes' good points outweigh the bad by far. Even without the use of sex, profanity and violence it is highly entertaining film.

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BULLETIN

The Student Programmes Board reminds that this week's bulletin is published for the students to inform themselves about the activities that take place here on campus. BULLETIN is available at the Information desk, the bookstore, the student lounge, and various other places on campus. Look for them, and become an active member of Highland Community College.

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SPECIAL PURCHASE RECORD CLOSEOUT SALE at the Bookstore! Choose from our wide selection of popular artists.

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Page 10 Thunderbird October 22, 1982
by KEVIN KERR

The space ship materialized out of the Stargate in the blink of an eye. With a rapid-fire trigger finger he exterminated the closest alien craft in a blinding flash.

This is a typical scene in the Student Lounge, dldg. 8, on campus. People put their quarters on the line as they try their hand at the game. It is a game of chance, a game of skill, a game of strategy. The results are always the same - the game wins. The player can only determine how long he or she will last.

What is so irresistible about this six foot box that has a TV with a handle and some buttons? Students of all kinds play video games, dropping quarter after quarter into the one-sixteen games. But what determines who might be a successful player? (i.e. - one who never runs out of quarters?)

It has been supposed that there is one group on campus, those who participate in (gasp!) computer classes, that might have an advantage over the "lay" folk when it comes to jockeying the joysticks. These students (whom it is thought appease the microchips by spending hours before their machines) will help make this first-time event possible.

Marc Jordan is an HCC Stargate champ

by BRENDA PAUL

A new restaurant, "The Main Course", produced and run by the students in Hotel 110, Food Service Management, makes its debut Wednesday on campus.

A joint effort among the Hospitality, Tourism, Interior Design, and Home Economics Departments, plus maintenance, will help make this first-time event possible. Highline has never had a restaurant open by students on campus before.

Instructors Ned Brodsky-Porges and Jean Mataya's seven months of preliminary planning is what gave birth to the concept. The staff has been chosen and they are ready to serve.

"The Main Course", with a luncheon menu, will open just for Highline's faculty, staff and students each Wednesday. The restaurant will be located in Bldg. 22, room 105, which was donated by the Childhood Education Department. The room seats a maximum of 40 people, with eight to a table.

"It will look like a little cafe," Mataya added.

Mataya explained that the room is carpeted, painted, and has new drapes. Also, they have just ordered china, linen, and silverware.

"We hope to have plants, too," Mataya added.

The staff has been chosen and they are currently in the process of putting the menu together and working on advertising.

"The restaurant should be successful and the students are very excited about it," Mataya said. According to Mataya, the planned menu will include a la carte consisting of either red meat, pasta, or poultry. The entrée will change each week. Also on the menu will be homemade soups, sandwiches, dessert and beverages. A full meal will cost between $3 and $4.

Brodsky-Porges stated that the restaurant will pay its own expenses because of the get-up.

"We hope to have plants, too," Mataya added.

"The guy had four, five million points! He must be able to think about two hundred things at once. He also must spend a lot of time and money."

That's one of the problems with video games, according to Jordan. The player himself said, "I don't like to think about how much I've spent. I've only been playing seriously since about summer break. But I've dropped a lot of quarters in that time."

While it wouldn't be advisable to switch majors to computer science, just to get good at video games, picking up a class or two couldn't hurt anybody. Besides, knowing what goes on behind the screen while the battle rages upon it might just be the key to video mania.

Video game challenge HCC's best

Cash prizes for young composers

by ROSELYN CARTER

The Broadcast Music Inc. will award $15,000 to young composers this year in the 31st annual BMI Awards. The contest is designed to encourage the creation of concert music by young composers and to aid in their musical education through cash awards.

The 1982-83 competition is open to students who are citizens or permanent residents of the Western Hemisphere and who are enrolled in accredited secondary schools, colleges or conservatories, or are engaged in private study with recognized and established teachers anywhere in the world.

