

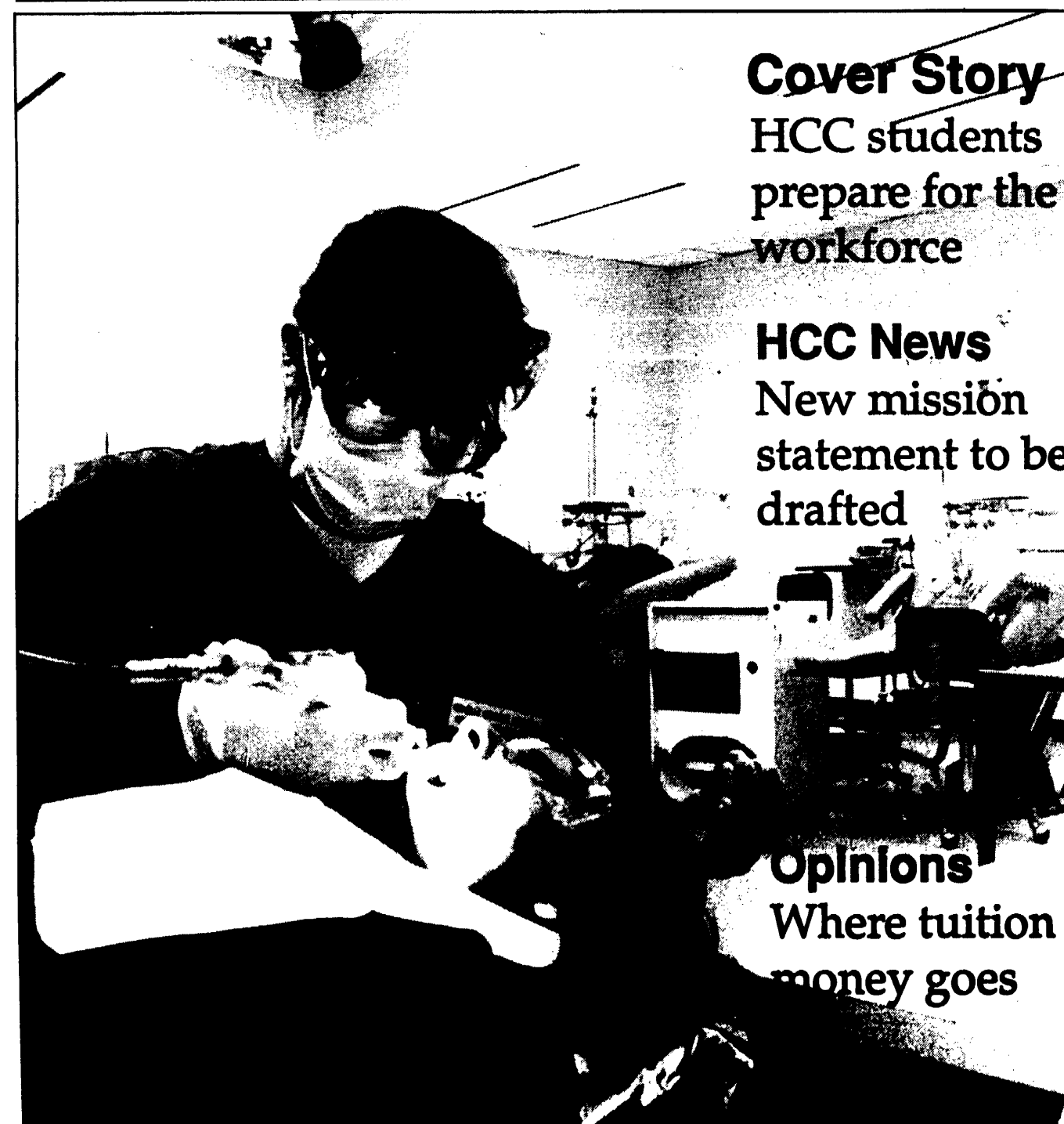
*The Highline Community College*

# ThunderWord

Volume XXXVIII

Issue 7

March 7, 1994



## **Cover Story**

HCC students  
prepare for the  
workforce

## **HCC News**

New mission  
statement to be  
drafted

## **Opinions**

Where tuition  
money goes

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## ThunderWord

A student publication of Highline Community College

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The ThunderWord welcomes letters to the editor. Please include signature, name, address, and phone number for verification purposes. The editorial staff of the ThunderWord reserves the right to edit length, grammar and punctuation. Bring letters to the ThunderWord office, Building 10, room 105, or mail to the ThunderWord, Highline Community College, P.O. Box 98000, Des Moines, Wash., 98198. The ThunderWord also encourages readers to submit news tips and story ideas to the staff by calling 878-3710 ext. 291. The opinions expressed in the Opinions pages do not necessarily reflect those of the ThunderWord editorial staff, advisor, or Highline Community College. The ThunderWord's policy letter regarding paid advertisements, public service announcements, and story suggestions is available in Building 10, room 105.

# ThunderWord

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*Photo by Jennifer Laughlin*

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### Richard Olson to retire at end of Winter Quarter

Highline Community College writing and literature instructor Richard Olson will be retiring at the end of Winter Quarter, 1994. Olson, 61, joined the staff of HCC in 1966, and has taught here since then.

Before coming to HCC, Olson taught for eight years at the junior high and senior high school levels. He worked at Cascade Junior High and at Evergreen High School, both in the Highline School District.

Olson originated the "Great British Writers" literature classes at HCC last year. He said he has enjoyed his time in the Arts and Humanities Division of HCC, and found the "people in the department and division very compatible and cooperative."

Olson, who attended Seattle Pacific College and earned his Ph.D. from the University of Washington, said that he will be remaining in the area after retirement, but is also looking forward to a trip to Europe in May and June.

### Student government gets revised constitution and new name

A revised constitution for Highline Community College's associated student body was approved by HCC voters in an election held on Feb. 23 and 24. The constitution was approved by a 65-4 vote.

One of the changes in the new constitution is the adoption of a new name for the student government group, formerly the Highline College Student Union. The new name, the Associated Students of Highline College, is effective immediately.

Marc Schuh, ASHC treasurer, said most of the changes in the constitution were relatively minor — mainly the rewording of certain sections. It was also specified in the new document that ASHC officers must maintain a minimum 2.0 grade point average and enroll in at least 8 credit hours of classes each quarter.

Schuh said the old constitution

was in effect less than one year, and had some unclear language because it was written very quickly. He said the revision was done "to better clarify the constitution and make it a lasting document."

