

the collegiate

challenge



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tacoma community college

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Paul Petrinovich photo

The school's "bookrush," which plagued the first week back to school could have been avoided if only students had bought their books ahead of time, explained Guff McRae, of the bookstore. "We had our shelves stocked two weeks ahead of time," she said.

Dixy's budget tough on college system

By Scott Peterson

The 47th state legislative session convened on Monday, Jan. 12; on Tuesday, Dixy Lee Ray became officially a former governor, and since Wednesday, John Spellman is "the gov." This is nothing unusual, or even surprising to many people who predicted the political scene.

But something is different this time around: A controversial budget. Before leaving office, Ray was required to prepare a balanced budget based on available revenue from tax sources. This proposal eliminated tax increases, and is meant to further limit state spending.

This budget would affect virtually every state-funded institution because of its imposed reductions. One area getting trimmed is the state educational system: Washington's colleges and universities.

Although criticism and dismay of this tight-fisted budget were immediately heard, Governor Spellman and the predominantly Republican House have offered no indication that they plan on easing the burdens that this state-wide budget would create. This proposed budget must be decided upon before the biennium of 1981-83 begins this July 1.

Undermine quality

Dr. John Terrey, State Community College Director for the Washington State Board for Community College Education, said recently that

Ray's proposed budget would, if adopted, undermine the quality of community college education in Washington. "Washington runs 41st among the 50 states in

Unwise policy decision

per-student support for higher education," said Terrey. "And it has been estimated that under the Governor's reductions in light of budget requests, that ranking would drop to 49th."

Meanwhile, higher enrollment caused by the downturn of the economy, plus the five percent lawaway forced upon Washington's community colleges this year, have already forced that system to reduce student support to a dangerous level, according to Dr. Terrey.

Because of the record number of students, beside the reductions this year, community colleges will be forced to cut back to its barest essentials. TCC may have to turn away as many as 1,000 students next year alone - if, that is, the budget is passed.

The budget, Dr. Terrey explained, concerning the present situation, will mean that about 13,000 students will be turned away from the state's 27 community colleges because of funding problems. "To accommodate 13,000 full-time equivalent students beyond the level of this year's per-student support level, the community colleges would be required by the governor's request to make deep cuts in instructional staffing, libraries, student services and plant operations and maintenance. These areas are severely underfunded already."

According to the WSBCE

newsletter, this budget would provide state funds totalling \$339.7 million to operate Washington's 27 community colleges for the biennium. If the Legislature were to adopt it, this budget would issue enough funds for 81,263 full-time students at the level of per-student funding which existed at the beginning of this school year. However, 94,360 full-time students are expected to attend community colleges in the next year, making a 13,000 student difference.

"Even while our colleges are cutting out a total of 3,297 class sections and reducing staff, they have been able, temporarily, to accommodate nearly 9,000 more full-time students than they received funds for by overloading classes, using up reserves, delaying purchase of up-to-date instructional equipment, and delaying maintenance to buildings," Dr. Terrey stated.

"To force unrealistic enrollment demands upon the community colleges in the guise of maintaining the 'open door' would be an unwise policy decision from which the community college system would probably never recover," he said.

What this means to TCC is that the base proposal of funding of the most necessary courses (that is, the classes required in order for students to transfer to a 4-year school), would provide for 3243 full-time students. Last Fall quarter, 3900 full-time students attended TCC, and an additional 3900 attended classes on a part-time basis which was a record total enrollment.

In figuring the base instructional priorities, the TCC

Operational Council and Board of Trustees began a series of study sessions, and discussions to decide what was really necessary. With the approval of

"Budgetary crisis"

this base instructional program, the board determined the instructional priorities formulated by TCC instructors, department and division chairmen, and TCC's Dean of Instruction, Dave Habura.

In his presentation to the Board, Habura said of the base program, "It does not present a budgetary crisis - it represents a tragedy." Habura also said that to keep the educational door of TCC open, students will be faced with fewer classes to choose from, and a higher ratio of students to teachers. However, he did not mention the possibility of student tuition hikes next year.

The base proposal will strengthen the key areas of academic major, vocational-occupational education, the development of off-campus and strengthening extension centers, the evening program, the developmental education program, and the general education program which provides transferable courses.

"In the next 10 years, education is not going to be as easy to get as the last 10 or 15 years," stated Habura.

The quality and quantity of student programs, and financial aid, will decline, primarily due to expected loss is clerical support.

The Operational Council budget, college purchasing, the college information office, and the office of records

management may all be reduced, or, in the case of the office of records management, done away with. But the office of Veteran's Affairs will remain virtually untouched for the more than 750 vets involved in this program.

While the Federation of Teachers expresses apprehension about the budget workings because they are so tentative and deliberately vague, TCC administration maintains that priority planning is essential and necessarily tentative because the outcome of this college's budget will ultimately be determined in this Legislative session. The Board of Trustees, as a whole, expressed frustrations about the severe impact the anticipated reductions will bring, but said they recognize the need to develop plans now in preparation for whatever reductions are imposed later.

"When there is a fixed budget, we will be willing to go through and see what we can and can't afford," said Jerry McCourt, TCC Federation of Teachers president at the time of the hearing.

According to Al Bisboix, State President of the Washington Federation of Teachers, "This action was taken in response to

Dixy Lee Ray's target budget which calls for budget cuts so large that our programs would become too thin, narrow and unvaried to be able to serve the educational needs of our adult citizens.

The Operational Council is now in the process of costing out this base educational instruction program, the possible "bare bones" of the future of state higher education.

The Love Boat Syndrome

By Mara Morgen

Are you all familiar with the TV series, "The Love Boat"? If not, I'll briefly sum up the re-occurring plots: Lonely boy meets lonely girl (or vice versa), and they fall in love during a few sun-filled days on a cruise ship. They leave directly from the dock for the marriage altar, and live happily ever after. An alternate plot is, of course, the troubled marriage which is miraculously patched together, cemented throughout time.

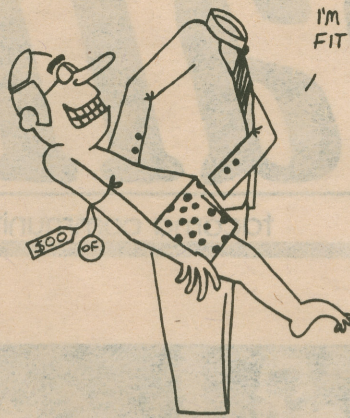
My question is this: Why is it mandatory for everyone who leaves the Love Boat to be one of a pair? This show points up the prevailing attitude in America that in order to be happy, you must have a spouse, or at least a permanent relationship with a member of the opposite sex. Obviously, the advertising industry exploits this to the fullest — but that's another story altogether.

