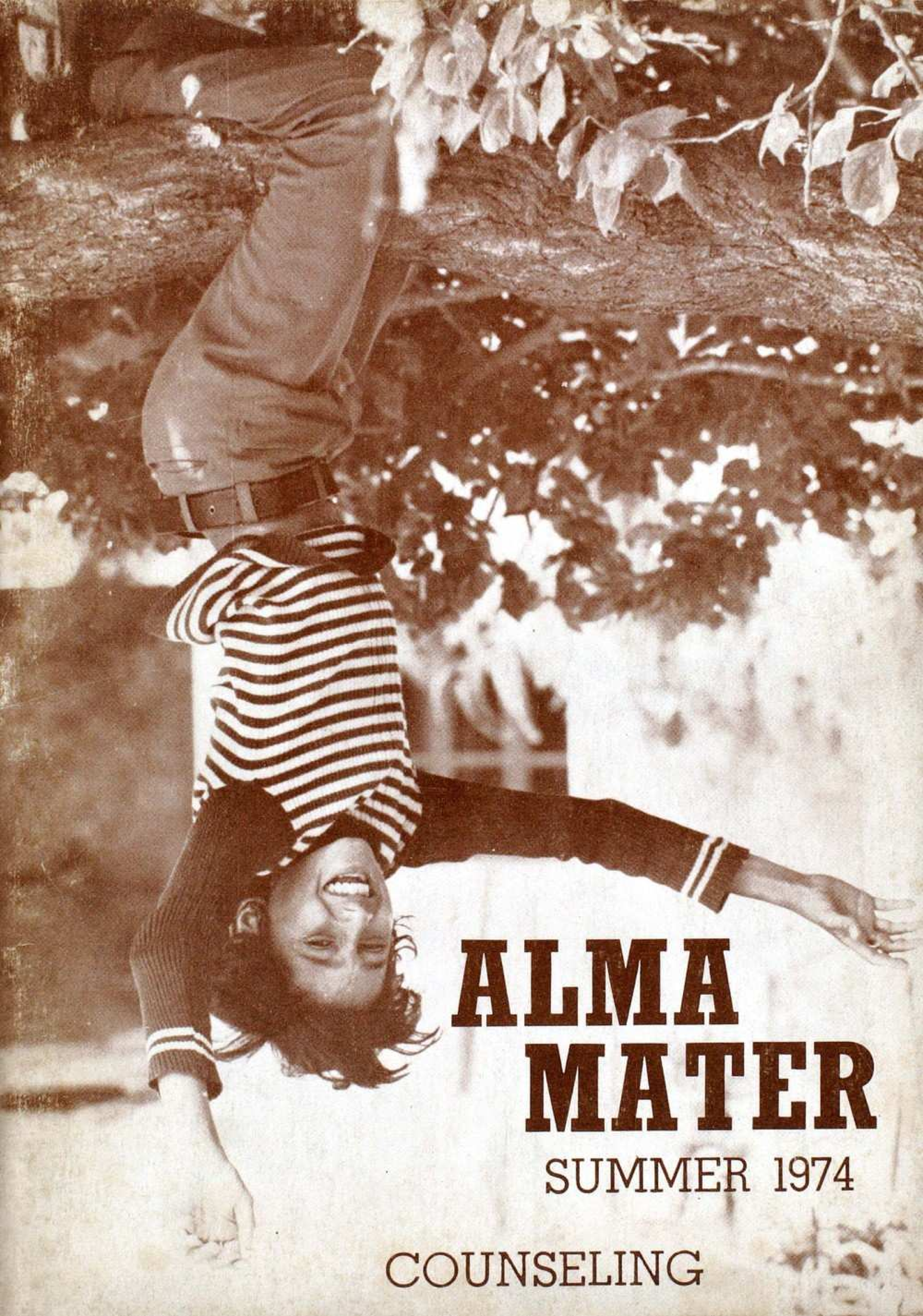

ALMA MATER

SUMMER 1974

COUNSELING

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Dear Reader :

Each new generation finds that the wisdom of their fathers is not theirs by inheritance but must be re-learned (therefore there are schools to teach these things). Each person must learn to live his own life, though he may profit by the experience and counsel of others in doing so. The Board schools have from the beginning felt it was important to help their students acquire not only knowledge but also wisdom in using knowledge and facing life. Many students have found in some individual or teacher a source of encouragement or inspiration. But life and its problems seem to be getting more complicated and the schools have felt it important to give the students even more help as they face these problems; so now each of the three schools has a counselling program directed by a fulltime guidance teacher. ALMA MATER thought it might be of value to explore counseling as a profession, and to show something of what a counseling program can do. Dr. Necla (Palamutlu) Öner, AKK '54 gives a general view of the profession and its application in Turkey; Fatma (Ramazanoğlu) Torun, AKL '58, tells of her experiences in counseling at AKL; from Tarsus we have an overall view of the counseling program being developed by TAC's guidance teacher **Daniyel Çimen**, as well as of the ways that the students receive more informal guidance from others.

Two former Tarsus teachers who went back to university to take specialized training in Counseling, also contribute to this issue. Dr. Lawrence Jones, TAC '63 - '66, tells of the challenges he finds in his profession, and Louis Wilkins, TAC '58 - '66, describes his «extra-curricular» service in a special program in which people facing a personal crisis can find over the telephone a listening ear and counseling help.

Some of you may be puzzled by our cover photograph; we were when we first saw it. But we looked again and it seemd to us entirely appropriate to our theme; though the young man hanging up-side-down from a branch of TAC's famous apricot tree seems to be perfectly happy that way, he will some time inevitably have to face the world from a more normal upright position. He may then need help in getting back on his feet, and then a wise counselor. might help!

An Üsküdar graduate has already contributed a cover for the next issue; we would like to ask now for a volunteer from among the İzmir alumnae for a cover for the issue after that.

Sylvia Meyer - Editor

ALMA MATER
ÖZ OKULUM

For the Alumni of the American Board Schools in Turkey

«Zaman olur ki hayli cihan değer»

Vol : IV 1974 No. 4

Senede dört defa çıkar

ALMA MATER - ÖZ OKULUM

Amerikan Board Okulları mezunları için

Sahibi ve Mesul Müdürü

Yılmaz Poda

Editor : **Sylvia Meyer**

Published by the American Board Schools in Turkey

Address : P. K. 142. İstanbul

Printed by Çeltüt Matbaacılık Koll. Şti. — İstanbul

COUNSELING

a profession of

INTERPERSONAL RELATIONSHIPS

By

Necla Palamutlu Öner AKK '54

I am a school psychologist, and quite a bit of my relationships with young people can be called counseling. Counseling is a dynamic and purposeful relationship in which the aim is toward the development of self-clarification, self-direction and self-determination. (In common terms we might say a counselor helps you know yourself, to decide where you are going and what you can be. -ed.)

