

President's Report

Tacoma Community College

1969-70

A report to
The State Board for Community College Education
about
TACOMA COMMUNITY COLLEGE
1969-70

Compiled by Thornton M. Ford, President,

for

The Board of Trustees
of
Community College District 22

John Binns
Robert Yamashita
Dr. Dewey H. Tuggle Jr.
Charles L. Edmunds
Donald E. Anderson

Obituary

The academic year 1969-70 died last June, having outlived its usefulness.

Like all years, it was marked by accomplishment and controversy.

It is survived by solid achievements and unfulfilled dreams.

It is mourned by few at Tacoma Community College, for we are mindful of the past but more interested in the future.

Trustees

The Community College by the nature of its purposes should relate to its local community and be governed by a local board or, at least, have a local advisory board.

-- Carnegie Commission on the
Future of Higher Education

Amidst confusing and conflicting demands, six Tacoma citizens established policies to govern Tacoma Community College.

John Binns, an attorney, became chairman in May 1970. Binns, whose career of public service included terms on the Tacoma School Board and the Washington State University Board of Regents, was first appointed to the TCC Board in 1967. He was active in the founding of the TCC Friends of the Library. Binns accepted the chairmanship with a pledge to maintain the open-door policy and keep in close touch with the administration, faculty and students.

Robert Yamashita, appointed to the Board September 15, 1969, was elected vice chairman. He is director of the Tacoma Community House.

Donald E. Anderson, a Weyerhaeuser Company executive and former associate engineering professor at Oregon State University, was appointed to a five-year term on April 7, 1970. He succeeded Mrs. Maxine Myers, who was chairman of the Board during most of the 1969-70 year. The Board granted Mrs. Myers a certificate "in deep appreciation of the three years of vigorous leadership that she gave to the college."

Dr. Dewey H. Tuggle Jr., a Tacoma dentist, and Charles L. Edmunds, an official of the Retail Clerks Union, round out the board.

Crises

From a perspective of not yet a year, it is nonetheless clear that American colleges and universities in the Spring of 1970 experienced, and survived, an upheaval of probably unprecedented breadth and intensity.

-- Cambodia, Kent, Jackson and the Campus Aftermath,
by Richard E. Paterson for the Carnegie Commission
on Higher Education.

"Conflict is no longer something that happens to someone else." This was one of the statements heard at the first faculty meeting of the 1969-70 year. It accurately portended the year ahead.

At the time the words were spoken, a full-blown economic crisis had already developed. Bids for \$22 million worth of community college construction bonds came in at a record high 7.4 per cent. Included in the amount was \$1.2 million in capital projects for TCC: (1) science building addition, (2) maintenance building, (3) faculty building, (4) library mezzanine and electronic equipment and (5) landscaping. The suspense began to build concerning TCC's five capital projects.

Subsequent bidding resulted in a lower interest rate. But then another economic obstacle emerged -- inflation. In compliance with President Nixon's anti-inflationary policies, the State of Washington decided to defer state-financed construction. On October 7, 1969, community colleges were told that all but the highest priority construction would be delayed until July 1, 1970.

And so construction on the needed structures was delayed. Bids on the faculty building were awarded in March, library remodeling in May, and the science and maintenance buildings in July, 1970. An additional delay resulted with the faculty building when bids came in \$20,000 high and items like wall clocks had to be deleted to bring the price down.

Revenue Sources

	<u>1968-69</u>	<u>Per Cent</u>	<u>1969-70</u>	<u>Per Cent</u>
State	\$ 1,730,644.00	75.5	\$ 2,294,257.20	81.2
Federal	77,778.65	3.4	81,710.87	2.9
Local, non-tax				
Tuition	328,193.58	14.3	308,654.03	10.9
Fees	55,826.43	2.5	99,244.79	3.5
Other revenue	97,227.43	4.3	38,664.54	1.5
	<u>\$ 2,289,670.09</u>	<u>100.0</u>	<u>\$ 2,822,531.43</u>	<u>100.0</u>

1969-70 Expenditures

Administration and general	\$ 313,368.97	11.1
Student Services	342,977.76	12.2
Plant operation and maintenance	307,780.16	10.9
Library	298,492.34	10.5
Instruction	1,559,912.20	55.2
	<u>\$ 2,822,531.43</u>	<u>100.0</u>

More bad news followed. Community colleges were ordered in October to cut back out-of-state travel, and to reduce current operating budgets by 2.89 per cent. As a result, out-of-state travel by administrators, faculty and students was pretty much eliminated.

It was later decided to defer the 2.89 per cent cut. Instead of taking money out of the current budget, money was to be taken out of the 1970-71 budget.

So much for two economic crises. This was just the beginning.

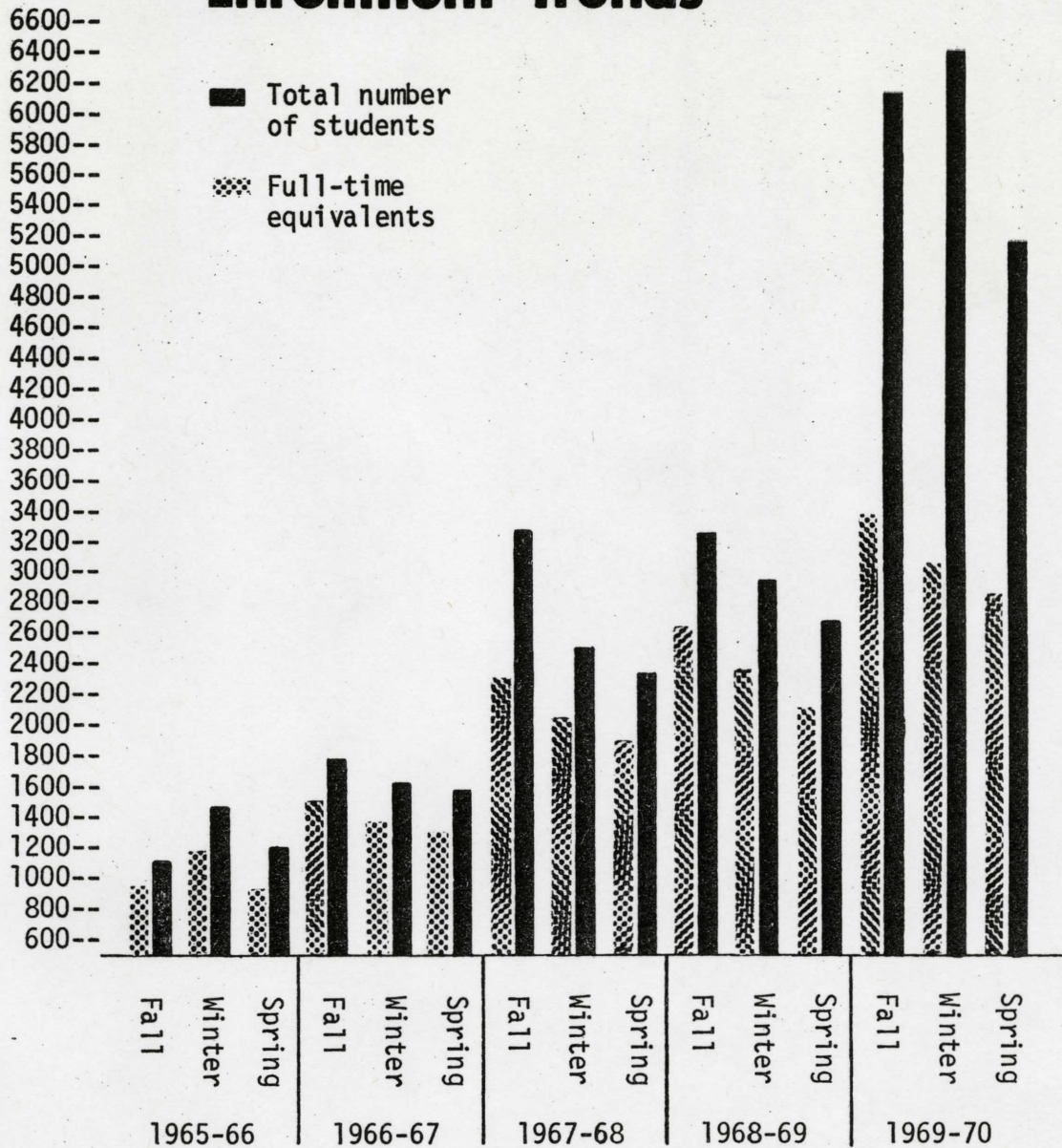
Later in the year TCC submitted a \$4.7 million capital fund request for the 1971-73 biennium. High priority items included a campus center, physical education facility, administrative offices and classroom remodeling. TCC was granted \$36,000 to proceed with basic planning on these and other projects. However, almost all of TCC's high priority requests were given low priorities by the State Board for Community College Education. This was disappointing, especially to the students who had drawn up rough plans for the campus center.