The point is this: In our frantic quest for THE RELATIONSHIP, we shut ourselves off from so many nourishing, albeit non-romantic involvements. The warmth and support a person used to get from a family member - mom and dad, cousins, aunts and

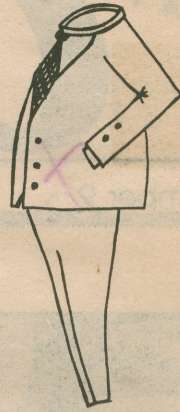
uncles - often are not available these days. Families are scattered all across the nation. We can develop friendships wherever we are, however. I'm not referring to someone with the status of a "beer-buddy", but a true friend with whom we share respect, warmth, and who will listen to our problems. Sometimes just having someone listen makes that problem easier to handle.

If a friend, however, is only considered someone to keep company with until Mr. or Ms. "Right" comes along, you're cheating yourself. And if all your emotional energy is invested in a "mate" — what pressure to put on another human being — to be your friend, lover, confidant, comforter, buddy . . . No wonder so many marriages fail, we expect too much of them.

Spread the wealth around. Value and respect your non-romantic relationships as well as your romantic ones. I'd love to see "The Love Boat" viewed with the same attitude as we have for the old re-runs of "Leave It To Beaver": Cute, but life's not really like that, and who'd want it to be?



I'M SURE THIS SIZE WILL FIT YOU VERY NICELY SIR-



Letters to the editor

Lack of administration interest apparent

To the editor:

December marked the music department's end-of-quarter concert and the debut of the TCC Chamber Orchestra. From all reports there seems to have been only one member of the TCC administration present, although some personnel and faculty members from TCC, PLU and other area schools were present.

The majority of students naturally feel great satisfaction in performing when their output is matched by the input from attendance to performances. But when the administrators support seems that of apathy, the resultant feelings can be

less than positive.

Going into great detail describing the hours of daily practice involved, the quality of musicianship of faculty and students, the number of scholarship students who chose to attend TCC this year, and the sacrifices everyone makes to present concerts may not make a dent in anyone's conscience. But at least I can say that I'm proud of a fine music department that is apparently making a favorable impression on our community. And maybe I took too much for granted in assuming that the majority of administrators of academic

institutions attend major quarterly functions of their department of music, not only through the enjoyment of music, but out of pride, gratitude and support for all of the people involved.

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The Collegiate

editorials

Draft would solve present volunteer problem

By Rita Fleischmann

One of the most important issues which faces the American public today is that of draft registration. The new draft as it now stands is not an actual draft, but merely the registration for a possible future draft to be used in case of a national emergency. The all-volunteer Army has had its chance: it simply has not worked. Since the inception of the all-volunteer Army in 1971, all branches of the armed forces have been faced with the kind of problems which may only be solvable by a return to the draft system.

The problem most frequently cited is the quality of the volunteers. With the outside job market shrinking, many high school drop outs joined the Army out of sheer desperation; it is these recruits, so many of whom lack basic reading skills, that present the biggest problems. Non-commissioned officers frequently complain that these recruits are more difficult to train, and that once "trained" have a harder time retaining what they have "learned." Training manuals are being re-written with this kind of recruit in mind; some of them have even taken a comic

book format (a famous example is the "comic book" which explained the care and maintenance of the M-16 Rifle). In spite of the fact that the Army no longer recruits high school drop outs, the problem does not appear to be correcting itself. According to Newsweek, armed forces intelligence tests, which have been used since World War II show that 30 percent of all volunteers at this time classify at the lowest acceptable level,

Category IV; in the Army the figure is 46 percent. Of the Army's 16 divisions, six of them were recently rated "not combat ready."

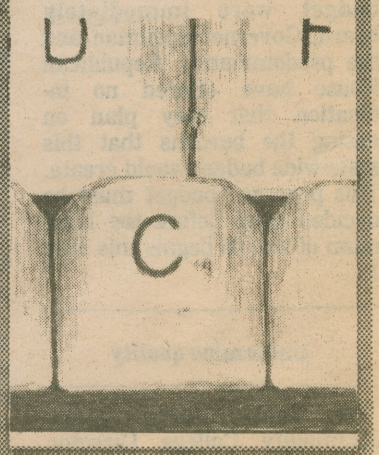
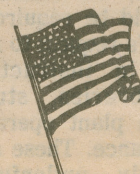
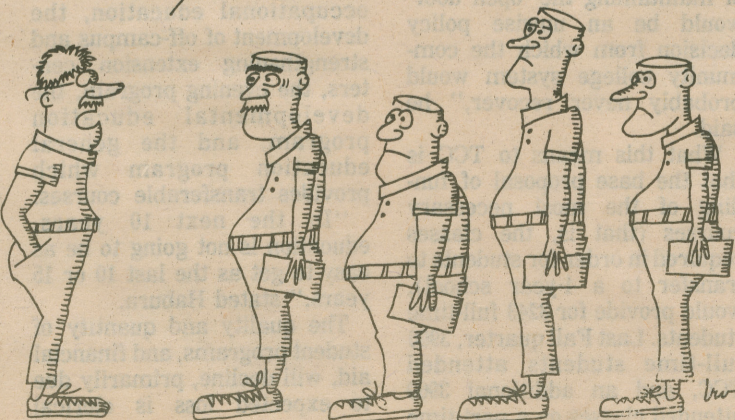
Another problem with the all-volunteer armed forces involves the number of recruits; out of all of the branches of the armed forces, only the Marine Corps reports fulfilling their recruiting quotas, as well as "normal" re-enlistment for trained personnel. During the

last ten years, the Navy has dwindled to half its former size.

This has produced an element of fear among NATO forces in West Germany, which have depreciated to the point that our own military strategists doubt if they can successfully repel the massive armored onslaught of Warsaw Pact troops which stand poised at the borders ready to attack at moments notice.

All too often in this country, people constantly demand their "rights," but want no part of the responsibilities that go with those rights. Our greatest right as Americans is that of freedom. It is not really a question of whether or not you support the draft. Now is the time to think of those rights; ask yourself if they are worth preserving. If your freedom is not worth fighting for, then it must not have meant much to you in the first place.

OUR NEXT HELICOPTER MAINTENANCE LESSON, WILL BE ON CROUCHING WHEN EXITING YOUR CHOPPER!



Morris looks toward tough year



By Mara Morgen

The TCC faculty union has a new leader: Joan Morris, coordinator of the college's nursing program, has been elected President of the TCC Federation of Teachers. Morris has been active in the union since 1972 when she first came to TCC, and served as vice-president two years ago. Since she was a division chairman last year, Morris did not hold a union office, wanting to avoid a conflict of interest.