Contestants must be under 26 years of age by Dec. 31, 1982. All styles of music are eligible. Students may enter only one composition, and it is not required that the piece be written during the year of entry.

Scholarships will range from $500 to $1,500. The amount of each prize and the number of prizes awarded are at the discretion of a final panel of judges.

In the 1981-82 competition, 17 winners ranging from 15 to 25 were presented awards at a reception at the St. Regis Sheraton Hotel in N. Y. on May 13, 1982. To date, 275 students have received BMI Awards. Five previous winners have gone on to win Pulitzer Prizes in music.


Stage attracts Andy Dena

by DENISE CHANEZ

The spotlight shines on Andy Dena who portrays a woodcutter in the drama department's production of "Blood Wedding."

Dena has Central Palay but this disability hasn't held him back on stage. "I talk better than anything," exclaimed Dena. "That's one of the reasons I like acting. I really enjoy being on stage, he added.

Dena doesn't consider having Cerebral Palay a handicap, not even a disability but a fact of life. He has had Central Palay since birth. He wasn't a birth defect but a birth trauma.

The difference being that a defect is an imperfection which occurs before delivery and a birth trauma is an injury, or an emotional shock sustained by an infant during birth according to The American Heritage Dictionary.

In high school Dena went to state in Speech Competition and landed a fifth place. Placing in State competition is a big plus for entering the competition.

"My parents never pushed me into anything," he said. "I really have them to thank for a lot of things, especially my attitude and outlook," stated Dena.

"I believe it all happened right at birth," claimed Dena. It hasn't affected his mental capabilities but has slightly affected his motor functions basically in one of his legs.

"Sometimes I don't move as quickly as I should. I have to think, really concentrate to walk straight and smoothly. Can do it, I just have to think about it," stated Dena.

Dena believes saying he's handicapped is an excuse for him to be lazy. "I've been really lucky," claimed Dena. "Central Palay could have affected me more. I'm extremely lucky," he added.

Besides performing on stage, Dena is working toward becoming a pre-law student and would eventually like to be an attorney.

A special thank you to the Veterans

First-year drama student Andy Dena.
Volleyballers continue rally for 6-2 record

by TED ULMER

Highline’s volleyball team confronted Skagit Valley in a match Oct. 1 and came out on top with lopsided scores of 15-4, 15-9, and 15-5. According to coach John Littleman, the tempo of the match was controlled by the cause. They converted Skagit Valley in a match could not generate an offensive attack. Consistency also helped the T-birds. They converted 60 percent of their serves were too well hit to be returned. As for passing, only four of 25 hits were errors.

Individually, Debbie Stumm led the team with 23 kills. Kathy Simonela and Christy Ryan were tops in serves with five ace serves each.

Highline prepares for some tough competition on Nov. 8 and 9 as they travel to Moses Lake for the Big Bend Tournament. They will first play the host team, Big Bend, then face powerhouse Bellevue, and wind up against last year’s state champion, Spokane Falls.

Last Friday Highline played Olympic Community College at home for its second league match of the season. It was a hard adjustment, Littleman said. "They still need to adjust to the new systems." According to Command there is no restriction on her class because of a disabled student. "They all rally around each other and help, that’s what’s unique," Command said.

John Darch is a paraplegic enrolled in archery. A friend of this took archery at Green River and said it would be easy for him to participate in.

"John is doing extremely well in the class," said instructor Eileen Brunnell.

Aerobics jazz up heartbeats

by JO ANNE FOSLER

When you walk into Mary Servay’s Aerobics class, the mood is up. The jazz style music and the brightly colored leotards jumping about tell you that the physical fitness craze has reached our campus.

Aerobics works toward strengthening the heart muscle. As Servay put it, “A good heart muscle doesn’t have to work as hard.”

In Aerobics, you find what is called your target heart rate. To find this you take your pulse for one minute then compare it to a chart that tells you what it should be for your age.