TCC suffered another economic blow when it was granted only a 14 per cent increase in its operating budget for an anticipated 10-plus per cent increase in enrollment for the following year (1970-71). This was \$377,000 less than had been anticipated. With the new allocation, TCC remained at the bottom of the list of 22 state community colleges in state funds per student.

Services were expanded in almost all areas in 1969-70. The operating and maintenance budget of \$2,822,531.43 represented a \$533,000 or 23 per cent increase over the previous year. An increased percentage of the 1969-70 budget came from the state's general fund -- 81.2 per cent as opposed to 75.5 per cent. At the expenditures end, the distributions remained about constant with the previous year: administration and general expenses edged downward, from 11.5 in 1968-69 to 11.1 per cent in 1969-70; student services dropped from 13.2 to 12.2 per cent; the library dropped from 12.3 to 10.5 per cent; and instruction grew from 49.4 to 55.2 per cent.

There were almost as many crises or potential crises in non-financial matters. One lingering controversy, concerning the arming of campus security guards, finally was resolved after about six months of debate. At their August 1969 meeting TCC Trustees approved a policy providing for unarmed guards. Three exceptions were allowed: at night, when large amounts of

Enrollment Trends



money are being handled, and at the request of the president of the college. At that meeting Trustee Charles Edmunds spoke strongly on the issue: "I want to go on record as being violently opposed to the guards carrying guns. I'm giving in 50 per cent by agreeing only to this from 8 a.m. to 4 p.m."

The Vietnam Moratorium Day of October 15, 1969 presented a potential crises. It was decided that the institution would operate on a business-as-usual basis. Students and instructors were told to hold classes as usual, to feel free to discuss Vietnam in class, and that meeting rooms would be made available to any groups wishing to hold discussion sessions. A similar policy was selected, and endorsed by the faculty, for Vietnam War Week in April 1970.

There were other, less serious crises. Typing classes were threatened when a strike at the typewriter factory delayed delivery of new machines. And typewriters were rented. Later, typewriters were delivered, but the tables for half of them were delayed. The supply of college catalogs was used up about two months early. It was learned that the elevator for the new library mezzanine would take three months for delivery. A student challenged the right of the campus cafeteria to charge him ten cents for a cup of hot water, when he brought his own tea bag. And the right of a visiting speaker to deliver his prepared comments uninterrupted, when they offended many of the listeners, was challenged.

Resolving crises was doubly difficult in 1969-70 because, in many instances, TCC was operating under a new set of ground rules. Students and faculty contributed to the problem-solving more than ever before.

It was a busy year for the faculty. A new tenure policy was established providing procedures for evaluating new instructors over a two- to three-year probationary period before the granting of tenure. The faculty also selected a policy for the reduction of faculty size in the case of an extended period of reduced enrollment. It was decided that faculty size would be reduced through non-issuance of contracts according to reverse order of seniority.

Guidelines governing the selling of instructor-produced manuals were developed by a faculty committee working under the Instructional Council. It was decided that income from materials printed on campus would go to (1) amortize printing costs, and (2) fund scholarships.

Faculty members continued to update their skills. About two dozen attended an optional faculty retreat before school started. A number earned doctorate degrees during the year. And three married.

Numerous innovations in teaching were made:

-- Many TCC faculty members attended Dr. Don Stewart's seminars on "The Changing Role of the Educator and a Behavioral Learning Systems Approach to Instruction."

-- Six TCC instructors received grants to participate in teaching improvement projects during the summer of 1970.

-- Chemistry Instructor Don Gangnes completed an experiment comparing student achievement in a conventional lab setting with learning under the auto-tutorial method. With the auto-tutorial approach, students listened to tapes and viewed color slides for instructions in how to conduct an experiment. The project proved that auto-tutorial instruction equalled conventional teaching methods; and that for some people it was superior.

-- The future success was charted for students enrolled in the Math 41 Algebra Review course. It was found that (1) the course was an essential part of the curriculum, and (2) that it was a reliable predictor of future math achievement.

-- Dr. Ronald Magden, history instructor and head of the Social Science Division, experimented with making tapes of his lectures available in the Language-Listening Laboratory. He was satisfied with the results.

-- Richard Lewis, an English instructor, experimented one quarter with taping critiques of students' compositions. Both the instructor and students reported favorably on the experiment.

Fifteen new faculty members were hired for 1969-70.

Tacoma Community College 1969-70 Faculty Salary Schedule

Certified Personnel

Numbers in parentheses indicate number of persons on each step.