Morris said she considered taking the position of president for over a month before deciding to run, realizing it would be a tough year, and very time consuming. Although the administration grants one-third release time from campus duties to take care of union business, with contract negotiations coming up on March 1st, many more hours of her own time will be devoted to the task of negotiating mutually agreeable terms between faculty and administration.

"Reduction in Force" (RIF) is another concern of Morris'. This is one way of cutting down the budget, by not replacing faculty and staff members when they resign or are terminated, or else by simply not renewing some contracts. "There are a number of ways for the administration and Board of Trustees to choose to allocate money," says Morris. "RIF'ing is only one way to reduce spending."

The administration had told the union in a meeting before Christmas that all those who are to be "RIF'd" would be notified by January 23rd. That situation has changed, however, and now those whose contracts will not be renewed won't receive notice until the end of winter quarter, March 23rd.

Morris says she expects her three year term to be very busy and very frustrating. She is optimistic, though: "I expect to receive a great deal of help and support from the faculty of the campus. My goal and highest priority, given the situation we're in currently, is to preserve as many faculty positions as possible on campus and to continue to safeguard the faculty's rights."

Other officers elected were vice-president Dale Potter, secretary Marion Miller and Treasurer Leonard Lukin. Past union president Jerry McCourt was selected as faculty union representative on the Pierce County Central Labor Council, as was Vern Hess and Lorraine Stephan.

Operation Outreach - year later

By Henry J. Evenson

The Tacoma Vet Center, one of 90 nationwide, this month celebrates its first anniversary.

If you're a Viet Nam veteran who served between 1964-1975 and are suffering an emotional strain brought on because of Nam, "Operation Outreach" can help you get your life back on track.

Since its conception a year ago, the Tacoma based Vet's Center (located at 3591 South D Street) Outreach program has helped about 500 veterans. The center was specifically established to help veterans who are struggling with delayed stress in a community based

facility that is relaxing in atmosphere and run by a competent staff that is both experienced in the handling and understanding of the troubled vet.

I talked with Pete Synder, one of three rehabilitation counselors about "Operation Outreach." "About 100 veterans are currently being treated for stress, brought on by some traumatic experience during the Viet Nam era," he said. He goes on to say that there have been instances where a vet will experience delayed stress as many as ten years down the road. It can be a scene from a TV show, or a similar traumatic

experience that can cause and trigger delayed stress, and when that happens, one can go berserk.

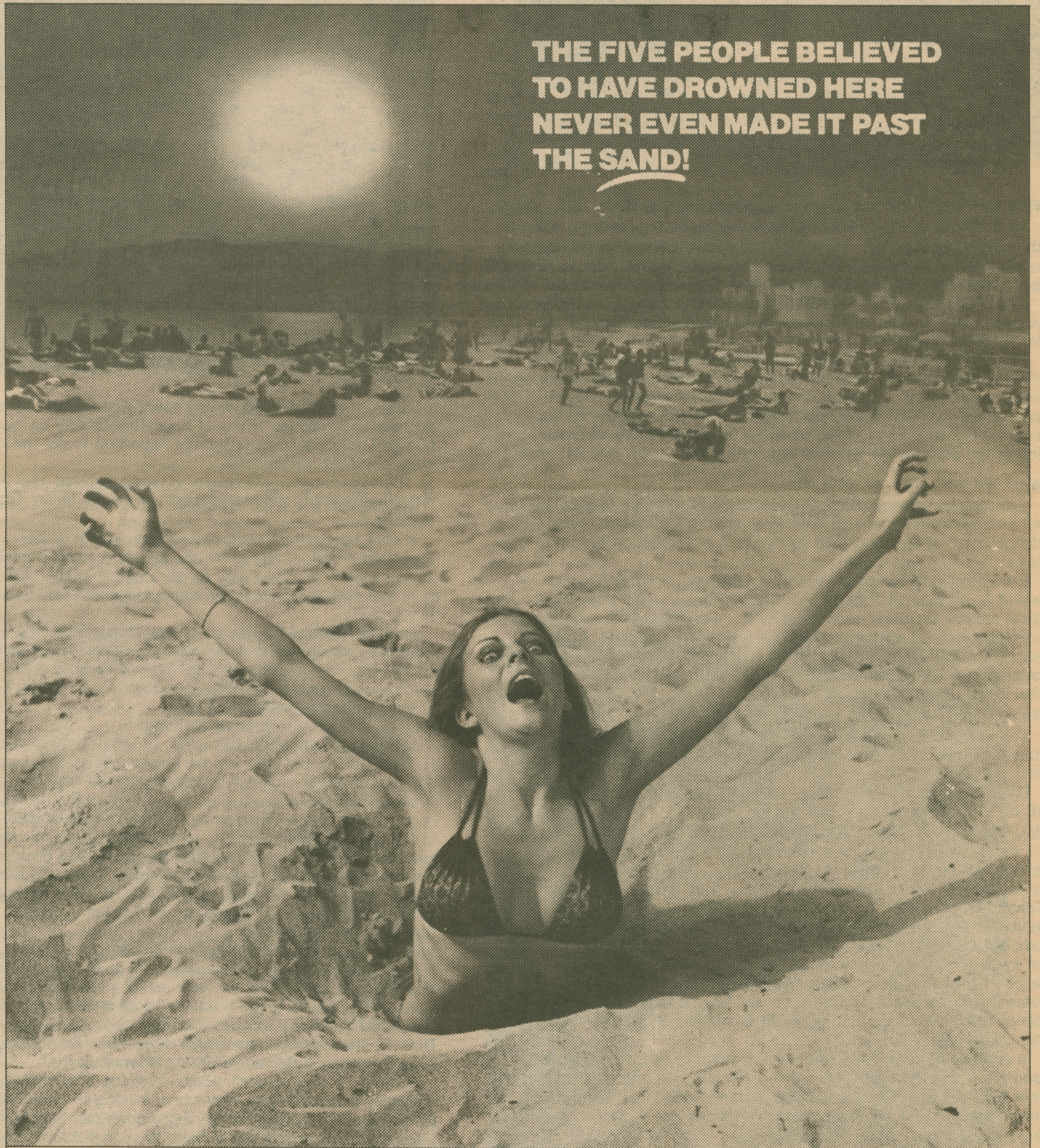
If you're feeling any kind of stress, or maybe just need someone to talk to, you can just walk into the drop-in counseling center. All these services are free to the Viet Nam vet.

The Vet center was established as a 2 to 3 year program, but funding has only been approved through 1981. About future funding for the program, Synder said, "We just don't know, we'll have to wait and see what the new administration is going to do."