For a person 20 years of age, the target zone, after exercising, is between 140-170 beats per minute. The maximum heart rate, the rate at which the heart should not exceed, is 205.

At age 25, the target zone would be 160-170. The maximum would be 200 and so on. For every year older, you lower your heart rate per minute by one.

A typical aerobic class consists of 10 minutes of warm-up, stretch, and strength exercises. The following 20 minutes consist of non-stop movement in the form of dance steps to music. The last ten minutes of class is left for warm downs exercises.

During the 20 minute period, you must only to take your heart rate. That tells you how hard you are working. If your heart rate is not in your target zone, that tells you to work harder.

Servay is also the social and folk dance teacher on campus. She says that most aerobic teachers have their own style. Her style tends to lean toward her folk dancing. Other teachers tend to lean toward their particular dancing background.

PE teamed with special participants

by TRISH ARMSTRONG

Physical disabilities do not stop handicapped students in the physical education department, or any field of interest. John O’Neil has been blind for almost six years, because of a car accident. His physical abilities differ from those in his body conditioning class; however, after an exercise is explained to him, participation continues right along side his classmates. "I think it’s neat that the students take the initiative to help," O’Neil said.

Marge, instructor for the body conditioning class, is very enthusiastic with O’Neil’s willingness and desire to be in the class. She adds that there is no reason he, or anybody else, with a physical handicap, can’t be in an activity of their choice.

Elena, a golden labrador, observes her companion as she attends O’Neil in class. She waits patiently for the chance to show her abilities. Part of the class conditioning are laps around the track. Elena leads O’Neil around the track, with the help of space to run excitedly.

John is in his second year at Highline. He came to Highline when he felt he was ready. "I got used to the handicap and lost my self consciousness to be around the public."

According to Command there is no restriction on her class because of a disabled student.

"They all rally around each other and help, that’s what’s unique," Command said.

John Darch is a paraplegic enrolled in archery. A friend of this took archery at Green River and said it would be easy for him to participate in.

"John is doing extremely well in the class," said instructor Eileen Brunnell.

Darch prefers to do it on his own, including retrieving his own arrows.

Darch was a beer salesman for Consolidated Beverages of Edmonds.

"I had to find a new line of work," he said.

He’s in his third year at Highline taking data processing classes and classes to complete his associate of arts degree. Physical education is a favorite of his.

"I love sports. I’m too into it, I should have other interests but I don’t."

His passion for sports keeps him active out of school as well. Darch is a second year "mobile" guard-forward for the Seattle Flyers. Wheelchair basketball has become very popular and Darch takes the pleasure in being a member of the team.

Mary Osera, a quadruplegic, started at Highline in 1978. At that time, she majored in physical education. A car accident in Winter Quarter 1977 caused her disabilities, and put her out of school for a full year. She returned in the spring of 1978.

"It’s an ongoing process," Osera said.

She is now enrolled in assistentship training, appearance counseling, and text book reading. (Improves techniques in text book reading).

In January, Osera hopes to be accepted by IBM for a 10 month training process in computer programming. The Department of Vocational Rehabilitation Division is designed to help disabled people. They would pay the $9,000 fee for the training process.

Renna Force, program coordinator for the handicapped, feels very strongly about the program. "It’s very important for them to be independent.

"They benefit as well as the students," Servay said.

With handicapped students participating in physical education as well as other classes, it states how important it is to have other interests towards a disability, she added.

Highline College is full of special students, all striving for an education.
Aquatic director pools his talents nationwide

by TRISH ARMSTRONG

When someone drowns in Oakshah, Wisc., Highline's Dr. Milton Orphan may be called to testify in court. He may also be called to testify in Washington, D.C., or Wasahachin, S.D., or anywhere else in the United States.

Orphan is one of only four "expert witnesses" in the entire country for aquatic accidents. He is the only one from the Pacific Northwest.

