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Legislators discuss funding in June

Deena Anderson
Features Editor

Classes are back to some kind of normalcy for students throughout the state, and the Legislature is adjourned temporarily. Legislators voted not to call a special session now, but to wait until June to discuss education.

At a meeting April 23, members of the Highline College Education Association (HCEA) voted unanimously to end their three-day strike. Faculty returned to classes April 24 because they felt they had explained their position sufficiently to the Legislature through media coverage. And they were also concerned about jeopardizing their students' education.

In Seattle Superior Court April 23, the lawyer for the Attorney General's office, Edwin McCullough, wanted Judge Norman W. Quinn to assess fines on each individual striking faculty member. The fines were supposed to be \$1,000 a day per faculty member and \$5,000 per day against the HCEA and the WEA (Western Education Association).

"I think the fines are way out of order; they're punitive,"

HCEA President Nancy Lennstrom said. "The Attorney General is trying to make an example out of us."

"(Being in Superior Court) was sobering to feel the full weight of the state come down on our heads," HCEA Secretary Linda Baker said.

On Tuesday, April 22, HCEA members had voted to defy the injunction and continued to strike. Faculty continued picketing all entrances which started Monday. Picketers kept high spirits even though their jobs were threatened.

The support from passersby was positive for the most part, although Dr. Stirling Larsen said, "I'm now a classified striker. I just got the finger."

Defying the injunction "has done us a lot of good," Larsen went on to say. "There are two main reasons for that: we didn't go out on strike lightly and we expected the injunction. Second, we feel an obligation to other associations who are out on strike — Spokane Community College and Skagit. People have got to catch on. This is a statewide issue. The Legislature needs to act!"

Chair of the House Appropriation Committee, Rep. Gary Locke, said in an address to teachers April 22, "You people



Photo by Deena Anderson

Highline Community College President Ed Command visited HCC faculty at a rally for improving school funding in Washington state institutions.

aren't willing to fight for it (educational reform), to vote for it; so we're not willing to cut any place in the budget."

Since the first day of the walkout, Monday April 22, HCC strikers made headline news statewide. "The HCC Board of Trustees said we wouldn't make the evening news," said Lennstrom. There were reports that HCC made national news on CNN.

HCC was the first Community college to join the K-12

teachers in striking. Spokane and Skagit Valley community colleges joined the statewide strike later. Spokane's teachers received a positive response from the judge: he denied injunction.

The official motion passed by the HCEA stated: "Out of respect for ourselves, our administration and our students, the faculty of HCC proudly goes back to work tomorrow, reserving the right to take further action where appropriate."

On campus thefts
are on the rise

Amy Wildman
Staff Writer

Theft is becoming a thriving, profitable business for some at Highline Community College.

Since spring quarter began, there have been 14 reports of stolen personal belongings. Demetria Guillen, a Highline police official says that the campus is patrolled as often as possible; but due to low personnel, Security is unable to patrol on a continuous basis.

Items most frequently stolen are purses, wallets, jackets and text books. The reason for this is because students are careless about leaving their personal belongings unattended, Guillen said. It only takes a matter of seconds to be ripped off.

Guillen says that many students bring unnecessary items to school. One item in particu-

lar is money. Just recently, a student lost more than \$200 when his wallet was stolen. "If you don't need it, don't bring it," she says.

No car thefts have occurred, but with spring here and warm weather on the way, auto theft will begin to rise. Students need to make sure that when leaving their vehicles all windows are rolled up and the doors are securely locked. Make sure that anything of value is put under the seats and out of sight, Guillen says.

Campus Security is open Monday through Thursday from 7:30 a.m. to 10:30 p.m. and from 7:30 a.m. to 5 p.m. on Fridays. A Security officer is on campus 24 hours a day; so if a theft is witnessed, report it as soon as possible. Security can be reached during non-office hours by calling 878-3712 or ext. 219.

Highline to have blood
drive next week

Craig Wical
Staff Writer

Mark May 13 on your calendar to give blood at Highline Community College. The blood drive will be held behind Bldg. 8 from 11 a.m. to 5 p.m. People who are interested in obtaining more information on the process of giving blood should contact John Acocks at 292-6514.

Van Bjorklund of the Puget Sound Blood Center reports that 46 people entered the winter quarter blood drive, resulting in a total of 46 pints donated.

"There are three components of blood," Bjorklund says, "those being red cells, platelets and plasma. Red cells and plasma are used to increase the volume of the blood; platelets are used for clotting in surgery and can be vital. So every person who donates blood saves the lives of three people; it's very important. The whole process of donating is painless and takes about 10 minutes."

The blood received goes to all the hospitals in the Puget Sound area and to all 11 counties in Washington state, with the exception of Pierce County, which has its own blood donor program.

A pint of blood is extracted if the donor is in good health. "All blood finally received is completely pure," says Bjorklund. Everything involved in the process is sterile and used once. All blood is checked and rechecked for viral and bacterial contaminants every 24 hours.

The Puget Sound Blood Center, a non-profit organization, is the Puget Sound's major source of blood. The center is in need of 600 donors a day and is located at 130 Andover Park East in Tukwila. It is open Monday through Thursday 10 a.m. to 8 p.m.; Friday and Saturday 10 a.m. to 4 p.m. The phone number is 241-6300; call Bjorklund at 431-0605.