There is no doubt that the

center has been a success in its first year of operation. The Tacoma Vet Center is currently constructing a wheelchair ramp for easy access for the disabled, and if you're planning to move east of the mountains you'll be pleased to know that a center has just opened in Spokane. The center is headed by psychologist Don Taylor, Ph. D. Other staffers are Synder, Mike McWatters, and Peggy Taylor. If you need their assistance, you can contact them at 473-0731.

Let's hope the new Reagan administration supports and finances these worthwhile centers. Happy Birthday Operation Outreach!

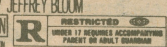


**THE FIVE PEOPLE BELIEVED
TO HAVE DROWNED HERE
NEVER EVEN MADE IT PAST
THE SAND!**

BLOOD BEACH

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Starts Friday, January 23 at a theatre near you.

Portrait of an artist: Wm. Arthur Phillips, painter, actor, teacher



Sean Hummel photo

When and where did you begin your education in art?

Well, I majored in art as far back as junior high school. All through junior high school and high school I took lots of art. I had realized even at that time that I was very serious about art. And I had planned to continue my studies after high school, which I did.

After high school, I went to a school in Los Angeles to study commercial art. After that I worked in the field of Commercial Art for three years.

Working at commercial art, I worked for an insurance company. They said they would keep me as long as I was satisfied being a commercial artist. I wanted to advance in the company and advancement in an insurance company means becoming an executive. I would have to focus on the insurance angle of it and follow the same route as other employees.

What did you do as an insurance artist?

I did charts, window displays, you name it. I was able to develop all sorts of commercial arts skills like lettering and layout. I would design advertising brochures for them. I even did a Christmas insurance form for them.

It was enjoyable. But each year as vacation time came around I would get two weeks of vacation. I thought this is no fun - I wanted three months vacation. And I thought that wouldn't teaching be the perfect thing. I always had kind of a feeling for teaching. It was something I wanted to do. I enjoy instructing other people and helping them. So I thought, why not? So we laid aside some funds, then I quit and began going to college.

To study teaching?

To study teaching, I took my first two years at City College in Los Angeles which is similar to TCC. A person could get full credit for the classes taken.

I then entered UCLA as a junior. I was, of course, majoring in art all the way through.

How old were you when you decided to change careers?

I was 24, which was 6 years after I graduated from high school; three years in the commercial art school and three years working in insurance. I graduated from UCLA and came up to the University of Washington to do my graduate work because I wanted to get my credentials up here. I decided I wanted to live up here because it is so beautiful and green and Los Angeles is such a rat race. People tearing around, the pressures and the pace of people. I also wanted to build a home and where can you build a home in Los Angeles? To find a vacant lot you have to go forty miles out of town. Commuting would have been a problem. So I thought to heck with that.

In addition to my formal education, my structured education, I used what I had obtained by going to art exhibits as a youngster. I went continuously. It's hard to estimate how much you learn from going to an art exhibit and studying what you see there.

Were the shows amateur or professional?

At that time I'm not sure that I made that separation in my mind. Certainly I saw a lot of professional work. I did go to art schools and saw their art exhibits. I went to Shenards School of Art, the Otis School of Art, the Lucit School of Art, and the famous Art Center in Los Angeles. I always visited the changing exhibits at the Los Angeles County Museum.

When you eventually arrived in Washington and finished your U of W studies where did you start teaching?

My first teaching assignment was at the Meany Junior High School in Seattle where I taught English and history. No art at all.

Well, I needed to start work. I wanted to get my foot in the door and that was the way they put it to me. They said we don't have an opening in art right at the moment, but teach these classes as a means of getting in on the teaching staff.

They hired me because my teaching credentials were so broad. They looked good on paper. In the event an opening should occur in the art department they could put me in it, so they put me in this situation.

There's a popular fallacy that if you're a teacher you can teach

anything, I cannot agree with this. In order to teach any specific area you should be schooled in that field. I feel everyone should be a specialist in his specific area. I know that in teaching other subject matter I have made mistakes.

In finishing my teaching in Seattle I was offered a position at McCarver Junior High School. In addition to being the art teacher there, I taught some geography and wound up telling the kids some erroneous things since my knowledge in geography is not what it should be.

I told them in winter it is colder in the northern hemisphere, because the sun is farther away, which is incorrect because it strikes it at a different slant. Things like that.

I coached the McCarver football team. But the enrollment was not that large. We only had 21 kids turn out for football and since you need 22 to scrimmage, we had to go with the 21.

I remember the time I came to class with a black eye that I received while coaching. The kids enjoyed that. I believe you left McCarver for...Stadium?

Yes, the opportunity came for teaching high school at Stadium. The art supervisor for Tacoma schools asked me if I wanted the Stadium job. Now most junior high school teachers jump at this kind of an opportunity, yet I was happy at McCarver. After being at McCarver for several years, I decided that teaching high school might be a little more relaxing.

Was it the younger students, a less mature age group that made you feel a move was necessary?

Not necessarily. But at that age level you do get a certain percentage of students who are there for the purpose of causing mischief.

I had also developed high blood pressure. I applied for insurance, because I was about the age where young married people do get life insurance and was denied temporarily this insurance because of high blood pressure that I had never had before.

At Stadium was it straight art?

Straight art all the way through, and again involved myself in sports this time as the tennis coach. I also became the head of the art department. Well, I was the only art teacher there at that time so...

I also enjoyed working with a more mature type of mind. My approach to teaching is one of appealing largely to the intellect though I do consider it extremely important to get the emotional response from my students.

Is there a larger percentage of students you can reach intellectually when comparing high school to junior high school students?

It's not a percentage of students so much, as it is the way one can approach people at the more mature, high school level. For instance, I enjoy working with totally mature adults very much. I think the older the student the more enjoyable I find to work with that student.

Some people like to take the young minds believing they're so open but I would say that the older the student, the better I can speak to the person and be best understood because of the wealth of background from which they can draw. It makes a better environment to give instruction.

How long did you remain at Stadium?

At Stadium from about 1952 to '57. In 1957 I was wandering down the hall one day and I ran into the vice-principal. We began talking and the subject of exchange teaching came up, which is something I had always wanted to do, and when I learned that a situation had come up at Stadium with a partner school, The Humboldt-Gymnasium in Duesseldorf, Germany. The instructor who had planned to go, could not because the Fulbright Commission had decided against sending the person. He asked if I would be definitely interested. I said I would have to consult with my wife. He gave me one night to talk it over with Mrs. Phillips, so we decided overnight, just like that, that we would do it.

Why did Germany interest both you and your family?

I had studied College German and kept up on it by corresponding to a German family that we were sending relief packages to. We were sort of linked to the country. So we were off to Germany. I taught for one full year. I taught English in the German School. How did you feel about teaching a subject like English in a foreign country with a major and primary interest in art?

