

It's going to be lots quieter...

Rennovation will tackle aircraft noise

by Tracy Scheeler and Wendy Cooper

Beginning steps are now being taken to identify what can be done to remedy the problems of noise pollution, energy inefficiency and the need for weatherization at Highline.

According to Robin Fritchman, director of facilities and maintenance, plans are still in the design development phase and the funding issue is not yet settled.

But there are going to be some changes at HCC in the way classrooms are heated and kept warm, and in the way airplanes bound to and from Sea-Tac Airport impact classes here.

The Harris Tsang Architects firm has been chosen by the administration in competition with two other firms for the contract to prepare designs and drawings for the project.

Harris Tsang is a Tacoma firm and has designed other buildings with special acoustical needs, including radio station KNBQ in Tacoma and TV studio Channel 11, KSTW, also in Tacoma.

The legislature promised Highline \$1.9 million by July 1985 to begin

this work. However, "there is a problem with the market for construction bonds at the state level and the legislature and the governor have withheld the money," Fritchman explained.

According to HCC Vice President Ed Command, Highline has asked the Port of Seattle to begin some testing and to assess the situation to discover what funds may be available from the federal government. Some funds may be available directly from the Port, which operated Sea-Tac Airport, since Highline falls inside the boundaries of land which the port has admitted is affected by airline noise.

At least a portion of HCC lies within the flight track and within the formal Sea-Tac Noise Remedy Program already established. "If we were a single-dwelling home, it would be eligible for insulation," according to David Diehl, noise abatement manager for the airport.

Approximately \$1.3 million of the \$9 million promised by the legislature is to be used for the remodeling, Fritchman said. The breakdown includes \$502,635 for roofing, \$170,635 for insulation, \$434,999 for windows, \$69,854 for wall seals and \$182,373 for renovation.

Some of the major projects Fritchman wants to see accomplished include replacing the single-paned windows with thermal pane windows, adding drop ceilings with insulation, insulating walls to reduce outside noise and hold in heat, adding darkening drapes, carpeting all classrooms, and getting rid of the jalousie windows along the sides of some buildings. Fritchman calls the jalousies, with louvers high above single pane windows, "energy dogs."

Architect Tsang and Dr. Command agree that Highline needs the changes because of two common policies which guided much construction during the early 60s in Puget Sound.

When the site was picked, Command explains, "there was substantially less air traffic then" than now. According to statistics published by the Port of Seattle, scheduled air carrier departures, passenger and cargo, have increased from 56,300 in 1973 to 70,200 in 1983, and are predicted to rise to 86,700 in 1993.

Command also said energy conservation was not an issue and that Highline was built with expenses foremost in mind. As many square feet of classroom space as possible

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Thunderword

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Highline Community College

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Registration: you need not get lost

by Lori Hofmann

The registration appointment book, names of the students are come the winter quarter schedules.

For students registering for the first time, or students still not certain about the ins and outs of using the appointment books, Booker Watt, Registrar, has some advice on saving time and frustration.

"Classes are built according to degree requirement" in the Fall, Watt explains, meaning classes that must be offered to make sure majors can be completed, are offered. And then, in Winter quarter, they are offered "generally based on demand."

Appointment books can be found in the registration area, the library, the faculty buildings, and in the student center Watt says. Inside the book names of the students are alphabetical by their last name and beside their name is the date each student should come to the registration window prepared.

Returning students have first choice at classes and those students who have bigger credit loads will be listed higher in the appointment book, Watt explains.

The traditional explanation of these policies is that students who have gathered more units are most likely to have very specific needs left to get what they must have to graduate, and that students with the biggest class loads have the hardest schedules to work out. Students can not register until their listed day, but they may register any time after that day, Watt warns. "The computer knows your date!"

The next step is for students to look over the new schedule with an adviser and determine what classes he/she needs to achieve their educational goals or degree.

Watt says statistics show the percentage of students who actually graduate is low, only 10% of HCC students graduate with an associate degree from the professional or transfer program.

Formal recognition that an AA degree constitutes satisfactory completion of a basic two years of col-

lege education has not, in the past, been granted by the University of Washington as it has been by Central Washington and Western Washington state colleges.

But according to Watt, a letter received recently from the UW says they are planning to honor HCC's associate degree in the near future. "Students find that it is an important aid to them in completing a four-year degree," Watt says.

Watt asks students to sit down with one of the work sheets available in the registration area, and plan first and second choice classes, whether or not they have yet met with an advisor. "We will be able to give the classes required...no one will have to take a class just to take a class," said Watt. Departments may exempt required classes from the minimum enrollment rules. If the course is mandatory, then it may be offered even with one or two students only enrolled.

However, faculty members caution, such a condition may not be permitted forever. Classes which consistently draw sub-minimum enrollments may be reconsidered and eventually offered less frequently, if at all.

Classes with non-credit status must meet minimum enrollment to be offered, as do classes offered for credit but not considered a "must" class in a major.

Registration is down 342 students from last year, according to Watt. Professional and transfer programs are down by 209.5 students, occupational programs by 128.6. This reflects 80.9 less "full time" students this year than last. (Full time students are defined for tuition purposes, 10 credits; for VA Department of Vocational Rehabilitation (financial aid), 12 credits; and to meet graduation requirements within two years (60 credits), 15 credits.)

The economy evidently has an impact on the Community Colleges. As Watt said, "One of the things that effect enrollment is the job market. When no jobs are available, people

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Elsie Dennis



Margery Guthrie

Governor quietly names second new trustee for Board

Governor Booth Gardner's office has aimed its attention at Highline Community College for the second time in five months, naming another new member to the college's Board of Trustees and removing one of its best known and most experienced participants.

Elsie Dennis, a 29-year-old Native American graduate of the University of Washington, has been named to a five-year term replacing Ed Pooley, executive vice president and chief operating officer of Associated Grocers.

Pooley had been with the five member board since his appointment first by Governor Dixie Lee Ray and later by Gov. John Spellman, in March of 1981. Pooley was second in seniority to Hal Lamon, a hardware retailer who has served since Dec. 19, 1978.

Dennis, who is expecting her second child in January, says the appointment to the board "Caught me totally by surprise."

"I still have not yet been able to find out even who nominated me,"

For related story see Page 8.

she says, adding "I always look forward to doing the best job possible, however. And I am a quick study working in public relations you have to be."

"I am honored to be appointed," she continued. "And overwhelmed." Dennis is no stranger to the ways of state government. She recently spent seven years in Olympia as information services manager of the Northwest Indian Fisheries Commission, heading up the public relations operation for the state tribes' common business with governmental fish managers, commercial fishermen and recreational fishermen throughout Washington.

She grew into that position after joining the commission while still a junior at the UW, first filling in as an assistant to a friend and gradually assuming greater responsibility. She became manager of the department in 1981.

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FINE ARTS

Highline C.C. Little Theatre presents the Fall production of "The Adding Machine", by Elmer Rice, on December 5, 6, 7, and 12, 13, 14 at 8:00 p.m.

This 1923 play is based on the theatre form, expressionism. Slides and film are used along with live performers to show feelings and ideas.

The play deals with the struggle of man versus technology. "A man's life is changed because his job is taken over by an adding machine," said Jean Enticknap, explaining the main idea of the play. "He is no longer needed."

The play's director is Christiana Taylor. Enticknap is the designer and David Russo is the lighting designer. The main characters are Mr. Zero and Mrs. Zero, played by Matt Rau and Carolyn Bing, respectively. Other important characters are James Spencer, The Fixer; Kevin Floyd, Shrdlu; Mark Fuerbach, Lt. Charles; Jenny Hopkins, Judy; and Matt Reichlin, Young Man.