NEWS
BRIEFS

Join the fiesta

Come join the fiesta! Highline Community College's Multicultural Student Services is sponsoring its annual Cinco de Mayo celebration on Friday, May 3. Carmona Flamenco will perform at 7 p.m. in the Lecture Hall, Bldg. 7.

Carmona Flamenco will exhibit a mixture of traditional and contemporary Spanish Gypsy art: dances, songs and instrumentals. The duet has appeared locally at the Folklife Festival and Bumbershoot.

Cinco de Mayo is a Mexican national holiday celebrating the Battle of Puebla, May 5, 1862. Under the leadership of General Ignacio Zaragoza the Mexican army, outnumbered by a ratio of 3-to-1, defeated the invading French troops. Over the past 129 years Cinco de Mayo has been celebrated with parades, carnivals, and fiestas.

"This is another effort on our office's part to enhance the cultural offerings of our campus and to acknowledge the cultural appetite. People have a deep-down hunger for cultural events," said Leo Truselair, director of the Multicultural Student Services.

The King Country Arts Commission are funding this free event.

Instructor suffers
heart attack

On April 26, Edward Fish, instructor in Highline Community College's Music Department, had a heart attack.

Fish is at Highline Community Hospital where he expects to stay until Saturday. He feels it will take about a month for him to fully recover. His condition is stable, and he says everything is proceeding nicely.

"I will be back teaching classes this summer," said Fish.

As for the classes he was teaching, such as his History of Rock and Roll, a temporary instructor has been hired for the 11 a.m. class. The Arts and Humanities Division still is looking for a permanent instructor for that time. The 4 p.m. class has already has an instructor to take Fish's place.

New Technical Building to open ahead of schedule

Mary Torcaso
Staff Writer

The new Technical Center at Highline Community College is Robin Fritchman's pride and joy. The Technical Center, six months ahead of schedule stands impressively on the northeast end of the campus awaiting completion. Fritchman, director of Facilities at Highline, credits the early completion to an ambitious crew. "The journeymen have been wonderful. This is the most conscientious crew I have ever worked with."

Originally, the school planned to open the building for use during winter quarter 1992. However, it looks as if the building will be ready as early as fall quarter 1991.

The Technical Center stands three stories, and the entry to the building is through a foyer. "When entering the building, students won't have to step directly into a classroom situation," explains Fritchman. The color scheme inside is made up of typical office colors: mauve, gray and blue. But Fritchman pointed out that "it's the students, what they wear that brings the color

to the room."

The building is a plethora of computer and hardware labs, with floor outlets and parabolic lighting. The computers from the Library will be moved to the Technical Center, and the abandoned space in the Library will be used for storage.

There is only one unassigned room in the Technical Center. "Everyone who comes in here wants this room. We haven't decided yet what it will be used for," Fritchman said.

Only a few problems have been experienced so far during construction of the building. Old construction debris was uncovered during excavation, costing an extra \$27,000 to haul it away. Defective load break elbows were discovered and had to be replaced. A hydraulic lift was used for the elevator to cut down on the electrical interference with the computers, but the lift was set eight inches off.

But besides a slightly imperfect elevator and a tight budget, Fritchman is pleased with the progress being made, especially since he got to pick out the color of the tiling grout in the bathrooms.

Working with his head in the clouds

Ryan Anderson
Staff Writer

Looking at Dan Wolfe, people might think he's found a new form of entertainment for the 90's; but to Wolfe it is a temporary, rewarding way of life.

Wolfe, a freshman at Peninsula Community College, uses "stilts" to install acoustical suspended ceilings as a way to finance his education. He is one of the few people in the Northwest to specialize in this unique occupation.

"I'm the only person I know of who is hired to install these ceilings, so I stay relatively busy," he said.

One of the drawbacks is that jobs like the one at Highline Community College are so far away he must turn it into a two or three-day trip at the expense of his schoolwork. But he is not complaining, for the demand is such that he can "justify the expenses."

He installs the ceiling panels with confidence; walking on the stilts looks as easy as walking. But Wolfe, who claims to have fallen several times, says that using the stilts are not easy as they appear.

"It takes practice, balance



Dan Wolfe does his job on stilts.

Photo by Dan Schultz

and, most of all, patience," he said. "If you don't have patience, believe me, it's a long way to the ground."

You're not the only one who hates math

Lisa Levay
Staff Writer

Countless students attending Highline Community College are avoiding their math requirements. Some students may actually feel they are afraid of math. Reactions to math may result anywhere from nausea and panic attacks to mere mental blocks. According to Math Instructor Ron Burke, it is not a figment of the imagination. "Math anxiety exists."

As of fall quarter 1990, requirements demand students have more math education to be eligible for the Associates in Arts degree. Lillian Lahiri of Developmental Studies says, "As there are more rigorous math demands, the more we face math anxiety." Students should be aware there is help out there if they want it.

The first step to overcoming math anxiety, like any problem, is to find the cause. According to Math Instructor Ed Morris, for many the problem stems from early on in school.

The causes can be attributed to a traumatic experience, embarrassment or humiliation, often by an instructor, which results in a negative association

with math, says Morris. It may be due to the pressure of being compared to a sibling, or even a parent. Morris says it is largely the student's perspective. Students may view themselves as failures when, in fact Morris feels their distorted view is "not really who I think I am or what you think I am but what I think you think I am."