Actually I was excited about teaching English to German students, because it was a means of having communication with foreign people. This to me is very important, the comparing of ideas. I've always felt that if there is a subject that is equally as important as art, that English is that subject. Our means of communication are so important. Human relations are vital. For our very survival they have to be.

How were you received by your German students?

Very well indeed. We were most graciously received by the German community. In the school we became friends with many teachers on the German staff. We were invited into their homes; we were invited into the homes of the students.

We lived in the small village Angermund, which is a half hour drive out of Duesseldorf. We were the only family in the village that spoke English.

How did your family accept Germany and the drastic cultural shift?

They lead a normal and enjoyable life. There were hardships - being dumb foreigners means you are always going to run into difficulties. For example, the dental care for the children was not as good that year as it could have been. There was a dentist in the small village, but his methods and equipment were not as good as we were used to.

By John Ellison

It would be an interview with my past.

Seven years ago I arranged to meet a friend along 67th street where I would give him a lift to Cheney Stadium to take in an evening double-header. I hate baseball, but the tickets were free, so I thought I might as well go, if for no other reason than filling a dull evening. My friend was one of those fans of baseball who actually cared who stood where, out in all that grass and neatly piled sand, so I took him along as an interpreter. I arranged to meet him off of 67th because I would not have been able to find his address. That is what he said.

He told me to drive down 67th to a place where trail bikes and rain and who knows what else had ripped bare an entire hill. He said the hill was just down the street from some painter's house. The painter's name was William Arthur Phillips, he thought. He wasn't sure and didn't care.

Over seven years ago I first heard this man's name. My life moved on through the system of school and activity that eventually drew in art as a major theme and source of interest. After reaching Wilson High School, I worked at my art reaching for one instructor's class that was reported to be the best, William Arthur Phillips. His name began to mean more than a directional aid.

In his class I tried some of the most unusual and creative projects I had ever attempted in an art class. I designed sculpture and worked with graphic art and felt a progress never before experienced. It was a Phillips progress. He never said something would not work, would cost too much or would take too much time. My work progressed and only slowed down when I neglected it.

Just last quarter at TCC, I went as a reviewer for the Challenge to Harry Segal's Heaven Can Wait at Tacoma Little Theater in which Phillips played a leading role. I was fascinated. Here was the man I had known and respected, for years, now on stage. The person I went with was fascinated with my fascination in seeing Phillips. The man saved the play. I sat remembering all the projects he had encouraged me to work on. I remembered his classroom on the second floor that looked out over the school campus that had been his since the school was built. I remembered friends and artists I had known and their work I had respected. I even remembered when I didn't make progress. I remembered.

After the show I waited in the lobby of the theater to talk to the man I had studied under and who I had risen to an incredible prominence in my memory. He extended an invitation to his studio and I said, without hesitation, yes.

At his home we spoke of his past and his art and I think I began to understand more fully the actual meaning of art. I began with his beginning, his educational background. I ended light years beyond.

You lived in Germany for one year. What brought you back to Tacoma?

While I was there Erma Payne, the supervisor for the Tacoma schools wrote me and said they're building a new high school, Woodrow Wilson High School, and would you be interested in moving back to Tacoma to assume the position of Head of the Art Department there. So we thought it over and largely on the basis of its nearness to our home in the states I decided to take the job.

So I returned and became Head of the Art Department at Wilson High School as it opened its doors in the Fall of 1959.

You recently appeared as Mr. Jordan in Harry Seagall's Heaven Can Wait at the Tacoma Little Theater. Why did you take on the extra work of the theater?

I have, as I said, been very active in music for years. So the first times, I appeared on stage were in musicals. I was in Boris Gutorov in Los Angeles as part of the chorus, and when I first moved to Tacoma I heard of auditions at T.L.T. for the Merry Widow, a musical by Franz Lehart. So I tried out and got the opportunity to sing one of the leads. I appeared in a number of T.L.T. productions and finally did some directing. I directed such works as Carousel, Oklahoma, The Rid Mill.

For the Asbury players, a group formed from the Asbury Methodist Church, I appeared in such stage productions as "The Man Who Came To Dinner, Harvey, and a number of other straight dramas. So that led up to Heaven Can Wait.

There are those people who look at art with four words and one question mark in mind; what does it mean? So for those people, and please forgive such a ridiculous question, what does your painting mean?

Aha, the question what does it mean or I do or don't understand it in my philosophy are without meaning. The questions themselves. This is because I feel that the basic response to a piece of visual art such as a painting or a piece of sculpture is a sensory response and not an intellectual response.

If I look at a beautifully formed vase, which is certainly a piece of fine art, this piece of ceramic skill and creation does not really have meaning or it does not have to be understood. You simply look at it, you pick it up and turn it around, you observe its colors, its dimensions, etc., and you let yourself respond to it in a sensual manner.

This does not rule out the possibility that in addition to its basic art forms that a work of art can intellectually have much meaning such as a social statement.



Sean Hummel photo

When I make a painting it is usually the result of a visual experience that I have had which to me is an extremely satisfying visual experience or is exciting. My basic concept in a painting is the most important thing in a work of art. My concept in a painting must somehow capture the essence of my visual experience.

In the development of a work of art the concept undergoes a great deal of change before the work is finally completed. What causes that change? Is it a definite cognitive process or is it a physical limitation?

It's both of these. Let's say you have your concept. You begin manipulating your materials to bring them into harmony with your concept. During the working process things happen that are not planned. Things that both surprise and humble the painter because they say yes you had something in mind, but I'm taking a slightly better route. The artist has to be very sensitive to what's happening. So it becomes a compromise between ones original concept and what the medium itself wants to do.

Many artists, at least I hope not too many, but many artists, particularly students will have the original concept and something else will happen which may be better than what the student wants but the student wants to earn everything himself, he doesn't want any happy accidents, so he beats it back into shape and in many cases refuses to accept what the medium so graciously offers him. So what kind of flexibility does an artist need?

I would call it less an intellectual flexibility as it being an extreme sensitivity to art esthetically. It's a responding to art with all of your senses to what is there. To me this is the really big job of the artist while he is working. That is, to be sensitive and go along with it.

What about the discarded concept?

We won't call it the discarded concept because the skill of the artist as he begins his development of the art object is aimed at the original concept and a large percentage of the finished product will speak very definitely of that original concept.

So within the creator there are internal factors that cannot be accurately defined that shape the creation and pass on to the work, the artist's imprint that denotes aesthetic value.

Yes, it's this response to what's happening in that art piece under production, the intuition, that creates art. Brush strokes cannot be traced to past teachers. One cannot ask where the artist came up with it because the artist doesn't know.

What is the most destructive attitude an artist can have, especially the student?