Years of Experience	Master's Degree	Master's	Master's
		Degree and 247 Quarter Hours	Degree and 270 Quarter Hours
0	\$ 7,500	\$ 8,250 (2)	\$ 9,000
1	8,100 (2)	8,850 (2)	9,600 (1)
2	8,700 (2)	9,450 (2)	10,200 (4)
3	\$ 9,300	\$10,050 (3)	\$10,800
4	9,900	10,650	11,500 (5)
5	10,500	11,250 (5)	12,000 (5)
6	\$10,875 (1)	\$11,625	\$12,375 (3)
7	11,250	12,000	12,750 (5)
8	11,625	12,375	13,125 (1)
9	\$12,000	\$12,750	\$13,500 (1)
10	12,375	13,125	13,875 (4)
11	12,750	13,500 (4)	14,250(47)

1. No Master's Degree -- deduct .10 of base.
 2. Doctorate -- add .10 of base.
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Resource Center

Visitors to the TCC campus continually ask the question: Why is Building 1 called a Resource Center? Why not simply a Library? For a number of years that was a difficult question to answer. Because the Library facilities pretty much dominated the Resource Center.

But in 1969-70 it became increasingly clear why the term Resource Center had been chosen. Numerous facilities were opened that aren't generally associated with a traditional library.

This doesn't mean that the Library portion of the Resource Center was neglected in 1969-70. It enjoyed healthy growth. By the end of the year the Library contained a respectable collection of print materials -- 40,000 volumes in the general stacks, 6,000 reference titles and 600 periodical subscriptions with back issues for most.

But it was in added services and new facilities that expansion was greatest in 1969-70. For example, an additional librarian was hired, doubling the daytime assistance available to students. The slack was quickly taken up. It is estimated that requests for librarian assistance grew much more rapidly than general circulation -- which jumped 17 per cent in 1969-70.

Numerous additions were made to the non-print collections. When the year ended there were 2,630 reels of microfilm on hand, including the complete set of The New York Times. Major additions were made to the collections of 8 and 16 mm film, slides, filmstrips, transparencies, video tapes, audio tapes and recordings. More than 600 special slides were prepared for TCC instructors by the audio-visual librarian.

Requests for information on America's minorities remained great in 1969-70. As a result a bibliography of sources on American Indians was constructed, entitled "Selected Sample of Books by and About American Indians with Special Emphasis on the Pacific Northwest." The 13-page booklet was a cooperative venture of the TCC and Tacoma Public Library. Libraries in nearly every state and Canadian province purchased copies during the year. Approximately 700 were distributed.

Television in the classroom became more commonplace in 1969-70. A part-time technician joined the Resource Center staff. With his help, faculty members and students learned to operate the school's closed circuit television system, which has two Ampex video-tape recorders. A telecourse in Black history was taped and stored for future class use. Also, a number of basic psychology lectures were taped.

The demand for non-print materials continued to grow. But TCC's graphics and television services remained severely limited. For instance, the television equipment did not provide for very sophisticated editing, resulting in little more than a home-movies approach. The graphics center produced a steady flow of class aids, posters and transparencies. Student assistants produced most of the work. But there is a great turnover of students at a community college and this cut into the continuity of the graphics effort. The future expansion of both graphics and television will hinge in part on greater funding -- both for professional help and equipment.

An unobtrusive center of frantic activity in 1969-70 was the Technical Service Center of the Resource Center. As part of its duties it cataloged and processed 4,460 hardbound books, 1,770 paperbacks, 4 maps, 39 motion pictures, 79 filmstrips, 1,397 slides and 194 audio discs and tapes.

An additional burden was placed on the department by a new policy. Rather than order books circuitously from wholesalers, it was decided to deal individually with the more than 740 publishers. To assist with this, two beginning-level library assistants were hired.

As a result of the new policy, new books arrived in one to two months time, as opposed to the previous six- to twelve-month period. Discounts were 22 per cent, as opposed to a range of 6 to 10 per cent. Using this new system, approximately 6,000 orders for books and films were placed, along with 652 periodical subscriptions. Also, 488 government documents were ordered.

Some of the most dramatic growth of the year occurred in the skills laboratories, which operate in the Resource Center. Two existing facilities, the Listening-Language Laboratory and Study Skills Laboratory, were improved. And two completely new laboratories -- Mathematics and Typing -- were introduced.

-- The Listening-Language Lab. Wiring was completed on a 30-station listen-respond center. Various music, language, poetry and drama tapes were acquired. Instructor lectures and campus speeches were recorded. Attendance continued to grow, with language students remaining the heaviest users. With the help of part-time student employees, the lab opened four evenings a week to 9 p.m.

-- Study Skills Laboratory. Assorted skills classes aimed at improving study and reading habits were offered. Three College Skills classes were taught in the fall; forty-three sections of Developmental Reading were taught winter and spring quarters. As much as possible, instruction was tailored to the individual limitations of students.

-- Typing Laboratory. A 15-station typing facility opened in the fall of 1969. One quarter later all three sections of the elementary typing course were filled, with a waiting list growing. The year ended with plans to expand the laboratory by 20 typewriters.

-- Mathematics Laboratory. Operated on an experimental basis the previous spring, the Math Lab was staffed daily from 8 a.m. to 2 p.m. during 1969-70. The purpose of the lab was to assist math students and offer review materials to other students. The lab was manned by regular math instructors and part-timers -- an Air Force meteorologist and senior math majors from nearby four-year institutions. Programmed texts and self-instruction materials were made available. Students were allowed to complete the five-hour Math 41 course, Algebra Review, through the combined use of programmed materials and tutors.

A Fragmented Student Body

What do TCC students believe? What do they want? Some clues are provided by the student election of the spring of 1970. Included on the ballot was a referendum on Vietnam.

A total of 364 students voted in the election, less than a tenth of the student body. It is difficult to say whether this was an accurate cross section. It probably was weighted slightly in favor of the liberals and activists. But again, this is pretty conjectural.

The results of the Vietnam resolution underscore the divisiveness of the student body. Advocates of immediate pullout (24 per cent) were almost matched by believers in military victory (19 per cent). The complete results appear below. Seven per cent did not vote on that particular resolution.

	Immediate Pullout	Scheduled Withdrawal	Present Policy	Military Victory	Didn't Vote
Votes	88	144	37	69	26
Per cent	24	39	10	19	7

A Mandate for Occupational Education

As the concept has evolved in Washington, the community college offers a wide array of post-high school educational programs, both job-related and academic, to an ever broadening and increasing number of people.

-- "Design for Excellence: Washington State Community College System Master Plan"

The 1961 (community college) act also took cognizance of the growing interest of the junior colleges in vocational and adult education. It introduced to Washington statutes the idea of the comprehensive curriculum and adopted the term "community college" to distinguish this emerging institution from its purely academic ancestor.

-- "Design for Excellence"

The Community College Act of 1967 formalized the concept of the community college as it had evolved in Washington -- an independent, unique and vital section of higher education, open to all citizens, offering vocational, academic and adult programs of equally high quality. (Emphasis added.)

-- "Design for Excellence"

Unless far more and far better education on the semiprofessional, technical, and skilled levels is soon made available to greater numbers of citizens, the national economy and social structure will suffer irreparable damage.

-- Grant Venn's Man, Education, and Work

We must, in one way or another, see to it that they (the students) have what today's -- and tomorrow's -- labor market requires. The margin for educational error or failure, which is what the unskilled jobs in the old work force constituted, has been taken up by machine.