The causes can also be attributed to standards set by society. Burke says fear commonly results from male instructors who reassure students by saying: "It's ok if you can't do math, you're a woman."

There are more women confronted with math anxious behavior, but where the sexes are concerned, Morris assures, "the brains are shared." Males also experience feelings of math anxiety but will not readily admit it, whereas women will.

Other causes differing from those linked to past experiences are those which involve poor study strategies or even poor teaching strategies. Patricia Haggerty, counselor at HCC, says a student feeling math anxious may feel "they should be able to do math in 15 minutes when it takes them three hours." She also says math does require

work.

Haggerty claims, "As a culture we take the easy way out."

From the teaching standpoint, more focus could be aimed at problem solving and concepts, says Lahiri. Teachers might also stress the importance of math from a practical approach, giving students an idea of where they can apply math in their life to create motivation, she says.

There are several techniques for solving math anxiety. The

"Students should never be worried about using a teachers office hours."

— Ron Burke

first, says Haggerty, is that students have to work to overcome it. She says, of students seeking counseling, many "want the instant cure. Then I don't see them again."

Lahiri says that before turning elsewhere students must contend with themselves; "acknowledge your feelings," she says. She suggests students should write a "math autobiography." It enables students to learn about themselves and where the problem started. Often students trace anxiety back to an illness where several days of school were missed or

the family moved. Morris says students can often recall a specific teacher and grade where a negative association with math was made.

Some approaches a math anxious student could take require working with the teacher. It is important to confront them with the problem. Lahiri says it is good to ask to take a pretest. For many students, the onset of anxiety often begins by choosing a level of math which is too difficult. Being accurately

placed allows students to "build a good foundation," she says.

It's quite helpful to devise special plans with the teacher. A good tactic, says Lahiri, is to divide assignments into two halves, working problems on one half and charting feelings on the other. This allows the teacher and the students to pinpoint specific steps in problems where there is confusion and why.

Morris says it's helpful for someone to look over the student's shoulder and tell them, "You did it right!" He says it is important for students to

achieve the feeling of success.

Karen Frank, coordinator of the Math Lab at HCC, says that it's important to get to know the student. They'll be more likely to use office hours. Burke says, "Students should never be worried about using a teacher's office hours. The sooner the better," he adds.

Other methods of solving math anxiety are aimed specifically at overcoming anxiety experienced by students. Students might try relaxation techniques, meditation, deep breathing and calming exercises. Thinking positive and positive self talk, says Lahiri, are good ways to combat the intense emotion.

There are also simple classroom techniques which may help ease anxious feelings. Haggerty says that if a teacher assigns one math problem students should do 20 and should try working in pairs. She also advises taking a Math 101 class a couple of times and auditing it, then taking it the third time for credit. "There's nothing that says you have to learn it the first time," says Haggerty.

For the student with math anxiety, overcoming the problem is a matter of choosing a method that best fits them. The

THUNDER WORD

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HCC teachers fight the power

Brian Johnson
Staff Writer

When the members of the Highline College Education Association voted on April 22 to defy a court order demanding them to go back to work, it took courage. By that vote, the members proved that getting their point across to the public was more important than the legal consequences that could have ensued.

How many people do you know that would give up two day's pay, defy a court injunction and deal with the possibilities of a \$1,000 fine all to make community colleges a

nicer place to be? The striking members of the HCEA are the only ones I can think of.

While other community colleges buckled under the pressure, HCC held true to its goal: to make the public (and Legislature) aware of the community college funding deficiency. They also showed that they were willing to break the law to prove it.

By defying the court order, the union accomplished three major goals. They got more press than they ever thought they would. They let everyone who isn't living under a rug know they are serious. Finally, they let themselves know they could get something done if

they work collectively.

Some people feel that the union had no right to defy the court order. In actuality, breaking the law was instrumental in getting their point across. Most of all, they did it because they are truly concerned about the state of community colleges in Washington state. If the faculty doesn't have the right to do what it takes to make changes for the community college level, who does?

Not many people would break the law out of concern for an institution. The striking members of the HCEA did, and we, as beneficiaries of their rebellion, should be proud of them.

Staff Editorial

Carla Nuxoll, president of the Washington Education Association, declared victory over the Legislature when it appeased the teachers' association by suspending the Legislative session until June. Apparently this was enough to satisfy the WEA, which voted to return to work as soon as it became clear that the Legislature wasn't going to answer their demands.

How can this be called a victory? "Education" Gov. Booth Gardner will appoint a "blue-ribbon" panel, which will consist of a hand-picked group of yes-men who don't give a rip about education or anything else except corporate tax dodging, to "mull over" the issues.

Unfortunately, the "strike" (all two days of it for HCC) has created more problems than it has solved. The teachers have, in effect, achieved a plastic victory. Some teachers that chose to strike might harbor some animosity for those instructors who held classes rather than picket for such important issues as better benefits and smaller class sizes. This could apply for some students as well. They might have felt torn between attending classes and keeping up with their assignments or showing moral support to those teachers who are supporting a good cause. And after a two-day strike, all class schedules are now irreparably messed up for the rest of the quarter.