The most destructive attitude is the preoccupation with something other than the students objective. A person can be too preoccupied with selling, with the monetary rewards. He might say I've done a painting which sells well and I can turn them out and make a mint. To heck with further development. To heck with trying new things and new subject matter.

A person can be too preoccupied with a display of draftsmanship. The artist will include as much tiny parsimony detail which could lead to the ruination of the artwork.

Have you ever allied yourself with any particular school of thought such as Cubism or Impressionism, etc?

You mean to put myself in a category? I have tried to avoid this. Not that an artist need avoid it. I think many artists feel strongly

motivated to move into a specific area.

The reason I have avoided this is not that I feel it is harmful but I felt there might be some drawback in being an instructor and being in a category of some kind. As a teacher I wanted to be considered as broad in my interests as possible. So my students could say that my interests are Mr. Phillips' and so on.

You then had to be free of any prejudices involving art theory.

Yes. My only prejudices, and it is a very definite one, is that in reference to art it can by any approach the person wants but I strongly oppose non-achievement. There must be a satisfying of the minimal demands of a work of art. It must be well designed. It must have a good design by universal standards. Not those standards based on personal restriction or by my preference.

Who is the artist?

The artist is the individual who organizes the materials of our environment for human consumption so that humanity consuming the product can share the aesthetic experience of that individual.

This definition is not limited to the painter, the sculptor, but to the person using any of the materials of our environment, food for example. A great chef is indeed an artist.

What does the artist look for in terms of philisophic outlook on art that will keep his or her art moving forward and continually growing? What has kept your work growing?

There's not a steady development in strength and quality over a period of time. If this were true you would expect painting number one to be stronger than painting number two, painting number three stronger than number two, etc. This is not the case. As a person paints he or she will find highpoints.

There is a gradual strengthening of one's skills and sensitivity. Many artists feeling the need for this development will force it on themselves, whether they aesthetically desire it or not, to meet public expectations; a change just so someone will recognize a development. This would merely be superficial if not motivated sincerely. The artist needs to be his own person.

Degas said of his growing old and losing his total capabilities in art, "I stored up all of plans in a cupboard and always carried the key on me. I have lost that key." How do you feel about art and aging? Was Degas right in his despair?

To me this (retirement) has been a beautiful situation in that the older I have become the greater my skills have become. Never has the situation been more conducive to production. I can paint as much as I want. I am painting more now than I ever have.

If Degas, great artist as he was, one of my heroes, was crushed because of some expectation or goal that was non-achievable, I'd say this is unfortunate. He became a giant in the world of painting and if anyone should have been happy with their life contribution it would be Degas. I can't comprehend any dissatisfaction from him.

I think the thing we must do is produce, take joy in producing, strive for growth and greater sensitivity and work day to day and try to enjoy it to the utmost.



Sean Hummel photo

'Little Foxes' TAG's latest hit worth seeing.

By John Ellison

When someone asks what's in the Tacoma theaters lately that's worth seeing and worth paying to see, I immediately say TAG. Reflexively I say TAG. Like some PR man I quickly reel off their quality and perfection record of the theater and their current offering, as if I were being paid. But I believe I am telling them the truth. Approximately every other month TAG has a hit, with January being no exception. This time it's Lillian Hellman's "The Little Foxes." So please bear with me because I think I'm at it again.

The Little Foxes is set in the year 1900 in the South and involves the power struggles from outside and within the Hubbard family. There are battles between the sexes, conflicts with tradition and challenges to the changing America and automation of society. A powerful presentation at TAG.

A powerful challenger to the male dominated Hubbard empire is the fiery Regina played by Maureen Kilmurry. She plots her success and financial security with a cold detachment that reaches into the audience. Kilmurry makes the play powerful and very real.

Regina's challenger and chief competitor is Benjamin Hubbard played by Lee Corrigan. Benjamin is the old guard

Southern gentleman who must roll with the new challenge and still turn a profit.

Birdie Hubbard the shattered, unhappy stereotypical Southern lady is played by Zoanne LeRoy. Her role seems to reach the farthest to the audience. Her tragic existence and destroyed happiness reach into our lives under the direction of Hellman's pen.

More strengths of character and will are delivered by Bill Terkuile as Horace, Regina's ailing husband. John Oscar is Oscar Hubbard, one of the old guard family men who yields to the power clash between Regina and Benjamin.

The Little Foxes is a most enjoyable production. Under the direction of William Becuar the play seems incredibly well presented. Theater in Tacoma has never been so creative. But then the theater offering such fare is TAG.

And what can one expect from a season of quality plays like Bus Stop and A Man For All Seasons? TAG spares no attention to the smallest of detail as their second season rolls on.

Again, I do apologize for singing the same old song every other month. But then isn't it about time that Tacoma received a little of what Seattle has grown so used to having? Personally, I can hardly wait for February.



Keith Bauer Photo

Lee Corrigan and Maureen Kilmurry in "The Little Foxes" at TAG

Russian folk music at UPS

An evening of traditional Russian music complete with authentic instruments and costumes was performed Tuesday, Jan. 13 in the UPS Fieldhouse by the Odessa Balalaikas.

The group of five Los Angeles-based musicians was presented

folk, gypsy, cabaret and contemporary music performed on many sizes of the balalaika, a Russian folk instrument, described by one writer as "resembling a triangular shovel with a long neck." The performance is complete with costumes and commentary images drawn from the Russian

cultural landscape.

The Odessa Balalaikas have performed throughout the country and are regarded by many as one of the nation's finest Russian folk groups.

The concert was jointly sponsored by TCC Associated Students and the University of Puget Sound Cultural Events Committee.



Keith Bauer photo

Zoanne LeRoy is "Birdie" in "The Little Foxes" at TAG



ATTENTION TUTORS!!

This is an important message concerning your payments for this quarter. If you tutored last quarter and will tutor again this quarter, please come to the tutorial center, Building 8, Room 9 and reapply. Thank you.

Are you a poet?

Are you a photographer?

If you are and have work that you would like published, mail it or bring it to the Challenge office, Bldg. 7, room 17 for consideration.

Let your talent be seen and read.

Please include SASE if you wish your work returned.

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Darwin Gross

To snow or not to...

By Howard Harnett

The Winter Sports Club, being in its 11th year of operation, is presently faced with one of its worst dilemmas: very little snow. Consequently, out of 52 people who signed up for the club only 32 people attended the meetings. This is an improvement over the 10 members that belonged last year.

The clubs' first trip this quarter will be Friday, Jan. 16. Eight members will be going to Bachelor Mountain in Oregon for the weekend. Other activities planned for this year are an ice skating party in February and another ski trip during the Spring break.