-- Secretary of Labor W. Willard Wirtz on April 30, 1963

Ten-year plan

Why do TCC students take foreign languages like French, German and Spanish? Sounds like a simple enough question. Common sense tells you that, why naturally, students take such courses to satisfy the requirements of Washington State University, the University of Puget Sound or Brand X four-year college, where they intend to transfer.

Nice logic. But it produces false conclusions. That's because it is based on false premises. To set the record straight: (1) Most TCC students never transfer to a four-year institution, terminating their education here; (2) Many four-year institutions have dropped or reduced their language requirement.

So, precisely why do TCC students study foreign languages? In their own words, reasons are: "I want to talk to German friends." "I like the people of Mexico." "I want to work in Europe." "To teach in the Peace Corps." "All people should speak a few languages." "I love the sound of Spanish." "For the challenge." "To understand people better." "I don't want to be a monolingual boob." "To regain my native tongue." "I have Spanish-American friends."

This was a major finding of a survey undertaken by the TCC Foreign Language Department, in late 1969. As a result, TCC language instructors will in the future give more consideration to the non-transfer student. In looking forward into the '70s, the survey urged consideration of a language center, use of a video recorder, programmed instruction and individual-rate-of-study programs. The last-named innovation would allow a student, for example, to begin Elementary French on November 15, the middle of fall quarter, and proceed at his own speed, and complete it April 10, the middle of spring quarter.

This assessment by the Foreign Language Department was just one of over a dozen surveys undertaken during 1969-70. The surveys, gathered from late August, 1969 through the spring of 1970, were taken to help construct a comprehensive plan for TCC for the 1970-80 decade.

The purpose of the comprehensive plan was, first, to establish where TCC stood in 1969-70 and, second, to chart the '70s for the institution. In the field of capital planning, for instance, TCC wanted to get away from the approach of

"Hey, we needed that." In planning for 1980, we wanted TCC administrators and faculty to do more than just multiply the present by 180 per cent. Also, we wanted people to get away from the narrow prospective that says TCC needs only to concentrate on doing its best job of teaching courses that transfer to the University of Washington.

In designing a tentative curriculum and physical plant for the next decade, faculty and students were consulted extensively. To obtain data, an endless continuum of meetings were held, and all possible student and faculty involvement was deliberately designed into the study.

The involvement of students and faculty was gratifying. The faculty did a tremendous job, giving their wholehearted cooperation. A Student Center Subcommittee, comprised primarily of students, worked vigorously. First, the committee established the need for a student center. For example, a survey disclosed that some parts of the Resource Center were serving functions better provided by a student center. Second, the subcommittee conducted a student survey on what a TCC student center should contain. Finally, a rough outline of a proposed center was drawn up, complete with floor space estimates, and submitted to the Campus Development Committee.

Some of the conclusions in the comprehensive assessment were as follows:

-- During the decade TCC's student body will roughly double from about 3,400 to 6,000 full-time equivalent students, or from about 6,000 to 10,000 total students.

-- Expanded facilities will be needed to serve the growing enrollment. Immediate and pressing needs include (1) a student center, (2) expanded physical education facility, and (3) enlarged administration quarters. A campus center emerged as a crisis need from the student point of view. The important thing to keep in mind, however, is that growth of the physical plant must be the result of the educational program, not the cause.

-- The curriculum mix will change as the decade advances. Occupational offerings will expand until by 1975 they will constitute 50 per cent of the total program. The humanities will have a fairly static future, with modest growth at the most. The sciences and social sciences will grow steadily. But this will hinge primarily on the extent to which they are incorporated into the occupational curriculum -- allied health and commercially oriented programs.

-- New teaching methods -- like auto-tutorial instruction, open and closed circuit television and audiovisual aids -- will be used to a greater extent. Concerning this topic, the surveys uncovered an unexpected result. Both students and faculty, it was discovered, are quite cautious in this area and aren't greatly interested in new teaching techniques. Thus change in this area may be quite slow.

-- Partially as a result of the survey, TCC embarked in the spring of 1970 on its first full-blown occupational program. A Service Representative Training program, designed to prepare students to deal with the public for insurance companies, public utilities, etc., was launched. In setting up the program, a citizens' advisory committee was consulted, which consisted of eight local business men from the Tacoma area -- executives and personnel managers.

-- Also as a result of the study, TCC sought, and was granted, approval from the state to proceed with occupation feasibility studies in a variety of areas.

The impetus for creating an occupational program at TCC came from a variety of sources. But a prime source was the Washington State Legislature which, in the 1967 Community College Act, mandated that two-year colleges be comprehensive, that they offer three types of programs -- vocational, academic and adult, "of equally high quality" (see quote on page 13).

Education and Racism

On the matter of race I am compelled to conclude that all over the world many of us who belong to the more civilized and polite society have been and continue to be more responsible for the perpetuation of racial discrimination than the out-and-out racists. And the damnable thing is that we do not know it nor do we want to know it.

-- Reverend Daisuke Kitagawa

It has been said, correctly, that the schools alone cannot eliminate prejudice, discrimination and segregation. It is equally true that this task will not be accomplished with less than an all-out effort of the schools. Our schools must not be neutral in the struggle of society to better itself.

-- New York Board of Education policy statement,
June 26, 1963

Facing racial problems

TCC opened the 1969-70 school year by examining its own racial problems. The majority of the faculty voluntarily attended two Saturday seminars to discuss ways to better represent racial minorities in the curriculum. The school year also ended with an examination of racism. Classes were suspended May 21 and 22 in observance of student deaths at Kent and Jackson State.

It is fitting that 1969-70 should have been bracketed by racial involvement. For the entire year was marked by intense activity aimed at reducing racial tension on campus, better serving minority races and more equitably representing minorities in course content.

Approximately 100 faculty attended the August 16 and 23 Saturday seminars. The workshops were organized by co-chairmen James Walton, past president of the TCC Obi Society (the Black student union at TCC), and Charles Summers, speech instructor. One highlight of the program was an address by Samuel Kelly, then administrative assistant in charge of minority affairs at Shoreline Community College. Kelly urged the college to beef up its minority courses. However, whites shouldn't be excluded, he said: "There is room right now in Black studies programs for white teachers who are sensitive, but such programs should be headed by Blacks."

Numerous prominent Black leaders spoke on campus during the year. Dr. Harry Edwards, organizer of the 1968 Olympic boycott, and Charles Evers, mayor of Fayette, Miss., both spoke to overflow crowds. Edwards' visit was sponsored by the Obi Society. Other minority speakers included Dick Gregory, Dr. Leonard B. Kirschner, human relations commission chairman at Washington State University; and Jonathan Ng'eno, University of Puget Sound student from Kenya.

