

Campus Reporter

DECEMBER 1, 1965

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TACOMA, WASHINGTON

Sophomores, Freshmen Elect Officers



SOPHOMORE REPRESENTATIVES — Planning activities for the sophomore class are (left to right) vice president Pat Plankers, secretary-treasurer Miriam Beal and president Bill Evanson.

(Photo by Steve Olds)

William Evanson, Mike Fuller To Serve as Class Presidents

Tacoma Community College's first elected officers already are involved in projects which will shape the destiny of future student activities.

The freshman and sophomore officers are in the throes of organizing a constitutional convention to frame a document which will guide student government procedures.

Elected president of the sophomore class was William Evanson, who was graduated from Clover Park High School in 1959. He served in the army, spending most of his time at Fort Sill, Oklahoma; the Cuba crisis took him to Florida, however.

Mr. Evanson enrolled at Olympic Junior College after his discharge. He attended Olympic for one and one-half years.

Plankers Claims Title

Sophomore vice president Pat Plankers claims the distinction of being the school's tallest class officer — comfortably over six feet. Mr. Plankers was graduated from Lincoln High School in 1961 and attended Centralia Junior College last year. He spent seven years in Europe while his father served in the armed forces.

Secretary-treasurer Miriam Beal is a 1964 Wilson High School graduate. Last year she attended Western Washington State College.

Freshmen Elect Four

Freshman class officers are Mike Fuller, president; Dan Birnel, vice president; Chris Colyar, secretary, and Kathy Faker, treasurer.

Mr. Fuller is a Curtis High School graduate whose major interests are dramatics and music. Also interested in dramatics is Mr. Birnel, a Wilson High School graduate.

Miss Colyar and Miss Faker were graduated from Mount Tahoma High School. Miss Colyard was active in Girls' Club and Tawanas (drill team) activities, and Miss Faker participated in Pep Club and the variety show.

Reporter Offers Writing Contest

The Campus Reporter announces a Christmas writing contest.

Any student at the college is eligible to submit a short story. The story must deal with Christmas and can be either a personal experience written in story form or an original creation.

Type Entries

All entries should be from three to four pages in length, typewritten and double-spaced.

In addition, a Christmas poetry contest is open to both faculty members and students. Poems should also be typed and double-spaced.

Deadline: Dec. 7

Entries must be submitted to Mrs. Millie Rohrs, head of the secretarial service for TCC instructors, in the faculty building by noon on Dec. 7.

Works will be judged by a member of the English faculty, and winning stories and poems will be published in the Christmas edition of Campus Reporter.

Students Sign for New Classes

The great registration machine slipped into gear again Monday as returning students began to sign up for winter quarter classes.

Registration for students already enrolled at Tacoma Community College will continue through Dec. 17, according to college officials.

Similar to Fall Sign-Up

Students will sign up for classes in a program similar to that used for fall quarter registration.

Students should first obtain a schedule of courses and study it carefully. The second step is to ask the faculty secretary to arrange appointments with faculty advisors. Students should then keep the scheduled appointment and discuss their courses with the advisors.

In the fourth step — an especial-

ly vital one — the advisors and students sign the registration material and the students then must fill out all parts of the documents. Because registration documents

OPPORTUNITY KNOCKS

Want to write, draw cartoons, take pictures?

Students who are interested in preparing material on campus activities or class projects may submit their articles to Monty Jones, English instructor.

Aspiring cartoonists, columnists and photographers should submit samples of their work to Mr. Jones.

form part of an official state record, incomplete or illegible forms will be rejected automatically.

The signed, complete forms should be taken to the registration office, where class cards are pulled. Materials should then be taken to the cashier's office, where registration will be validated when fees are paid.

Beginners Sign Later

More than 100 new students will be registering for winter quarter classes. These students will be notified about their registration, which will take place after returning students have signed up for classes.

New students will have an orientation session and assignment to a faculty advisor before beginning the registration procedure.

Musicians Form Stage Band at T.C.C.

Explorers are gathering on the Tacoma Community College campus — students who want to explore American music, that it.

"Organized" jazz will be object of the exploration, according to Robert Dezell, music instructor.

Musicians Form Stage Band

Now being formed on campus is a stage band which will offer its participants an intensive study of jazz, Mr. Dezell reported. Spearheading the band's organization are sophomores Gary Wescott and Jeff Durnford, students who have "good musical backgrounds," Mr. Dezell added.

"Our ambition is to develop the band program to the stage at which we can offer it as a curriculum subject," the music instructor said. "As it develops we hope to use band members as goodwill ambassadors for the college."