Ever since 1969, when former Student Activities Coordinator, Paula Pascoe asked Bill Muse to take over the skiing activities, Muse has been the advisor of the Winter Sports Club. According to him, the primary interest of the club is to promote interest of skiing and

other outdoor winter recreation.

Any student interested in attending one of the club's meetings should contact either President Cheryl Fowlkes, Vice President, Andy Ninen, or Bill Muse in Bldg. 12-7. Or just drop in on one of the meetings at 1:30 p.m. Wednesday in Bldg. 14-3.

Teams

Last week...Basketball

Jan 7 - WOMEN vs. Everett: lose 60-64 (O.T.)

Jan. 7 - MEN vs. Everett: lose 84-93

Jan. 9 - WOMEN vs. Seattle Swishers: WIN (no score)

Jan. 10 - MEN vs. PLU JV's: lose (no score)

This week...

Wed. Jan. 14 - WOMEN VS. Skagit Valley 6:00 HERE

Wed. Jan. 14 - MEN vs. Skagit Valley 8:00 HERE

Sat. Jan. 17 - WOMEN vs. Ft. Steilacoom 6:00 There

Sat. Jan. 17 - MEN vs. Ft. Steilacoom 8:00 There

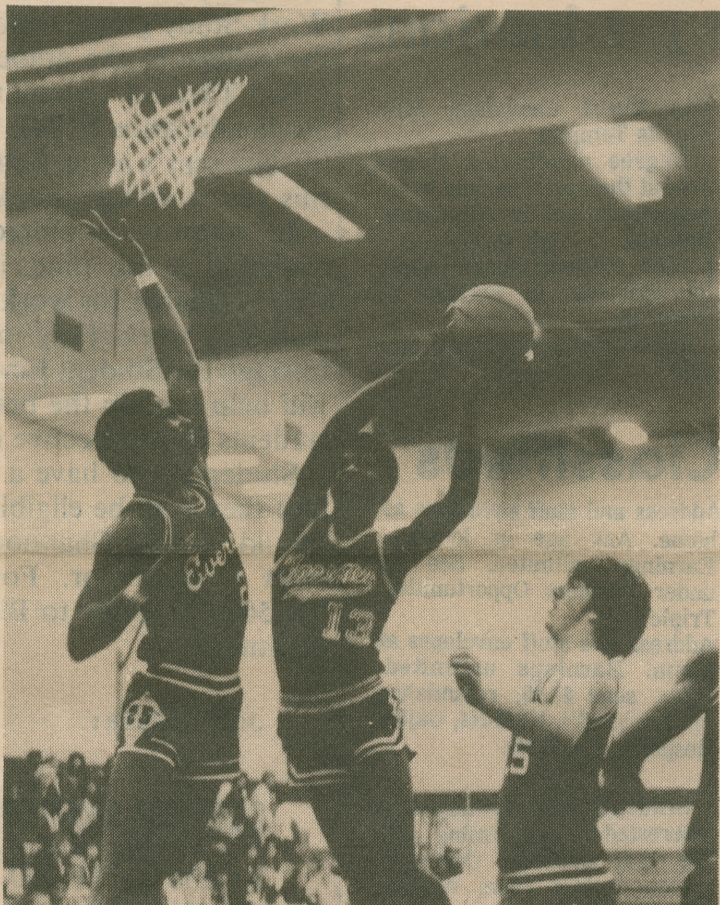
Men's basketball:

By Sharon Molnes

Men's basketball coach, Dennis Stray, says "the team is exciting to watch. The men work hard and play with a lot of intensity."

The team is fast-paced, and lead Edmonds (undefeated in league play) by three points at half time in a recent game.

Stray says "Daryl Logue, post, Greg Henley, post, and



Dale West photo

Chris Hicks, guard, are playing very well and play good team ball."

The team's main difficulty is in the late stages of the game when concentration and teamwork break down. The team is small and has trouble with defense against taller

opponents. Stray is pleased with defense and rebounding improvement throughout the season. Although the team is playing well, they are not winning and had a better record last year.

Stray feels the team has the ability to win and would like to encourage student attendance.

Women's basketball:

Learning to play together



Dale West photo

By Sharon Molnes

The women's basketball team is competitive with a strong desire to win. Coach Hezzie Baines says "they are a super bunch of girls and are all eager to learn."

The women want to play basketball and Baines feels by the fifth or sixth game they should be able to beat any team in the league.

The team's record is 0-2. Baines says "they gave the games away with little mistakes because they are not used to playing together. When the chemistry is there they are going to make it!" Joanne Glen, forward, is the only returning player from last year. Roberta Jones, center, the outstanding player at the Everett game, never played High School ball.

The team is short but has a lot of speed. At present, they are trying to recruit taller players.

Baines feels the team is the

first TCC women's team to be competitive. There is more enthusiasm for the team and spectators are coming back. Baines says "the guys have stopped laughing!"

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TCC's 'winningest' team

By V. Church

On the basis of last year's records, TCC produced two teams with winning seasons (in addition to the cross country and track teams, who don't keep the same kind of win-loss records). One was women's tennis. The other was a sport many students aren't even aware that we participate in: golf.

Little has been said or written about the golf team; quite shocking when you realize that it is absolutely the winningest team this school has ever had. The team and its coach, Bob Dezell, have been here as long as the school — 15 years. In all of those years, not once has the team turned in a losing season. Their winning record, including three undefeated seasons, has

been compiled against such competition as the University of Washington, Western Washington, and PLU. UPS, another four-year college, has never beaten a TCC golf team.

Last year's record was 12-4, not considered particularly good by Coach Dezell; however, he has three returning players: Steve Walls, Matt Duffy, and Chris Frey, last year's top man.

The season begins officially March 2, the first day of tryouts. Qualifying consists of five rounds at five different courses. The team will carry six players. If you are interested in trying out, and have a low handicap, contact Coach Dezell or one of his players. He can be reached in Bldg. 12, room 5, between 10:00 and 12:00 before March 2. Phone 756-5060.

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All jobs listed on 24 hr line. Please call: 593-2682. All Service is Free.

***** PULLED 140 TONS *****

On November 8, 1978, "Hercules" John Massis of Oostakker, Belgium pulled three railroad cars which weighed 140 tons with a bit in his teeth according to the Guinness Book of World Records.

Scholarships applications now available

By Kelly Dietz

There are a number of scholarships available to students in Health and Home Economics programs.

Scholarships for the 1981-82 school year are being awarded to students in Nursing, Medicine, Audiology, Speech Pathology, Physical Therapy, Occupational Therapy, or Medical Social Work, by the Pierce County Chapter of the March of Dimes.

The application deadline for these scholarships is March 15, 1981.