TCC was one of six Puget Sound community colleges that fought vigorously for supplementary funds for minority programs. The colleges banded together in the Puget Sound Regional Minority Affairs Consortium and sought funds from the federal government and state community college system. Each college submitted a budget request in March of 1970 to strengthen its minority services. TCC asked for \$133,000 to assist in student and faculty recruitment, curriculum improvement, counseling, tutorial aid, job placement and ethnic studies materials. TCC was later granted \$48,000.

In the process of working off-campus with the regional consortium, TCC strengthened its minority programs on campus. The position of minority affairs director was created. Carl Brown, counselor and Black literature instructor, was appointed to the position. Also, a permanent standing committee, the Minority Affairs Curriculum Committee, was created to recommend policies to the Instructional Council. Included on it were minority students and minority faculty.

In January of 1970 the committee made its first report to the Instructional Council. It strongly urged the creation of an ethnic studies laboratory. Such a laboratory would operate in the Resource Center and function much like the Language-Listening and Studies Skills Laboratories. The committee recommended that the laboratory concentrate on enhancing the use of minority materials in the curriculum and providing additional services to minority student groups. Planning for the ethnic studies lab continued through the spring. Funds from the regional consortium were later reserved for the purchase of ethnic materials.

The most controversial event on campus concerned with racial problems occurred near the end of the school year. Representatives of three organizations -- TCC's Obi Society, the Concerned Black Citizens' Association of Tacoma and the local Urban League -- met with Dr. Ford on Wednesday morning May 20. They recommended that the school be closed May 21 and 22 in recognition of the Jackson State killings. After consulting with the TCC trustees in an emergency, informal meeting, the institution agreed to the closure as a means of giving expression to the impact of the deaths on the student body.

The end result was a two-day suspension of classes, not a closure. Seminars and teach-ins were held to discuss how TCC might better face up to the racial crisis facing the nation.

Hundreds of students, faculty and townspeople jammed the cafeteria for an open discussion. The gathering was told to reflect upon the crisis of the hour, and search for humane solutions for turning the tide of apathy and prejudice which exists in the city today. "This is the time to reflect on the real meaning of equal opportunity of education for Black youth in Tacoma," it was said.

One visitor, Tacoma's mayor, Gordon Johnston, said he had come to listen: "Too many political leaders have not been listening to the people, and I'm here to listen."

The two-day suspension generated considerable public comment -- some critical, some complimentary. Three state legislators attended the next board of trustees meeting. One said the closure "was proper," another that it was "wrong," and a third, "I don't really know if you can justify the closure." John Binns, board chairman, said: "It was probably necessary and it probably eased a rather tense situation, but I would be loathe to approve another closure." The real test, said Dr. John Terrey, associate director for the state community college board, was that TCC did not suffer any physical violence or destruction, as many other campuses did during the same week. It's difficult to precisely measure the end product of the suspension. True, classes did not meet for two days. But students did meet -- in an informal setting in unstructured discussion sessions. The library remained open and classrooms were made available. And dozens of students faced the nation's number one problem more squarely than ever before. Learning continued.

There were two more tangible results. First, a college President's Forum was created to meet regularly during the next school year, to allow for a greater interchange of ideas between students and the administration. Second, a President's Panel on Institutional Challenges was established. The broadly based, 11-member panel was drawn from four groups, with a minority member in each: (1) two members of the board of trustees, (2) two students, (3) four faculty and (4) three administrators. The panel was charged with two tasks: (a) determining the issues and problems likely to result in internal and external pressure on the college during the coming year, and (b) preparing appropriate recommendations for the college administration, college board of trustees and legislators. The tasks were to be carried out during the summer of 1970.

Racial concern was manifested in a number of other activities that took place at TCC during 1969-70:

-- The Obi Society remained active. In the fall of 1969 Obi received \$10,000 from the Student Senate for a revolving student loan fund for minority and disadvantaged students.

-- The TCC Resource Center continued to build up its materials on minorities. Numerous films, books and periodicals were purchased, including microfilms of the 1910-1968 issues of The Crisis, official publication of the NAACP.

-- Black History Week was observed February 9-13 with films, speakers, an art show, dance and music.

-- TCC accepted \$54,000 in federal funds to participate -- along with the University of Puget Sound and Pacific Lutheran University -- in a survey of educational needs of the Hilltop area. The survey was conducted in cooperation with the Model Cities program.

-- TCC applied for a federal grant to provide expanded counseling services for disadvantaged students.

-- The Instructional Council reaffirmed its policy that minority race consultants be used in the curriculum and minority race viewpoints be included in course content.

-- A minority athletic scholarship was established with a contribution from Mr. and Mrs. Jerry Vaughan. (He is a TCC instructor.)

Non-credit classes

Non-credit evening courses were one of the hottest growth items of the 1969-70 year at Tacoma Community College. Early in the year the Community Services Office launched a concerted campaign to enlarge the non-credit curriculum. It was hoped that the expanded program would attract students who don't ordinarily take credit courses.

As a result, enrollment in the program tripled with about 1,500 persons signing up for the fifty plus courses each quarter. The program was young, having started in January, 1968 with four classes and 100 students.

The college was delighted with the program's success. For such a program is what a community college is supposed to be all about -- bringing a diversity of people together, and utilizing a variety of community resources. As a fringe benefit, the program had a stabilizing influence on college finance and administration. Enrollment in credit classes has historically decreased as the school year unfolds -- from fall to winter, and from winter to spring quarter. The non-credit program had a counter-cyclical impact in that its enrollment remained constant during the school year, and in some cases increased.

The purpose of the program was to bring adults together in an informal setting to study subjects for personal enjoyment, without the red tape of tests, credit or grades. Flexibility and diversity were its key features. The Community Services Office repeatedly extended an invitation to the public to propose and submit courses. However, very few courses were originated in this way.

The format of the program required that most classes be held from 7 to 9:30 p.m. one evening of the week for eight weeks. Ten students were needed to offer a class. Most instructors for the courses came from outside the regular teaching staff. Thus classrooms were utilized that would ordinarily remain vacant, and part-time instructors from the community were involved who didn't ordinarily teach at TCC.

Some courses provided surprises. For instance, beginning conversational courses in German, French and Spanish filled up rapidly, despite the fact that similar courses were offered in the credit program, at private language schools, and on tapes and records. Forty-one people signed up for Conversational

Norwegian the first time the course was offered. Advantages of the language courses were (1) that they seemed to attract a lot of students with a minimum of publicity, (2) that instructors were easily obtained, (3) that audio-visual aids were readily available and (4) that beginning students, with little coaxing, signed up for second and third offerings in the same language.

Despite the downturn in the business cycle, business-related courses proved popular. A few examples of enrollment for winter quarter were: Investments: Stocks and Bonds (40); Real Estate Investment (50); and Real Estate Investment in Income-Producing Property (55). Just as popular were the activity and self-improvement classes: Apartment House Management (29); Beginning Guitar (64); Knitting (27); Psycho-Cybernetics (35); Bridge for Beginners (23); Effective Communications (25); Interior Decorating (73); Sensitivity Training (24); Creative Writing (31); Modern Jazz Dance (41); Small Boat Handling (180); and Winemaking (48).