Wanted: More Band Members

Immediate plans include finding more

band members and scheduling rehearsal times and facilities. A full-strength stage band needs from 16-20 members; about 10 students have already asked to join.

The stage band is composed of about five woodwinds, eight brass, piano, drums and bass, Mr. Dezell said.

"We're not organizing to play for dances," he pointed out. "Our purpose is to explore modern music. The band is an outlet for young people to learn good jazz."

New Beats Win Place

Rock and roll, Dixieland and other current musical trends will not be ignored. "This is all part of our American heritage and we want to find out about it," the music instructor said.

Mr. Dezell stressed, however, that "music is its own reward and we don't need to rely on the phony attitudes that have crept in today."

No long mops for male musical explorers.



FRESHMAN OFFICERS — Serving the freshman class will be (left to right) Chris Colyar, Kathy Faker, Mike Fuller and Dan Birnel.

(Photo by Steve Olds)

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What About Guidance?

"Nearly half a million students attending junior colleges in the United States are being deprived of adequate guidance at a crucial period in their lives."

This is the assertion of Dr. Max W. Raines, staff director for the appraisal and development of junior college student personnel programs of the American Association of Junior Colleges.

In an article in "American Education" entitled "Crossing the College Threshold," Dr. Raines described results of interviews conducted at 49 large junior colleges in seven regions of the country.

Maze Greet Students

"At far too many large junior colleges in the United States this fall, students will be greeted by a confusing maze of registration red tape, herded into classrooms, and then left more or less to their own devices," he reported.

Although most junior colleges enjoy the reputation of paying much attention to their students, "we find evidence that all is not so rosy as we had hoped," the educator said.

Educator Decries Gloomy Picture

Dr. Raines especially decried the "gloomy picture" in counseling and guidance services at many schools.

"We found that a few of these colleges barely go out of their way to satisfy the inquiries of the prospective student," he noted. "They may go as far as to sell him a catalog and send him a form letter. But that is about the end of it."

Dr. Raines emphasized the importance of guidance programs to the student at this important time of his life when "he needs to measure himself, to understand the sources of his strong points and the causes of his weak ones, and to get the most out of his talents — to say nothing of what he wants to get out of his first year at college.

Dr. Raines Lists Seven Functions

Seven functions of a student personnel service program were suggested by Dr. Raines. They include the following:

1. **Appraisal** — to collect information about the student, at least enough to know something about his strong and weak subjects and his aptitudes and interests.
2. **Consultation** — to talk with students about their educational plans and to help them choose their courses.
3. **Orientation** — to inform students about their college and the occupations they can prepare for there.
4. **Regulation** — to set standards of behavior and conduct.
5. **Participation** — to encourage students to enter into campus activities outside the classroom.
6. **Service** — to help students help themselves in such matters as getting part-time jobs and finding financial assistance.
7. **Organization** — to make a deliberate effort to tie all student personnel services together in such a way that they reinforce one another.

12 Rate 'Satisfactory'

When Dr. Raines and his staff rated the 49 colleges in the survey, only 12 of them were placed in the satisfactory category — and that did not imply excellence. The remaining colleges had guidance and counseling programs that were less than satisfactory.

In many colleges the only entrance requirement was filing of a high school transcript. No tests or other student records were kept. No personal interviews were included.

At one college 95 per cent of the students entering for registration were taken care of by clerks, and the other five per cent talked to the registrar. Only factual questions were answered and no counseling took place.

Officials Compare TCC

In comparing themselves to the schools used in this phase of Dr. Raines' study, Tacoma Community College officials breathed a quick sigh of relief.

Students at TCC are assigned to an advisor in the first phase of registration. Classes are selected with the advisor's help, and no changes in registration can be completed without consulting him. Personnel files enable counselors and advisors to help each student get the greatest possible benefit from his college career.

Although some phases of personnel services are in the developmental stages, administrators hope to fit into an "excellent" rating if Dr. Raines and his staff should ever choose to analyze programs at Tacoma Community College.

Students Need Participation

According to Dr. Raines, student participation in school activities was widely recognized as a vital part of a well-balanced junior college experience. All of the colleges visited were aware of this need, and student self-government existed in some form on all the campuses.

The formation of student government on the TCC campus is a step forward in the program to round out personnel services to fulfill the needs of the student.



BOOK BUSINESS — Buying and selling books run into big business. The bookstore staff is preparing now to purchase used student texts. (Photo by Steve Olds)

Evans Lists Regulations About Texts

Don't wear out that text with overzealous perusal; it's got to be "normal" or you can't resell it.