Ten \$500 scholarships will be awarded for the 1981-82 school year by the Auxiliary of Group

Health Cooperative of Puget Sound

Applications will be accepted by the Auxiliary until February 12, 1981. Applicants must be a resident of Washington state, have satisfactory scholastic standing, be in need of financial assistance, and agree to enroll in an accredited school in Washington.

Those applying for the scholarships may enroll or be enrolled in programs or similar studies relating to the medical field.

Applications are available from Mrs. Lloyd Winther, Group Health Auxiliary Scholarship Chairman, 2105 96th Place SE, Everett,

Washington 98204. The phone number is (206) 337-3755. Winners will be chosen in March and notified in April.

The Tacoma Food Service Association is once again offering a \$150 scholarship to a financially needy student majoring in Home Economics or a related field.

Students wishing to apply for the scholarship for the 1981-82 school year must have a minimum 2.0 Grade Point Average. Deadline for the application is February 28, 1981. See the receptionist in the Financial Aid Office in Bldg. 2A for applications and information.

Financial Aid applications

Student Financial Aid Applications for the 1981-82 academic year are now available in the Financial Aid Office, Bldg. 2A. These applications will cover the Summer Quarter 1981, Fall Quarter 1981, Winter Quarter 1982, and Spring Quarter 1982.

To receive the most financial aid possible, it is imperative that your aid applications be mailed by February 28, 1981.

If you have questions call 756-5080 or go directly to the Financial Aid Office, Bldg. 2A.

Part-time jobs

Students seeking part-time employment should apply now at the Financial Aid Office. A number of work-study jobs are currently available for students off-campus.

These jobs are the result of a supplemental State Work-Study grant, which was recently awarded to the college in the amount of \$32,080. This grant raised Tacoma Community College's State Work-Study allocation to \$41,160. This is more than double last year's allocation and more than four times this year's initial allocation.

In addition to employment positions that are available at this time, it is possible for a student who is eligible for work-study to find his/her own part-time work-study job. A brochure is available through the Student Employment Coordinator that will help explain the benefits of hiring work-study students to prospective employers.

Students who have a work-study award, or feel that they may be eligible for a work-study award, should contact Shannon Dunn, Student Employment Coordinator. For more information, call 756-5080 or come to Bldg. 2A to schedule an appointment.

JOB CORNER:

COMPUTER PROGRAMMER

Full time; 8 a.m. to 5 p.m.
\$1,200 to \$1,400 per month
Job #40-262

CONCESSION STAND CLERK

Sunday, Monday, and Wednesday
\$3.35 per hour
Job #30-274

FREE LANCE PHOTOGRAPHER

(Need 35 mm camera)
Hours and pay to be arranged
Job #50-275

FOR INFORMATION: EXT 5080

Jan. 23 deadline for Winter graduations

All Winter quarter graduates must file applications for graduation by Friday, January 23.

Associate degree candidates may pick up application forms in the Admissions and Records Office, the Counseling Center, or from their advisers. Graduating students are asked to review their records with the

TCC catalog and their adviser to determine if they have met all requirements for the degree they are requesting. Transfer students must have all transcripts from other colleges on file in the Admissions and Records Office. Students requesting a waiver of physical education requirements must have the approval of the P.E.

Department Chairman, Mrs. Phyllis Templin.

Degree candidates should submit their applications to the Admissions and Records Office, Building 2. High School completion students should apply for diplomas in Building 7, Room 15.

Do not miss this important date.

Former TCC Allied Health chair holds nation wide position

Carolyn Anderson, coordinator of the TCC Medical Records Technician program since 1972, has been appointed Academic Director of the American Medical Records Association in Chicago.

In the new position, Carolyn will supervise the division responsible for accreditation of nearly 150 medical records programs nationwide at two and four-year colleges and universities.

A native of Chicago, Carolyn

has been TCC's Allied Health Division Chairman since 1976. She recently completed her doctoral course work in higher education administration at the University of Washington.

Carolyn has been associated with the national Medical Records Association since 1970 and two years ago she completed at TCC a competency based program for Medical Records Technicians, now used as a model throughout the country.

Classifieds

Address and stuff envelopes at home. Any age or location. Earnings unlimited. See ad under Business Opportunities. Triple "S".

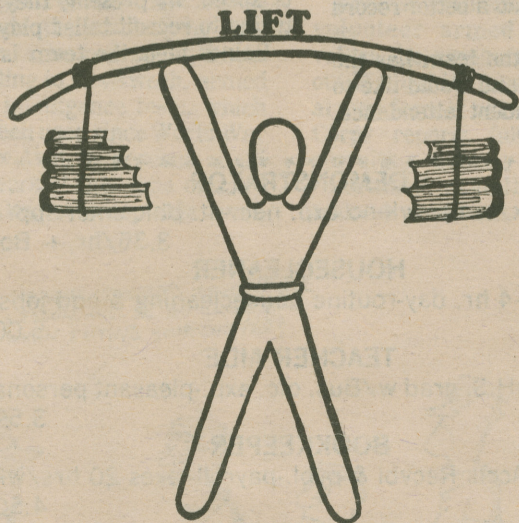
Address and stuff envelopes at home. Earnings unlimited. Offer, send \$1.00, refundable, to: Triple "S", 16243-H4, Cajon, Hesperia, CA 92345.

Students and townspeople interested in performing with the TCC Chamber Orchestra please contact Dave Whisner (756-5060 or Bldg. 5).

STAY IN SCHOOL!

LIFT is designed to provide an alternative learning experience for students who are thinking of dropping out but don't have to.

In addition to offering credits which may salvage veteran's benefits or financial aid, LIFT will help students develop in the five following areas:



Learning is fun too!

1. Building a positive self image.
2. Relating assertively with others.
3. Clarifying values.
4. Making Decisions.
5. Setting Goals.

2 credit workshop that provides experience in learning and skill development.

Dates/Time: January 26 - March 20; 2 hours a week.

Place: Counseling Center Bldg. 7

Newspaper class begins

The Tacoma News Tribune's course by newspaper series continues this winter with "The Nation's Health," a 15-week series beginning January 18.

The course, offered in cooperation with TCC, surveys key health care issues including fighting diseases, the cost of medical care, modern medicine, genetic engineering, the aging process and the content of food and drugs.

The articles will be supplemented by four television programs entitled "You and Your Health," beginning Jan. 11 on KSTW-TV, Channel 11. The remaining programs will be

shown on second Sunday of each month at 9 p.m.

The course by newspaper is also offered for college credit by Fort Steilacoom and Green River Community Colleges, Pacific Lutheran University, Seattle Pacific University and The Evergreen State College.

The newspaper course will also be supplemented by four one-hour video tapes and four one-half hour audio tapes available for viewing and listening at the TCC library. The audio tapes will also be available over the Tenzler Library telephone system. For more information call Ron Magden at ext. 5049.