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Student unity at SC?

By Tim Casper

Realizing quite clearly that my last editorial caused a certain amount of disruption and controversy, I have come to grips with the entire situation, and can sum it up in three words, "the truth hurts".

Based upon several phone calls I received in the days immediately following the last publication of Montage, as well as several personal confrontations and even one physical debate, I have come to the conclusion that both Student Government and the Student body have become aware of Montage.

This sudden awareness from Student Government, I believe, stems from a fear that both their institution and egos feel threatened.

As for the Student body, which is I believe more important, the sudden interest is caused by a difference of opinion stemming from what Montage feels and from what they feel is in their best interest.

Montage has, at least while I've been Editor, tried to represent itself as a vehicle of the students. By this I mean a newsmagazine that would be both interesting when campus oriented and when not. However, I would be the first to admit that sometimes certain negative aspects surround an issue of Montage, and that some issues are better than others. However, it is still a vehicle of the Student body, and should therefore convey to the students any pertinent facts dealing with them, as well as any information concerning their activities.

It was for these reasons that the last editorial was written and published. It has occurred to me, because of the events taking place after the last issue, that Student Government was completely and utterly surprised by the contents of that editorial, in fact several of them actually seemed annoyed! Because of these actions I perceived the general overall feeling was one of "who do you think you are" type.

Was this feeling perceived because it was actually this feeling indeed that filled the minds of Student Government?

Or, could it have been that Student Government views Montage as just another student organization seeking assistance to promote student activity?

Could it be that Student Government sees Montage as an arrogant snob who is trying to destroy the power of Student Government?

Or could it even be that Student Government has forgotten its own constitution and is more concerned with self satisfaction that supplying representation to the Student body? Oh, who knows what evils lurks within the minds of men!

It has come down to the simple truth, as I, the Editor of Montage see it, that the Student body must begin to realize that they are supposed to be represented by Student Government. It is up to everyone who pays good money to attend SC to evaluate how that money is handled and spent.

It is up to the Student body to look over Student Government, to oversee the manner in which student activity fees are spent and on what. It is up to the students to realize that if they consider the concept of holding get-togethers furnished with pizza and beer as wasteful, they have the right to express themselves.

The Student body should become aware at election time which candidate can best represent them, not which candidate is most qualified to arrange KSUSC into Joe's pizza house and carry-out.

It is up to the students to become more aware of what they want, when they want it and how much they want. For heavens sake let's stop the tail from wagging the dog!
KSUSC opinion poll...

What about Student Gov’t?

This issues’ opinion poll, conducted by Charles Bluman, asks the question, in your opinion is Student Government meeting the needs of the Student body? The results of this poll may be somewhat misleading because of the 15 people who were asked the question, only 7 knew enough about the subject to discuss it.

Dan Kinsinger

Dan Kinsinger, a telecommunications major, “I feel that Student Government is doing as much as possible to create activities for the students, but it seems student relations are rather limited. I was looking forward to the Michael Stanley concert, but they couldn’t seem to pull it off.”

Lewis Plott

Lewis Plott, freshman biology major, “I don’t believe there is enough knowledge provided to the average student about the functions of Student Government. I believe students should be made more aware of how they can use Student Government to their advantage.”

Lisa McKibben

Lisa McKibben, sophomore business major, “I think Student Government is doing a better job than a lot of people may think. I’ve been in fairly close contact with them, and I feel they are not out only to help students, but also the community.”

Lesa Rummel

Lesa Rummel, physical education major, “Of course Student Government cannot meet the needs of every student. I feel they do a good job, but like every organization, the job could be done even better. They just need a little more cooperation from the Student body.”

Joe Yakunich

Joe Yakunich, junior public relations major, “I am really happy to see Student Government making an effort to provide entertainment for the students, in the form of movies and TGIF parties. A few good concerts in the future might bring a good response.”

Debbie Beatty

Debbie Beatty, speech pathology major, “I believe the KSUSC Student Government is to be commended. They are available to help students in their social and academic affairs through such affairs as the book barter, parties, and the work of the Student Government office. They are always there when they are needed.”