As such, Orphan may provide courts with evidence on drownings and near-drownings, and act as a gymnastics coach. He is a member of the American Red Cross Swimming Pools manual for the American Red Cross.

According to Orphan, the witnesses determine the height and weight of the individual and the activity the victim was engaged in. Orphan is also called upon to testify in cases involving aquatic accidents.

At Highline, Orphan's positions are aquatic director, varsity swim coach, and head of the department of health, physical education, recreation and dance.

Orphan received his teaching and master's degrees at the University of Washington and his doctorate of education from Sarasota University in Florida. He has background in kinesiology, emergency procedures, life-guard training and procedures, and experience in aquatic injuries.

According to Orphan, the witnesses determine the height and weight of the individual and the activity the victim was engaged in. Orphan is also called upon to testify in cases involving aquatic accidents.

Before going to the pool facility, Orphan and his cohorts go to New University, where they use the diving grid to take pictures. They use cameras to frame scenes to determine velocity, depth, distance and the angle to which the victim dove. These procedures are important evidence for accident cases involved.

Some of Orphan's experience with aquatic injuries, swimming pool accidents, and swimming pool accidents were shown on an ABC television special.

Orphan stressed that his main job is teaching for the college. He is beginning his 17th year at Highline. Teaching is a lot of fun and it's a great challenge to help students mature and make the knowledge we give them practical so they can use it, he said.

In addition to teaching Orphan writes professionally. He has helped write: "Diving Injuries", "Swimming and Aquatic Safety", "Aquatic Organization and Management", and "Swimming Pools"—which is now being revised—and a lifeguards manual for the American Red Cross.

Orphan says he is constantly reading to further his education and to be up-to-date on aquatic injury cases.

Each weekday morning at Highline begins at 6:45 a.m. for Orphan. He enters the college, where he is called upon to testify in cases involving aquatic accidents.

Moments stand out along another wall of shelves. They include plaques from Highline's swim team and achievement awards of all kinds. A few of the plaques include: the International Award for Who's Who in Education, the American Alliance of Health, Physical Education, Recreation Service and Honor Award—being first to receive both service and honor awards—Orphan has also received the Oregon Dolphin Award, which is given to one person each year throughout the United States for the greatest contribution to swimming.

Highline's swim team is very important to Orphan. He has 32 years' experience as a swim coach. He adds that now is the time for competitive swimming, and it would be appreciated if swimmers would contact him.

For Orphan, departure from Highline each day is at 3:30 p.m. That's when he may have the time to participate in another favorite sport.

"I like to play tennis," Orphan said.
**Disability students bring unique requirements**

**Special needs**

cont. from page 7

"I've been able to do it with a person who knows the campus already. I've had very few problems," he said.

Nettles is taking classes towards a Media Selling degree but his actual media selling class was cancelled.

"Right now I'm enrolled in Business 100, Psychology 100, and a special project. I want to find out what makes children want what they want and what elements of advertising attract children most." Nettles heard about Highline through Donovon.

"I came out and met everybody and was very impressed with the people I met," he said.

"Nettles is one of the few colleges that impaired or disabled people can go to in Western Washington. I'm glad I came here," he added.

Nettles lives in an adult foster home designed for adults who may need special help in getting ready to live on their own. Nettles expressed his appreciation towards Disabled Students Coordinator Renee Fein, who, according to Nettles, has been a great help.

"She's provided everything for me from reading to deciding what classes I was going to take this quarter."

"Mrs. Pierce not only enforces our independence, but she also makes available the sources that are needed," Nettles said. According to Pierce, Nettles will also provide tutors if she needs them.

"He's having some problems in a couple of classes," she said. "But, for the most part, he's not having as many problems as I had expected."

Some changes in methods of management may also be made. In the past, the majority of women re-entered college for personal enrichment, whereas the demand for marketable skills is greater," said McNutt.

"The Center is a little understaffed," commented McNutt. "As soon as we can find a receptionist, we anticipate having the center open five days a week."