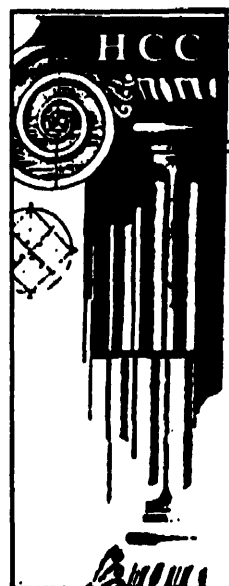
Another change was the restructuring of the ASHC into an Administrative Council made up of the elected officers, an Executive Council consisting of elected officers and Students at Large, and an Associated Council made up of the Executive Council plus representatives from student clubs and organizations.

The ASHC is also working on an informative brochure, which is intended to educate HCC students about the functions and values of the ASHC, and to encourage students to become actively involved in government at the college.

### Tutoring Center in need of additional tutors

The Highline Community College Tutoring Center is in need of additional tutors to help fellow students with their studies. Math tutors are especially needed for Spring Quarter, but tutors in all subjects are encouraged to contact the Tutoring Center.

Located in Building 19, room 206, The Tutoring Center has tutors available on a drop-in basis to help with math and science. Tutors are also scheduled to work with small groups in the subjects of French, German, Japanese, Spanish, psychology, speech, writing, biology, chemistry, math and physics. The center also offers workshops in study and learning strategies.



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## NEWS BRIEFS

Students interested in tutoring math should attend a training workshop scheduled for Thursday, March 10, at 2 p.m. in Building 19, room 108. Additional information is available by contacting Carolyn Brooks or Siew Lai Lilley at 878-3710 ext. 444.

### Hot dog cart widens variety of cafeteria offerings

The Union Cafe is now offering hot dogs and kielbasas at a cart located on the upstairs balcony in Building 8. The planned operating hours of the cart are 9 a.m. to 1:30 p.m. According to Brenda Bell, who is in charge of Food Services for HCC, business at the new cart has been good since they began operation about two weeks ago.

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## HCC attempts self-evaluation with Student Outcomes Assessments

by Kristin Marquardt

**H**ighline Community College is assessing its classes to make sure students are meeting the goals of the classes they are enrolled in.

One of the ways the college is finding out how effectively they are teaching is by asking the students. An instructor trained in Small Group Instructional Diagnosis comes into a classroom and asks the students what helps them learn the material in the class, what changes they would make in the class, and how they would make these changes. The answers from the students are then shared with the instructor of the class. The instructor then tells the students what changes will or will not be made in the classroom.

Each of the departments on campus is deciding which basic skills the students should have when they complete the program in which they are studying. By doing this, HCC helps to ensure that students will have usable skills when they enter the job market.

During the past summer, HCC did a study which tracked grades of students who transferred from HCC to four-year universities in the state of Washington. The study found that the students' grades remained at approximately the same level as when the students attended HCC.

Student Outcomes Assessment (SOA) began in 1970, as a national movement when the state legislatures began to ask colleges to assess student learning to see if they were learning what the colleges were trying to teach them. Every college in the state can assess student in their own way but they have to clearly show what the assessment plan is.



Photo by Jennifer Laughlin

***Rosemary Adang is a Student Outcomes Assessment Committee chairwoman. Adang is involved in a campus-wide effort to assess students' skills. She believes the program is worthwhile because it is a way for HCC to find out what the students are actually learning.***

About four years ago, the legislature began giving money to colleges each year so that they could learn new ways to assess the students.

Kerri Griffis, Highline College Student Union administrative vice president and member of the SOA committee, summed up SOA's long range goal by asking, "When you get out of Highline what will you have?"

One way which the HCC staff will work on finding out what they hope students will have when they leave here is by compiling college-wide outcomes.

In the past, the committee has focused on what they do now to assess and what they can do better in the future. They feel that one way is to focus more on promoting SOA and making the ways instructors are assessed stronger.

"This year SOA's main focus is to get college-wide outcomes so that we can say this is what our college wants students to know by the time they leave here," said Rosemary Adang, SOA committee chairwoman and HCC humanities instructor. This list of outcomes will include several abilities which HCC hopes that a student will have attained after they complete a two-year program and continue their education or put themselves on the job market. Departmental outcomes should help students and instructors assess themselves, and ensure that students have learned what a specific class was designed to teach them. Outcomes will also help instructors ensure they are meeting the goals which they have outlined in their departments and as a college. The outcomes will also help place students who come into

an academic department at the correct level.

Also this year the committee is continuing to have instructors clearly state the goals and objectives of their classes in their syllabi. This helps the students know what they will be expected to learn by the end of the course. Students will be more equipped to ask the instructor questions if they feel that something has not been covered in the

*Kerri Griffis is the only student member of the Student Outcomes Assessment Committee. She hopes that the results produced by SOA will help answer the question, "When you get out of Highline what will you have?"*



Photo by Jennifer Laughlin

class that was mentioned in the class syllabus as a goal or objective.

HCC student Jenni Barnett feels that the teachers who have been enthusiastic about teaching their classes are the ones who have helped her to reach the goals of the

class. She said, "They keep you motivated because they are enthusiastic and you want to be there." Through the process of switching programs she has had approximately 25 teachers while attending Highline. She has enjoyed most of her classes and feels that the instructors make all the difference in her approach to the class. She said, "When I have a motivating teacher, I give 100 percent more to the class."

Each instructional department at HCC is contributing to the outcomes by assessing the classes which it teaches or the services it provides.

The Outcome Coordinators for each department will set some specific goals and objectives stating what the students are expected to have learned after doing several courses in that area.

The Student Services Department wants students to learn from experiences of working with other people. Students should be able to find their strengths and weaknesses, take risks and accept criticism. These are the desirous outcomes of students who work in a student service position.

"We're still in the process of stating that these are the outcomes we desire," said Bruce Mackintosh, student activities coordinator at HCC. Student Services feel that these are outcomes students will be able to use throughout their lifetime.

Adang said HCC has a solid program for students. Many new students come in unsure about what they are going to do, and when they finish they have more self confidence. She said, "I just see a lot of growth in knowledge and confidence while they're here." ■

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## HCC's goals redefined

by Kristin Marquardt

Although Highline Community College received accreditation last spring, The Northwest Association of Schools and Commission on Colleges has asked the college to write a mission statement. HCC does not currently have a modern mission statement.

Dr. Edward M. Command, president of HCC, has asked the students and staff of the college to compile a list which explains what the goals of HCC should be. Each department will submit a list of ideas that explains what is unique to HCC, what services the campus provides and who it serves. Instructional departments and other campus groups were asked to consider programs which are not offered at HCC that should be, and the programs that are offered now which shouldn't be offered in the future. The ideas from staff, students and the community will be used in writing a mission statement for HCC.