Robin Raper

Robin Raper, sophomore photojournalism major, “Considering the low key of this particular campus, Student Government seems adequate. They do not have much to work with since apathy is prevalent concerning campus activity. These students don’t live here, and when class is over they just want to go home.”
Campus Council reviews HPERC use

By Tim Casper

Lack of communication was outlined as the major problem confronting the operation and effective use of HPERC in a report compiled by a task force appointed by Stark Campus Council.

This task force, headed by John P. Hayes, journalism instructor, and committee members Vera Thomas and Marla Ivan, appeared before a recent Campus Council meeting to present their 28 recommendations to improve the overall operation of HPERC.

A meeting consisting of the task force, Campus Council, the coordinator of HPERC, and the Director of SC is scheduled for a later date to discuss the 28 recommendations.

Some of these recommendations are: that Kistler and all HPERC faculty should post office hours and inform the secretary of their whereabouts throughout the day. Faculty meetings should be held. Pertinent communication between the coordinator of HPERC and the Director of SC, Jack Morehart, should be put in writing and not delivered verbally; a bulletin board should be immediately installed in the lobby of HPERC and should be used to announce class schedules, open gym hours, and faculty office hours; a meeting should be called for the members of the task force committee, the Campus Council Chairperson, the director of SC, and the coordinator of HPERC, as soon as possible, to discuss the findings and recommendations of the task force;

a student survey should be designed and distributed to determine class needs for Fall Quarter 1976. The survey should ask students to point out the courses desired and the times desired;

a priority for the use of the SC fieldhouse should be determined and should be as follows: First priority goes to academic scheduling; second to student activities, including open gym, and third, off-campus activities.

The Campus Security should patrol the parking areas behind HPERC and ticket all cars illegally parked. All outside activities should be informed in writing that they are guests of KSUSC, and should be informed that they are expected to observe campus regulations. They should be discouraged from believing they “own” the facility;

that it presently appears that the monies acquired from rental fees from GlenOak are used to promote both student employment and student activities, and since the school uses the fieldhouse on a limited basis the service should continue. However, if the needs of GlenOak increase to more than three hours a week this recommendation will be re-evaluated.

Stark Technical College should be immediately involved for services rendered and all fees collected from outside activities should be made public. About three hours of daily open gym time should be allocated in a reasonable time in the late afternoons or early evenings. The practice of allowing scholars to borrow books from the bookstore is a good one; however, it should be extended to include other areas or discontinued, these recommendations were some of the most pertinent to the student body needs.

The complaints about outside activities taking up most of the open gym time for SC students was a primary concern to the Campus Council. Suggestions were offered as to the avenues available to rectify the situations. It was stated in the meeting that some damage has occurred to the fieldhouse while the outside organizations were occupying it.

Thus far damage has been minor including stolen shower curtains, soap dishes and a locker door was pushed in by a basketball player. The Council was attentive to arguments pertaining to who would concur the costs of replacing and repairing damage or stolen items.
TED program... concerned educators

By Jane Sigrist

One very innovative course being offered this quarter at KSUSC is TED Seminar I, first in a series of three education courses which comprise the TED (Teachers Exploring Diversity) Program.

The TED Program, which was initiated on main campus about five years ago, is in its third year at KSUSC.

Pat Hughes, assistant director of the program on main campus, conducts the class which meets on Wednesday nights from 6 to 10.

Basically, TED Seminar I is a tutoring program in which college students tutor lower-income minority children who are in grades one through seven.

Although the central idea of the program is for college students to help minority children in academic areas where they are deficient, the real purpose of the program is not quite as simple.

The TED student learns to deal with the disadvantaged child on a more humanistic and sensitive level since this type of child has a background which necessitates perhaps a somewhat different approach to teaching.

While the TED Program is designed to provide prospective teachers with a thorough understanding of the minority child, his environment, his background, and also with various teaching methods, its actual purpose is to enable the student to become sensitized to himself and to those around him.

As Pat Hughes says, "Our purpose first is to sensitize college students to themselves and to their own attitudes and ideas; second, to sensitize them to others, and third, to help them interact with the disadvantaged."

Non-education majors as well as education majors are eligible to enroll since the class is really a course in self-development and awareness as well as an education class.