Ticket prices are \$3.00 for adults, and \$2.00 for students.

Art for Art's Sake Winner

Richard Jewell's ceramic bird was the winning entry in the Art for Art's Sake Exhibit last month. Jewell received \$50 and a certificate for his art work, which was displayed with other selected entries in the library gallery during the week long exhibit.

13th annual student film awards

The Academy of Motion Picture Arts and Sciences and the Academy Foundation has announced the thirteenth Annual Student Film Awards competition.

The purpose of the competition is to recognize and encourage outstanding achievement in film production by college and university students.

Students from several northwestern states, including Washington, Oregon, and Idaho, are eligible to enter the regional competition and compete for cash grants and trophies for outstanding achievement in four categories: animation, documentary, dramatic, and experimental.

To be eligible, films must have been completed after April 1, 1985, in a student-teacher relationship within the curriculum of an accredited school.

After the regional selections are made, semi-finalists will compete against films chosen in six other regions. They will be judged by the Motion Picture Academy's voting membership of leading film professionals. The winners will be flown to Los Angeles for the June 8, 1986 Student Film Award ceremonies.

For more details, contact Mr. Bill Foster or Ms. Karen Karbo at the Northwest Film Study Center, Portland Art Association, 1219 S. W. Park, Portland, Oregon 97205, (503) 221-1156.

A family film

The last film of the Fall season, Walt Disney's "Sword and the Stone," will be shown Thursday, Dec. 5 at 1:30 p.m., 5 p.m. and 7 p.m. in Building 7, the Artists-Lecture Hall. Cost for children under 13 is 50 cents and for adults \$1. The film tells the story of King Arthur.

Free performance by Rainier Symphony

The Rainier Symphony will be giving a free performance of selections from the "Nutcracker." The concert is being sponsored by Rainier Symphony and the City of Kent Arts Commission.

The performance is scheduled for Tuesday, December 10, 7:00 p.m. on Kent Commons, 525 4th Ave. N., Kent.

Weight room burglarized

Building 28, the Weight Room, was burglarized on October 17. Items stolen included over \$700 worth of weights and a vacuum cleaner. Replacement of the locks on the building cost \$400. According to Campus Police Chief Jack Chapman, the college is self insured, therefore all costs must come out of college funds.

Vietnam Era Veterans

Are you a full-time student, who entered the military service before December 31, 1976, and have not used all of your VA education benefits? Are you interested in a part-time job? If so, please call the Veterans Service Office, Room 526, 5th floor, Building 25.

Help for disabled students

If you are disabled, the Highline Office of Disabled Student Services is open to meet your special needs. Interested students should come to Building 20, Room 105 for more information.

Disabled students who are planning to attend Winter Quarter classes should meet with Coordinator Carolyn Fenner as soon as possible to see that they get the services they will need.

Senior Citizens spending Thanksgiving alone

Do you know a Senior Citizen that will be spending Thanksgiving alone? The Burien Elks Club will be providing a free turkey dinner with all the trimmings on Thanksgiving day at 2 p.m. If transportation is a problem, or you want more information, call the Senior Center 244-3686.

Autograph party

Come and have coffee with Shirley Robertson, former H.C.C. Drama Instructor, Thursday, December 5, between 11:00 a.m. and 1:00 p.m. at Highline College Bookstore. She will be autographing copies of her new book: *Traveling a Half-Century: A Selection of Poems*.

Free job readiness workshop for displaced homemakers

Woman's programs at HCC is sponsoring a Free Job Readiness workshop for Displaced Homemakers. The workshop will be held Tuesdays and Thursdays, November 12 through December 12, from 1:00 to 3:00 p.m., in Building 21, Room 207.

The workshop is designed for those who have been full-time homemakers and who must now become self-supporting due to a change in circumstances, such as divorce, death of a spouse, or other loss of family income.

Topics covered in this workshop include: What it means to be a displaced homemaker; Determining interests, aptitudes and skills; Goal setting and decision making; Self-esteem and self confidence building; What's available in vocational/training programs; Translating experiences at home into marketable skills; Informational interviewing; How to use the phone to develop opportunities; Preparing a resume/skill sheet; and How and where to look for work.

To register, please call Women's Programs at 878-3710, extension 340.

Trick shot artist

Jack White, billiards expert and trick shot artist who once performed at the White House, will appear Dec. 4 in the student lounge at 10 a.m. and noon. A question and answer session will also take place at 11 a.m. White has appeared in front of four presidents and according to Chad Zinda, event coordinator, White is famous for once taking \$27,000 from Mickey Rooney during an impromptu match in the White House's Union Game Room in a four hour extravaganza.

Work Study funds available

Assistant Director of Financial Aid, Mary Edington, has stated that there are College Work Study funds now available. This program provides students with "off" or "on" campus jobs.

For more information call the Financial Aid office at ext.358

Grants available

Mary Edington, the Assistant Director of the Financial Aid department has announced that grants are now available for students who need tuition help.

The grants available are Pell Grants, which usually do not need to be paid back, and GSLs, (Guaranteed Student Loans), which do have to be paid back.

For more information, call the Financial Aid office at ext. 358.

Developmental Center holding Pilgrim's Feast

Parents and their children are invited to a Pilgrim's Feast being held in the Development Center Wednesday afternoon, November 27 from 11 a.m. to 1 p.m. Children are encouraged to bring fruits and vegetables to enhance the meal.

Payment for Winter Quarter Classes

The last day to make full payment on winter classes being held by a \$10 deposit will be December 3 at 3 p.m. If payment is not made by the deadline, students will lose both their deposit and class enrollment.

Business scholarship

Business students who plan on attending Seattle University, PLU, or UPS during their junior or senior year, may be eligible for a \$1,000 scholarship. The scholarship is open to all business students, but they must apply by May 1, 1986.

IN THE LIBRARY

New books on display in the library include:

"WHAT'S THE DIFFERENCE? How men and women compare" (R/305.303/S934W) "Good looking men have more fun than good-looking women." "Women comprise 37% of the members of school boards." "Males spend an average of 52 minutes a day on coffee breaks. Females spend 35 minutes a day on coffee breaks." "In 1980, of 1,111 generals, only 6 were female." Fun and serious facts about 3 of the world's favorite subjects" men and women.

"TOP SELLERS, U.S.A. Success stories behind America's best selling products, from Alka Seltzer to Zippo lighters" (Molly Wade McGrath (R/338.02/M147)). "Baker's Chocolate Company is the oldest concern in the U.S. with a record of having made the same type of product continuously in the original location." Planters Peanuts, Coca-Cola, Bacardi Rum, Sen-Sen, Fig Newtons, Ivory Soap and Ritz Crackers (Does it really say 'sex' on each one?) Forty million crackers are sold daily to envious researchers. Animal crackers appeared in the market in 1902, 33 years before Shirley Temple made a them famous with "Animal Crackers in My Soup." And the world's best known business pencil is _____ (Check colored picture section for the answers.)

"THE FACTS ON FILE DICTIONARY OF RELIGIONS," edited by John R. Hinneels (R291.03/F142). Short descriptions of terms needed to gain understanding religions in all parts of the world. Written by 29 international scholars. by Nancy Lennstrom, research librarian.

Scholarships

The Assistance League scholarship, for persons of low or moderate income seeking education for better employment, but have no other funding sources. You must be a King County resident enrolled for 12 credits with a 3.0 GPA. Apply at least 3 weeks before the quarter begins. Available all year.