Dave Rehfield, a member of the Faculty Senate and an HCC physics teacher, said, "Everybody in the community is invited to contribute." He urges faculty members and students to get together in a forum to discuss what they feel the mission statement should include.

After the comments from the various groups have been received, Command and his staff will compile a draft of the mission statement which will be circulated around the college. The Board of Trustees will look at and discuss



*Photo by Jennifer Laughlin*  
Dave Rehfield urges students and faculty members to participate in drafting a mission statement.

this draft during March 1994. The draft then will be revised, and the state Legislature will be asked to give its input. The draft will then be adopted by the Board and circulated throughout the community for its input.

Some of the services HCC currently provides are a college transfer program, vocational programs and community service. Command said, "We're not going to change that; we're actually going to put a little more focus for the college inside that umbrella."

Several years ago, the college was asked to write a mission statement, but the former Board of Trustees couldn't reach an agreement.

When the accreditation committee reviewed the college last fall, they asked HCC to define who the college was, what they wanted to accomplish and how they planned to do it. The accreditation committee said, "Initiate a strategic plan-

ning effort to bring a clear sense of direction to its instructional planning units, its capital planning and its overall staffing. In doing so, the college would move from a posture of waiting for the future to reveal itself, to that of shaping a compelling vision."

Command hopes to have a draft of the mission statement approved by June 1994. The statement will describe what the goals and objectives of the college are and who it serves. Command said, "We need to have a more action-oriented, more directed statement. That's what I expect to see more of — a commitment to what our real purpose is."

Mike Campbell, HCC health instructor, said, "I think if we get clearer about our mission, the students will learn more."

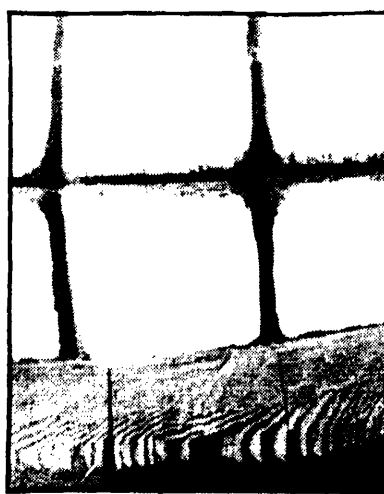
One of the goals the faculty hopes to accomplish with the mission statement is to inform students what college is all about. It is hoped that new students will understand the amount of work that is required in college and come prepared to work so that they will succeed at HCC.

HCC student Alisha Graham said, "Highline should give the students the means to reach their potential."

The Associated Students of Highline College met to come up with their ideas for the mission statement and then ranked them according to importance. They stated that the college should continue to provide all services it provides now. Dave Colbeth, ASHC president, said, "I think because they don't have an idea of what they want it's difficult to get students involved."

# ThunderWord Close-up Contest

Our photographer has been busy taking pictures of objects around the Highline Community College campus. Here is her collection of close-ups — unusual and unique textures, patterns and shapes. Now it's up to you to guess what and where they are. The three entrants with the highest number of correct guesses will win prizes provided by Tazza Espresso. First prize is a punch card redeemable for 10 drinks of your choice; second prize is a pound of delicious Millstone coffee beans; and third prize is a Tazza coffee mug. Good luck!



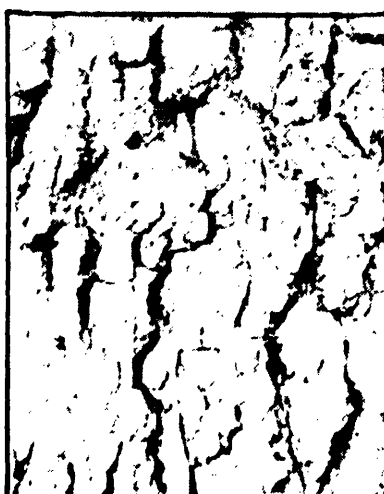
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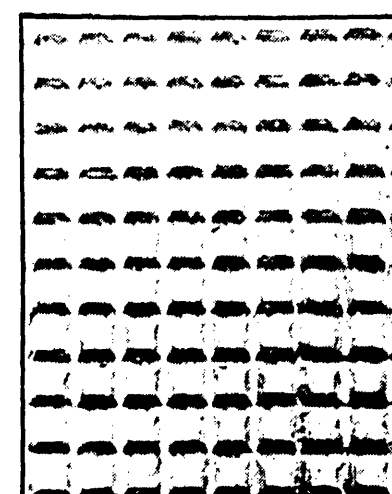
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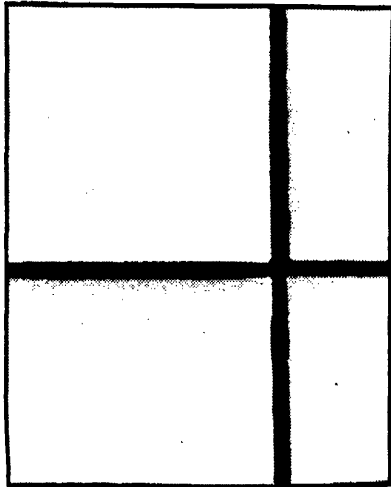
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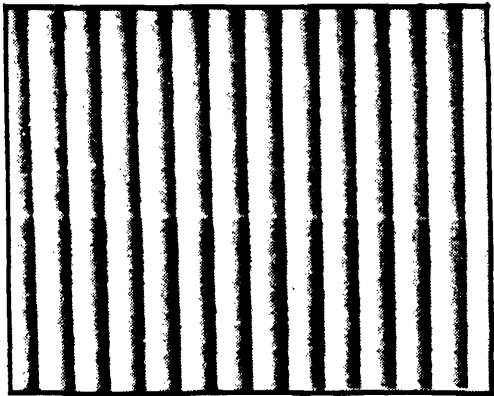
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#### Enter to Win!

Can you guess what and where these objects are? How well do you know your campus? Take a look around and see. Make your guesses on this form. Win great prizes from Tazza Espresso!

#### Contest Rules

1. All entries must include name and phone number.
2. Only one entry per person.
3. Submit entries to the box in Tazza Espresso, Building 8, or bring to the ThunderWord Office, Building 10, room 105. Deadline for entries is 1 p.m., Friday, March 11.
4. Make your guesses as detailed as possible to increase your chance of winning.
5. In the event of a tie, there will be a drawing to decide the winner.
6. This contest is open to students, faculty members and staff, with the exception of the ThunderWord staff and adviser.
7. A list of winners will be posted on Monday, March 14 at Tazza Espresso. To claim your prize you must show identification.
8. The decisions of the judges are final.

Photos by: Jennifer Laughlin

Name .....