The seminar which meets at the Jocson-Sherrick Community Center, a federally funded project in Southeast Canton, has 25 students enrolled with approximately twice that many children.

Ms. Hughes says she prefers it that way with a ratio of "one to one or one to two" (one tutor per child or one tutor for every two children).

Most of the children enrolled in the program are black, come from lower income brackets, and live nearby in the apartment complex of the Metropolitan Community Center.

In addition to tutoring the kids, students are expected to read a number of books from a list of suggested readings (which they give oral or written reports on), keep logs of experiences in school emphasizing themselves as learners, and join an awareness of encounter group and participate in class discussions.

After attending one of the sessions, I feel I've gained an insight about the program just from observing and participating.

During the first hour-and-a-half, the tutoring session was held. Each student took his or her child to a table where they worked together on whatever area the child needed the most help whether it be math, science, social studies, or reading.

One imaginative student whose child had some difficulty in math made the chore of working problems easier and much more interesting by constructing a felt board; cutting out numbers and putting them on felt cutouts in the shape of footballs. She also cut out a football player with a number 12 jersey designating the boy's favorite player, Joe Namath.

The participants say that it is this type of communication that is needed in dealing with these children, "They need educators to relate to them on their own level, what they don't need is some programmed robot of a teacher who is totally removed from them and their environment.

During the next two hours, several activities were carried out. First, a discussion was held about the previous week's speaker, who spoke on credit unions and their advantages. (The class was previously invited to attend a dinner at the community center which was held for credit union members and prospective members). Next, Ms. Hughes answered student's questions about the TED seminar I curriculum and syllabus.

Finally, everyone participated in an exercise which consisted of a question: "Of the three occupations; pickle inspector in pickle factory, toll booth collector, and wiper in car wash, which would you choose first, second, and third as a job for yourself?"

Everyone divided into groups of four or five and discussed their choices. Results of the class were then tallied up and reasons were given as to why certain choices were made and why others were not made.

The purpose of the exercise was to show that there is no one right choice or wrong choice but instead, that there are alternatives.

Each individual's choice was based on past experiences and no two persons were very likely to make any identical choice for the exact same reason.

This very simplistic exercise demonstrated that we can all achieve a new awareness by allowing our minds to be opened to alternative choices. This same kind of technique can also be applied to any classroom situation, particularly in working with children.

The TED program, with its innovative approaches in teaching, seems to be heading in the right direction toward establishing a rapport with inner-city minority children.
Tonges and Popa SC Communicators

By Wanda Young

If you watch Canton’s WJAN and listen to WOIO, you may have heard the voices of Mike Tonges and Chris Popa, KSUSC freshmen.

Tonges and Popa are telecommunication majors working in the field of radio and television.

During their high school days in Alliance, both were members of the WFAH Explorer’s club which was established to teach broadcasting procedures and techniques. Through the club they acquired basic knowledge and an interest in communications.

Tonges, in his junior year was hired cameraman for the Alliance basketball games. He worked with Dale Lamb of WJAN who was instrumental in helping him get a part time position at WJAN as cameraman in August 1974. He was promoted to master control operator in February 1975 and in September started working full time in that position.

In addition to his present duties, Tonges sometimes gives the station’s identification and assists as announcer for commercials.

Last year he taped an interview with the Alliance High’s basketball coach after Alliance became regional champions.

Tonges’ close friend Popa, disc jockey and news commentator, has been working at WOIO “Big 1060” for one year.

His high school teacher, who also was involved with the WFAH Explorer’s Club, encouraged Popa and was instrumental in helping him obtain a position at WOIO.

Popa broadcasts the news on week days, and is a disc jockey Saturday and Sunday from 12 noon to 6 p.m. During the weekend, he plays contemporary music directed toward an adult audience.

At the Hall of Fame parade, Popa inter-viewed celebrities like Gregg Morris of “Mission Impossible;” Ernest Borgnine, “McHale’s Navy;” and the players inducted into the HOF.

He has done disc jockey remote programs (programming live from a location outside of the station) at Firestone Tire Company and George’s Meats. He is scheduled for another remote program at Firestone in March.