For Washington State residents, the Washington Optometric Association offers a scholarship of at least \$500 to be used for tuition in an accredited school or college of Optometry, awarded each spring. Deadline is Dec. 15.

Deadline is Nov. 25 for applying for the 1986-87 Elks Clubs scholarship for \$1,000 for each of two years (\$2,000 total). Must pursue a vocational/technical degree with a minimum of 12 units.

Scholarship of \$750 for use in a legal secretary program for 1986-87, judged on the basis of a 3.0 GPA. Deadline is Feb. 10, 1986.

National Society of Professional Engineers offers \$1,000 scholarships to undergraduates. Must be a U.S. citizen with a 3.6 GPA and a transfer student having completed 2 years at a community college. Apply by Dec. 16.

A \$1,000 scholarship for the 1986-87 business students who will be attending Seattle University, PLU or UPS during their junior or senior years. Open to all business students regardless of financial need. Apply by May 1, 1986.

Scholarships of \$1,000 will be offered Washington high school graduates on financial need in the name of Fred G. Zahn. Preference is given to junior and senior college year students who maintain a 3.75 GPA. Apply by April 15, 1986.

Jobs Available

The Financial Aid Office reports that the following jobs are not available:

Off-Campus State Work Study Jobs — computer programmer trainee, junior accountant, sales clerk, investigator intern (winter quarter), Recreation Aides, Bookkeeping/Data Entry Processor, Day Care Phone Referral Service.

On-Campus Federal Work-Study Jobs — Office Assistant, Seamstress, Clerical Assistant, Maintenance Mechanic, Secretary, File Clerk, Tutors.

To qualify for a work-study job a student needs to have applied and qualified for financial aid and be a full-time student.

SPORTS HIGHLIGHTS

NWAACC Cross Country Championships
McIver Park, Oregon City
November 8, 1985
8,000 Meter Course

- (1) Mike Lynes HCC 25:01.2
- (4) Emmett Klipp HCC 25:07.8
- (9) John Slee HCC 25:41.3
- (13) Steve Bero HCC 25:49.1
- (24) John Russell HCC 26:18.4
- (32) Matt Roehl HCC 26:32.7
- (44) Matt Schal HCC 27:13.0
- (73) Todd Blair HCC 29:54.8

Team Scoring

- (1) Lane 40
- (2) Spokane 50
- (3) Highline 51
- (4) Green River 151
- (5) Clackamas 151
- (6) Mt. Hood 200
- (7) Linn-Benton 211
- (8) Shoreline 219
- (9) Bellevue 231
- (10) Grays Harbor 251
- (11) Skagit Valley 281
- (12) Umpqua 290
- (13) Lower Columbia 314

Drive on to find great teachers

Buchan's proposal seeks quality teaching examples as special HCC resource

by Mist Williams
and Pam Grove

Highline instructor Robin Buchan wants the world to know "Highline is taking its teaching seriously," and he thinks HCC's student body and faculty can help.

Buchan is overseeing a campaign to attract nominations of teachers who have demonstrated superior teaching skills. The goal of his search is the creation of a Committee to Upgrade Teaching.

Students and teachers are being asked to participate in the process by sending the names of top teachers and a description of what makes them so effective to the Committee at campus mailstop 111.

The group which will result from this process will have its first meeting at the beginning of next quarter, Buchan hopes. Members would be teachers "who are very excited about their work," and who have demonstrated expertise in a particular teaching skill.

Buchan stresses that this is not a "teacher of the year award. What I want to do is give teachers an opportunity...I think if you've got it, flaunt it," he says. "We don't really have any process where we can really give that person a chance to show his colleagues." Buchan says he realizes that a project like this might strike some instructors the wrong way at first. "I'm certain that a lot of it has to do with paranoia," he said.

"I'm certain that some teachers are saying, 'Now, hey, wait a minute. Somebody's going to get something...It's going to be an unfair thing...whatever it is. When in reality is isn't any of that."

For Buchan, a member of Seattle's most famous sailing family and a long-time HCC teacher, the program is more than a hobby. For the next two quarters he will be on educational leave instead of working in the classroom himself.

Buchan is going on leave to develop some plans for a general program of assistance to teachers already working at HCC, and to take a long look at what is being done well at other schools to help teachers improve their skills.

By the end of the fall quarter of 1986 a plan could be implemented, he said. This area is one that frequently comes up in faculty study sessions, and when faculty members discuss HCC budget priorities.

This quarter, for instance, was the first time part-time faculty who make up the great majority of all faculty here were given any formal instruction in teaching procedures, in using campus facilities, or in classroom management, unless they had taken such classes on their own. Full-time faculty still do not even have that much in the way of orientation or ongoing help.

"As we get more and more information from some of the four years schools like the University of Washington, some just seem to wash out as far as the first two years of classes go," Buchan explained. "I mean, they have classes of about 500 students taught by a teaching assistant who doesn't even have a degree yet. It seems to me that they're not paying much attention to teaching undergraduates, or at least the first two years."

"I'd like the world to know that we not only want to teach those first two years, but we plan to do a better job than anyone else and the way through that is to let the world know that we are serious about evaluating and seriously upgrading what's going on here," he said.

"But there are a lot of colleges, and we are guilty of this too, a lot of colleges that just give lip service to faculty development, and what usually happened was that either the person heading it up would be come an administrator in lieu of what teaching is all about, or they would decide the way to upgrade teaching is to bring in experts who give us lectures on what we should do and then disappear and we pay them five hundred or a thousand dollars," the committee organizer explained.

A recent article that he has been reading, Buchan continues, discusses the problem with 'Why Reforms Go Awry' and concludes that is often because they come down from the top.

"Somebody says, 'Ah, you are not doing it right,' he said. "We want you to do this, we want you to do that," and the people who are on the firing line - the teachers - are suddenly crowned with pressures, saying 'You got to do this, you got to do that.' The teacher says, 'Well, this is a lot more workable...how can we do this?' and the administrators answer, 'Have your teaching aids do it,' and the teachers say, 'We don't have any teaching aids,' Buchan continued. "Well, say the administrators, 'have your secretaries do it.' 'We don't have any secretaries,' they reply. 'Do it during your lunch hour,' the administrators reply. 'Well, we sort of planned on eating lunch during the lunch hour,' the teachers say."

Women divers still aren't a common sight

by Marion Foster

Forty years ago, the only underwater work Beth Bailey would see, is her search for a spoon in a dish pan while doing the dinner dishes.

Now, Bailey does underwater work in HCC's Diving Technician program at the Redondo dock.

The 22 year old Bailey, in her second year of diving technical training, isn't the first woman to be in HCC's program. Three women have preceded her. All of them have graduated.

Bailey, who calls Kennewick her home, comes from a construction background. Her father is a painter. Her mother and sister are both laborers. Bailey started her education at Columbia Basin C.C. by taking non-destructive testing classes off and on for three years. Non-destructive testing is the testing of wells and metals for defects.

the job training and there is not as much homework," she said. "I've been able to do the things they have done."

So far, the hardest part for Bailey happened during the summer when she was learning to use deep sea gear. Bailey said it was very hard getting up the ladder during low tide with all the heavy gear on.

"I didn't expect her to perform as well as she did," said Maurice Talbot, the course instructor. "So far she's keeping up using the equipment. It's more demanding once she starts work."

"She's treated as one of the guys, no special treatment," Talbot continues. "She does the same things. Others act surprised to see her out there with the men. She's not big, or husky. She's very small. She looks like a girl. She doesn't look like an Amazon."