Telephone.....

1. ....

2. ....

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10. ....

## HCC Prepares Students for the Work Force

*Jeremy Barker and Brian Mendoza work together on a project for a class in the HCC printshop. Offset Printing is one of the many occupation programs at Highline Community College. Below, Nursing students from left to right are Joyce Hubeck, Liz Blodgett, Karen Tranholt, and Michael Thomas. These students are learning how to care for infants in the Nursing program at HCC.*



Photo by Jennifer Laughlin



Photo by Jennifer Laughlin

Talisa Wright said, "I feel all I got was a big bill (for my education)." She took a computer course at a business computer training school. "They said I could get a good-paying job, but they wouldn't find (the job)," Wright said. She took out a Stafford loan of \$5,400 for two-and-a-half months of schooling. "I feel like I got nothing out of it," she said. The Seattle yellow pages lists nine

pages of schools. They run the gamut from computer training schools like the one Wright attended to state-run colleges like Highline Community College. Some of them are reputable and provide a good education, and some are in existence to make money for their owners.

Wright's plight brings questions about how HCC assures students a quality education. What methods

of research does HCC use to make sure the courses offered fit the job market? How does HCC place students in courses suited to their needs? How available are jobs for students while they attend school? How well does HCC prepare students for their careers? Are graduates prepared for their chosen field?

The answers are as direct as the questions. HCC uses advisory committees, accrediting boards, com-

munity input, and feedback from faculty, staff and students to make sure courses offered fit the job market. The Career Services Center offers a new test to place students in classes suited to them. The CSC Job Referral Department keeps a list of jobs available for students. HCC has a high placement rate in every field. Graduates say HCC has prepared them well for employment.

# COVER STORY



HCC students Diane Partridge and Shana Senger dress mannequins to help complete their degrees in Apparel and Textile Marketing. Photo by Jennifer Laughlin

Jean LaCoss works at Boeing. She went back to school at HCC to enhance her ability on the computer. She said, "I'm not afraid of computers any more. I have developed an engineering bulletin board (on the computer) at Boeing."

Bob Embrey, HCC's computer training coordinator at the Federal Way Center, said, "We don't promise a high-paying job. We do tell (students) they will have skills necessary to get a job using a computer."

Student evaluations, surveys, advisory committees, accrediting boards, faculty and staff all play a part in fitting courses to the job market.

**E**mbrey said, "We make our decisions on what to offer based on community input from something as simple as the evaluations to surveys at the Chamber of Commerce and by polling businesses."

Chris Henshaw, director of the Nursing Program at HCC, said, "All (HCC) occupational programs have advisory committees made up of people in that area. Ours is made up of nurses — other people as well — but the majority would be nurses working in the field."

In terms of setting curriculum, there are two other ways to do it, according to Henshaw. She said the National League for Nursing accredits the course. This is voluntary and not every school does it. She said, "By choosing to be accredited, we want to meet their high national standards, and we do that."

Henshaw said the third way is the most direct way. She said, "For example, we are trying to decide if we should teach a certain skill. We have sent surveys to hospitals and other local nursing schools to see what they are doing. This will determine whether we will teach it or if the hospital will teach it."

Jan Harman works in Women's

Programs at HCC. This program is funded, in a large part, by a Carl Perkins Federal Grant. She said, "We wrote in the grant proposal that we will go out into the community of the South King County area and do a survey of employers."

"I think the connection between employers and the college needs further development," Harman said, "with the job market being as tight and as changeable as it is right now, we need to be current with what they are looking for."

Carol Cologerou, director of the Dental Assistant Program at HCC, said, "Our curriculum is ... closely supervised by faculty and evaluated on established criteria." The program has been given special accreditation by the Commission on Dental Education of the American Dental Association (ADA), she said.

Dr. Robert Eley, dean of Instruction for Occupational Programs at HCC, told of another way curriculum is developed at HCC. He said the first step is to determine the need for a program by the use of advisory committees and surveys. "To develop a curriculum, people from the field are invited into the college for a two-day workshop," Eley said. They go through a task analysis and list every task performed by people in that job. When the information has been gathered, it is applied to DACUM, which is an acronym for "Develop a Curriculum." He said, after analysis on the DACUM chart, the information is sent to between 100 and 200 businesses with such questions as, "Are these skills you require?" Then the faculty determines what curriculum modification is needed.

HCC offers quality courses tailored to the workplace and also

provides a way to adapt courses to individual students. Ingrid Gintz, manager of the CSC, helps students find the right courses to fit their needs.

Gintz said, "When students first come to HCC, they take the Asset test. We want them to get the Asset Interest Inventory Option when they are taking the Asset test. By next fall, we hope to have it available to all students."

**G**intz said, "We are really excited about the new multi-media program we have here. We hope to get (new students) into the CSC to help them decide. This is an excellent resource to find out where to go to get more education for various occupations and what prerequisites need to be taken here."

HCC directs students to the right classes and provides job opportunities on and off campus for students while they are enrolled. Jan Edwards, manager of the Job Referral Department at the CSC, said, "Our goal is to make sure the student has access to employment opportunities from the surrounding community. We keep the job referrals current and make it convenient for students to get that information."

The Job Referral Department makes sure students have access to opportunities that will make them have academic success, and the job referral staff tries to get jobs to fit the school schedule. But, Edwards said, there are no placement services.

After the graduation certificate is hanging on the wall, there is sometimes still a professional or state exam to be taken. HCC students have an unusually high passing rate. A high percentage of HCC alumni are working in the fields they studied to enter.

Cologerou said, "When students graduate, there is the national certification exam conducted by the Professional Dental Assisting National Board, Inc. The national failure rate is 20 percent. HCC has had two failures in 18 years," Cologerou said, "For any dental-assistant graduate looking for work, our employment rate is 100 percent."

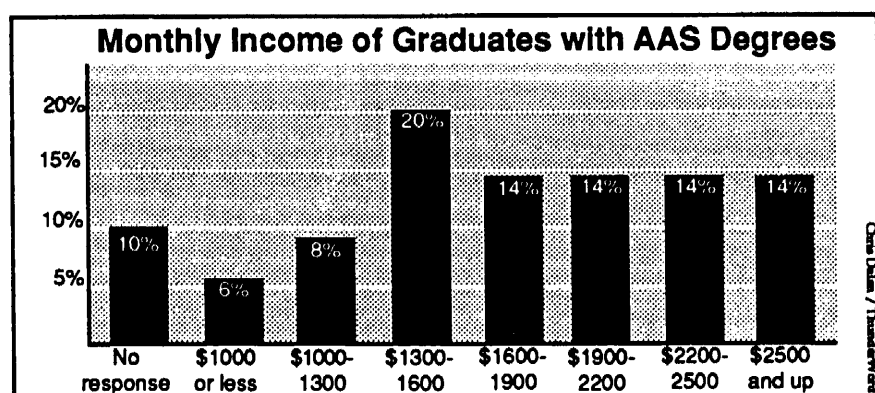
Eley said, "I go into the community, to the Chamber of Commerce, etc. People who have studied at HCC

are well accepted by business." He said the state of Washington has done a study taking the social security numbers of former students and comparing them with the employers in the various fields. According to Eley, HCC has a high placement rate in all fields, with many in the 80 to 90 percent employment rate.