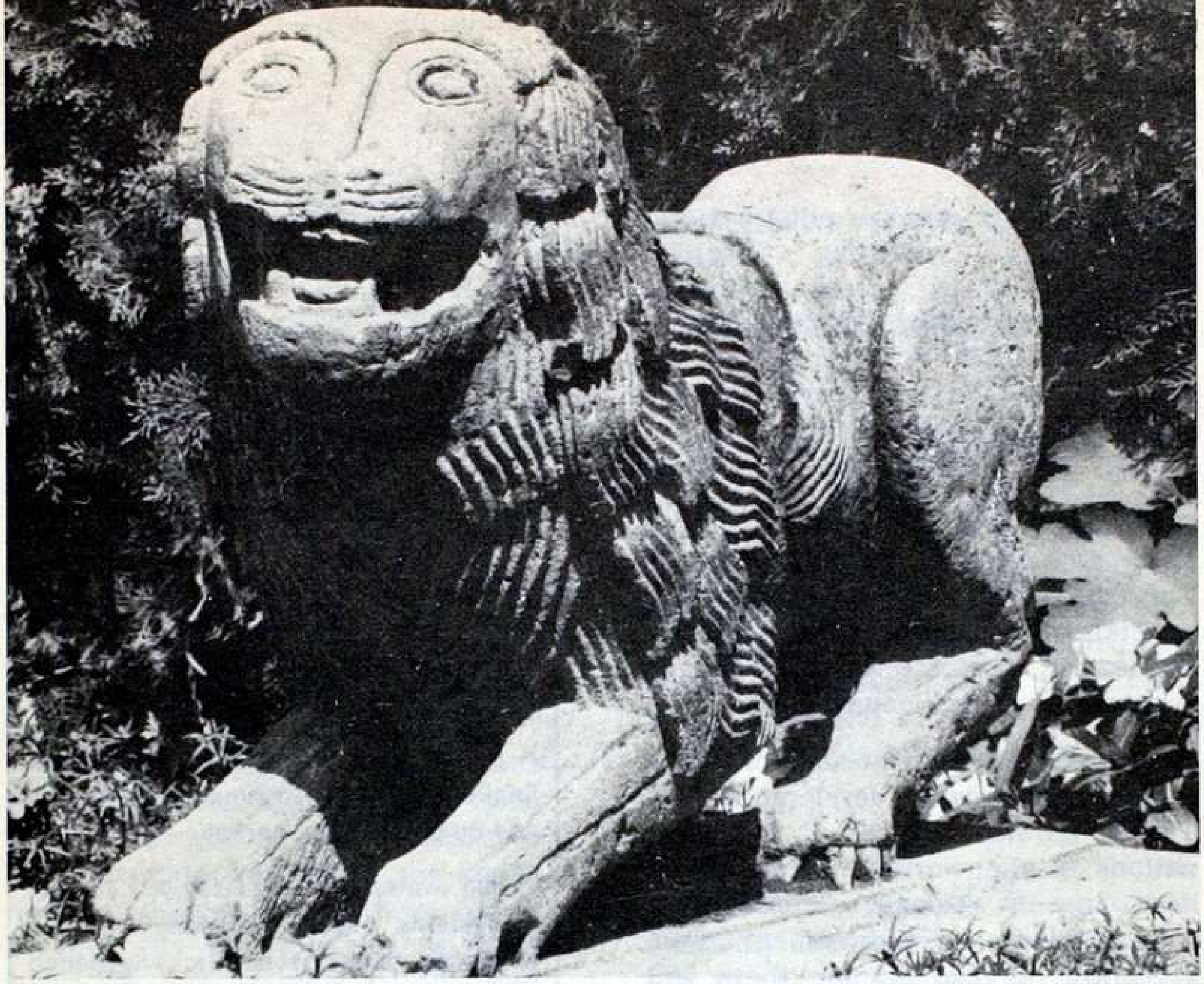
A person will seek a relationship with another person — be it a psychologist, a counselor, a family doctor, a parent, or a friend— at a time when he realizes he is not the kind of person he would like to be; he then often also feels unloved, and suffers loss of self-respect. It is at such times that a person seeks a very special kind of interpersonal relationship — one that can provide both understanding (an act of the mind) and acceptance (an act of the heart). This relationship is optimistic about the nature of man; it assumes that man's potential and experiences provide him with countless ways of understanding and accepting himself and others. This is therefore, the kind of relationship that helps him to achieve self-direction.

In this special kind of relationship and communication, the person increases his love and respect for himself and for others; he comes to believe (to borrow the title of Thomas Harris's book) «I'm O.K., You're O. K.» It is through this kind of relationship that the person can begin to be the kind of individual he wants to be.

The Need for Counseling

Today's world and society, already grown too big, too complex, too technological and too impersonal for individual comfort, places many demands on the person: Demands involving different prescribed roles, demands involving role transitions and sometimes involving role conflicts; but most important of all, demands requiring one to stay sane and adjusted!. («Role» here means the part one plays in life. - ed.)

Social demands of these twentieth century societies sometimes produce conflicts that seem especially dramatic at adolescence. At this very important and often strategic time of one's life, when he is becoming psychologically conscious of himself, he likes to see



«Aslan» of Talas seems to be asking the age-old question of the Sphynx : «What is Man?» or, we could say, «What am I?»

himself both as a unique individual and as part of a group. This is the time when he wants to be accepted by others, perhaps more strongly than at any other time in his life. This is the time whan he is puzzled about being the kind of person he really is - potentially, emotionally and socially. This is the time, then, that the adolescent seeks a special kind of interpersonal relationship - a relationship that is warm, supportive, understanding and HUMAN, through which he can be helped to learn or to find new ways to approximate (if not fully achieve) his long-sought-after self - his identity - self-direction, self-management. - a real preparation for adulthood. If he does not find this relationship in his family or among his friends, then a professional counsellor could be helpful.

A Definition of Counseling

Counseling is a process. It is an interpersonal relationship through which one is helped to make choices. For more adequate choice-making one needs to acquire additional knowledge about his environment, about himself. One needs to acquire new and better skills in human communication and interaction. Through this new knowledge one gains better perceptions of one's role in life and more effective behavior in that role.

Increasing need for knowledge about one's self, need for real human contact, and need for genuine interpersonal involvement in today's more complex societies are evidenced in the increasing number of group studies of various kinds — studies with technical names such as Encounter Groups, Contract Groups, Personal

Growth groups, are becoming a world phenomenon, reflecting people's growing need to become aware of themselves and find their identity.

What about Turkey?

What is the picture in Turkey? Is there a parallel development in Turkish society that demands the assistance of those social scientists trained in the special interpersonal relationship called counselling?

If we assume a social, industrial and technological development in Turkey parallel to that of the other nations in the world, we can expect here too a growing complexity of social living and adjustment. Consequently, we can assume there will be increasingly more stressful living conditions that will make survival and individual growth more difficult for Turkish youth; and, therefore, that there will be a more conscious need for professional counselling.