On the other hand, many of the more topical courses attracted low enrollments. Examples included many of the courses that focused on urban problems, like Law and Order: A Constitutional Crisis; Drug Use, Abuse and Addiction; Grammar of Film; Role of the City; Urban Planning and Social Policy; and Public Welfare: Policies, Problems and Alternatives. Similarly, relatively few people were attracted to Civil Disobedience, Art of the 70's, Man and Superman Revisited, Oriental Religion, Astrology, and Cosmology and Cosmogony.

The phenomenal growth of the program could be attributed to a number of factors. First, the number of course offerings were more than doubled, taking in specialized interests not previously covered. Sixty-three brand-new courses were offered. Second, an enlarged staff was available to make inquiries about courses and instructors. And third, additional monies were made available to conduct a more extensive informational campaign. For instance, before fall and winter quarters 80,000 brochures describing the non-credit program were sent to Tacoma and Pierce County homes. The usual number of press releases and radio announcements were sent out, and some extra newspaper ads were placed.

A Burgeoning Curriculum

63 BRAND-NEW NON-CREDIT COURSES OFFERED IN 1969-70

Advanced Interior Decorating	Intermediate German
Agnew vs. Cronkite	Intermediate Spanish
America in Racial Crisis	Introduction to Advertising
The American Short Story	Japanese
Apartment House Management	Knitting
Art Pot-pourri	Landscaping for the Homeowner
Art in the '70s	Law and Order: A Constitutional Crisis
Beginning Guitar	Management and the Computer
Beginning Water Color	Mark Twain
Black America	Modern Jazz Dance
Business Data Processing	Music Fundamentals for Church Choirs
Business Law for Secretaries	Oceanography
Ceramics	Oriental Religion
Civil Disobedience	Photography
Class Piano	Professional Apartment House Management
Classical Ballet	Psychology of Human Sexuality
Communism and the Soviet Union	Raku Ceramics
Conversational Norwegian	Real Estate Investment in Income- Producing Properties
Cosmology and Cosmogony	The Role of the City in a Changing Society
Creative Writing	Secretarial Procedures
Culture of India	Self Image Psybernetics
Designing and Dyeing on Textiles	The Sexual Revolution
Effective Communications	Shape Up for the Slopes
Environment and Survival	Strategic Property Management
Genealogy	Strategies in Changing Social Systems
Gourmet Spoken Here	Square Dancing
Grammar of Film	Urban Planning and Social Policy
Group Dynamics	Wildlife of the Pacific Northwest
Health and Life Insurance	Winemaking
Home Grounds Workshop	Witchcraft
How to Buy a House	Woodcarving
Intermediate Bridge	

Sports, debate

Tacoma Community College excelled in three unrelated interscholastic activities during 1969-70 -- basketball, golf and forensics.

-- Once again basketball proved to be the most exciting spectator sport at TCC. Coached by Don Moseid, the team won a record three-fourths of its regular games for a 20-6 record, earned a berth in the state tournament for the third consecutive year, and took home a sixth place trophy from the tournament.

-- Coached by Robert Dezell, golf continued to be the winningest sport on campus. The team won all 14 of its regular matches (including one with a four-year school), placed third in the state tournament and landed a player on the four-member all-state team.

-- The TCC forensics team completed what its coach, Don Hiatt, called its best season to date. Led by Paul Van Giffen and Margaret Ryan, TCC tied for first place in debate in the season-long competition with Northwest community colleges. Included were community colleges from Washington, Oregon, Idaho and Northern California. The team placed third in the state community college tournament. An additional vote in the final and crucial debate, and TCC would have placed first rather than third. All together TCC entered eight forensics tournaments, including the national community college tournament at Ann Arbor, Michigan.

One of the highlights of the basketball season came in TCC's initial tournament game with Lower Columbia. Going into the final seconds of the contest TCC trailed by a single point, 72-73. Forward James Womack took a desperation shot from mid court. The ball swished through the hoop as time ran out. The officials ruled that the basket had been made after the buzzer. The year before (March, 1969) TCC placed second in the state tournament, losing to Green River 68-74 in the last minutes. Coach Moseid's two previous pre-tournament records at TCC were 15-11 in 1968-69 and 14-11 in 1967-68.

Five basketball records were broken during the season, three by center Arvie Johnson and one each by forwards Ron Oughton and Jim Womack. Johnson's 434 point total was the most for a single season; his 28 points against Walla Walla was a TCC tournament high; and his 21.7 average was a record for three tournament games. Jim Womack's 12 field goals set a single-game record. And Ron Oughton's 23 rebounds against Olympic was an individual record.

Golf has a strong winning tradition at TCC. The year before the team lost only one regular match. Tom Tuell, TCC's 1970 all-state golfer, missed by only two strokes from taking individual medalist honors at the state match. He had 150 strokes to the winner's 149. In that match TCC had a 634 total for the 36 holes. This compared to 632 for second place Bellevue and 618 for first place Everett.

1969-70 was TCC's fourth year of interscholastic athletic competition. The Titans continued to compete in five sports. During the year 31 athletic letters were awarded in the five sports: cross-country 4, basketball 11, track 8, golf 5 and tennis 3.

In cross-country, tennis and track, TCC did not fare quite so well.

In cross-country the Titans, coached by Ed Fisher, placed seventh in the state and won the Yakima Invitational and western division of their league. At four of five regular meets Titan runner Al Swenson broke the existing track record. The year previous TCC placed sixth in the state. In the summer of 1968, John Hayes, a two-season runner for TCC, broke the national junior college six-mile record.

Despite the five-win, five-loss break-even season, Harland Malyon, TCC tennis coach, said that he was well satisfied with the performance of the team in 1970. At the state tournament the team tied for fifth place with Titan Leon Matz placing fourth in singles. This was the poorest season to date for the TCC tennis team. In 1968-69, the year before, the team compiled a 10-win, 2-loss conference record. In 1967-68 the team placed second in the state. Malyon teaches history at TCC.

Coached by Ed Fisher, TCC's track team placed eleventh in the 1969 state meet in competition with 17 other schools. TCC took 10 men to the meet to compete in nine events. Three TCC competitors placed in the finals -- Dave Stubblefield placed second with a 6'4" high jump, Steve Berg placed fifth in the 440 intermediate hurdles, and Dave Morris took sixth in the pole vault. Fisher said that he was pleased with the finish and complimented the team for its 110 per cent effort. The year previous TCC placed fourth in the state meet; and in 1967-68 they placed sixth. Other highlights of the 1969-70 season included a record setting 14'6" pole vault by Dave Morris at the Pullman Invitational. Also, TCC outdistanced Skagit Valley, Bellevue, Lower Columbia and Centralia in a five-way meet at Skagit Valley earlier in the season.