Evans Tells Policy

Tacoma Community College will buy used hard-back texts for one-half the list price "if they are in normal condition," according to Rolland Evans, bookstore manager. This is in line with procedures used by other college bookstores, he said.

Books will be purchased only if the instructor is using the same text for the following quarter. Some paperbacks will be accepted also, Mr. Evans announced. Buying dates are Dec. 20-22

\$29,000 Business

The bookstore has sold \$29,000 worth of books and school supplies since school started. Most of its sales — \$25,000 total — were completed during the text rush of fall quarter.

Mr. Evans recently ordered sweatshirts with the college crest; delivery has been promised before Christmas.

'Choose the Best' . . .

Delegates to Write Constitution

A Tacoma Community College constitution will soon be a reality.

At a meeting Nov. 24 class officers met with faculty advisors to crystalize plans for a constitutional convention. Delegates will be named Dec. 2.

Gilman Advises

Chief consultant to student government on campus is Sheldon Gilman, political science instructor.

"Although we've had no immediate experience in setting up a constitution, we're not handicapped," he told the students. "There is a great amount of experience we can use and learn from. We can look over other community college constitutions; these came from tripping over rocks and bumping into trees."

'Pick the Best'

He cautioned the students to read the documents of the other community colleges and "pick the best we can."

Also meeting with the students were Richard Falk, dean of students, and class advisors Robert Rhule, Miss Margrit von Bredow, Mrs. Phyllis Templin and J. Paul Steadman.

The constitution will be written,

published and then presented to the students for ratification.

'Required Reading'

"Required reading" for students involved in writing the constitution is an American Council on Education publication entitled "The Student's Role in College Policy-Making."

The book explores the historical advent of student government, problem areas in developing participation and student participation in general government of the institution, in academic administration and in student personnel administration.

Wilson Voices Interest

Interest in student contribution to policy-making was voiced by Woodrow Wilson while he was president of Princeton University, the authors indicated.

"My plea, then, is this," Mr. Wilson said, "that we now deliberately set ourselves to make a home for the spirit of learning; that we recognize our colleges on the lines of this simple conception, that a college is not only a body of studies but a mode of association."

Free Community

He added, "It must become a community of scholars and pupils—a free community but a very real one, in which democracy may work its reasonable triumphs of accommodation, its vital processes of union."

Some cynics on college compuses justify student participation by saying it channels student opinion without affecting policy in any way.

Two Themes Noted

More constructive attitudes, say the authors, reveal two major themes: student participation is training for democratic leadership and community participation, and student participation is a major contribution to the development of educational programs at colleges and universities.

Quoted in the book is a publication by Frances E. Falvey of Columbia University which includes the following:

Activity Increases Spirit

"If student participation is making the most of its opportunities, it will serve to develop interest in the school, increase school spirit,



SHELDON GILMAN . . . serves as constitutional consultant.

and improve the morale of the college community . . .

"School spirit is that inspiration and enthusiasm which comes, in the process of education, from contact with people and ideas greater than the self, from consciousness of a living tradition of a selfless service, from cooperation toward truly great ends, from consciousness of the broad goals of human endeavor."

That's what the constitution and student government at TCC will have to foster.



Steven Schmidt participated in ROTC for two years.

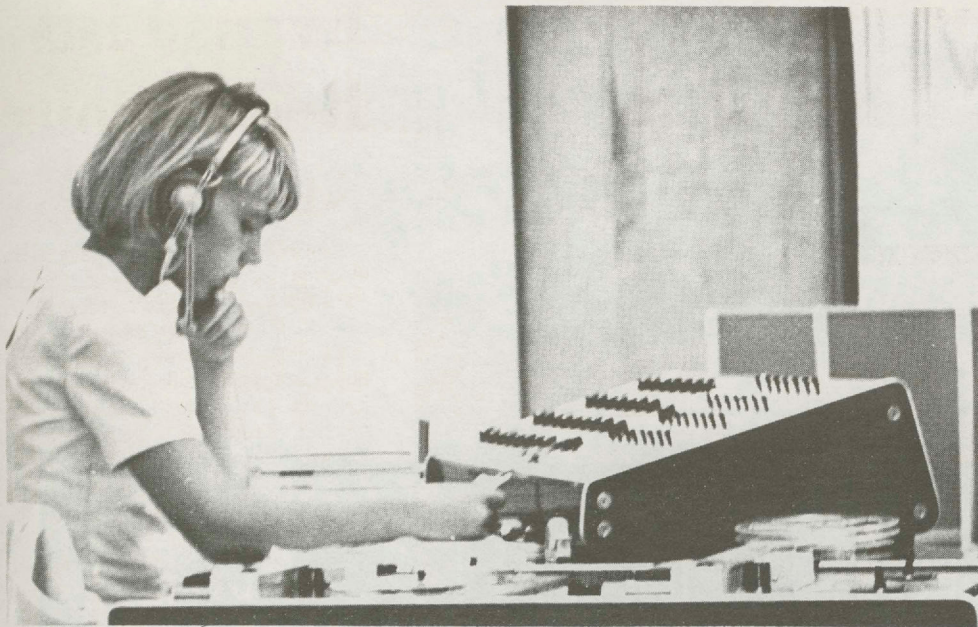
According to detachment officials, Mr. Schmidt has participated actively in AFROTC and school activities and has maintained nearly a 3.0 grade point average.

