

# Tutor program helps students brush up skills

By Shelley Ball  
Of The Print

Students or instructors interested in making extra money by helping other students master specific skills should contact Tutorial Services Coordinator Judy Peabody about a tutoring job.

Wages are based on a hourly basis, ranging from \$3.50 for non-degree tutors to \$5.85 for tutors with a degree.

Applicants are required to have received a grade of A or B in the subject they wish to tutor and need the recommendation of a faculty member or department chairman. A questionnaire will also be filled out by the applicant, including subject, type and number of students, and amount of free hours available for tutoring. Students who wish to be tutored would also fill out a similar form.

Possible tutors would then be interviewed and selected by the head of the department in which the tutor wishes to teach.

"The program is designed

to help students brush up on their basic skills," Peabody said. "It's a retention program basically, and it keeps the College from being a revolving door."

Peabody said that last year's average age for students being tutored was 26, which means that the bulk of students tutored have been out of school for awhile and need to refresh basic skills. This term has brought an increase in the volume of foreign students, approximately 42, Peabody said.

Successes for the tutorial program have been in existence, with Peabody hiring between 30-50 tutors.

This term there is an excess of 100 students being tutored, with 37 tutors helping them in subjects that range from accounting, biology and foreign language to writing composition and basic study skills.

After a tutor has been hired, Peabody will bring together a tutor and a student who both have correlating time

periods. The library, science labs, math lab, and even hallways are used for tutoring sessions, since the four-cubicle tutoring room in McLoughlin Hall is too small for everyone,

Peabody said.

Tutoring sessions can be as short as 15 minutes to an hour and a half, to as long as an entire term, after which Peabody will make an evalua-



BONITA VAN HORN tutors student Han Tran.

Staff Photo by Troy Maben

She currently tutors 12 students, most of them East Asian.

The 80-year-old tutor works from 10 a.m. to 4 p.m. helping students with English, writing and psychology, or "anything a student needs," Wilson said.

Wilson also mentioned one-on-one tutoring as an enjoyable part of her job and uses it with her own students.

"I think I like figuring out how to approach each student and help them," tutor Penny Fahland said in regard to her job.

Fahland, 44, started tutoring four years ago at the College through the recommendation of a friend. She graduated from the University of Washington with a major in education, and was a first grade teacher prior to having a family, after which she became a tutor.

Fahland tutors six students with learning problems in spelling, reading, grammar and writing.

"Each student has an individual problem, so it makes you feel good when you have individual successes," Fahland said.

Besides regular subjects, reading and spelling is taught along with study skills, which Peabody feels is a big thrust of the tutoring program.

When asked for her feelings on the tutorial program, Peabody replied, "It has kept students on campus successfully for a long time."

## College offers new telecourses

Since its conception in the 1940s, television has been the object of varying opinions as a communications medium. Some have hailed it as a great potential tool of learning while others have criticized it as a mindless "baby sitter" or even a medium of propaganda. At any rate, television is gaining ground as an educational medium at Clackamas Community College and other colleges around the country.

Telecourses are television programs designed for the specific purpose of credit class instruction at home as well as for general viewing. The programs are used in conjunction with a text book, a student

study guide, and occasional meetings with instructors on campus. According to Bob Wynia, Assistant to Dean of Instructional Services, the courses are basically regular credit courses of very high quality.

The programs are produced by colleges and corporations such as Boeing and BBC and cover a wide range of topics from the arts to technical courses. A person registers for telecourses in the same way as any other course.

At the College there will be about two-to-three hundred students enrolled in the courses as of next term. Presently there are 180 students participating

in the programs which includes six different courses. Among them are money management, career planning, effective parenting, personal health, computing, and understanding human behavior (psychology). There will be no major changes in the program in the near future.

Two years ago the majority of students taking telecourses were full-time students but recently that trend has reversed and the majority of the telecourse students are taking them exclusively. One of the values of telecourse, Wynia feels, is that people who only want to enroll in a few classes may do so without commuting to the campus daily.

The College began its telecourse program two years ago with only one course offered. Since then, it has been enlarged to six different courses.