Team Teaching

A major function of the community college is to work with other community organizations in developing needed educational programs. This responsibility at TCC goes to the Community Services Office. The 34 agencies and institutions listed below teamed with TCC during 1969-70 to offer cooperative education programs. (The list is incomplete.)

Washington State University -- Tacoma School District No. 10 -- Peninsula School District -- University of San Francisco -- Pacific Lutheran University -- Seattle University -- Tacoma General Hospital School of X-ray Technology -- St. Joseph's Hospital School of Nursing -- St. Joseph's Hospital School of X-ray Technology -- St. Joseph's Hospital School of Medical Records Technology -- Tacoma General Hospital School of Nursing -- Washington State Office of Economic Opportunity -- Washington State Department of Public Assistance -- Washington State Higher Education Commission -- City of Tacoma -- Puget Sound Governmental Conference -- United States Air Force -- United States Post Office -- United States Coast Guard -- United States Bureau of Prisons -- Tacoma-Pierce County Officials Association -- Weyerhaeuser Company -- Boeing Company -- Summit Alpine Club -- Senior Citizens, Inc. -- Southside Multi-service Club -- Hilltop Multi-service Center -- Legal Secretaries Association -- National Secretaries Association -- Washington State Real Estate Educational Foundation -- American Institute for Developmental Education -- Urban League -- Urban Coalition.

Curriculum

The possible eruption of Mt. Rainier.

Famine as a controller of world population.

How to smile while reminding a car buyer that his payments are two months late.

Developing realistic personal goals.

Computerizing the company payroll.

Short stories by James Baldwin and John Updike.

The guitar style of Chet Atkins.

Ranging from business communications to Western music, these topics have two things in common. All are part of new courses approved at Tacoma Community College this year. And all have a contemporary or functional flavor.

The topics represent only a fraction of the many new courses that were approved by the TCC Instructional Council in 1969-70 to be introduced in 1970-71.

The 21-member, faculty-elected Instructional Council makes most of the final decisions at TCC on curricular matters, including new courses. The year, 1969-70 was a productive year for the council.

The addition of new courses was viewed as a diversification process.

For a long time TCC concentrated on the basics -- college transfer and general education courses. In 1969-70 the college sort of did what Detroit did when it introduced a variety of models and colors, as opposed to the single black sedan. TCC branched out to meet the individual needs of its diverse students.

As a result, in 1970-71 TCC offered a greater variety of courses than ever before.

In approving the new courses, the Instructional Council expanded the TCC curriculum in a number of directions, some of them new:

* Added courses where the existing course content had become too concentrated. Thus Afro-American History and Printmaking were expanded from one to two quarters; the Anatomy and Physiology sequence was changed from two to three quarters; and two courses -- Introduction to American Education, and Marriage and the Family -- were expanded from three to five hours.

* Strengthened the liberal arts, college transfer program. Five courses were added: an independent study course in psychology; Contemporary American Fiction; American Foreign Policy, Introduction to Demography and Human Ecology, and a new World Literature course that compares the contemporary literature of Europe, Africa and Asia.

* Added skill courses as part of an expanding occupational program. Included were seven courses: Work Experience Internship, Telephone Techniques, Business Communications, Introduction to Data Processing, General Data Processing, Personal Finance, and General Bookkeeping.

* Expanded the general education program, creating more introductory courses for the nonspecialist. Courses were: The Modern World, Geology and Man's Environment, and Man and His Music.

In Man and His Music, students will study conventional topics along with ethnic music, jazz, rock and the recording industry. Students are to be involved in the actual production of music, as opposed to the traditional approach of simply studying about it.

Topics in the geology course will include: Will the Pacific Coast fall off? Will we have another ice age? Is the ocean level stable? How long is long? Geological factors in Tacoma's environment.

A unique addition is the Human Relations course. The three-hour course will require five hours of in-class activity. It is basically a self-improvement lab aimed at assisting the student in the areas of independent and creative thinking, decision making, communications, and relating to others.

The Human Relations course was approved as a two-quarter pilot project, to be taught the fall and winter quarters of 1970-71 and thoroughly evaluated in the spring of 1971.

405 Degrees Awarded -- a 44 Per Cent Jump

TCC awarded 405 Associate Degrees in June 1970 at its fifth annual commencement. This was a 44 per cent increase over the previous year. Altogether TCC has now awarded 1,020 degrees:

<u>1966</u>	<u>1967</u>	<u>1968</u>	<u>1969</u>	<u>1970</u>
9	134	191	281	405

Milestones

Utilization of classroom space continued to increase in 1969-70. Some class buildings were booked almost solid for evenings. And during the lunch hour, some 31 classes were scheduled.

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Policies for challenging a course, advanced placement, and taking a course for an "S" grade were established.

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TCC decided to provide its own security services in May of 1970. Previously the service was contracted for with an off-campus security firm. The cost for the two systems was the same.

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TCC's accreditation was extended for three years by the Commission on Higher Schools of the Northwest Association of Secondary and Higher Schools in June 1970. TCC first received accreditation in December 1967. In granting the extension, Dr. James F. Bemis, executive director of the association, said: "The Commission was well pleased with the excellent progress that has been made since the last evaluation."

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For a number of years TCC has offered credit courses at the nearby McNeil Island Federal Penitentiary. In June 1970 TCC graduated its first McNeil inmate. He had earned all credits for an Associate Degree while serving a sentence in McNeil.

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Three student activities -- drama, intercollegiate athletics and forensics -- were placed under the control of a student-faculty committee in 1970. Previously they had been under the complete control of the student senate. A percentage of the \$10 student fee was allocated to the committee to divide among the three activities.

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A major accomplishment in the spring of 1970 was the drafting of a code of student rights and responsibilities. Numerous open hearings were conducted by Dr. Robert C. Lathrop, dean of students, and the assistant attorney general. Student opinion was expressed. Modifications were made. Finally, a code was drafted providing that students will be subjected to immediate disciplinary action when they interfere with the personal rights of others or with the educational process of the college. Acts specifically prohibited included plagiarism, larceny, assault upon others and destruction of property. Systematic procedures for evaluating cases were established, containing ample provisions for appeal of the case, due process and equal application of the law.

The student code was submitted to the TCC Board of Trustees early in the summer of 1970. Final approval came later that summer.

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Two bus shelters were installed, one at the north and one at the south entrance to the campus. Student government financed one, the administration the other.

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A new policy for awarding degrees was established. Previously, degrees were awarded only once a year -- at commencement exercises in June. The new policy provides that degree certificates be mailed out at the conclusion of every quarter to students who qualify. Any student who receives a degree during the year may attend commencement. But attendance is optional to receiving the degree certificate.

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For the first time General Education courses -- classes in study methods and reading skills -- were offered evenings and Saturdays.

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With the spring production of "Becket," director Morris F. Summers wound up a drama career that spanned 30 years and included more than 100 productions at Lincoln and Wilson High Schools and TCC. Although he is retiring from directing, he will continue at TCC as head of the Humanities Division and instructor of speech.