Schmidt Heads Detachment 900

Cadet commander of AFROTC Detachment 900 this year is Cadet Major Steven C. Schmidt, a senior at University of Puget Sound.

Tacoma Community College cadets form part of the UPS detachment.

Mr. Schmidt, who is 21 years old, is an education major from Shelton. He acted as drill team commander during his junior year after having



CAMPUS CONSOLE — A student worker at a console plays language tapes for students stationed in cubicles. Modern devices facilitate the study of languages at TCC, and instructors help students apply skills. (Photo by Steve Olds)



COMPLETE CONCENTRATION — Each language student at TCC uses earphones and microphone to speed the learning process. Hearing and speaking the foreign language are vital in the new approach. (Photo by Steve Olds)

Getting Acquainted . . .

Let's Talk About Weather—in French, German, Spanish

Es ist schones wetter.

Il fait beau.

Hace buen tiempo.

You can talk about the weather in any of these languages if you know the right people.

Meet 'Right People'

At Tacoma Community College the "right people" are foreign language instructors — Miss Margrit von Bredow, Harry Markowicz and Mario Faye.

Miss von Bredow, a chic young woman with blonde hair, was born in Berlin. She came to the United States in 1949 and lived in Milwaukee, Wis., until 1963.

After a return trip to Germany and a tour of Europe, Miss von Bredow was awarded an NDEA language fellowship at University of Colorado.

Now she teaches German to 43 TCC students.

Markowicz Travels

Readily identified on campus because of his carefully groomed beard is Mr. Markowicz, who was born in Berlin, raised in Belgium and employed in Israel. Mr. Markowicz moved from Berlin to Belgium when he was a year old, and his family came to Washington in 1951.

He received the B.A. degree from University of Washington and also studied at the Sorbonne in Paris. He taught English in Israel, has toured Spain, Morocco, France, Greece and Turkey and has participated in an NDEA program in linguistics at University of Kentucky.

Fifty students are learning to greet Mr. Markowicz in French.

'Chile' or 'Chili'?

Mr. Faye is probably the only person on campus who pronounces "Chile" and "chili" differently. A native of Chile, Mr. Faye came to the United States in 1954. He received the B.A. degree from Columbia Union College and the M.A. degree from Andrews University.

He has toured South America. He taught in Texas and at Longview Community College before coming to Tacoma.

Seventy students are learning Spanish from Mr. Faye.

Instructors Tell Ideas

In a special interview for Campus Reporter, the foreign language instructors discussed purposes, methods and goals of language classes. Here are the questions they were asked and the ideas they expressed:

Why should a student enroll in a foreign language class?

Miss von Bredow responded quickly that often foreign language credits are necessary for graduation from a four-year institution. She suggested that students enroll

in language classes at TCC while the school is still developing so they can take advantage of small classes.

Often students take foreign language classes only for personal reasons, Mr. Markowicz pointed out. He seconded the idea of studying languages at a small college where there is "much concern for the student."

'Few Europeans in West'

"In the western part of the United States it is especially valuable to become acquainted with a second culture, because not much influence of the European immigrants is felt here," Mr. Faye said. He recommended that a mass program of language instruction be initiated in elementary school and continued through high school and into college.

"Students who come to college without pre-college language training often have a difficult time unless they are especially gifted in this area," Mr. Faye reported.

What are the vital languages?

"French, German and Spanish!" the instructors exclaimed.

Academic languages used for graduate work are French and German, and occasionally Spanish, Mr. Faye said. "We take these because of our historical background," he added. "But the government is hastening to give money to speed the learning of critical languages."