So what has been achieved? The teachers' strike was a laudable and worthy effort. Unfortunately, it appears that other than revealing the sorry state of public education in Washington, the walk-out has done more harm than good.

Editorial Policy

If you wish to write an editorial or letter to the editor, please include your name, address and phone number so we can contact you for verification.

Editorials should be no longer than 300 words in length. We reserve the right to edit length, punctuation and grammar. Bring your editorials to Bldg. 10, room 105.

Small papers have big responsibilities

Steve Duncan
Managing Editor

The purpose of any news publication is not only to inform the public, but to sell it to the reader. Newspapers such as the ThunderWord and the Seattle Times have guidelines they must adhere to in order to compete with television in our visually-fixated society.

To do anything in today's media, a paper has to build a good working rapport with its advertisers. To put it simply, advertisements are the lifeblood of a paper; without them there is no newspaper. The space that promotions take on a page is considerable. This means some stories have to be cut or not run at all in order for

an ad to appear.

With the remaining space, an editorial staff must decide what the content of each newspaper will be. Most importantly, this must be what interests the reader. This is not an easy task for one reason; most people do not like to read because of the visual media. To compete with television is an uphill battle. But if a publication can provide timely and more in-depth news accounts than can be given in a minute blip on the TV screen, a paper can still exist.

Most importantly, the editors must decide what stories affect the largest number of people. This is why a teacher strike by Highline Community

College instructors gets the front page of the ThunderWord, while a computer club update gets pushed back to page eight, or to the cutting room floor.

A paper such as the ThunderWord then has another problem: its coverage cannot equal the Seattle Times, obviously. So college papers have to localize themselves to mostly campus-related events.

To the credit of a college paper, it can take a more radical approach in the expression of its opinions and the content which is presented in the rest of the publication. It can run relatively uninhibited from interference by higher-ups who set the political agenda and eliminate others.

Recycling is easier said than done

James Kennedy
Staff Writer

Determined to do my part to save the Earth, I, (the average) Joe Yuppie, started a recycling program.

Assuming the more I recycle the better off the world will be, I decided to save everything. With that in mind, I located several garbage cans and labeled them: white paper, mixed paper, cardboard, magazines, aluminum cans, clear glass, green glass, brown glass. I gathered the family and gave them the news. My wife was against the idea, claiming she didn't have the time to play in the garbage.

I told the youngest of my 2.3 children that we were doing our part to save the Earth. She asked, "Why so many different garbage cans?"

I told her each item needed to be recycled differently.

Then the stumper: "Why can't you just have one for paper and one for the bottles?"

With a puzzled look on my face, I looked at the bins; then I looked at her and said, "I'll get back to you on that one."

After two months of sorting coffee grounds and other riff-raff from the bin it was time to "cash in" on my gold mine. "How?" I most certainly did not want this in my Benz. Then I remembered I could rent a truck for \$19.95 a day. On my way to the truck, wifey took the kids shopping.

I loaded up the truck with all eight bins, which at the time seemed like eighty, and proceeded to the nearest recycling center. While at the recycling center, I asked, "Why do I need so many different bins for recycling?"

I was told that "each one needs to be recycled differ-

ently."

While collecting my \$65.81 (\$45.86 after rental expenses) for the two months of collecting, sorting, and scolding people for not collecting and sorting, I decided that this was not the way to an early retirement and that there has got to be a better way to save the Earth.

Now there is a moral to this story. Recycling: easier said than done and over hyped.

Solution: instead of letting manufacturers get away with just putting cutesy little "recycle me" labels on packages, let's make them go the extra step by making more "recycle friendly" packaging. For example, start having Budweiser and Rainier use clear bottles like the Miller Co. Have manufacturers use only one type of paper or only clear glass when packaging.

Kids help save earth



Kids get hands on experience. Photo by Tom Stahl

Kay Smith
Staff Writer

The children at the Highline Community College Child Care Center are doing their part to help the environment. For environmental awareness month the center is going to be doing a couple of projects to increase the children's knowledge of the environment.

Joyce Riley, coordinator of the HCC Child Care Center, said, "The children need concrete experiences to learn from." By doing the recycling themselves, in the center, the children will be experiencing first hand how to help their environment. Riley said that all they need now are the receptacles and they can start.

One group at the child care center is learning another aspect of environmental issues. Mary Vysocky, child care specialist at the center, has been teaching her group, the five- and six-year-old children, about sea life.

Vysocky felt that one concrete experience the group could do was to dissect a squid; each child had his or her own squid to dissect. "This experience got mixed reactions. Some kids really got into it, others didn't want anything to do with it,"

Another project the children in Vysocky's group will be participating in will be the painting of a 25-foot long, five-foot high female killer Orca Whale. Eleven children who are five-years old painted this whale on April 17. DeDe, a five-year old at the center who helped paint the whale, said, "The whale is bigger than all of us put together."

Gary Nelson, director of Production Illustration, drew this whale for the children. Nelson said the children really didn't get into the drawing of the whale until he started drawing the teeth; then the children had to explain what the whale used teeth for.

The whale was chosen because it gives the children another form of sensory experience. Children have no concept of size, Vysocky said. "When I said a whale is 22 feet long, the kids didn't realize how big this was without actually seeing it."

The whale is 10,000 feet bigger than I thought it would be," said Hannah, a five-year old who helped paint the whale.