Who can give counseling services?

People trained in Applied Psychology - the Counseling Psychologist, the Clinical Psychologist, the School Psychologist, the Industrial Psychologist) - or in Education (the Guidance Counselor, the Guidance Teacher, or the Specialist in Education) - or in Social Work are generally equipped with some training to provide counseling services to children youth, and adults.

Counselor training in Turkey

There is no school in Turkey where one can get direct educa-

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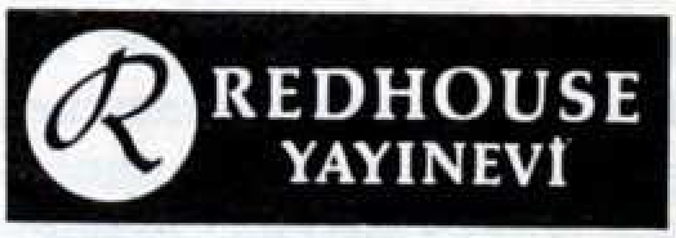


P. K. 142
İstanbul

tional training in counseling psychology as such.

Generally speaking, there are three universities in Ankara (Hacettepe University, Middle East Technical University, and the Dil - Tarih Coğrafya and the Eğitim Faculties of the University of Ankara) and an Academy of Social Work. In Istanbul there is the Edebiyat Faculty of Istanbul University as well as a developing Psychology program at Boğaziçi University. In all these institutions, four-year degrees are granted in Psychology, Education, or in Social Work. None of the existing undergraduate programs provide graduates with adequate training in the applied fields, including Counseling. Neither the quantity no the quality of the education and training of the four - year university graduates who are currently employed by the Ministry of Education in positions such as School Psychologists, Guidance teachers, Guidance Counselors, or those employed by the Ministries of Heal Health and Work as Clinical Psychologists, can be considered adequats to meet the needs.

A truly adequate counseling education and training can be obtained at the **graduate level.** Programs that come close to it are offered at Hacettepe University (a two-year Applied Psychology program offered by the Department of Psycholog, and a two-year Guidance Counseling Masters program offered by the Department of Education); there is another Masters degree program at the Eğitim Fakütlesi at the University of Ankara. Several doctoral programs closely related to Counseling are also offered at Hacettepe - the School Psychology and Clinical Psychology degrees offered by the Psychology Division; and a Counseling degree offered by the Education Division.

A projected Educational Reform of the Ministry of Education, also recently discussed at the National Council on Education (July, 1974), recognizes and stresses the importance of Guidance and Counseling Services in secondary schools. This will most probably not only popularize Counseling, but also make it an indispensible part of the national educational scene and will bring about a demand for more and better-trained professional counselors in Turkey.

★

Dr. Neclâ Palamutlu Öner, Ankara, following graduation from AKK in Izmir in 1954, did undergraduate study at Doane College, graduating in 1958. She received M.A. and Ph. D. degrees in guidance at the University of Minnesota. She served as a teacher of psychology and guidance director of AKK in 1960 - 63 and is now teaching psychology at Hacettepe University.

... «The adolescent seeks a relationship... warm... understanding... and human.»

COUNSELING at TAC

By

John HİLL

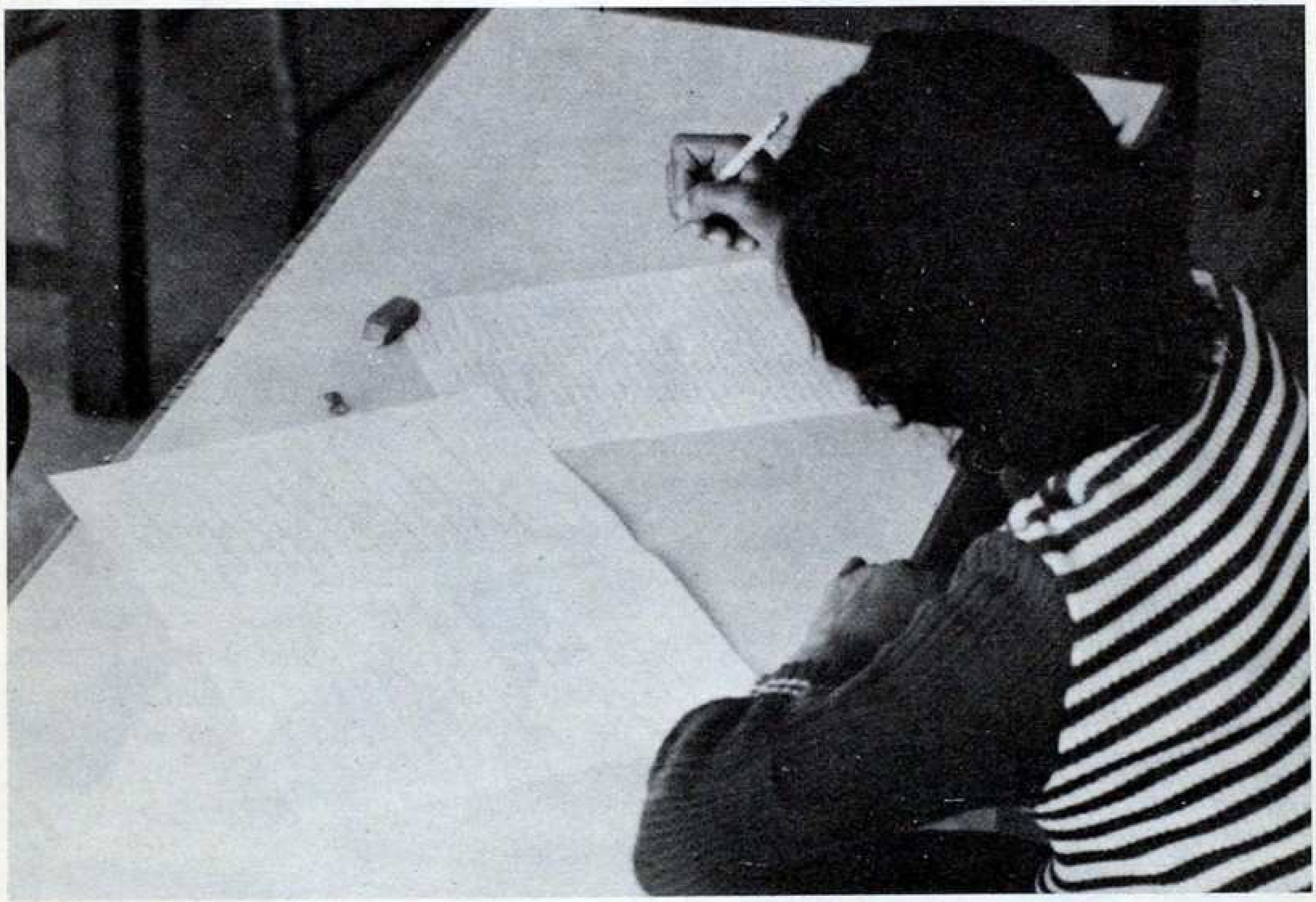
Guidance and counseling take many forms at TAC, from the formal to the informal; from the counseling of students who have family, behavior, or social adjustment problems to the guidance of students in their schoolwork problems or help in making the university and career decisions ahead of them. Counseling at TAC involves many people, from the school's professional guidance teacher to administrators, teachers, school nurse; not to mention the involvement of those many students who choose to take advantage of the guidance available to them, or those others who, due to peculiar circumstances, find themselves receiving the benefits of unsolicited guidance.