Last fall, Bailey enrolled at HCC. She had to be a certified scuba diver and she had to pass a series of medical tests like every student entering the program. The first year in the program is mainly classroom work. "I was intimidated in my first day freshman class," said Bailey. "They looked at me like I was an odd ball. They probably thought I would drop out."

"I didn't talk to any of them the first week," she added. "I had to see what they're like before opening up."

But Bailey isn't intimidated anymore. She views the male students as a "bunch of brothers."

"We give her a hard time," joked Gary Quintance.

"They try hard to embarrass you," Bailey said. "They think it's funny."

Bailey enjoys her second year of the program better than the first. "The second year is fun, doing on

"I advise her to stick to top side work. It's (under water work) too physically demanding of a woman," Talbot said. "A life support technician takes care of diving on top by supplying divers with gases, working the decompression chamber, etc."

But Bailey has other ideas. She wants to do non-destructive testing work. "Women just don't do it, because it is physically demanding. But there is always a first," she added.

Her family thinks that what she is doing is "really neat." "They thought I was nuts at first. I told them I was going to do it. I kept saying that to myself," she said.

After finishing up at HCC, Bailey says she will work for a while and take more schooling. Eventually, she hopes to be doing non-destructive testing in the Gulf coast.

New trustees

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Dennis attended Washington State University from 1974 to 76, transferring to the UW in 1976 and graduating in 1979 with a double major in editorial journalism and sociology.

It was while in college that he began to be involved formally in the politics of minority and Native American rights, she explains. "It got back in touch with my heritage in college," Dennis said, "but I always knew that I was an Indian. There were all of my mother's teachings on the circle of life, on the environment."

"I always knew that you didn't dump motor oil in the drains...things like that. I knew about how things were all related," she said.

"We are sensitive to people's feelings, however," Dennis said, adding that we have reached a stage now "where it is time to put away the conflicts, the court suits" and work toward protecting our common rights.

"I am very concerned with minority and women's concerns," she said. "Working on the Fisheries Commission was like working with a mini UN, with all the tribes, the non-Indians, the government." Dennis is not and was never a "reservation Indian," but in fact grew up in what she calls a middle class background. Her family roots come from the Shuswat Indians of Canada and the Colville Indian tribe of Washington.

For the first couple of meetings of the Board of Trustees, she said, "I am going to be a very quiet observer. I am going to be a very interested observer."

In the next few weeks she plans to meet with HCC administrators to get up to speed on the budget process, which will come to a head about three months after her child is due to be born.

The process of choosing her for the post, which is conducted by a little known and very quiet office in the governor's offices in the Capitol, has her a bit amazed also.

About three weeks before the appointment was made public, Dennis got a call from the governor's staff asking her if she might be interested. If she was, they said, please send us a resume. The next communication she received was a note by mail telling her she was a board member.

Students and faculty at HCC can expect her to take the role seriously, she said.

"If I were a student looking at this appointment, I would want to be sure I was getting the best possible trustee. I would want to make sure the person was community sensitive, not just sensitive to what the administration might want."

"Being a trustee means being a public steward, it means protecting public property and giving the best promotional help to the school," Dennis said.

Ed Pooley remembers it took him "a couple of years" to get up to speed when he joined the board, mostly because of "the diverse nature of the problems and the vocabulary - learning the right buzz words, like FTE (full-time equivalent) and the implications of them." Pooley says the making changes in the Board at this time of the year is a good thing, because everyone at the school is getting geared up for the year together.

The Des Moines businessman said he has found the HCC administration as well-organized and he has felt all along that there is a good problem solving team here to face difficulties. "If all the 28 schools in the state operated like HCC, there would be no problems at all,"

Editorial:

Auspicious choices, rotten process

It can be difficult to separate a dislike for a system and your feelings for the results of that system.

The recent appointment of two new trustees for Highline Community College is a prime example.

There are many indications that Margery Guthrie, artist and community activist, and Elsie Dennis, experienced lobbyist and Native American, will be solid, even excellent new players in the renovation of this school.

But the manner in which they were chosen is an archaic, haphazard remnant of the politics of the smoke-filled room.

And it is a clear example of the disdain many persons in state government still hold for the community colleges.

In the case of Ms. Dennis, even she still does not know who nominated her for the post, why she was considered qualified, who endorsed her candidacy and who spoke out against her.

Is there a message in her being a Native American, the board's first. Is there a message in her being a young mother, a public relations specialist, an advocate of Indian fishing rights? Is there a message in the creation of a board with four women and one man?

And what about Ed Pooley, the chief operating officer of Associated Grocers. Was he removed for poor service, for being the only board member with strong business experience. Was the \$2,000 his firm donated to the 25th Anniversary Celebration too much or too little? Did someone not like the cake?

Margery Guthrie and her husband were strong advocates of cityhood for Federal Way? Is her appointment a reward for that service or designed to keep her too busy to try again? Does the governor have a soft spot for fine potters?

Many of these questions are inane. Some might find them insulting. They aren't meant to be.

But there is no way to refute them or their implications. There is no way for the people most directly affected by these selections to know why these five persons who will be in charge of their education, their livelihoods, their children.

No one on this campus has been willing or able to explain to the T-Word how these people were selected. We can read the laws which detail who has the power to select them, but no where is it written what guidance the governor shall consider in his actions. There are no formulas for equal representation, no suggestions for standard of competence, no provisions for public hearings, after the fact statements or even courtesy phone calls to the campus introducing these new trustees to all of the affected parties.

It has long been a tradition at Highline Community College that many of the most important rules and guidelines exist not on paper

where they can be read and discussed, but in the minds and good intentions of the administration.

It should be noted, however, that Ms. Dennis has already made one visit to a classroom on campus, bringing her resume in to the journalism department so that students might know that they had a fellow voyager available for consultation. She suggested that she didn't know how she could do her job well without a great many more visits as time and circumstances permit.

If she is successful at those intentions, it will mark a change in this campus of cosmic proportions.

Perhaps one of the first policy decisions of this new Board of Trustees as a whole might be to help the rest of us understand how the system which put them in power and which sustains this government to date of quiet cooperation, relates to the democratic process we teach here in Poll Sci 101.

HCSU Column

The only thing you have to do is join

by MONIKA DELLE

"Student government? We have student government?" These are the words a fellow student exclaimed to me, a rather fledgling Senator. Believe it! Highline College's student government is alive, kicking and actively recruiting more people to become a part of it. As a senator for about a month now, I have seen a full-scale operations that before I never knew existed on this campus.

The Highline College Student Union, of HCSU, represents the students' interests to the college faculty and administration. Its main functions include allocating funds for campus activities, participating in setting policy, serving on college committees and evaluating student programs to reflect the changing

needs of and interests of the students.

The HCSU is made up of three bodies: the Executive Council, the Advisory Board and the Senate.

The Executive Council serves as the official representative of the students at Highline. It implements all matters and responsibilities derived from College Trustee policy and Senate legislation, and works to enact programs benefiting Highline College students. The Executive Council consists of six students members which have their own specific areas of responsibility. These members are selected by the Advisory Board, which also designates the position held by each member.

In addition to appointing Executive Council members, the Advisory Board acts as advisor to both the

Executive Council and the Senate and arbitrates any irreconcilable dispute of policy or operations arising between the two bodies. The Advisory Board has seven members. Four are students, two members are from the faculty and the Dean of Students serves as an ex-officio member.