Holland is one of the "good old boys"

Deena Anderson
Feature Editor

Highline Community College's Mary Lou Holland, A.R.N.P. (Advanced Registered Nurse Practitioner), M.A. is no ordinary nurse. The director of Health Services, Holland was recently elected to sit on the American College Health Association (ACHA) board for two years as representative of the Pacific Coast College Health Association (PCCCHA). The United States is broken up into six regions. The pacific region goes from California to Canada; the Pacific Rim, Japan, Hong Kong and Australia are affiliates of this region.

For Holland this has been a year for honors. On March 14, she received a letter of invitation to be ACHA Fellow member by the Honorary Fellowship Society (Fellow Committee). A Fellow is "one of the good old boys," jokes Holland.

Fellows were always doctors that were in big universities, and they've been around for a long time. "The old and wise," says Holland. To be invited means that a person has shown leadership qualities and that they could "probably be a consultant to other health services in their field," she says.

Holland thinks the association is trying to get some "gender equity" because most Fellow members are males or doctors. Usually to be a member a person has to be published in a journal or serve as an officer in an association. Getting invited is "kind of like you've received a blessing," she says.



Photo by Alden Anderson
Holland accepts recent honors with enthusiasm.

Prior to these honors, Holland served as a president of PCCCHA, which is unusual for a nurse. Usually this position is run by doctors or administrators.

Holland's honors and awards demonstrate how she cares about HCC's student health care. She fights and supports all 10,000. "Why shouldn't my students get the best we can provide them?" she says.

Holland also instructs a Human Sexuality class at HCC and at North Idaho College during the summer months.

She began her career at HCC with a Bachelor's degree in nursing from San Diego University. She worked part time for nine years, when she decided she wasn't getting anywhere. At 43, she earned a

Master's degree in adult education from the University of Washington. And at 45 she earned her nurse practitioner education at Brigham University. "The only place I could go from here is a Ph.D., and I said, 'No way,'" she laughed.

Holland has been married to Allen Torgerson for 17 years. They have six grown children. Her husband retired as an HCC faculty member in December of last year. Holland plans to retire herself in three and one-half years.

Holland, 56, has been a nurse for 35 years. She has been a nurse at HCC for 21 years and director of Health Services for 12 years.

"Even when I dream I always say I'm a nurse. I don't know anything else," proudly says Holland.

The first information you receive at HCC is from O'Brien

Jennifer Hill
Advertising

Ronda O'Brien is the voice often heard over the Highline Community College switchboard. O'Brien has worked at HCC for three years at the information booth. Before working for the college, O'Brien was a mail carrier for seven years. But she wanted to move on and still work with people.

O'Brien is at the information booth five days a week; she answers the incoming phone calls, greets people walking through the front doors of HCC and gives out any information needed about the college. She estimates she talks to a wide range of people a day.

"A few hundred walk-ins, but it all depends on the day," she says. "I talk to about 600-800 people on the phone, but that is a guess..."

O'Brien's busiest hours are in the morning, especially Mon-



Photo by Dan Schultz
O'Brien celebrates her birthday with style.

day. By Friday the phone calls and walk-ins have slowed down just enough for her to catch up with other work. Being able to cope with all the stress and activity rests on attitude, O'Brien

says.

"You can't have people up here that get truly pissed off everytime something happens. You have to remember that if you were talking to one person on the phone and they were just rude and rotten to

you, and you're just cranky when you hang up the phone, as soon as the next call comes in two seconds later you've gotta pick it up and go 'Highline College' and be all happy. You can't let the people before influence the next person because they weren't here; they don't know. That's the part a lot of people forget about. You always have to snap back and be a happy camper."

O'Brien works 40 hours a week, 12 months a year. While the students are on vacation, she is at work answering phones. And she keeps the spirit going. Whenever a national holiday rolls around, she knows how to liven the work place for other employees at the job. At Christmas she decorates the building with anything from Christmas trees to candy canes. (Most decorations are out of her pay, including the flowers that are constantly around her desk.) On Valentine's day, she

decorated her desk with valentines, the majority of which were for the troops in the Persian Gulf.

And she enjoys what she does. "I like what I do. I like seeing people all day, kidding with the students, with the employees, with the staff. It's a good working environment. I don't wake up in the morning and go 'I don't want to go to work today.' I like coming to work. There is a big difference in doing a job you like and a job you don't like."

O'Brien's personality is appreciated by other faculty also.

"Her interaction with the public is above and beyond the call of duty," Jaci Graff comments.

"She is a lovely and sweet person from what I've seen," Brenda Ford says.

O'Brien is a woman who seems to be the talk of the switchboard, and she works hard for her recognition.

Kato teaches Japanese over lunch time

Alden Anderson
Staff Writer

Hisanori Kato is a Japanese intern-teacher visiting Highline Community College courtesy of the International Internship Program. When he came to HCC he had two goals: to learn American culture and to reveal Japanese lifestyles to HCC students. Toward the latter, Kato is teaching an introductory Japanese language class entitled "Japanese Conversation for Lunch," through The Center for Continuing Education. The class meets at noon on Wednesdays, and Kato encourages students to bring their lunch and learn the basics of the Japanese language.