For two years TAC has had a full-time guidance teacher, **Daniyal Çimen. Daniyal Bey** is a graduate of the Ankara University Faculty of Education, with his major in Psychology, guidance and counselling. After completing his military service, he came to TAC with experience in the Adana provincial offices of the Public Health Service. Since coming to Tarsus, **Daniyal Bey** has initiated the following activities in establishing the school's formal guidance program :

1) He has compiled complete background files on each student, containing previous health and school records.

2) He has employed a school-problems checklist, which the students check in relation to themselves, as part of a survey of student problems (the test contains safeguards to allow for student fudging).

3) He has done sociometric studies of each class.



Questionaires... Counseling?..

4) He has accumulated information concerning the occupations and educational levels of the students' parents (the fathers of half of the boys are university graduates).

5) He has made a study of the parents' occupations in relation to the students' intended careers.

6) He has made a study of the relative position of each student in his family in order of birth (it appears half of TAC's boys are first children).

7) He meets weekly with the prep faculty.

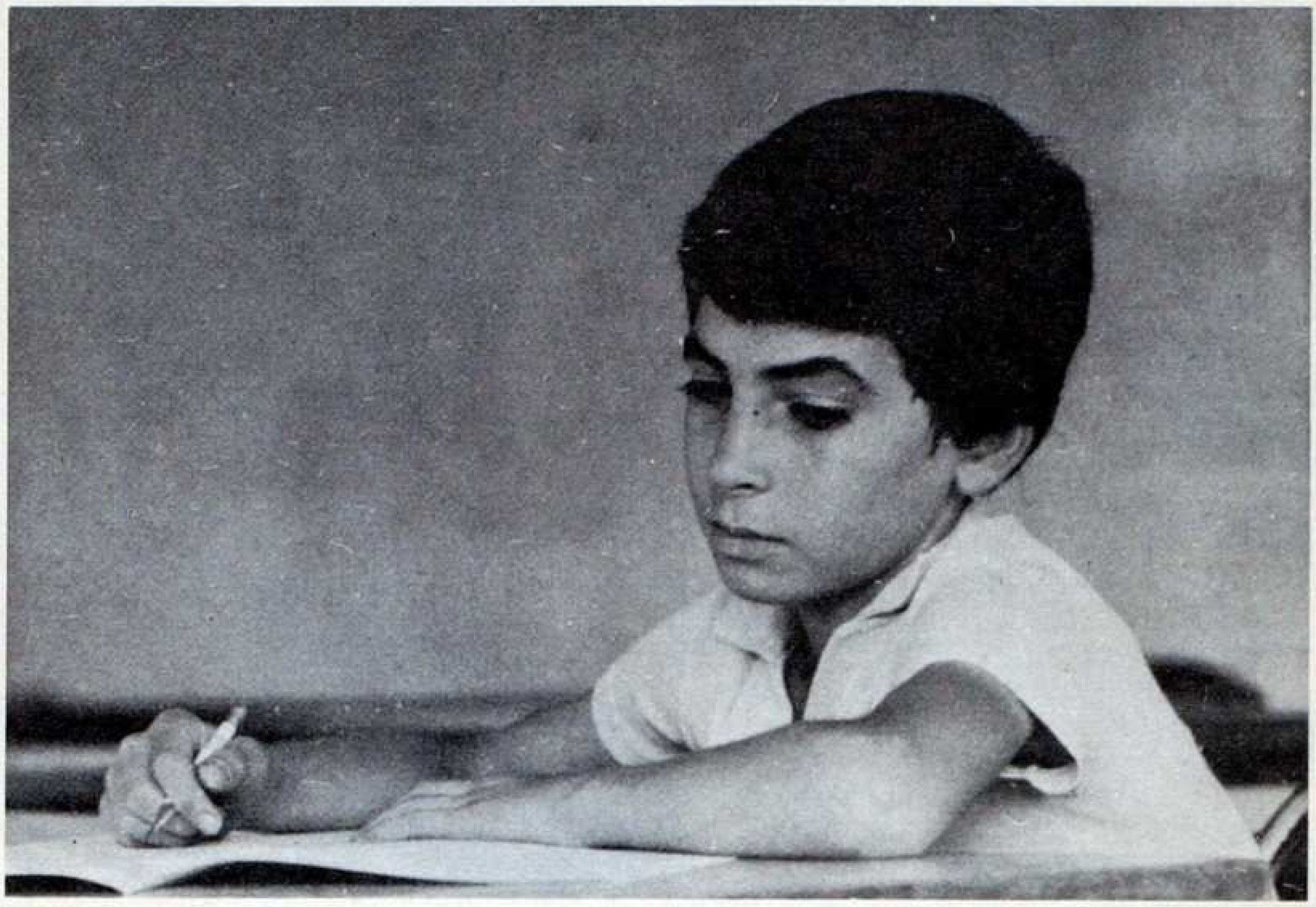
8) He calls students in to discuss problems, has written reports to parents, and has called parents in for conferences.

9) He has referred problems to others - to administrators and to local professionals.

10) He keeps his office open to encourage boys with problems to walk in.

Daniyal Bey also helps students in deciding which Turkish universities they should attend upon graduating.

Career counselling plays a great part in TAC's guidance activities, especially on the Lise level. This last year a number of students were given Çukurova's vocational aptituted test, as well as Hacettepe's personal evaluation inventory. Also, last year an experimental careers program, consisting of two night sessions held with Lise and Orta III students, was tried. One session provided counseling



You think... and think...