Henshaw said, "When nursing students graduate, they still have to take the national exam and pass it to become registered nurses. We graduate between 40 and 50 students a year. In the last five years, out of 200 to 250 students, three didn't pass."

Graduates report they have been trained well in the classrooms of HCC.

Patricia Tooke attended HCC on a part-time basis for four years until last year, studying early childhood



Information from 139 graduates employed full-time. Source: Follow-up '92: A study of 1992 Graduates and Certificate Earners.

development. She is now a para-professional educator working in alternative education. She said, "In many respects, I'm better prepared than the certified teacher I work with. What I took at HCC has left me well prepared."

Theresa Berger graduated in 1986 from the Dental Assistant program at HCC. "It wasn't that tough for me to pass the exam because the program was set up to make it easy," she said, "It's geared towards passing the certification exam. I got a job right away."

Berger has worked with dental assistants that went through other dental programs who did not have the knowledge or the skills that she had, she said. "Definitely, HCC has done well for me," Berger said.

The 1994 HCC Spring Quarterly says, "Quality, convenience, affordability, and variety are key attributes that make HCC the major center for higher and continuing education in Southwest King County."

## Political Humorist Bob Harris brings 'Beyond JFK' to Highline



*Photo courtesy of Bob Harris*

*Right: Bob Harris will lecture to HCC students about the covert actions of the government in the JFK years.*

by Anne Meldrum

Ever wonder what really goes on behind the scenes in Washington D.C.? Bob Harris, researcher and political activist, is coming to Highline Community College on April 5, to explain just that.

Harris, born and raised in Cleveland, started on the lecture circuit in January 1992 after doing stand-up comedy since the '80s. Harris said that with stand-up comedy there is a lot of pressure to make the audience "roll over with laughter." He said college crowds are less pressured, and they are "more intellectually stimulating." "At least the crowds are sober," Harris said.

After the college lectures, Harris said, he has professors coming up to him and asking him political questions and how he feels about certain areas of the government.

He started political humor when he tried to incorporate into his stand-up routine the many types of scandals America has in its government. Harris did a lot of research into these scandals, and in doing so, found that not only were there some things that didn't make sense to him, but he felt the information needed to be shared with the public.

In the midst of all the research, in January 1992, he

was asked to do his first college lecture. Harris welcomed the challenge and thought this would be a good job on the side. Consequently, he wound up doing 150 during the remainder of that year.

Harris' focuses on the seriousness of government actions in a humorous way. He said he wants students to come to his lectures prepared to hear a serious presentation, but he hopes they go home pleasantly surprised by the humor that accompanies the lecture. The lecture exposes behind-the-scenes covert actions in the government. His facts are accurate, and his conclusions are mind-boggling.

In Harris' lecture, "Beyond JFK," he will talk about the things that were happening in the government when John F. Kennedy was assassinated.

Harris provides large amounts of information, in specific detail, about behind-the-scenes government action and the humor that goes along with the absurdity of it.

"Beyond JFK" is coming to HCC on April 5, in the Artist/Lecture Center in Building 7. The doors open at 7 p.m., and the show starts at 7:30 p.m. Tickets are \$3 in advance and \$5 at the door. Harris' lecture should enlighten students about the ins and outs of the government.



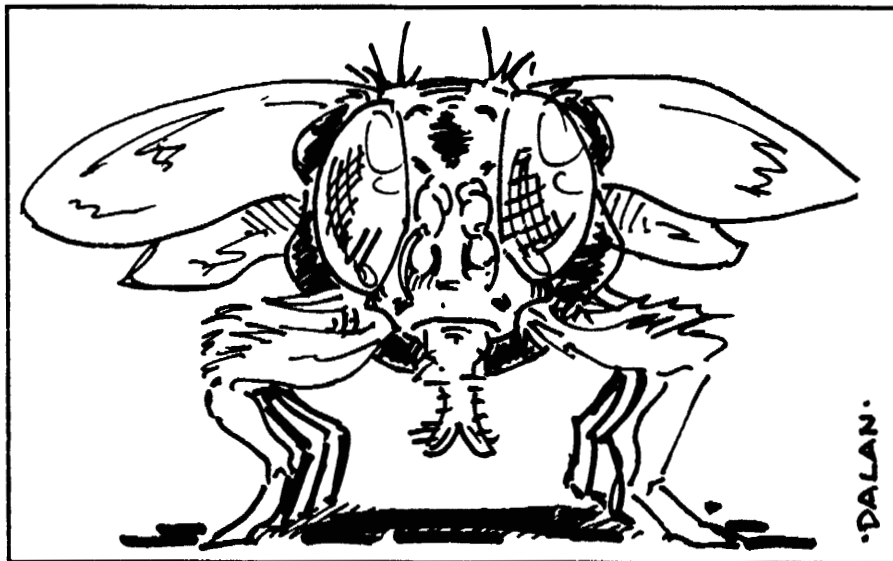
# Alice in Chain's 'Jar of Flies' release has the fans buzzing

by Anne Meldrum

Finally, a Seattle band creates music without the "grunge" feel that most Seattlites are beginning to hate. Alice in Chains, a band that originated in Seattle, just came out with a new release, "Jar of Flies." The album hit the top of the charts the first week it came out and deservedly so.

The new release combines the acoustical sounds of lead guitarist Jerry Cantrell and the awesome lyrics of lead singer Layne Staley. There are a lot of similarities between this album and one of their other releases, "Sap." Admittedly, I was expecting some deep head-thrashing, guitar-twanging sounds. But I was pleasantly disappointed. This album displays the extent of Cantrell's talents on the acoustical and electric guitar. From flowing arpeggios to some pretty thrashing sounds, he shows it all on this album.

The band's strongest song "Nuts" magnifies the quality of Staley's ability as lead singer. Mike Inez, the band's new bass player, shows some funk in the song, "Swing on This." The effect that Inez had on the band is apparent in this album. Inez gives the band a broader sound and puts some movement into Chain's music. It was also refreshing not to hear about Staley's addiction to heroine, which was what the band's previ-



ous album "Dirt" was.