Finally, the Senate! Any currently enrolled student can participate in the HCSU Senate, and the only prerequisite is the completion of a 20 minute seminar. The Senate is responsible for establishing policies to uphold the HCSU Constitution and By-Laws, and vote on legislation presented to it by other bodies. Right now there are 16 active Senators, although the number varies.

Hopefully, by now you are asking, "How can I become a Senator?"

It's easy; go see Bruce Mackintosh in the HCSU office in building 8 and say, "I want to be a student Senator." He will then set you up for your 20 minute seminar and POOF! You too will join the ranks of the HCSU. It's that simple.

The Highline College Student Union is a great opportunity for all students. It's a fantastic way to meet crazy but fun people, learn how the college operates, and participate in a lot of worthwhile activities. You can go to seminars, take part in student government on the state level through WACCS (Washington Association of Community Colleges) or just to to Senate meetings at 2 p.m. on Wednesdays. So come on! What have you got to lose? Go see Bruce. He's a nice guy, not at all scary. Really.

Letters to the editor:

Teacher would rather be fully identified

EDITOR:

Your survey of student opinion concerning teacher bias was heartening. Very few Highline students, it seems, will be led passively into their teacher's prejudices; some perhaps, because they are sleeping or don't think at all, but most because they do think for themselves. However, one feature of some responses disturbed me. Teachers accused of bias were half-identified by discipline, department and sex, leaving everyone to wonder who the culprits really are. Suppose a teacher announced to a class: "There is a cheater sitting in the third row in this class." Those accusers who coyly made their approximate identifications would do well to imagine

themselves sitting in that third row.

To get my colleagues out from under a cloud, I can, I think, supply a full identification of one of the mystery teachers. I suspect I am the philosophy instructor Malta Watt calls a liberal Democrat. Such easy labels are often inaccurate and incomplete, so I put it to your readers. I believe that the U.S. has no business trying to overthrow the government of Nicaragua, that the Star Wars defense is an impossible scheme and that President Reagan is a dangerous nitwit. But I also believe that abortion as a means of birth control is immoral, that our welfare system has destroyed incentive to work and that the Democrats haven't had an interesting

economic idea since the Depression.

So what am I? Probably an anarchist. Does it matter? I doubt it. I argue, not impose many viewpoints in class; some of them my own, many of them not. But all my students know this: they have the freedom to disagree with anyone in the room and to fully state that disagreement consistent with time limits and good manners. Malta Watt used that freedom more than all others in her class with me. Not once did she complain to me that her rights were being abused. Not once did she complain to the other philosophy instructors or anyone else I know. But then making offhand remarks to newspapers requires

neither courage nor honesty.

Tom Pierce.

(Advisor's note: Poll takers were instructed to solicit from their respondents only department, sex and discipline. While they were not told to refuse to use names, they were not encouraged to push for them. The point of the poll was to discover if the phenomenon which led to the "watchdog" problem at the UW existed here, not to point out alleged violators. There are better channels for that. Pierce's name was not offered by the interviewee.)

Thunderword

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The *Thunderword* is published by the Journalism students of Highline Community College. The opinions expressed herein are not necessarily those of the college or its students.

We welcome all letters, news, guest editorials, and criticism from the campus population. Letters and guest editorials should be kept to a 300 word maximum (500 for guest editorials). Anything longer will be subject to editing. Anything submitted to the *Thunderword* must have a signature in order to be published.

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Taylor-made acting in Wales



Photos by Pat Van Loan
by Daniel John Wilcken

In September, 1984, Christina Taylor, a drama instructor from HCC, entered the Fulbright Exchange Program, and went to teach at Polytechnic of Wales, Great Britain. In her place David Mann came to teach here at HCC. We asked her to tell us about her experiences there.

Thunderword: What did you think of Wales? Have you ever been over there before?

Taylor: I was there years ago when I was very young, and it's changed a great deal. I don't remember a lot. So, for all practical purposes, it was a new experience for me.

"I think there was this feeling out process of, 'Oh my God, here comes this AMERICAN!'"

Thunderword: How did the students react to you as a teacher?

Taylor: Well, initially, I think there was this feeling out process of, 'Oh my God, here comes this American,' you know. 'We're trying to graduate, and we've been cast this last year in with this weird American woman.' And so there's that period at the beginning where they're just holding their breath and hoping they won't go under.

Thunderword: How different was the school there, compared to here?

Taylor: Very, in every way. The British system tends to be very academic educationally. Even in the Fine Arts, and in this case, in Drama, there is a lot more study of literature and analysis through theory and criticism, than there is practical work. Whereas, our program here is really a performance training program, we tend to do a lot of lab in class, teaching basic skills of acting, stagecraft, and so forth.

So that was an enormous difference, and I did a lot of homework.

"I wanted a change. It was definitely a change!"

Thunderword: How much homework?

Taylor: Like, five and a half hours most nights. And there were a lot more written evaluations and so

there was a lot more paper grading. Which is okay. In retrospect, I wanted a change. It was definitely a change!

Thunderword: What do the students think about it? Do they enjoy the fact that there is more written work?

Taylor: No they don't. The students in the theater program are very anxious to have practical skill classes. The way the British system works is that all of their written work and examinations are sent out to an External Examiner, and for all of their practical work, the External Examiner comes in to the school and sees it.

And the External has final say. The classroom teacher does a preliminary grading, and let's say the grade is a "C". Then the External says, "No, this is 'D' work". The External, of course, is seeing many schools, and will give the grade as he or she sees it.

Their grading system is really different. Their highest grade is a 70 out of 100, and it is rarely given. Passing is a 40, and is not appreciated by the student, because it is difficult for them to go on if the grades are that low.

"only nine-percent of the population of Great Britain has an opportunity to go on to higher education."

Thunderword: What happens if the student does get a bad grade?

Taylor: There is no student grievance recourse, they have no access. The grades of an instructor or an External are absolute.

Thunderword: Does that make for greater incentive for the students to achieve?

Taylor: Well, you see, only nine-percent of the population of Great Britain has an opportunity to go to higher education. It used to be around 12-percent, but under the Thatcher regime it's been cut back to nine (percent), and it may drop some more.

So a student who goes through primary and preparatory education begins taking exams around the age of eleven. At the age of about 14 or 15 the student is into heavy duty exams.

"at the end of that time you send in your three schools that you'd like to go to...and then they tell you what school you're going to."

In order to qualify for higher education they have to make certain scores in a distribution of subjects. Since only nine percent will qualify, it's a very competitive affair. While American students at that age are still chewing gum, watching baseball games, and hanging out in front of the TV, British kids who want a higher education are working very hard.

Thunderword: What other differences are there between the American education process and the British Education process?

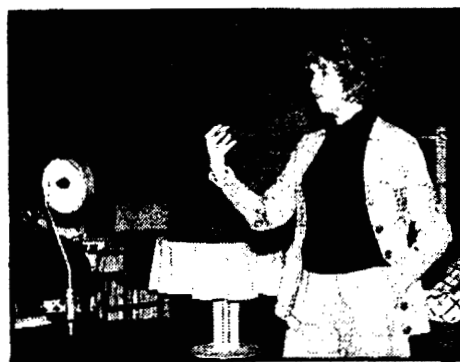
Taylor: It's a very different system than ours. It is not an open system, there are very few free choices...you

send in your three schools that you'd like to go to, the grades are sent in, and then they tell you what school you're going to go to.

A student who's family can afford to pay everything still has to make appropriate grades to be able to go to the college or university of his choice. Of the nine percent of those going on to higher education, eight percent are paid for by the government. Once they qualify, their education is essentially free. It's on a grant system that covers housing, tuition, and books, with a stipend for meals and laundry.