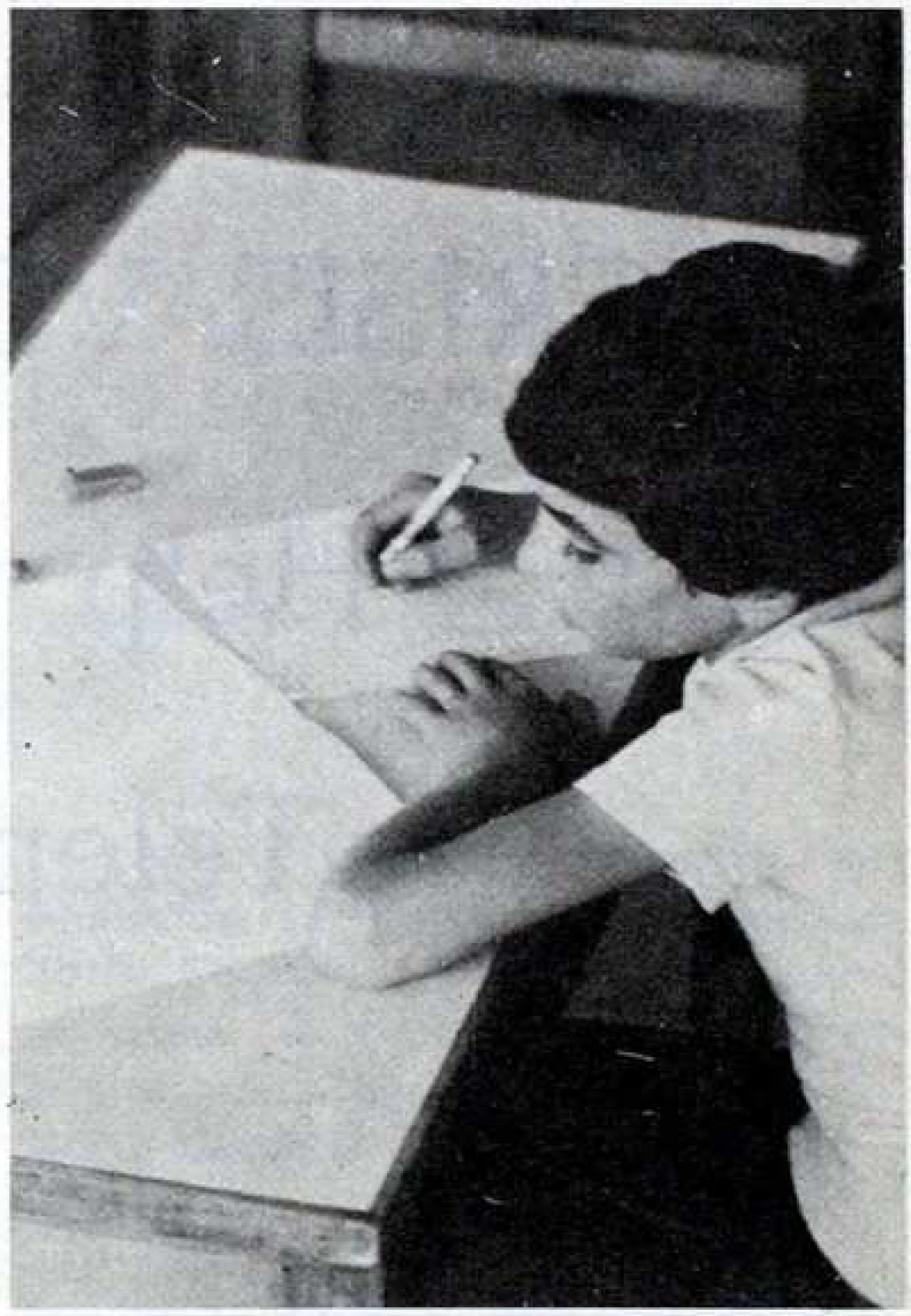
concerning foreign education and careers, while the other dealt with national education and career opportunities. During the latter session, qualified local speakers were invited to present their views to the students. Finally, throughout the year seniors are encouraged to talk informally with their foreign teachers, as they of course, can give first hand information about colleges or universities «back home» in the U. S. or England.

Included within these two general areas — in-school problem counseling and post-graduation guidance — are other more specialized but equally important guidance and counseling areas. For example, as school begins each year, prep orientation days are held to prepare the new year's crop for some of the unique surprises they are likely to encounter in a foreign school. Then, throughout the school year there is regular guidance for prep-class boys on the part of their teachers, (involving special meetings among the teachers themselves) to discuss prep problems, and special sessions between teachers and students. Also, scholarship and transfer students are given special guidance by the administration so that their unique sets of problems will not be allowed to become unduly large.

Added to all of these activities, and rounding out the counseling program at TAC are the parents' visit-

ing days, held on Wednesday each week, and the parents' meetings, held once each term, in which parents may talk with teachers and administrators, and with **Daniyel Bey** about any problem, scholastic or personal, that might be hampering their sons' growth.

And finally, intermingled with the more formal aspects of counseling at TAC, is the very informal but extremely valuable counseling that takes place between students and faculty. In the school yard or in the dorms, during «nöbetçilik» or at any time in the school day, a student and a teacher may find themselves in a discussion which might turn out to be of lasting value — to the teacher or administrator as well as to the student.



... and write...

... and wonder ...

CRISIS VOLUNTEER:

Help via the Telephone!