Jar of Flies teaches humans about their characteristics, and how we, as humans, cooperate in this strange society. The songs on the album are deep, meaningful and offer the listener a wide variety of musical styles.

In "Whale & Wasp," not only does Cantrell let loose, but Chains puts in orchestral sounds to give the song a broader feel. The only song that didn't seem to fit is "Swing on This." The mood of this song didn't seem to fit the overall album. But, this song does get catchy if a person plays it too much.

With the band's previous release, "Dirt," it seemed as though the band wouldn't be able to produce anything better. To my surprise, the band not only outdid "Dirt," but created a new sound for the band.

"Jar of Flies" is a listener-friendly album. The songs are relatively short and are easy on the ears, so one doesn't get tired of playing the same songs over and over.

By creating this new sound, Chains might be able to give Seattle recognition for music other than "grunge." This could open the market for other musicians in the area that get overlooked because they're "Seattle bands."

Chain's release, "Jar of Flies" is one of the best to hit the airwaves in a long time.

*Alice in Chains combines good lyrics with awesome music to form an album with flair. "Jar of Flies" is the best buzz the airwaves has had in a long time.*





## Campus Events

### Arts and Entertainment

- ◆ *Camino Real*  
With guest Director Todd Jamison, the HCC Drama Department presents this drama by Tennessee Williams.  
Dates: Mar 10 - 12, 17 - 19  
Time: 8 p.m.  
Place: Building 4, The Little Theater  
Cost: \$6 general admission, \$5 students and seniors with ID. Tickets are available at the HCC Bookstore or at the door.
- ◆ *HCC College Choir and Jazz Choir*  
Date: Mar 10  
Time: 7:30 p.m.  
Place: Building 7  
Cost: Free
- ◆ *Free Movie: Star Trek VI: The Undiscovered Country*  
Date: Apr 5  
Times: 9 a.m., noon, 4:30 p.m., and 6:30 p.m.  
Place: Building 8, The Student Lounge
- ◆ *Free Movie: The Firm*  
Date: Apr 12  
Time: 9 a.m., noon, 4:30 p.m., and 6:30 p.m.  
Place: Building 8, Student Lounge

- ◆ *Caffe Musica Concert*  
Jamie Sieber and Charlie Murphy, from the band Rumors of the Big Wave, are singing.  
Date: Apr 8  
Time: 8 p.m.  
Place: Building 8, Tazza Espresso  
Cost: \$3 in advance, \$5 at the door  
Ticket available at the student lounge in Building 8, starting March 16.

- ◆ *Children's Carnival*  
This family festival includes face painting, balloons, and clowns.  
Date: Mar 12  
Time: 10 a.m. - 2 p.m.  
Place: Building 8  
Cost: \$.50 for 1 - 6 years old, \$1 for 7 - 12, \$1.50 for 13 and over

- ◆ *All Media Art Show*  
Exhibits from HCC students will be on display.  
Date: Mar 1 - 18  
Time: HCC Library hours  
Place: HCC Library, Fourth Floor.

### Lectures and Workshops

- ◆ *Menopause - Our Right of Passage*  
Speakers: Ellen Finn, M.S. and Judyth Reichenberg  
Date: Mar 10  
Time: 9 a.m. - 12:30 p.m.  
Place: Building 22, Room 202  
Cost: \$25  
Pre-register in Women's Center.  
Contact Julie Burr at ext. 340 for more information.

- ◆ *Career Planning Workshop: Strong Vocational Interest Blank (SVIB)*  
Speaker: Patricia Haggerty, M.A.  
Date: Mar 7  
Time: 2 - 3:50 p.m.  
Place: TBA  
Cost: \$25

- ◆ *Beyond JFK '63 - '93: Covert Actions In America*  
Everything you want to know about government intelligence, by a political activist and researcher.  
Speaker: Bob Harris  
Date: Apr 5  
Time: 7:30 p.m.  
Place: Building 7  
Cost: \$3 in advance, \$5 at the door  
Tickets available at the Student Lounge in Building 8, starting March 1.

### General Information

- ◆ *Finals Week*  
Finals are given in the regular assigned classroom. Evening examinations will be announced by instructors.

Mar 15  
8 - 9:50 a.m.  
All 8 a.m. MWF and daily classes  
10 - 11:50 a.m.  
All 11 a.m. MWF and daily classes  
12:30 - 2:20 p.m.  
All 1 p.m. MWF and daily classes  
2:30 - 4:20 p.m.  
All 3 p.m. MWF and daily classes

**Mar 16**

8 – 9:50 a.m.

All 7 a.m. MWF and daily classes

10 – 11:50 a.m.

All 10 a.m. MWF and daily classes

12:30 – 2:20 p.m.

All Noon MWF and daily classes

2:30 – 4:20 p.m.

All 2 p.m. MWF and daily classes

**Mar 17**

8 – 9:50 a.m.

All 9 a.m. MWF and daily classes

10 – 11:50 a.m.

All 10 a.m. T – Th classes

12:30 – 2:20 p.m.

No exams scheduled

2:30 – 4:20 p.m.

All 3 p.m. T – Th classes

**Mar 18**

8 – 9:50 a.m.

All 8 a.m. MWF and daily classes

10 – 11:50 a.m.

All 11 a.m. and noon T – Th classes

12:30 – 2:20 p.m.

All 1 and 2 p.m. T – Th classes

2:30 – 4:20 p.m.

Reserved for unscheduled and conflicts.

◆ **International Women's Day Celebration**

Date: Mar 8

Time: 10 a.m. – 2 p.m.

Place: Building 8

This event is sponsored by the Women's Programs. Call Julie Burr at extension 340 for more information about this celebration.



## Community Events

### Arts and Entertainment

- ◆ **Floral Extravaganza**  
A multimedia show about flowers and gardens  
Dates: Mar 1 – 31  
Time: 10 a.m. – 6 p.m. (Sat.) and noon – 5 p.m. (Sun.)  
Place: Freighthouse Art Gallery, 400 E 25th, Suite 49, Tacoma  
Cost: Free  
For more information, call (206) 383-9765.

- ◆ **Subpop "Low Dough Show"**  
This concert is for all ages and is featuring Seaweed and other guests.  
Date: Mar 11  
Time: 9 p.m.; doors open at 8 p.m.  
Place: King Performance Center, Sixth and Blanchard, Seattle  
Cost: \$5  
Tickets are available at Cellophane Square, Fallout Records, and at Subpop Megamart. Contact Tom Dyer at (206) 448-0900 for more information.

- ◆ **Shango**  
This musical revue features traditional African dancing.  
Date: Mar 18 – 20  
Time: 7 p.m.