Anyone for Swahili?

Mr. Markowicz named Swahili, Bengali and Chinese as vital languages, and Mr. Faye reported that in an NDEA program at University of Michigan five native "informants" (native speakers) are teaching Swahili.

Are we closing the language gap?

Mr. Markowicz: "In the theoretical teaching of languages we know more than European teachers, but we don't have enough teachers here.

Miss von Bredow: "We must consider the proximity of countries in Europe and the intercourse of peoples. They have more chance to learn and use foreign languages.

U.S. Role Changes

Mr. Faye: There once was no need here. Because of the U.S. attitude of isolationism, there was no interest. The role of the United States has changed; the need has become more obvious. The United States is trying to make the new generation aware of this need.

Mr. Markowicz: Before World War II it was thought an educated person should study for a reading knowledge. We now know that reading knowledge is not sufficient.

During the war we found we needed people who could speak the languages — and a crash program was begun.

Do language students learn anything about the culture of the countries?

The unanimous answer was that authors of texts deliberately plan lesson materials, dialogs and readings to emphasize cultural backgrounds so students will be aware of life in other countries. Films also are used.

Teachers Hold Advantage

Miss von Bredow, Mr. Faye and Mr. Markowicz all are native speakers — an advantage not all language instructors can claim. They can tell students about their homelands.

"Learning a language isn't the key to the culture of a country," Mr. Markowicz reminded.

What are trends in language instruction?

The audio-lingual method received a 3-0 vote over the traditional method of language teaching.

"The audio-lingual method is the easiest and most effective because it uses the same principle as that used by a child first learning to speak," Mr. Faye pointed out. "The child learns to speak first by listening and then imitating. He learns the mechanics of the language later."

Okay for Translating

Mr. Markowicz explained that the traditional method "teaches about language." He added that "at best it is used to teach a student to translate."

Language laboratories and taped dialogs are used in the audio-lingual approach. Programmed

material is now finding a place in language instruction.

"The teacher can't be replaced by a machine, however," the French instructor asserted. "The teacher must help the student use naturally what he has learned mechanically."

'TCC Students Are Smart!'

All the language instructors expressed great pleasure over the enthusiasm and ability of TCC language students. "We are gathering the fruits of an extremely good high school language program in this district," Mr. Faye claimed.

Students were cautioned to learn about scholarship opportunities and vocational possibilities in languages. Some undergraduate awards are given for study of the exotic languages, and many grants and fellowships are available in graduate language study programs.



DISCUSSION SESSION — TCC German instructor Miss Margrit von Bredow expresses her views on language study to Harry Markowicz, French instructor, (left) as Spanish instructor Mario Faye formulates his own answer. (Photo by Steve Olds)

Language Study Vital in World Today

"We must learn to speak the languages of strangers. Not just to speak technically of technical things, but humanly of human things."

This is the belief expressed by Dr. Jacob Ornstein of the U.S. Department of Agriculture.

'We Live in One World'

"Every American child deserves and needs to study a foreign language — needs it imperatively," he asserted. "Why? Because we live in one world; we are no longer an independent, isolated nation. And if we and our neighbors and co-members of this one world are to survive, we must learn to get along with — to understand — one another. There is no way to do this except by learning — literally and figuratively — to speak one another's language."

Dr. Mario Pei, Columbia professor,

gleans a lesson from the Bible's account of the Tower of Babel. After God confounded the language of the people they could no longer discuss building plans or even settle their differences.

'No Understanding Without Language'

"Without language there is no understanding among people, and without understanding there is no chance of their being able to work together," he concluded.

Today about 2,796 languages exist in the world; only 13 are "language giants" with more than 50 million speakers each, Dr. Pei reports.

These languages — named in order of use by the most speakers — are Chinese, English, Hindustani, Russian, Spanish, German, French, Japanese, Italian, Malay, Bengali, Portuguese and Arabic.



BUILDING A COLLEGE — Construction workers prepare the roof of a new campus building on a crisp fall day.

Good weather has permitted workers to meet construction schedules, and new buildings soon will be ready for use,

according to President Thornton M. Ford.

(Photo by Steve Olds)

New Buildings Open; Ford Promises Beautiful Campus

"We're going to have the prettiest campus in the country."

This was the conviction expressed last week by Tacoma Community College President Thornton M. Ford as he reviewed the campus building program.

Moving Day

On Nov. 22 instructors moved into the new faculty building. A lecture hall is scheduled for completion early in December.