You can't take credits from one school to another. Nor can you start over because your grant is given to you for your three years, and it's given to you in that particular place and that's it.

Nor can you change majors—in most cases—after the middle of your Freshman year. Rarely can it be done, and then only under great pressure.



So, the students are locked in from the middle of their first year on, in this field of study of which they know very little about at that point, and with a faculty about which they know very little. And so, if the area is strong, and the department is good, the student prospers. If the area is weak and the department is not good, the student tends to become hostile, angry, unhappy and confused.

Thunderword: How did these problems apply to your program?

Taylor: There were a number of hostile, angry, unhappy and confused students in (the) program! Students who were essentially getting what they could out of a program that was not what they thought it would be.

The prospectus for the college makes it appear to be a practical acting program, and that is not what it actually turns out to be.

Thunderword: What was the program in actuality?

Taylor: The curriculum as it's designed by the two faculty members, is about 90 percent academic—Modern British Drama, Modern American Drama—and then Playwright Craft, which goes quarter after quarter. It's all play reading and analysis through critical theory rather than from the actor or designer's point of view. You go to the Library and you read Haslett and Lamp, and you come back into class, and your exams will address issues that can be analyzed in terms of major critics of any given period.

Thunderword: They are not deliberately suppressing creative thinking, are they?

Taylor: You just don't run into the student who's going to come up with an original idea, because that's not what their orientation is. Instead, their aim is to come up with all the major theories and produce them in a written paper so that they've left nothing out.

Perhaps with more contemporary



dramatists, towards the end of their three years in college, you might find some more original thinking which the dissertation they do in their Bachelor's paper won't have. In their Master's or Doctoral paper, you may find some original thinking, but it will be well substantiated with criticism and literary analysis from the big guns.

"You just don't run into the student who's going to come up with an original idea, because that's not what their orientation is."

Thunderword: What was your greatest challenge as a teacher there?

Taylor: The third year graduating class for their entire year—and this is their critical year, the year their grades go out. 50 percent of their grade is based on a performance project, in which they choose, design, costume, light, cast, and direct a piece of dramatic literature lasting 30 to 40 minutes!

Bear in mind that there was not one course prior to the actual production performance course that prepared them for any of that. They had never taken a design class, or an acting class, or lighting, or directing or any performance course at all. They had a production class, which means they did plays under supervision, and they had taken scenes from these various plays that they had been reading all these years, and stood in class—essentially—and read them. But no instruction of any kind was given to them, and yet, 50 percent of their grade was going to be by an External Examiner on how well they could do those things.

And you begin to understand why I was very frustrated!

That was my class...and I walked in the first day and was staggered to discover that, while some of them had run a lighting board for other people's productions, they knew nothing at all about the theory of lighting, or anything else.

And so, we spent many long hours...building enough skill level for them to begin to attack this project.

And I actually had them for (the) class three hours a week, so, we just extended that into all the free time we had.

We couldn't have done it, except for the fact that there were five. I couldn't have done it with seven. But we did do it, and they actually accomplished the highest grades they've ever gotten from an External...they were voracious—desperate about wanting to learn. And so for me it was a great joy—I just couldn't get it to them fast enough.

Godzilla bites the Bullet

by Julie Anne Reed
Arts and Entertainment Editor



Imagine: a Godzilla movie in color, with state of the art special effects! Okay, so they're state of the art, 1957. Would Godzilla movies still be as much fun if they had been done by Lucasfilm? Certainly not! Where else can you go to find paper-mache corpses, plastic, foot long, killer sea fleas, and men in rubber monster suits trashing miniature models of Tokyo? Where else can you find serious actors saying things like, "Mr. President, it wasn't the Russians, the nuclear submarine was eaten by Godzilla!"

The movie begins with an innocent model fishing boat off the coast of Japan. During a freak storm, it disappears off the map. When it is discovered by a Japanese newspaper reporter, every one on board has been turned into paper-mache except for one young man, who has been fighting off radiation and foot long, plastic sea fleas from a clothes locker. He tells the reporter the terrible story of how a giant monster overturned his boat.

Disappointed because he cannot publish the story, (for reasons of "National Security", of course), the reporter seeks out Japan's best genetic scientist to find out more information. Guess what? he meets a beautiful Japanese girl working in the lab who is, "gasp", the sister of the surviving sailor from the fishing boat Godzilla destroyed! Apparently the government has not told her

that her brother is still alive. Out of compassion for her inner turmoil, the reporter tells her where the fisherman is being held.

Soon after, our small group of heroes, the geneticist, the reporter, the surviving sailor, and his sister, watch Godzilla get lured away from eating a nuclear power plant by a flock of animated birds. This causes the world famous geneticist to come up with the brilliant idea that Godzilla can be lured to his death by playing bird calls in front of a volcano. "Birds and reptiles are very close, genetically," the scientist says.

But before they actually get around to luring Godzilla away, he gets hungry again, and it's time for mass destruction of Tokyo. Godzilla discovers one of Tokyo's recent improvements, the Bullet super-monorail, and rips it apart. He knocks down buildings and steps on the inhabitants of Tokyo, culminating in an epic battle with the Japanese army's newest development, a circular hovercraft/spaceship.

Deeply embedded in the film is A MESSAGE. Man was not meant to mess around with the balance of nature. When we do thing to disrupt nature, i.e.: use nuclear weapons, creatures like Godzilla are born. The somberness of this message is reflected in the acting. The actors in this movie take their roles very seriously. These people are to be commended for being able to communicate their dialogue with straight faces. The American print of the movie has scenes with Raymond Burr spliced in, just like the original. This time, however, about all he gets to do is stand around and look solemn.

(Continued on page 8)



Student Hewitt Smith works diligently and carefully at his craft.

Pat Van Loan Photo

New escapist comedy promises to be Ozsome

by Lori Hofmann

"I can't."

It's a statement, says playwright David Scully, that isn't in our vocabulary as child but we soon learn it as an adult.

This concept, a major story line in the Wizard of Oz, continues in Highline's Drama Department's production of *Ozmosis*. The play begins a regional tour Feb. 6 and will open on this campus in late Winter quarter.

Written by Scully, a former HCC student, the play is a 1980's setting for Dorothy's return and her attempts to save the land of Oz.

Scully says the play will begin as a "Reality". Dorothy is now a career-minded woman living in New York City, and soon the audience "will be slowly sucked into the fantasy of the show without even knowing it," explains the playwright.

The title, Scully says, indicates changes. The dictionary quotes "Osmosis" as being: "an effortless absorption of ideas, feelings and attitudes."

Throughout his own childhood, Scully remembers, the original Wizard of Oz tale fascinated him. He says he has seen the film countless times. Friends and playmates found his preoccupation with the broad fantasy of the tale a bit odd.

For a long time the young writer carried a tale of Dorothy's future in his head and not quite on paper. When he came to Highline, Jean Enticknap, HCC drama instructor, encouraged him to put the story he was evolving on paper in the form of a play.

Last summer Scully spent his time "cleaning it up and adding to it," and now waits to see it take shape on the stage.

Now Enticknap has become the

director of *Ozmosis* and has enthusiastically taken on the responsibility of transforming David's ever increasing script into movement and laughter on stage.

The cast, consisting of all H.C.C.'s drama students, will blend the old Oz characters with up to date versions. "The scarecrow won't be dumb...more like a five-year-old child who doesn't know. He is smart, but a bit naive."