Place: Moore Theatre, 2nd and Virginia

Cost: \$22

Tickets are available at Ticketmaster, 628-0888. For more information, contact Rose Washington at Rojae & Co. at (206) 723-3203.

- **The Marriage of Figaro**  
Wolfgang Amadeus Mozart's opera will be conducted by Dr. Hans Wolf  
Date: Mar 11 – 13, 18 and 20  
Time: Fri. at 8 p.m. and Sun. at 3 p.m.  
Place: Pantages Theater, Tacoma  
Cost: \$15 – \$35  
Tickets are available at Ticketmaster, (206) 272-6871.

### Lectures and Workshops

- ◆ **Searching for Our Oldest Ancestors** Dr. Donald Johanson, the discoverer of Lucy, speaks on his experiences of searching for humankind's origins.  
Date: Apr 16  
Time: 7:30 p.m.  
Place: Paramount Theatre  
Cost: \$23 (Student tickets are available at half-price.)  
Tickets are available at Ticketmaster or by calling (206) 628-0888.
- ◆ **What Every Procrastinator Needs to Know**  
Date: Mar 17  
Time: 7 p.m.  
Place: Burien King County Library  
Cost: Free  
For more information, call (206) 684-6605.

## Police should crack down on 'tagging'

by Ken Steffenson

Graffiti and its recent surge in popularity (in the form of "tagging") has been getting a lot of press lately. So much so that I didn't see it as an issue that I needed to address in the small space I have. That all changed a couple of weeks ago, when upon returning after school to my apartment in Federal Way, I discovered not just graffiti, but a "tag" on my front door.

Since I have never had direct contact with gangs, or the youths who are gang wanna-bes, I don't know much about the meanings of tags. Was someone marking territory, like a dog peeing on a tree? Was it just a prank by a dysfunctional kid? (The logistics of the case suggest it was *not* random.)

Was it meant to be a warning of some sort? My wife and I, along with the apartment management and the responding police officer, agree that the tag was probably aimed at the last residents of the apartment — since I had only moved in one month before.

Hopefully it was a one-time occurrence. But it still left my wife and I with a bit of fear about the neighborhood we moved into. In the past, I didn't look through the peephole every time someone knocked at the door. Now I do. Paranoid? Maybe, but paranoia is



unreasonable suspicion. I don't know if I have actual reason to be afraid.

No one has the right to deface property in this manner, or to create fear in innocent people.

And of course there is the cost of graffiti and tagging. My front door had to be repainted. I did not directly pay for the repair, but I know that I, and all other apartment dwellers, do pay for these repairs through rent increases. And businesses, the most common victims of these mindless taggers, must often pay their own expenses to remove graffiti.

So these crimes end up being paid for by innocent people. Something must be done.

The Federal Way City Council recently passed an ordinance which is a step in the right direction. But all this ordinance really does is set penalties for people convicted of tagging or other forms of graffiti. Citizen action to report the crimes and the offenders is also necessary.

The Federal Way City Council had good reason to take action. Since last July, tagging has become so common in Federal Way that their police officers often respond to as many as 10 incidents a day — many more surely go unreported. Our police officers certainly have more important things to do.

The penalties set forth by Federal Way's ordinance are fairly severe. The crime is con-

sidered a gross misdemeanor, and is punishable by a jail term ranging from a minimum of 30 days up to a maximum of one year. A fine of \$50 per day of time served can also be assessed, and the criminal can be directed by the court to remove the graffiti.

These are penalties which some might feel are too stiff for the crime. After all, our jails are crowded and expensive to maintain. That's why I especially like the possibility of fines for time served — I hope the courts impose this often.

If these taggers have the ability to comprehend the possible repercussions of their acts, the Federal Way ordinance will cut down on these crimes.

So if there is anything we can do to discourage this ugly scourge, we need to be doing it. This can range from erasing tags as soon as possible, to my favorite — putting these creeps behind bars, and making them pay for their time there. ■

# Tuition goes to wrong crowd

by Anne Meldrum

Let me give you a hypothetical situation. A student has just registered and is waiting in the cashier's line to pay for her class. The student begrudgingly forks out \$375.00, two weeks of salary, to insure that she gets her classes. ever wonder where this money goes, or who it goes to?

About 10% of students' tuition goes to a fund called Service and Activities (S&A) budget. This fund is controlled by the Associated Students of Highline College (ASHC), or the student government. There is an independent committee of ASHC, called the Service and Activities Budget Committee (SABC), consisting of four students and three faculty members. two of these students are from ASHC. This committee gets together and decides where this money should go (i.e. athletics, child care, ThunderWord, ASHC, drama, etc.) The recommendations that the SABC makes go to the Board of Trustees, politically appointed members of the community. The Board of Trustees rubber stamps SABC's recommendation, and the money goes to whoever the SABC committee wants to receive it.

The question is: Is the SABC committee representing the best interests of all stu-

dents at HCC? For example, a major portion of the budget goes to the Child Care Center. It's not that the Child

Care Center is a bad investment, but how many students have children and actually use the center? As it is, the only days the Library is open past 4 p.m. are Mondays and Tuesdays.

Of course, the SABC committee has to face the stigma of traditional spending such as athletics. But again, how many students take advantage of HCC sports?

A good turn-out for a sports event would be 20 people, and that is including family and friends of the team members.