The courses, which generally cost about \$500,000 to \$1 million apiece to produce, are very effective, Wynia believes. Much of the material in the courses is not possible to use in regular lecture classes but is made possible in telecourses by modern video technology.

"The quality of the courses is improving all the time due to the explosion of video technology," Wynia said. In the past, many telecourses were just a film of an instructor giving a lecture but now they have become much more graphic, using actual laboratory and professional demonstrations.

A common misconception, Wynia says, is that telecourses are especially easy. He maintains that they are just as rigorous and sometimes more so than regular lecture course.

tion to determine the student's progress. Students are also monitored by their tutors on a daily basis.

Tutor Mabel D. Wilson said, "The challenge of meeting the needs of foreign students, and learning about their customs and cultures," is what makes her job enjoyable. Wilson, a graduate of the University of California, Berkeley with honors in Italian and Spanish, has worked at the College for nearly seven years.

## Officers visit meeting

Five representatives of the Associated Student Government at Clackamas Community College traveled to the annual regional Association of College Unions-International held last weekend Oct. 29-31 in Ashland, Ore.

ACU-I exists to help provide nationwide and international communication for student activities and student union people.

Attending from Clackamas were Director of Student Activities Debbie Baker, Outdoor Wilderness Coordinator Kelly Sullivan, ASG President Paul Nastari, and ASG Senators Ben Campbell and Tim Sytsma.

"I felt it was one of the best planned conferences that I have seen in a long time. I thought the opening session was great, with the icebreaking session conducted by Utah State University speaker Ray Myers. It was an excellent way to meet people, and to get to know one another," Debbie Baker said. "I also like a lot of the showcasing of different talent act. There were some acts that might really fit our students well," she remarked.

"The thing that I liked best was the showcasing," Senator Campbell said. "Over all I

thought it was a great conference, most of it was helpful and it gave us a good chance to see through some of available entertainment. It was good in that it gave us a chance to meet people in a more informal atmosphere."

Part of the conference was devoted to showcasing talent acts and different performing groups, but the majority of the delegates' time was spent in different sessions that dealt with individual issues. Some of the issues discussed were women as bosses, planning and organizing an arts and crafts fair, creative decision making, X-rated films-pro and con, and many others.

"I felt that the community colleges that attended and put on workshops did a more effective and high quality job than the sessions that were done by some of the four-year schools," Nastari remarked.

In the business meeting new student representatives for the next year were elected. The new chairman is Scott Seibert from Umpqua Community College, vice chairman is Carlos Pedraza from University of Montana, and named to the secretary position was Janice Dupps from Alaska Community College.



inches		1										2										3										4										5									
		1	2	3	4	5	6	7	8	9	10	11(A)	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40										
L*	39.12	65.43	49.87	44.26	55.56	70.82	63.51	39.92	52.24	97.06	92.02	87.54	82.14	72.06	62.15	49.25	39.92	28.86	16.19	8.29	3.44	31.41	72.46	72.00	29.37	44.01	55.56	49.87	44.26	39.12	33.43	27.16	22.07	17.17	12.51	8.44	5.32	3.19	1.98	1.18											
a*	13.24	18.11	-4.34	-13.80	9.82	-33.43	34.26	11.81	-48.55	0.45	-0.60	0.75	-1.06	-1.19	-1.07	11.81	58.80	48.05	18.91	0.23	0.21	1.06	5.90	34.26	33.43	27.16	22.07	17.17	12.51	8.44	5.32	3.19	1.98	1.18	0.75	0.45	0.21	0.13	0.08	0.05											
b*	15.07	18.72	-22.29	22.85	-24.49	-0.35	59.60	-46.07	18.91	0.15	0.15	0.22	0.36	0.51	0.51	0.15	0.09	0.15	0.22	0.36	0.51	0.15	0.09	0.15	0.22	0.36	0.51	0.15	0.09	0.15	0.22	0.36	0.51	0.15	0.09	0.15	0.22	0.36	0.51	0.15											
D50 Illuminant, 2 degree observer		Density																																																	