Kato is pleased with the turnout for his class. He has 21 students and feels that the class is a perfect workshop size in which to teach basic Japanese language and Japanese culture. Kato says, "The key to the culture is through the language." Kato

goes on to say that if Americans are going to deal with the Japanese in the business world they are going to have to learn not only the language but the culture as well.



Photo by Dan Schultz

Kato teaches Japanese to students.

He says that the Japanese have made such great strides since WWII because they "had" to learn American language and culture. "We had no options,"

Kato said. He explains that in order to rebuild the Japanese "had" to work hard. "We had no choice," Kato stressed once again. "It is very good in our culture to work hard."

Kato says that his class will enable vacationing Americans to "get around," to "buy things," and to conduct the rudimentary business of vacationers. The class is also designed to acquaint prospective Japanese language students with the basic rules so they can decide if they want to study Japanese on a more formal basis. Kato says that his short introductory course could be of benefit to business people as well.

Kato says that the students are eager to learn the Japanese language. He observes that the younger students studying Japanese are concerned with learning Japanese in order to get a better job, whereas the older students seem to be more interested in how the language can help them to further understand the Japanese culture. "Language is the clue to learning the culture," Kato explains.

Kato had few comments regarding the teacher's strike, except to note that teachers in Japan, though middle class, are held in high esteem. He commented that teachers in Japan are "paid enough" and have good benefits and job security. The Japanese system of education is almost a mirror of our system. Japanese teachers have a union and, yes, there have been strikes. The strikes have usually concerned class size and protests against governmental education policies.

Kato majored in philosophy at Hosei University graduating in 1988. His experience includes teaching English, social studies and Japanese at Eishin Gakuin School. He says, "I am very lucky to be at Highline. The people are very good and kind, the rain is very depressing, but I enjoy Seattle and the people."

Kato shyly states that he hopes his English is improving and that he is picking up the American slang that is so important to understanding American culture.

Instructor brings German culture to Highline

Tony Liggio
Staff Writer

Here she comes, thundering through the door in her tan trench coat, books, papers and purse held close.

She rounds the corner and plops her things on the desk; then, with a whisk, she drapes the trench coat over a chair.

"Guten morgen!" she announces to the class. It's 9:02 and German 101 begins.

In her 29th year at Highline Community College, Gisela H. Schimmelbusch is a state-of-the-art instructor, counselor, tutor, author, listener and gardener rolled in one. Across campus and in the International Studies Department she has forged herself as a leader and mentor for her students. She has been the coordinator for foreign languages and has worked to send HCC instructors and students abroad to study. She is an example of how any achievement is possible.

At 19, while studying medicine at Humboldt University in East Berlin, she became fearful of her future freedom. This became evident when the Communist Party started requiring

medical students to become party members and take an active role in preaching propaganda to the community. This was fall semester of 1960, in the formalizing days of the cold war.

Just days before the erection of the Berlin Wall Schimmelbusch decided to cross to the West, despite her mother's request to stay one more semester to become a second-year medical student.

Schimmelbusch's first experience as a teacher came soon after her escape to the West, after she'd picked up a job as a maid for an American Army officer and his family. In this role she was able to tutor the children in German and also pick up simple English.

At the same time she was working for the officer and his family, her husband (future husband at the time) moved to America and was preparing to

send for her.

In May 1961, all the red tape had been completed and she arrived in Seattle. Here, once again the quest to learn continued, and she earned her Bachelor's degree.



Photo by Dan Schultz

HCC gets a taste of Germany.

elior of Arts degree from the University of Washington in 1962. She was a student teacher until 1966 when she earned her doctorate in German Literature and then came to HCC.

The mother of two, Schimmelbusch has written her own text book for the German course, "all the other books are unsatisfactory for the community college student. They are

either too hard or too simple," said Schimmelbusch. "Writing my own book allows me to personalize the class instruction." Personalizing the instruction included recording 20 conversations for the 101 class; the book contains recipes for pastries and cuisines.

Outside of class Schimmelbusch is active in the arts. She and her husband are members of the Seattle Symphony and Seattle Opera. "I like classical music more than he does; he falls asleep during symphony performances, so I've become a driver for the senior citizens group and we go to the symphony," said Schimmelbusch.

There have been two recent events that are particularly rewarding for Schimmelbusch. One is the active participation of HCC in sending students and faculty abroad to study. "This allows growth and understanding of other cultures," said Schimmelbusch. The second is seeing the healing process of her homeland. "This healing process is making the rest of the world come together to protect itself from conflict," Schimmelbusch breathes with a sigh.

Biology teacher shapes students environmental awareness

Mark Valentine
Staff Writer

John Osborne was working on his Master's degree in Oceanography at the University of Washington when he was offered a job at the UW as a teacher's assistant. He accepted the job for financial reasons but realized after his first day of instruction that he enjoyed the teaching of biology, "much more than the research." The experience convinced him that he "definitely wanted to teach."

Osborne began teaching at Highline Community College during the spring quarter. He works part-time and the only class he teaches is Marine Biology. During class he often takes time to discuss environmental issues. His own personal experiences, acquired while living in India and Indonesia, have shaped his views on environmental issues and have made him "conscious of how rapidly the world is changing." He says that in India, where the environmental damage is extensive, there are places where the soil erosion "has been three to four feet in the last 10 years, so essentially there's no soil left." All that remains is "starving people raising goats on the rocks." The images of environmental destruction have made Osborne feel that "we need to be very aware of what we're doing" to the environment.