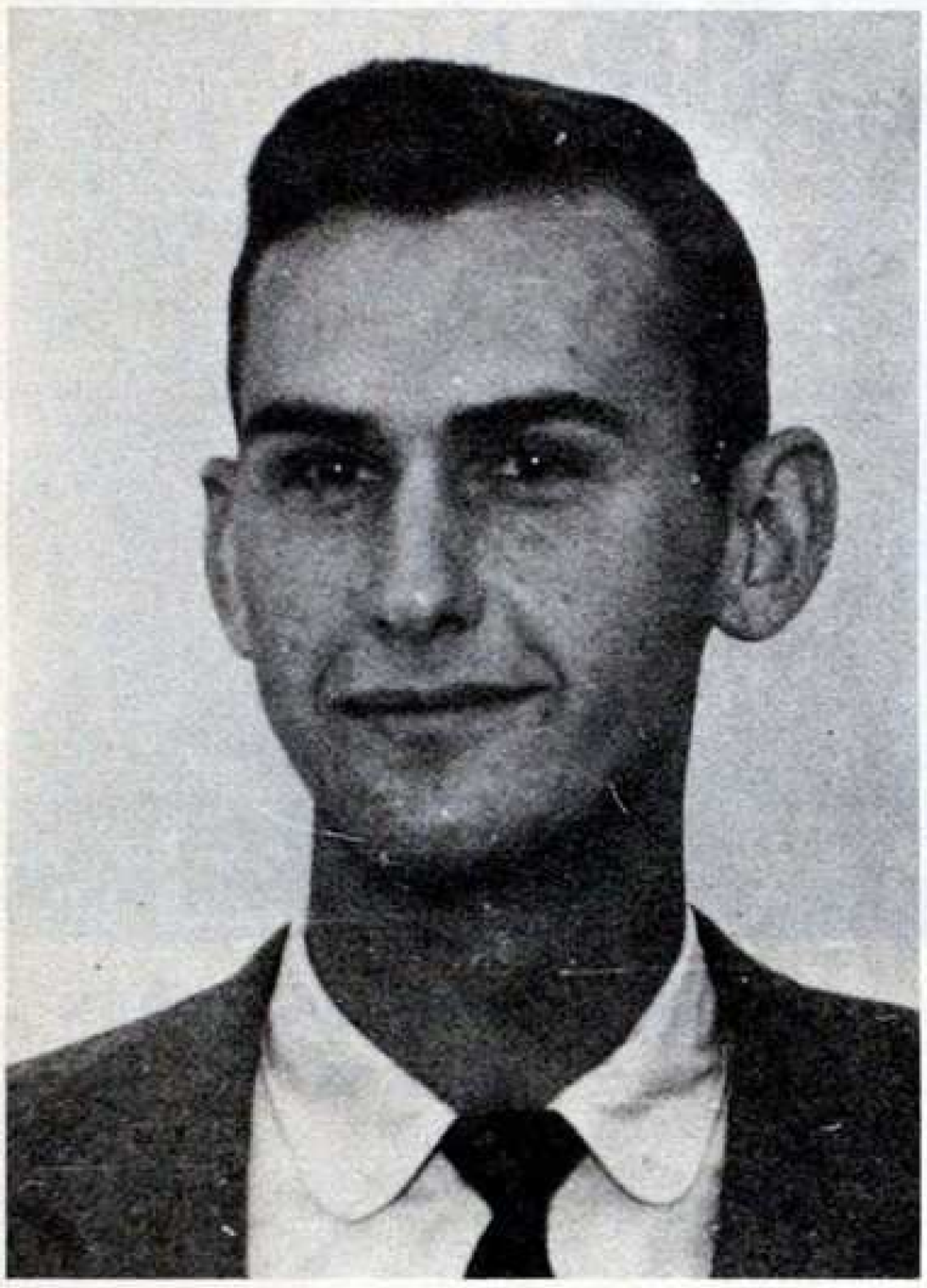
By

Louis WILKINS TAC '59 - '67

As a teacher-alumnus of TAC, I am proud to learn that all three of our Board schools have counseling progrems. Even after ten years' experience in professional guidance counseling on various educational levels, the most practical definition I've heard is the unofficial one: «helping John see through himself so that he may be better able to see himself through.» I hope through these programs our schools will be able to help the students do that more than they have in the past.

For several years here in North Carolina, I have been a volunteer worker for our county's «Suicide and Crisis Intervention Service». During the day our Area Mental Health Center is a busy facility—staffed with psychologists, psychiatrists, social workers, and other counseling personnel. And when the Center closes at 5:00 in the afternoon, the local telephone exchange arranges a «switch-over», a procedure whereby the listed telephone for Suicide and Crisis Intervention Service rings during the day at the Mental Health Center but at 5 P.M. is switched to ring during the evening and night in the volunteer's home.

After several sessions of training at the Center, the volunteer handles during those fifteen hours a variety of calls: youth alienated from parents, drug addicts, alcoholics, older people unable to cope with loneliness or fearful of mandatory retirement, estranged lovers, people actually contemplating or attempting suicide, and others in less distress - for example, just wanting to know how and where to get married quickly. The emotional support or empathy that we are able to give is really just an



extension of the helping relationship which is the core of counseling.

A volunteer is usually not asked to serve more than two nights each month, because he frequently gets very little sleep during those hours; and for most of us, it is an emotionally draining night. Between calls, we evaluate and wonder how or if we could have been more helpful to the caller, who generally prefers to remain anonymous unless we have to use his name in order to render follow-up service the next day by referring him to one of the appropriate agencies - confidentiality of the service is protected by North Carolina laws.

Probably because it is known that we are volunteers (not paid for our time or services), the various public-service agencies are very responsive to and cooperative with our own calls for assistance: hospital emergency rooms, rescue squads, country department of social services and the staff of the Center.

The ideal would be to have the Mental Health Center open 24 hours a day. But since the county's budget will not permit that, the telephone call-in service - seems the next best way of meeting the needs of our emotionally distraught fellow-citizens.

★

Louis WILKINS is director of counseling services at Elon College in North Carolina. The Wilkinses keep in touch with the Laurence Jones family and the MacNairs, also in North Carolina.

Counseling is «helping John to see through himself, so that he may be better able to see himself through.»

A PROFESSION in the art of HELPING

By

Fatma Ramazanoğlu TORUN
AKL '58

Counseling is a helping process through which the person, the group, or the institution receiving help gains new insights, knowledge or skills which contribute to its growth and well-being. It is, very much like psychology, a profession in the art of helping.

At AKL there has always been much more for teachers and administrators to do than classroom teaching, scheduling, and discipline. The role of Turkish and non-Turkish faculty and staff alike, was understood to be that of cultivating in young people personal and social growth as well as intellectual. The Student Association since 1935, with its various organizations and activities, has provided not only the opportunity for creative outlets for students but also the chance for them to acquire skills in parliamentary procedure, listening to others, making decisions, managing their time, evaluating their work; to practice the arts of leadership and of teamwork. And these skills would be reinforced by teachers in several courses. Furthermore, with the prevalent spirit of love and concern, students could almost always find a sympathetic listener when they had personal or group problems. It wouldn.t be wrong, then, to say that there was counseling in the broad sense of the term at Üsküdar before counseling services in the professional sense started in 1967.

Direction of Growth

It takes time for a new concept to be understood, accepted, and supported. Pains of growth are inevitable. This is especially so with counseling programs, since what is actually being accomplished in terms of preventive work and individual counseling is much more than is evident to the public eye.

During its first years at AKL, counseling was mostly remedial. In other words, it was primarily «emer-

Fatma Torun in a relaxed moment with some seniors...

gency» or «crisis» counseling. When a student had a personal problem, or a discipline problem, or when a problem situation arose in a dormitory or in a class, counseling sessions were held. There was also educational counseling, for instance, when a student might be failing in several courses. Reasons for the failures would be scught and necessary help would be given. Crisis counseling is still a major part of the counseling services at Üsküdar. However, the direction of growth is toward preventive counseling, especially working with small groups.

Scope of Counseling

The counselor may help a student directly through individual counseling or indirectly through counseling in a group of her student peers, thrcugh parent-training programs, through workshops and in-service training for faculty and staff, and through special programs, such as orientation. Orientation is especially important for new students and their parents, at which time they are given not only information about the school and its services and expectations, but also a feeling of belonging. Through parent-training programs, parents are informed of student needs and concerns, and (preferably in small groups) are helped to find ways of being more effective parents.

It is the objective of workshops and in-service training to enable faculty and staff to make more objective assessments of students needs, sources of conflict and problems in communication. As they re-examine their present approach to teaching and discipline, the teachers may develop new ways to contribute to meaningful learning. Workshops and training program are still at a preliminary stage at Üsküdar. A one-day workshop that met with enthusiasm last year contained a morning session on «Transactional Analysis» and «Games Students Play», followed in the afternoon by small

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group projects developed by Dr. Herbert Otto: «Dimensions of Freedom» and «Exploration af Authority Feelings». In-service training sessions. were held as part of faculty meetings when different members of the faculty and administration presented talks on the «Use of Tests», «Research Methods»» «Use of the Library» and «Listening Skills»; one last feature was a parent - and - faculty questionnaire which, after the tabulation of results was discussed in a faculty meeting.