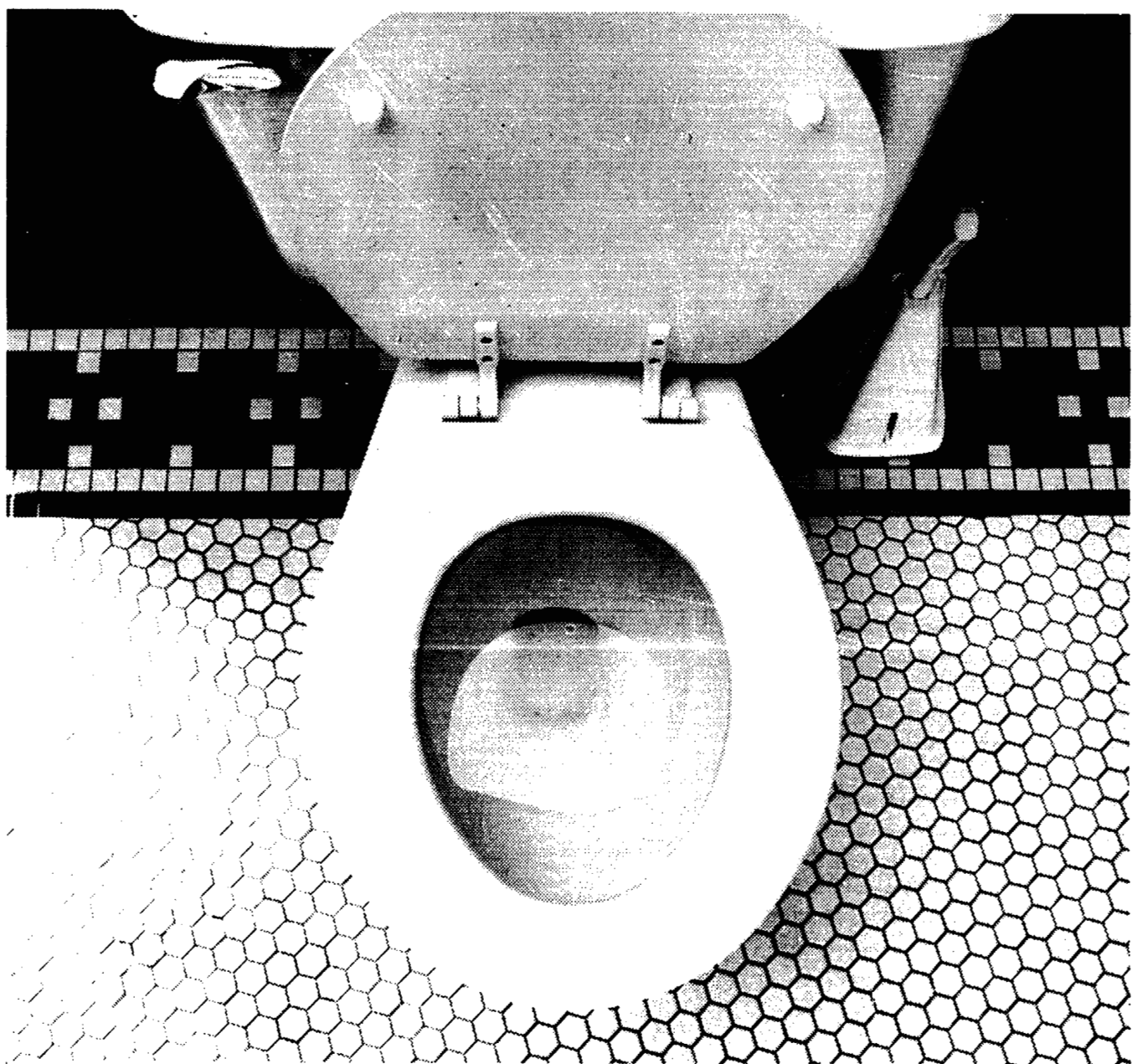
I believe the funds could be used in a more productive way. For instance, the Women's Programs receives only enough for basic supplies and printing costs for fliers and other paraphernalia. There are more women on campus than men, and I believe the money should go to those

who represent a majority of the campus. The Women's Programs should receive money to help the majority on the HCC campus.

The ASHC's complaint is that, by funding one project, another one gets cut. This might mean cutting ASHC's or the ThunderWord's funding. But if this is in the best interest of students, then so be it. ■

*... I'd invest the money into the HCC Library so the night students can have a place to study.*

*I say cut the programs that don't represent the interests of students.*



**HERE'S ONE VEHICLE  
A DESIGNATED DRIVER WON'T  
BE STEERING.**

When you're a designated driver, you can forget about the Porcelain Bus. Let someone else drive the Ralphmobile. You just enjoy yourself. Promise not to drink. And make sure your friends get home safely.

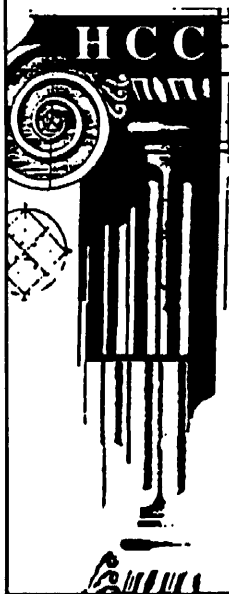
**BE A DESIGNATED DRIVER. THE ONE FOR THE ROAD.**

Washington Traffic Safety Commission and the Alliance for Safe and Sober Driving.

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If you have taken Journalism 101, you can enroll in Journalism 201 and be a staff writer for The ThunderWord!

For details, call:

Terry Sacks at 878-3710 ext. 435

or

Ken Steffenson at 878-3710  
ext. 292

## Employment Opportunity

### Business Manager for the ThunderWord

The ThunderWord, Highline Community College's student-run publication, is seeking a highly motivated person to sell advertising space. Applicants must be HCC students enrolled in at least 8 credit hours during Spring Quarter. No experience necessary, but a desire to work, to earn money, and to be part of the ThunderWord team is a must. PageMaker skills a plus. Application deadline is March 14. Pick up an application in 10-105, or call Ken Steffenson at 878-3710 ext. 292 for more information.

EOE

# WHAT IF?

What if he is the one who he says he is?

What if on July 28, 1993, the astounding revelation was made before the members of the Senate and Congress on Capitol Hill and the media gave it no light of day?

What if the shocking revelation was made at the United Nations on September 7, 1993, and the President of the United States gave the introduction by the President of the United States?

What if, also, the political leaders of Japan, South Korea, the national legislatures of India, Taiwan, and others

heard the message as well as a capacity crowd in the United States?

What if dozens of former and current heads of state are regularly gathered

under his man's auspices, while the press of this man

continues to portray him as a religious charlatan?

What if, since his personal conference with Mikhail Gorbachev in Chicago, the lives of tens of thousands in the U.S. have been in jeopardy?

And what if Americans have been left in the dark?

It is easy to mock and reject this man, as we are so comfortable with the status quo.

But what if he is indeed the one? What if he is the one who is the one?

What if the name of this man is Reverend Sun Myung Moon?

Misunderstood and rejected by Christianity and the world

since the end of World War II, Rev. Moon has been forced

on a 40 year path of persecution. For him this was the period of persecution

in order to restore the foundation to promote his mission on earth.

By 1992 this process was completed and in 1993

and his family spoke in 231 cities throughout the world.

Even today, however,

Rev. Moon and his family are despised and persecuted

that should have been heard and accepted.

They will continue to speak, despite whatever persecution they may face,

until the day when the world

If the spirit of open-mindedness and the desire for global harmony

are the qualities of our generation, then the upcoming speech

deserves our

Come and hear the speech given by a messenger of Moon's

**"True Parents and the Completed Testament Age"**

**Date: Wednesday, March 16, 1994**

**Time: 7:00 p.m.**

**Place: Building 7, Artist/Lecture Center**

**Sponsored By: C.A.R.P., Unification Campus Ministry, Women's Federation for World Peace**