In addition to his job at HCC, Osborne teaches general biology at Bremerton's Olympic College and works in a laboratory at the UW Department of Environmental Health. In the lab, Osborne monitors drinking water and studies it for parasites. Osborne's interest in the lab carries over into the classroom. Given a choice between teaching a lab or teaching a lecture, he would teach a lab. "People learn by doing," he says.

Exhibit of student photography

Lisa McCabe
Staff Writer

Tucked away on the third floor of Bldg. 26, in the hallway of room 316, is an exhibition of photographs taken by students in Highline Community

College's Photography 1 class during winter quarter. There are 16 individuals showing a total of 30 photographs.

There is a wide range of subjects in the photographs, including landscapes, cars and silhouettes of women. Many photographs are hand-colored. Instructor Jim Gardiner, who teaches the class and made the

showcases himself, describes the art as "just good, straightforward photography." He said this class was an exceptionally good one.

"Basically what we're trying to do is give students exposure," Gardiner says. "It's important for visual art students. It helps them build their portfolios and gives them something

to use in their resumes." These displays also attract new students to fine arts classes by giving them an idea of the kind of things they will be learning if they take the class.

Sharon Boies and Shawn Sheltren, two fine arts students whose photographs are being displayed, like to show students what they are doing. "A lot of

us are producing good work, and we would like a display every quarter," Boies says. Other community colleges such as Bellevue and Shoreline have their own galleries. Gardiner and the students would like to see one at Highline.

The photo exhibit will be available for viewing during the next two weeks.



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"Comfort of Strangers" is not worth the effort

Heidi VanGesen-Morman
Staff Writer

"The Comfort of Strangers," a film by Paul Schrader about an English couple's bizarre holiday in Venice, left me needing a vacation just to forget it. Although Venice was beautiful, the setting alone couldn't carry the film.

The English couple, Colin (Rupert Everett) and Mary (Natasha Richardson), are enticed to a Venetian's home. Once there, Colin and Mary are allowed to rest but awake unclothed. They discover that their clothes have been stolen. The Venetian, Robert (Christopher Walken), and his wife (Helen Mirren), have a sexual problem in which Colin and Mary become unintentionally involved. Robert and his wife plan to kill Colin in order to solve their problem. Colin and Mary sense some unknown danger in association with their hosts but they fall prey to the plot.

The connection between the problem and the solution is never clearly made, and the viewer is never given enough background about Robert and his wife. The story moves closer and closer to fantasy, eventually ending without thoroughly explaining Robert's actions to the viewer.

Rather than drive across town to view this senseless import, rent an erotic "B" movie and stay at home.

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Twenty-nine years at HCC

Chris Berge
Staff Writer

After 29 years at Highline Community College, his job has never been better. Don McConnaughey has been at HCC longer than most of his students have been alive, but that's not slowing him down a bit.

McConnaughey grew up in Arkansas where he attended Central Arkansas University. From there it was off to West Texas State to earn his Master's degree in administration and biology. During those years at school McConnaughey played football and ran track. He received many awards for his accomplishments in track as well as football.

McConnaughey came to Highline in the fall of 1962 and was hired on as track coach. In 1964 he was promoted to full-time track coach and health instructor. McConnaughey's hard work paid off in 1972 when he was named the athletic director at HCC.

In McConnaughey's 29 years at HCC he has had many great memories both as a coach and athletic director. As track coach, he was named coach of the year in 1987 and in 1989. During the 1989 season the track team won the conference championship.



Don McConnaughey has been the athletic director at HCC for 19 years.

File photo

In the fall of 1988 as athletic director, McConnaughey introduced men's soccer to Highline's athletic programs. He hired Peter Fuller, a young coach from Boston, Mass. Fuller took his first year program to the state tournament where they finished fourth and ended with a 12-4 record.

"The toughest part about being A.D. is getting good young coaches like Fuller and keeping them here," McConnaughey said. Fuller who is now the assistant coach

at Belhaven College in Jackson, Miss., said, "McConnaughey is the best A.D. that I've ever worked with. He would have done anything for me and my team."

What McConnaughey loves most about his job is the young people. "I like being around the young people. It keeps me young."

In 1990, Bob Welch took over as Head Coach of the track team so McConnaughey could have more time to enjoy his fishing and the outdoors.

Highline track is on its way

Becky Bonus
Sports Editor

The Highline Community College Men's Track and Field team is just about to finish its season. According to Head Coach Ben Welch, the Thunderbirds have all but three individuals who have qualified for the Conference Championships at the end of May.

At the Mt. Hood Relays in Oregon, the highlight was the victory of the 4 x 800 relay. HCC runners Chris Tarabochia, Dave Beals, Karim Khoury and John Springstead won the race with a time of 7:59.

Shelton Kapenda-Jackson, Scott Kinnamen, Springstead and Bill Goodwin ran in the distance medley. Although the T-birds took second place, they finished with a record time of 10:19.7. "This is the fastest time that HCC has run at this meet in four years," said Coach Welch.

The T-birds decided to go to the Pacific Lutheran University Invitational instead of the scheduled meet in Eugene, Ore. This is probably a good thing, since four sprinters for HCC were able to qualify for the conference championship. They had a real good day, Welch said.