Philosophy and Approach

The Philosophy of counselling is an integral part of the educational philosophy at AKL, which aims to encourage character development, self-esteem, and a sound sense of identity - including cultural and sexual identity (in other words a sense of appreciation of one's background and one's being). It believes that students must be helped to develop independence compatible with respect for other's rights and beliefs; to gain increasing awareness of self and of others; and to acknowledge one's relation to the world.

At present, the counselor, in any given counseling situation, makes use of any of a number of modern approaches — behavior modification, psychoanalytic, transactional, and existential — depending on the need and the situation. Since she is a generalist, she has varying functions: as a therapist, she may work with students going through periods of depression or anxiety: as a social worker she may work with parents or with concerned groups in the community; as a referral agent she works cooperatively with professionals in related fields, when need arises; she even works occasionally as a marriage counselor! The counselor serves as a liason between the school, the parents, and the students, working closely with their respective representative groups.

Future of Counseling at AKL

With the ever-increasing speed of change in the world and in our nation, young people more than ever need guidance to help them cope with their problems; therefore there will be greater need for counseling. Since 1967 we have been a pioneer in the field of counseling, taking leadership in seminars for other schools and counselors. Counselors new in the field visit our school to find out abut our services. There has even been an approach made by one of the Ankara Universities requesting us to consider providing practical experience for recent graduates in the field. This would meet a nation - wide need indeed, since at present there is no practicum offered to graduates of psychology and special education, from among whom appointments are made for counseling positions. With minimum staffing and expense on the part of the school, and with the support of the Ministry of Education, this possibility could be realized. AKL could then contribute not only to the growth of its students but to Turkish education in general.

Fatma Ramazanoğlu Torun AKL '58, received her BA and MA degrees in Psychology and Philosophy from the University of North Carolina at Chapel Hill. She has had clinical experience in Istanbul, and in London., She is in demand as a speaker for parents in the community, for inservice training for doctors and nurses at the Üsküdar Mother and Child Health Center.

Miss Morgan in class...

The Bosporus bridge, so eagerly anticipated so proudly attained, was expected to relieve traffic congestion in this teeming city of Istanbul, and so it has, to a significant degree. But I was one of the so-called fortunates to receive a protocol ticket to the opening of the bridge in October, 1973. Full of anticipation I sat in my chair, with anticipation I listened to the speeches of the nation's leading men, and eagerly I started to walk across the bridge in the final event planned for that opening day.

There were many people, true, but we felt a kinship in a common celebration; this kinship included representatives of many nations, dressed in different fashion but one in spirit at this auspicious moment, As we were three-quarters of the way across, however, the scene changed. It became diffucult to walk, and with growing concern I saw that the bridge was now so crowded that the Veterans of the War of Independence had been forced out of formation and were struggling to remain upright. People pushed frantically from all sides, trying to gain headway. Soon it became impossible to move either forward or backward, to right or to left, and I saw that the bridge was being mobbed by a solid

From The AKL Principal's desk :

PEOPLE on a BRIDGE

By

Helen MORGAN

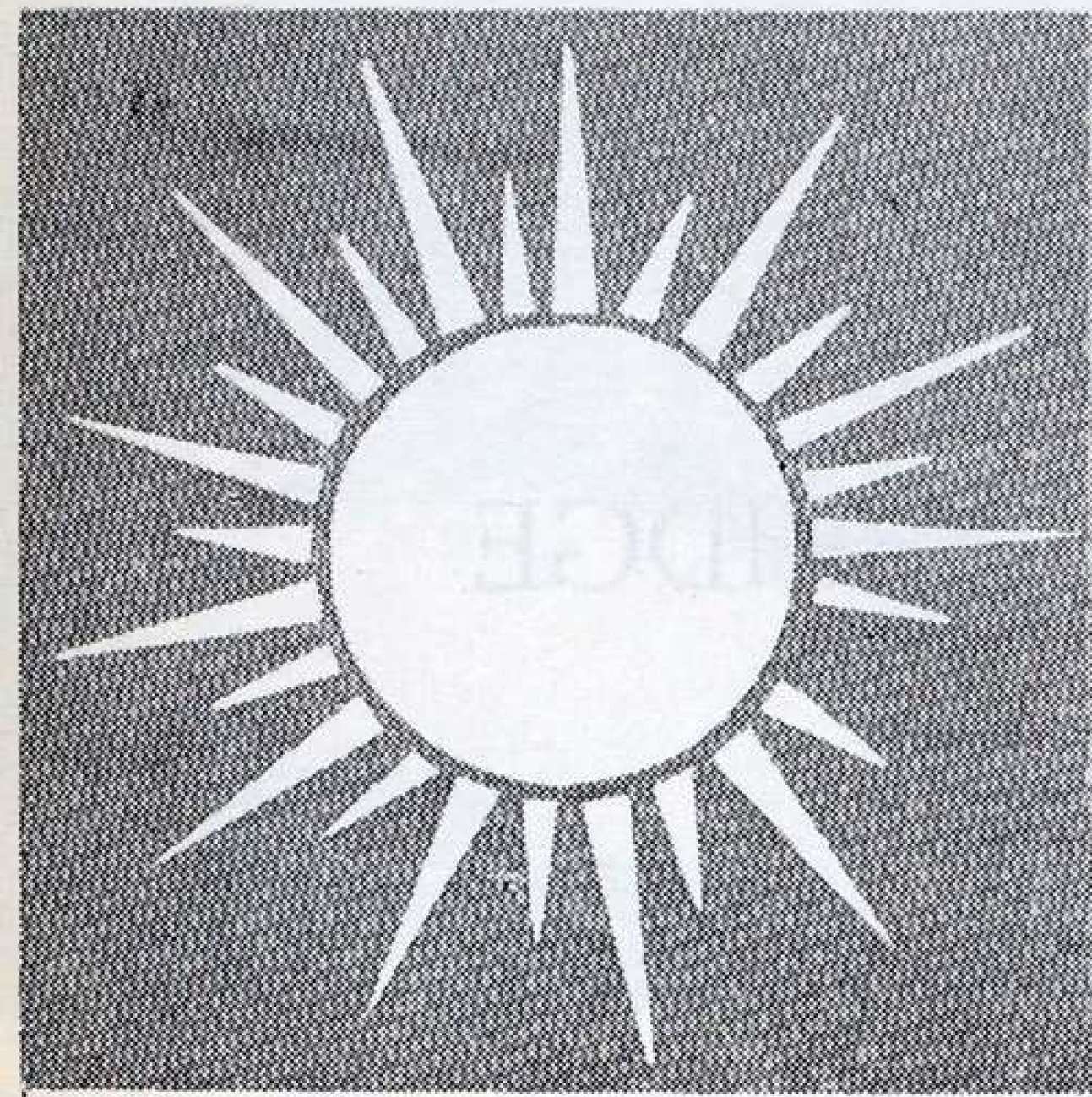
mass of people moving like a wave toward us; and the police and military seemed powerless to stop the onslaught. It was a veritable population explosion, bringing about loss of identity, impersonality, unconcern- and danger!