"By the beginning of winter quarter we hope to have the new science building, an additional classroom building and perhaps another lecture hall," Dr. Ford said.

End of Phase One

He added that by Mid-January workmen should finish the administration building, and by the end of January students and faculty should be using all 11 buildings planned for the first construction phase.

Approval for the final eight campus buildings was given by the school board on Nov. 18, Dr. Ford reported. These include a library, cafeteria, physical education building, large lecture hall-theater combination, bookstore-student government building, business office, fine arts building and health center.

Christmas Gift, 1966

"Probably these buildings will be started shortly after the beginning of 1966," the college president stated. "By a year from this Christmas all the buildings should be open."

Dr. Ford praised the "wonderful building weather" and expressed

relief that no delivery problems had delayed campus construction projects.

Officials Plan Landscape

Landscaping plans also are being formulated. College officials an-

icipate that ground will be prepared and sprinklers installed during the late winter and early spring months. In the spring an initial crop, such as clover, will be planted to hold the soil until lawns can

be seeded.

Enough grass for physical education activities will be planted during the spring and summer, Dr. Ford reported, but "playing fields, and practice fields are a year

away."

By the spring of 1967 the campus will "look good," Dr. Ford promised. Trees, shrubs and fountains will be part of the campus scene by then.



UGANDAN EDUCATORS — President Thornton M. Ford (left) introduces visitors to TCC class. Touring the campus were Erastus Ngalombi, Miss Mary Barlow, Lameck Katabira, Miss Joyce Lutwama,

Chris Muyingo, Miss Esther Nakku, Elisante Nkini and Robert Ogwang.

(Photo by Steve Olds)

Ugandan Educators Tour Campus, Meet Students

Eight Ugandan educators spent an afternoon at Tacoma Community College as part of a tour of schools in King, Pierce and Snohomish counties.

Traveling in the United States under a program administered by

the United States Office of Education, the educators spent the afternoon of Nov. 17 on campus. Cooperating in the tour program is the agency for international development of the State Department.

Educators Study Schools

The purpose of their travels is to familiarize themselves with teachers' associations and school systems, according to the Washington Education Association. They hope to acquire information to help them improve the services of the Uganda Teachers Association and their own skills as educators.

Erastus Ngalombi, head of the group, is senior lecturer at Uganda Technical College in Kampala. Others are Miss Mary Elizabeth Barlow, home economics teacher at Kibuli Senior Secondary School at Kampala, and Lameck Katabira, UTA conference secretary and headmaster and teacher at Kalinabiri Primary School.

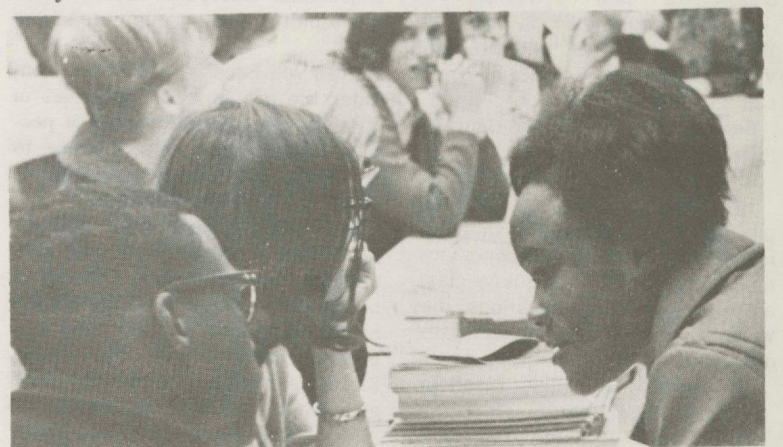
UTA Officials Included

Also visiting were Miss Joyce Lutwama, junior secondary teacher in Kampala; Chris Muyingo,

technical teacher, Uganda Technical College and secretary of the UTA's technical teachers' branch; Miss Esther Nakku, schoolmistress and junior secondary II class teacher at the Police Children's School; Elisante Nkini, headmaster of Kasawo Junior Secondary School in Kampala and a UTA branch secretary and central committee

member, and Robert Ogwang, teacher and chief education officer at Gulu and executive secretary of UTA's Gulu branch.

The Ugandans visited schools in Federal Way, Renton, Lake Washington, Bellevue, Northshore, Mercer Island and Edmonds districts. They had Thanksgiving dinners at teachers' homes.



CAMPUS CONSULTATION — A Ugandan educator stops to chat with a TCC student as she tours the campus. (Photo by Steve Olds)

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