Curtis Buren and Tom Fernandez ran in the 100 meter race. Buren finished with a time of 10.7, while Fernandez had a time of 11.1.

Sophomore Joi Haner had a qualifying time of 15.5 in the 110 meter high hurdles. In the 400 meter intermediate hurdles, Laney Coard had a time of 57.7.

Freshman pole vaulter Kinnamen has been holding his own by clearing 15 feet. Coach Welch said that he is doing an excellent job and jumping real well.

The season has been a little rough, Welch said, but "I am pretty pleased with the way they have been running." Welch believes that all the runners are starting to come around well. He said that a few of the freshmen had a hard time adjusting to the transition going from high school to college competition.

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HCC celebrates women in style

Louise Roberts
Staff Writer

The women who highlighted this spring's eighth annual "Celebrating Women" conference "are good role models of what we can achieve," said Stefanie Novacek, program assistant for the Women's Center. "The sort of people we have with the conference, they are really dynamic people," Novacek said.

Patti Payne, KOMO news anchor, was the keynote speaker along with her daughter Jill Keller. Payne tried to convey the message that "women never have to take 'no' for an answer." She feels that the best thing in the world is to motivate people.

"You better know what you want because you're going to get it," Payne said. Keller related practical ideas for attaining goals such as visualization. "You are the one with the power

to create change in your life," said Keller.

During the one-day conference there were 24 different workshops from which to choose. "They tried to make all of the workshops interactive and experiential," said Novacek. Topics included the "Co-dependent Trap," "Writing Yourself Free," "The Math Advantage" and "You Can Get There From Here: Career Decisions."

Resource booths set up by nonprofit organizations whose services are directed toward women provided referrals and information in such areas as rape, divorce and employment.

According to Novacek, the Extraordinary "Ordinary" Women Awards are a special part of the program. They honor ordinary women on campus that have accomplished extraordinary things in their lives and have been nominated by



Photo by Louise Roberts

KOMO news anchor Patti Payne speaks with daughter Jill Keller.

HCC instructors. The awards are meant to acknowledge women that are dealing with a disability, resuming their education after a long period of time, being single mothers try-

ing to make a better life for their families or working extra hard to achieve their dreams.

The women recognized this year were Sue Rauschenberg, Kathy Wagner, Zina Welch and

Sharon Worthington. "These women are great role models," Novacek said.

"Celebrating Women" was open to women on and off campus.

Single parents achieve academic success

Kay Smith
Staff Writer

Single parents can go to school and become a success. Jeanette McHenry, a former student at Highline Community College, has achieved "success." She said, "Being a single parent has made my family closer. My children appreciate me, and I feel a whole lot better about myself."

McHenry feels that a person should take advantage of agencies like the Department of Social and Health Services (DSHS), Family Independence Program (FIP), the financial aid program at HCC, and various support classes that are available.

Marcy Wilson, a student at HCC, said that before she got on FIP she had nothing to do and just sat around. she did

nothing but take care of her son. "FIP offered me a chance to go to school, which I really wanted to do, and pay for day care so I can afford to stay in school," said Wilson.

"My class officially started in fall quarter of 1976, and I have been teaching it ever since."

-- Mary Coates

Being a single parent makes one's life somewhat stressful, but when you add work and going to school it becomes even more of a strain. This can also pose a few problems: not wanting to leave children with strangers, finding a way to sup-

port the family while attending school, spending less time with children, and spending more money on child care expenses.

Mary Hansen, a student at HCC said, "I really like the fact that HCC has a day care center on campus. My son loves the center, and it has a preschool setting so I feel that he is learning and not just playing."

Jeff Abrahamson, director of Financial Aid at HCC, said, "Twenty-seven percent of the people who are on financial aid are single parents." To people who qualify, financial aid supplies money for tuition, supplies, and living expenses. Much of the money available through financial aid is in the form of grants and isn't required to be paid back.

Brian Boyne, a case worker at the West Seattle DSHS, said, "There are 70 Community Service Offices (CSO) statewide. After you fill out an application, you go through an inter-

view; we decide whether you qualify and if you are eligible for financial help." FIP also helps people financially and can be applied for at a local DSHS office. FIP recipients of monthly Aid to Families with Dependent Children (AFDC) are eligible for an additional 5 percent allotment for going back to school.

HCC offers a class called Working and Single Parents. It is aimed toward single, working, and part-time parents with children ages two-and-a-half to five years. This class is a two-credit class in the Parenting Education Department. This class is funded through grants and taught by Mary Coates. "My class officially started in fall quarter of 1976, and I have been teaching it ever since. This program just keeps getting better with time," Coates said.

The parenting class is a way to help parents with present parenting skills learn more

skills about becoming a better parent. "The emphasis is on the skills a parent already has and building confidence in this area," Coates said.

This class helps parents interact better with their children; also parents get to see how their children interact with other children.

"The environment is relaxed, the people are respectful and caring. This class has a warm, positive and accepting atmosphere," Coates said.

Sue Lewis, a caseworker at a local DSHS office said, "The resources available to single parents are numerous; the phone book contains all the listings for these resources."

Stephanie Novacek, a program assistant at the Women's Resource Center, said, "We have a file of community resources for single adults available for anyone who wants it. Just come in and get a copy from Bldg. 21A."

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