"The Center is primarily a means by which women can obtain information and referrals about the college and the community. It also provides advising and helps women to realize their goals."

"Women re-entering college and homemakers who have been out of school for some time in particular need help determining what they hope to achieve through higher education," said Colasurdo.

Some more information contact Curta at the Women's Resource Center, Monday through Friday until 2:00 p.m.

Women's resources alive and well at HCC

Despite the loss of Betty Colasurdo, Highline's Women's Resource Center will continue to serve Fall Quarter.

Colasurdo was promoted from Women's Program coordinator to director of community service and self-supporting programs, as part of the College's effort to administer Women's Programs.

She will not be directly involved in women's center operations. Although the center will be operating this quarter, some changes have been made.

To place as its previous full-time adviser, the center is now being staffed by professional part-time help and students," said Colasurdo.

Heating this new arrangement is Women's Resource Specialist Stella McNutt, and advisor Kelly Curtis, who were appointed by Women's Programs. McNutt, who will be managing the Center is a new but familiar face. McNutt is a graduate of Highline and has worked in various professional capacities at the Center.

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Tutor center makes sacrifices to stay afloat

by LARRY BAKER

The relief of many and the surprise of others was experienced when Betty Brunstrom, center coordinator, announced the center had closed for the quarter.

Although it can no longer provide one-to-one tutoring, and has been forced to initiate a fee for its services, the center will be able to provide over 400 hours of tutoring help to students this quarter. According to Betty Brunstrom, center coordinator, this is about half the peak usage the center had last year.

The quality of tutoring has not decreased; to become a tutor, a student must have received an "A" in the clam verbal approval from their division. They are to tutor, as well as written and verbal approval from their division.

Other changes that have taken place include small group tutoring, and a fee of $5 for ten hours of tutoring. The ten-hour block is the most a student can buy.

If a student uses up his time and wishes more, it will only be provided if available. For this reason, the center staff urges students to prepare their questions beforehand and at least attempt the assignment they wish to be tutored on.

There was general consensus among the staff that even the fees have a positive effect on the response and results and the center received. And the coordinators urge any student who is interested in tutoring or being tutored to find out more.

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She will not be directly involved in women's center operations. Although the center will be operating this quarter, some changes have been made.

To place as its previous full-time adviser, the center is now being staffed by professional part-time help and students," said Colasurdo.

Heating this new arrangement is Women's Resource Specialist Stella McNutt, and advisor Kelly Curtis, who were appointed by Women's Programs. McNutt, who will be managing the Center is a new but familiar face. McNutt is a graduate of Highline and has worked in various professional capacities at the Center.

"The center is a little understaffed," commented McNutt. "As soon as we can find a receptionist, we anticipate having the center open five days a week."

"The Center is primarily a means by which women can obtain information and referrals about the college and the community. It also provides advising and helps women to realize their goals."

"Women re-entering college and homemakers who have been out of school for some time in particular need help determining what they hope to achieve through higher education," said Colasurdo.

Some changes in methods of management may also be made. In the past, the majority of women re-entered college for personal enrichment, whereas the demand for marketable skills is greater," said McNutt.

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Some more information contact Curta at the Women's Resource Center, Monday through Friday until 2:00 p.m.
Accreditation due in March

Highline Community College's programs and facilities will be studied and reviewed by a team of Northwest educators in March for the purpose of renewing the college's accreditation. A preliminary self study report developed by members representing all segments of the campus has been drafted and is now available for review.

Ed Command, vice president and chairman of the college's accreditation self study, is urging all interested students, faculty members and staff to read the report. Reports are available at the reserve desk in the library; the student government office; and offices of administrators, supervisors and division chairmen.

Students wishing to offer suggestions or comments should submit them to Bruce Mackintosh, coordinator of student activities, by November 1. Faculty and staff should submit comments to their supervisors or directly to the vice president's office.
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