David continues the amusement. "The (new) witch is the mother of both the witches of the East and West. She is a punk rocker named Squash, who has the power of the broom." (We won't be seeing the lion or the Tin man.) "Meanwhile, back in Oz, the Winged monkeys have become Road Warrior types," Scully says.

The play has been a large part of Scully's life for some time now. After working on it last year at HCC, he won a scholarship to Seattle's famed Cornish Institute, where individual pursuit of the fine arts is well-nurtured.

The initial performance of the play will open at the Northwest Drama Conference at Central Washington State College, in Ellensburg, Feb. 6, 7 and 8, with a cast made up exclusively of HCC drama students.

When the drama students finish there, they will be touring *Ozmosis* at various local elementary schools in the afternoons throughout the Winter quarter.

Ozmosis, the escapist comedy for all ages, will be featured at HCC's Little Theatre at the end of Winter quarter. That may be a while to wait, but if we have become like Dorothy, forgetting that "I can" and keep saying "I can't", this show is guaranteed to be a refreshing reminder.

by Susan St. John

Some exciting changes have been developing in the Art Department. It is now possible to receive an A.A.S. degree in Jewelry. The state approved the vocational degree program this summer. It is now the only one of its kind in Washington.

The working force behind this change is Hellyn Pawula, the head of the Art Department. Pawula, who has an avid interest in jewelry herself, wanted the jewelry classes to be offered for something more than just electives. She began the ground work almost two years ago by checking into the current job market, interviewing jewelers, and listening to her six person advisory board consisting of a broad base of jewelry professionals ranging from custom designers to a production foreman. Since this is a new program in the state, Pawula, a full time teacher at HCC for the past seventeen years, played an intricate part in devising the curriculum. To aid her in decid-

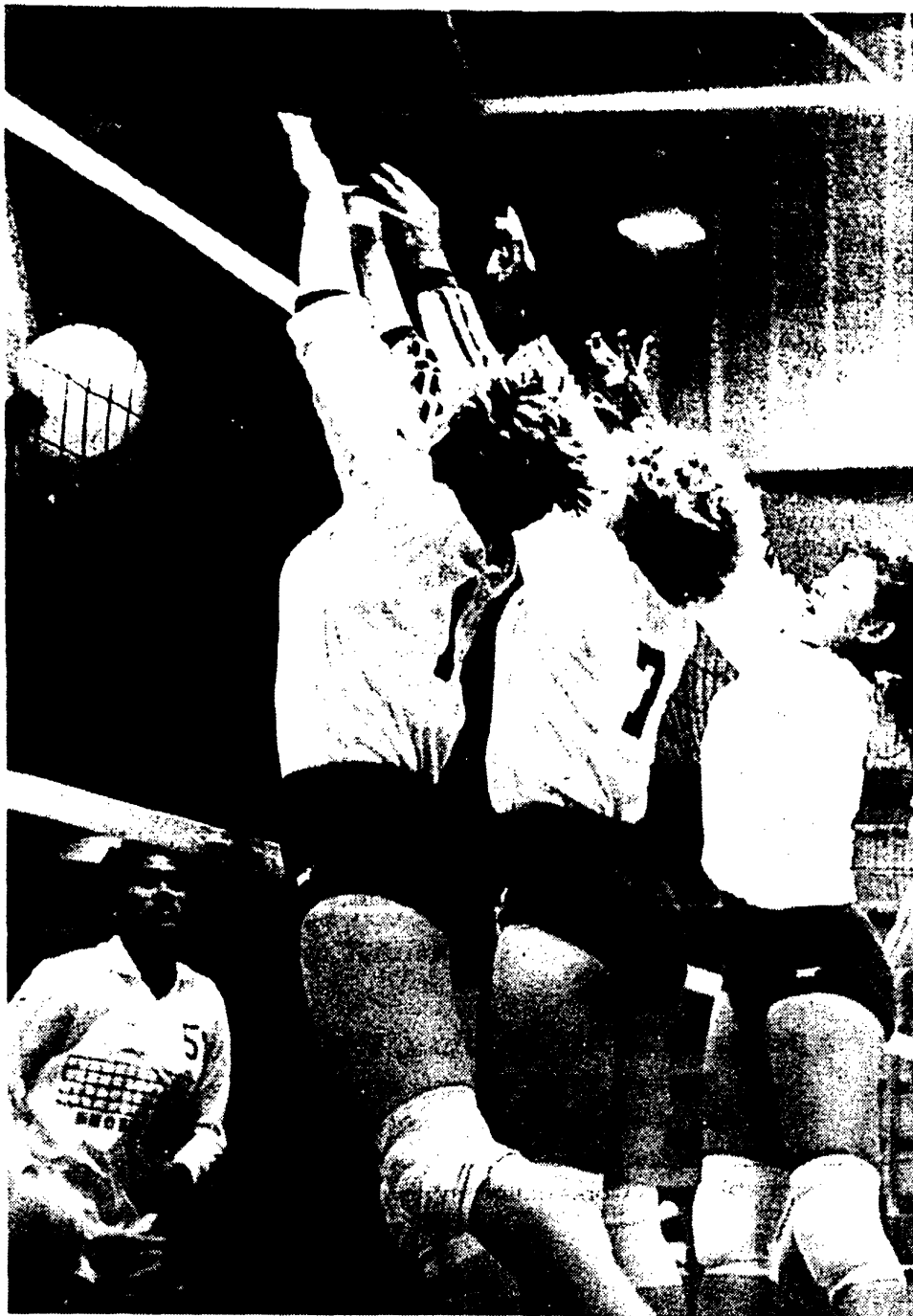
ing what was needed, HCC paid for Pawula to visit Paris, Texas, in order to observe the only other two-year college vocational jewelry program in the country. Of her one week stay Pawula said, "It helped me immensely with my own program, although, I am not duplicating it exactly." She also attended the Professional Jewelers Conference last spring in Dallas.

Bill Mair, another instructor in the Art Department, is very excited about his new evening class in commercial design, just added to the schedule for Winter quarter. He sees his introductory course as a testing ground for students not quite sure of their talents and finds students "can do a lot more than they think they can."

Emphasis is placed on portfolio work, but if you discover commercial design is not what you are interested in, all is not lost. Mair states enthusiastically, "There is no better place than the arts to learn awareness of yourself and gain confidence."



Pat Van Loan Photo



T-Birds still seem pick of pack as tournament opens

Vancouver • Seattle • Portland
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Federal Way activist joins Trustees

by Misti Williams

"What are we going to be doing three to five years from now? What's the future plan? Where have we been and where are we going? What are our goals?"

That is Margery Guthrie speaking and she is speaking as she feels a Highline trustee should. "I feel my role is to ask questions and have someone from the administration answer. My role is not to run things day to day. That's the administration and the faculty's role. I think the board of trustees' role is to try to look into the future."

Margery Guthrie has been looking into Highline's future as its newest trustee since last May when she was named to the position left open by Virginia Thacker's resignation. She's learned enough in those

five months to be able to relax a little, but she's still as inquisitive as a college freshman.

Born and raised in Pendleton, Oregon, she spent part of her youth in Washington D.C. where her father, Lowell Stockman was a U.S. Congressman from 1942-52. She graduated with a degree in Home Economics from Oregon State, where she also met and married her husband, now a Weyerhaeuser executive. They and their three children, including a son who is currently in Highline's General Technology program, came to this area in 1971 and now have a home in the Federal Way area.