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Summer School 1970 was a great success. The record enrollment of 890 in the credit program topped the previous year's by 44 per cent. For the first time, evening classes were taught during the summer quarter. This was TCC's fourth summer school.

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As TCC's contribution to clean air, on May 28, 1970 the Board of Trustees declared the campus incinerator surplus and directed the administration to dispose of it.

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Mrs. Dorris B. Bennett became the first regular TCC faculty member to formally retire when she handed in her grade cards in June of 1970. An English instructor, she joined the TCC faculty in 1965-66, the first year of classes. She had previously taught at the University of Puget Sound and Stadium and Wilson High Schools in Tacoma.

Mrs. Bennett was only the sixth member of the original 27-member professional staff of 1965-66 to leave the college. When the 1969-70 school year began 82 per cent of those original staff members were still with the college, reflecting an extremely low attrition rate. John N. Terrey, the original dean of instruction, is presently acting head of the administrative staff for the State Board for Community College Education.

Community

Often it was difficult to distinguish where the community left off and the college began in 1969-70.

One example was the TCC Friends of the Library, an organization made up primarily of community members. Under the leadership of Dr. Maurice Tweit, the organization raised \$2,500 to pay for a collection of literature and Northwest Americana valued at more than \$5,000, and collected three paintings for the library's Northwest Collection.

In addition, numerous gifts of books and periodicals were accepted by the Friends of the Library. In April the Friends held its fifth annual dinner meeting. It featured the author-naturalist team of Ruth and Louis Kirk.

A similar organization, the TCC Foundation, launched a massive fund raising drive in 1969. Under the leadership of St. Regis executive Robert L. DeLong, 1,200 letters were sent local organizations requesting donations for a revolving student loan fund. Although the \$15,000 goal was not reached, solid ground work was laid. It was felt that follow-up inquiries in future years would be more productive,

The community was invited to dozens of campus activities. Included were two fashion shows by the Associated Women Students, "Autumn Inspiration" and "Here Comes the Bride"; speeches by Sam Yorty, Ross Burgess, Charles Evers and others; panel discussions on abortion reform and environmental problems; an organ concert; and dramatic performances by the Barbwire Theatre and Washington State University Players.

The college's productions of "Becket" and "Dracula" received solid public support. With financial assistance from the Junior League, another play, "The Wayward Clocks," toured eight Tacoma elementary schools following four performances on campus.

Whenever possible campus facilities were made available to the community. A judo tournament was held in the gym. Week-long hearings by the Puget Sound Air Pollution Control Agency were conducted on campus in the Little Theater. And a bridge club held a summer tournament on campus.

TCC personnel participated actively in community affairs. Economics instructor Tim Keely discussed consumer protection at the Court C Coffeehouse. TCC's four art instructors exhibited their art at the Unitarian Church. Instructor Richard Rhea fashioned a lion out of steel for Lochburn Junior High. TCC's Obi Society distributed 21 Thanksgiving baskets to area needy families. A TCC instructor was proposed for the Tacoma Library Board and later appointed. A TCC administrator was re-elected president of the Family Counseling Service, a UGN agency.

A challenge for greater community involvement was issued at the January 1970 study session of the Board of Trustees. Tacoma Mayor Gordon Johnston challenged the college to assist the city in solving urban problems. As TCC grows and matures, such involvement will undoubtedly grow.

Unfinished business

Not all experiments produce glowing results.

In the summer of 1969 TCC offered a 15-credit course in French. Three quarters of the beginning language was compressed into a single course for the nine-week summer session. Students were allowed to progress at their own pace with a programmed text and tapes. Periodically, students individually met with the instructor.

Dr. John H. Tuttle, French instructor, says he is only partly satisfied with the outcome of the experiment. Student timidity posed an unexpected barrier. "Students were just afraid to come and see me on an individual basis, they preferred the anonymity of the classroom," he said. "And I'm still somewhat puzzled as to how to correct for this."

More than two-thirds of the students earned 10 or 15 credits. Some completed only 5 credits. Tuttle said he hopes to try the programmed instruction another time during the regular school year.

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Once again, the system of grading was scrutinized. The Subcommittee on Grading Procedures reported to the Instructional Council that (1) grading practices differ considerably from grading policy as outlined in the TCC catalog, and (2) that a more broadly based committee, including more students, faculty and counselors, should examine the problem and come up with specific proposals for change.

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Student center. Student union building. College center. Cafeteria-lounge-student government complex. By whatever name you call it, the student center emerged as the most pressing capital need in 1969-70 on the TCC campus.

Subsequently, a student center was given top priority in TCC's 1971-75 capital budget request. When submitted to the state community college board staff, TCC's request was modified, placing the student center low on the list. It is this list that the state Legislature considers in granting funds.

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In the spring of 1970 it appeared that state funds would be unavailable in the foreseeable future for a student center. And so other sources were sought.

First the college examined Federal grants. But the well was dry. There just weren't Federal funds available for student center facilities.

Second, TCC researched Federal loans. Again, funds were scarce. The possibility of a loan created a new question: where would the money come from to repay the loan? Even with the attractive three per cent interest terms of some Federal loans, they eventually must be repaid, and there simply aren't local funds to cover such an expense.

Next, TCC investigated private foundations. But the college received little encouragement. A public, tax-supported institution like TCC is at a disadvantage in competing with private colleges for the limited foundation funds.

State funds, local taxes, Federal grants, Federal loans and foundation moneys were all considered. All the while, a student center remained the most pressing capital need. The college will continue to examine these and other alternative revenue sources in the future.

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Three Black dramas -- "The Death of Bessie Smith," "Soul Gone Home" and "Fam and Yam" -- were scheduled by the TCC Drama Department for production in the spring. When it came time for auditions, however, Black students protested that the plays were not true Black theater, that they were largely irrelevant to contemporary Black problems. Charles F. Cline, drama director, countered that he thought the three one acts were excellent theater, and that he refused to segregate the drama program at TCC. The Black students also said that they did not believe that a white person, like Cline, could comprehend the Black experience adequately enough to properly direct a Black play.

As a result a different play, "Becket," was selected as the spring production. And some experiments in Black theater were conducted by students in the Afro-American Writers class as term projects.

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In other unfinished business in 1969-70: Student government began to examine the question of day care. Faculty members continued to search for a "more perfect registration procedure." The Instructional Council considered the four-day week for summer school, but dropped the idea. And faculty members sought ways to prevent students from jamming the morning classes while avoiding afternoon classes like the plague.

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Two first-year teachers from the Tacoma area met with Dr. Ford in September 1969 to discuss the formation of a TCC alumni organization. After graduation from TCC both had earned teaching certificates at four-year universities. They said they were grateful to TCC for the experiences it had offered them.

Other TCC grads were contacted. Exploratory meetings were held. A constitution was drafted. When the school year ended the organizers decided to postpone the ratification of the constitution and incorporation of the alumni association until the following fall.