Popa says he is happy at WOIO but would like to become program director for WFAH in Alliance.

Tonges says he is also happy but is undecided between telecommunications and journalism.

In time, you may see Tonges as anchorman on a local or national television station.

Right now, since photography is his hobby, he will get a chance to film the Cloister Sisters. The Cloister Sisters are a group of nuns in Canton who entered a Catholic Convent 20 years ago and vowed never to come outside. To this date, they have not. Tonges will accompany the writer working on the project and he will do the filming for the story.

Both Tonges and Popa would like to see KSUSC establish a radio club and would like to be actively involved.

Popa says the main campus has its own radio station and feels the Stark Campus could do the same.
Plans underway for SC child care center

By Leonard King

"Students have been requesting information for quite sometime about a child care center," explained the Rev. Thomas Douce of Interfaith in a recent interview.

"Fr. Joseph Lazur, co-director of interfaith ministry, really brought the topic of the child care center to life," he said.

Plans for a child care center for the community of Kent State University Stark Campus (KSUSC) and Stark Technical College (STC) were discussed in a recent meeting in the Interfaith Campus Ministry office.

John Knox United Presbyterian Church, KSUSC, STC, and Interfaith Ministry have persons representing them on a committee for the child care center.

The task of the committee is to study the various kinds of child care centers, or programs and select the one that best fits the needs of this campus community.

Rev. Douce predicts the child care center will be in operation next fall quarter. "The program probably will be for anyone in the university's community," Rev. Douce stressed.

One of the several places being considered for the child care center is Kentview located at 5155 Eastlake N.W. Rev. Douce says he feels Kentview is the place most likely to be chosen for the center.

"Do expect this to be a self supporting program," emphasized Rev. Douce.

Nothing is definite at this time. The committee is receiving outside help to prevent them from making any serious mistakes about starting a child care center.

Rev. Douce is hoping representatives from Akron University's child care center and Canton Day Care Center will attend some of their meetings.

"Hopefully these people can help us in the legal aspects of starting a child care center," concluded Rev. Douce.

THE CLASS OF "82"

I DON'T STUDY AT THE LIBRARY. ANY MORE - I CAN'T CONCENTRATE ON MY WORK - TOO MANY DISTRACTIONS!
Council Suggestion box open for business

By Denny Engle

No matter how smoothly and efficiently an operation is being run, there always seems to be room for improvement, and KSUSC is no exception.

Probably countless times in the past one person or another connected with our campus has had suggestions for improvement but did nothing about them because he or she was not aware of the Campus Council Suggestion Box.

The suggestion box is located just outside the library doors on the first floor of the Social Science and Humanities Building (SSHC).

According to Betty Foulk, chairperson of the Campus council, the box was put into operation in the Spring of 1974 because the members of council at that time felt there was a need to hear the ideas of all the other people on campus.

Describing what happens to suggestions after they are deposited in the box, Foulk says she unlocks the box once every week and collects them. Then she distributes them to various committees or offices, the office of business affairs or student activities committee for example, depending on the nature of each suggestion.

Following up on each suggestion, the office or committee involved works with the Campus Council to look into what can be done.

Relating an example of showing the effectiveness of the suggestion box system, Foulk says once she received a couple of suggestions concerning the installation of a traffic light at the intersection of Everhard Rd. and Dressler Rd.

Foulk says she and the Campus Council then contacted the city councilman for this area and presented the idea to him. Foulk explained that the councilman was very responsive, but she added that even if he had not been, the Campus Council would have persisted.

But as it turned out, he was very receptive and soon a traffic light was installed at that very busy intersection, due at least partially to the efforts of the Campus Council of KSUSC and a couple of people who cared enough to make their ideas known by using the suggestion box.

So it does work. And Foulk stresses the fact that the box is always there for anyone on campus, whether a member of the student body, the faculty, or the staff, to express his or her ideas for improvement.

rentables

Our rentables are available to you for seasonal activities! Mini-homes and tent campers are great for family vacations while the People Mover (a 15-passenger bus) is best for transporting large groups to various events. For details, call... Akron 253-9194; Cleveland 656-3400; Canton 454-3001; Niles 544-0741.