Guthrie first became acquainted with Highline about ten years ago when she attended art classes here and then later as vice-chairman of the Southwest King County Arts Council, based at the Highline College library. These experiences and

others, such as her participation in the effort that pushed through Federal Way's 1978 levy (the first successful one in seven years at the time), helped Guthrie to get "tuned into education from the administrator's point of view and also from the consumer's, by being aware of what taxpayer's were willing to put up with and what they wanted."

Now, as trustee, Guthrie finds herself using both student and administrative perspectives and she encourages exchange between the two. "If I could say the word that summarizes what I feel about the administration it is that they're a very capable group of administrators. And if somebody thinks they aren't being heard, a student or somebody on the faculty, I would love to listen, to hear. I want people to feel like they can call me and say, 'What do you think of...whatever?'"

The trustees, who only are paid reimbursement for expenses, meet on the second Thursday of each

month, with a study session from 8:00 to 10:00 and the meeting itself at 10:00 to 12:00. Although a faculty representative is always present at the meetings, there is not an official student representative. "There's been talk of having a student person there and it's been voted down. We feel it takes a year for the person to figure out what is going on and usually by that time, especially at a 2-year college, a student is gone...I've been there since May and I still feel as though I'm educating myself."

Art is another area Guthrie has spent a lot of time educating herself in during recent years. It is a major focus of hers, both at trustee meetings and at her home, where the solarium has become her studio. Though she's tried various art forms, Guthrie has always felt drawn to pottery, because, "You can make everyday use of it and yet you can make it beautiful. When I do something, I like to be able to use it."

Registration tips

continued from page 1

enroll in college to either acquire a new skill, or as a means of financial survival by grants, etc."

The last step in registration is to simply show up on the appointed day with all the choices and the registration fees and wait for your turn. Watt advises watching the TV screen in the registration area and noting the classes closed in case you need to make a change while in line.

Of the 8,488 students registered at the end of October, approximately 1,700 students were part of HCC's Self-Supporting program of non-credit, non-state regulated courses. Favorites in the self-supporting classes have been cooking, computer programming, career communication and personal growth classes.

Registration began Nov. 18 and the registration window hours are 8:30 a.m. to 8 p.m. Monday through

Thursday, Friday 8 a.m. to 4 p.m. On Wednesday, Nov. 27 the window will close at 3 p.m.

Watt reminds students that can't pay the registration fees that day. "Go ahead and come on your registration date and fill out all the paper work and \$10 will hold your classes until you can pay and its even credited to your final cost of the classes." The total amount must be paid by Tuesday, Dec. 3.

Renovation

continued from page 1

was the prime goal. Single pane windows, now one of the problems, were cheap and added to the esthetic value, he said.

Tsang offered that "Twenty years ago when the campus was being built, people were building for quantity, not quality. If Highline were built today, it would be done differently."

If and when the funding comes through, testing could begin in the spring. Ideas like building a dummy classroom with all of the proposed improvements, to check the actual gains, are being considered.

The final work could be completed over a period of two summers, Command said. It is the only time when workers would have complete access to the buildings.

Godzilla review

(Continued from page 6)

Running before the movie is the infamous short feature cartoon "Bambi Meets Godzilla", complete with two minutes of credits and one minute of story. It's in questionable taste, and Walt Disney must be spinning in his grave. It's also absolutely hilarious.

It would be ridiculous to try and rate this film on a level with serious movies. Either you like this kind of thing or you don't. It is a wonderfully silly nostalgia trip for those who do. Everyone who loved the old Godzilla movies will love it. "Godzilla 1985" stars Keiju Kobayashi, Ken Tanaka, and Raymond Burr. It was directed by Kohji Hashimoto and R.J. Kizer. It is currently playing at Admiral, Aurora Village, Crossroads, Kent, Parkway Plaza, SeaTac Mall, and Valley Drive-in.



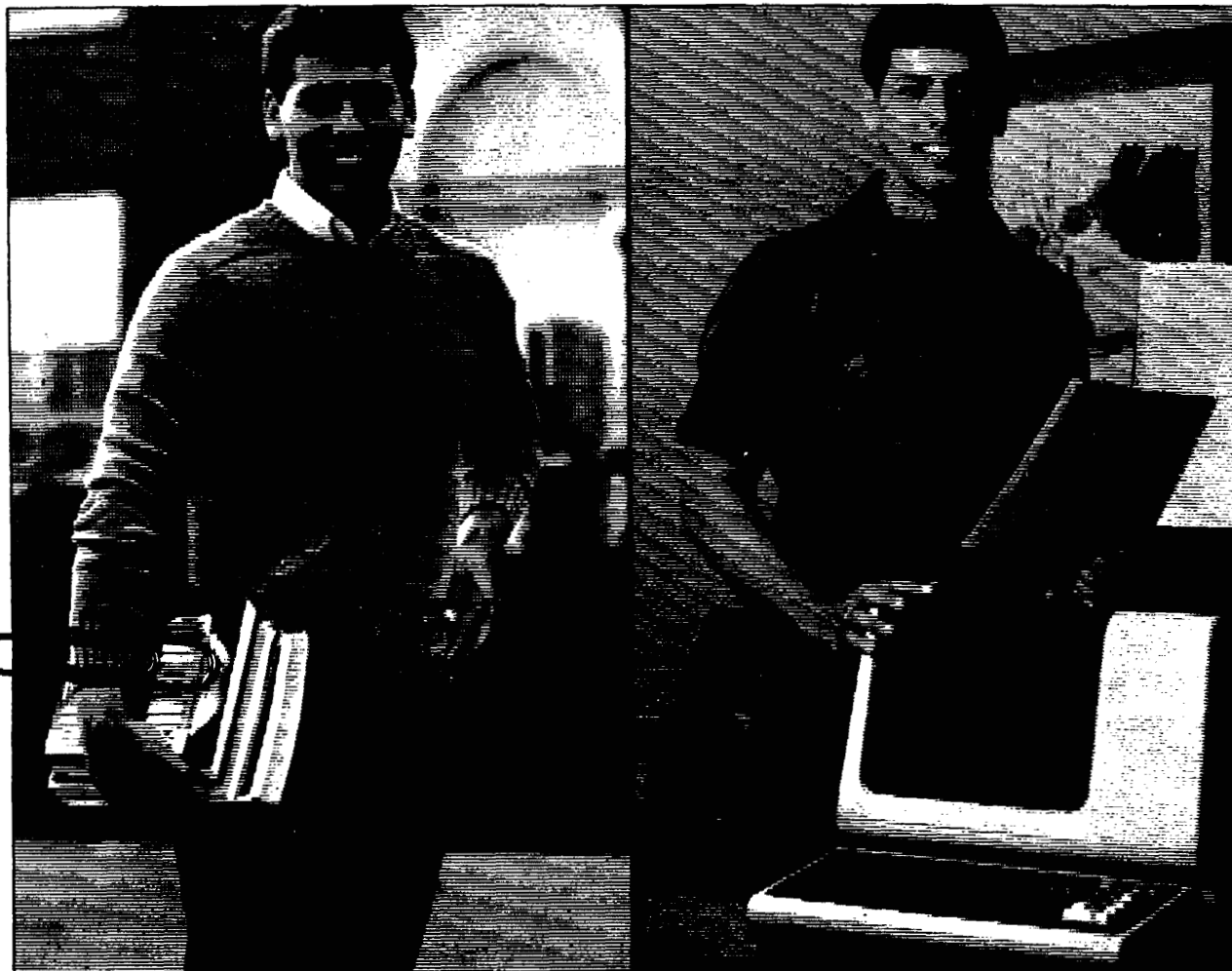
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