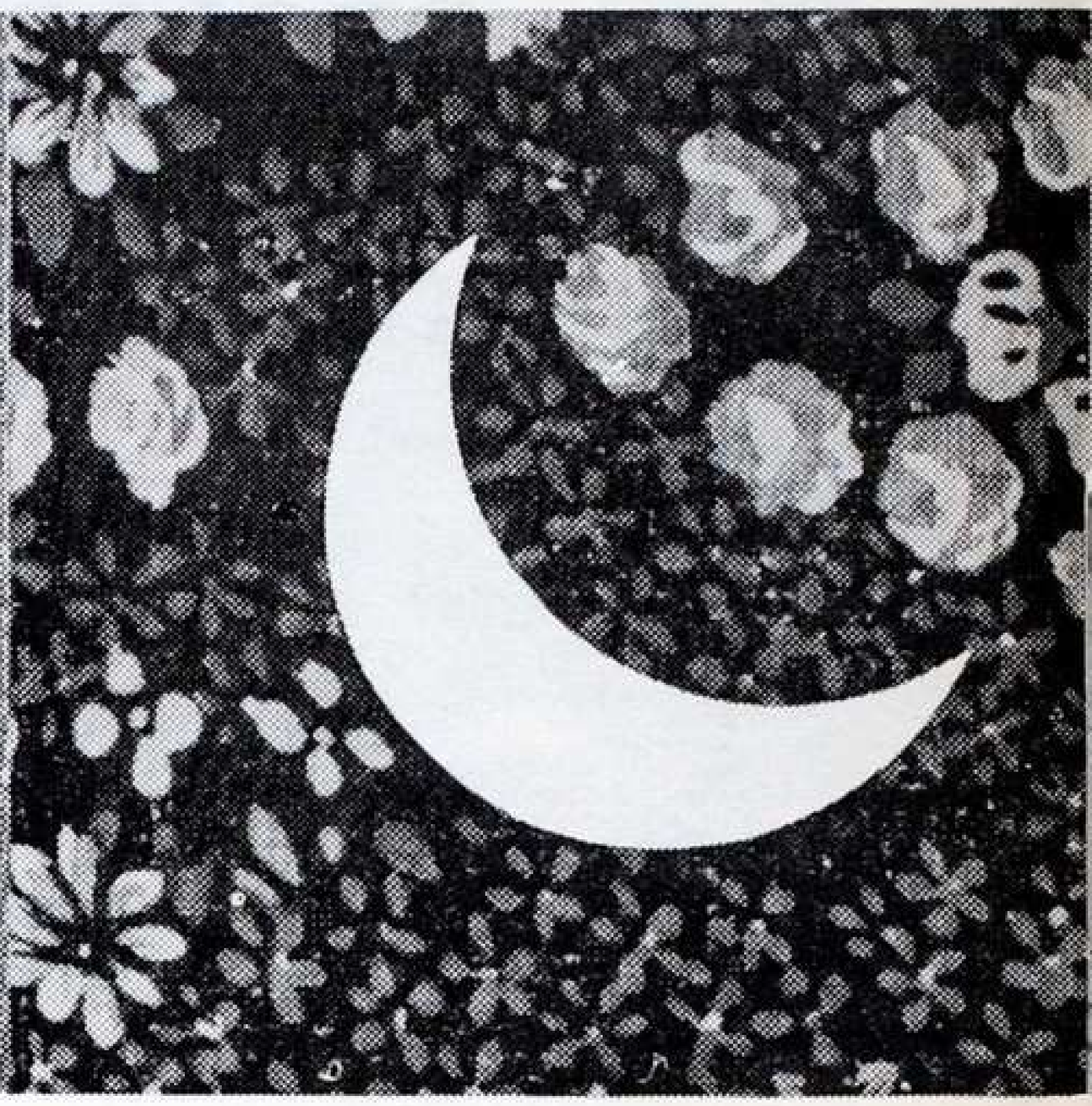
The sense of belonging and of identity and personal worth are surely birthrights of every human being. Today's ccmplex society seems increasingly to brush aside these rights. Yet if we are to exist, we must somehow find our footing in this complex and overcrowded world.

Ever since the founding of the Board schools in Iurkey — now almost 100 years ago — concern for the individual has been a chief objective of each school.

A search through the archives has brought to light statements of previous goals which are strikingly like ones recently formulated. One early statement cites as a prime objective «to help each girl find her place in life and use that place to shape both herself and society...» A very recent statement defines goals in terms of the student herself. Both imply deep concern for and knowledge of the individual student.

bossa ile yaşamak





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BOSSA

Hacı Ömer SABANCI Holding'e dahil bir kuruluştur

I feel sure that most of the readers of ALMA MATER would agree that the Izmir American Collegiate Institute, the Tarsus American College, or the Üsküdar American Academy for Girls has given him or her a sense of identity, of belonging — and courage both to cope with and to serve the wider world of humanity. Memory is a precious human possession, and through the eyes of memory we all relive significant days and gather strength. The following comments are selected at random from among many expressions of this feeling :

«There is another AKL graduate in Los Angeles just now... a very lovely person, and... we very often recall our happy days at AKL and talk about that beautiful school and the little campus.» (Note : the «littleness» of our schools has something to do with their special contribution, I think.)

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«Sometimes I get so terribly nostalgic about my years at AKL. Being in New Yark, where so many live such isolated lives, it is nice to think of the warmth and the sense of community that AKL afforded us: I realize how privileged I was in receiving the type of education I received. It's strange, whenever I have moments of anxiety or ambivalence about my work, I find myself thinking about my friends and teachers at AKL and somehow finding comfort and strength again.»

A larger community of identity is attested to by the new all - Board School organization which has been encouraged especially by **Tamer Özsu** of Tarsus .

Among many aids to this important facet of our schools are the three alumni associations and ALMA MATER their joint publication. Another is the growing emphasis upon counseling. We feel very proud that our graduates have played a leading part in providing the expertise needed to set up and maintain counseling programs. (see pages 2 and 10).

There is a real sense in which our students find their identity not only as Turkish citizens, members of this society, but also as bridgers of gaps between various nations and cultures. As suggested earlier in this article, a bridge may be frightening, but only if it is misused, blocked by people unconcerned about the rights and lives of others. Properly used, it provides smooth passage from one part of the world to another, and makes possible the joining of people in common purposes. You are the bridges of the future!

(«**You**» not only of AKL but TAC and AKK too! - Ed.)

ENGLISH 900 For Tarsuslus

By

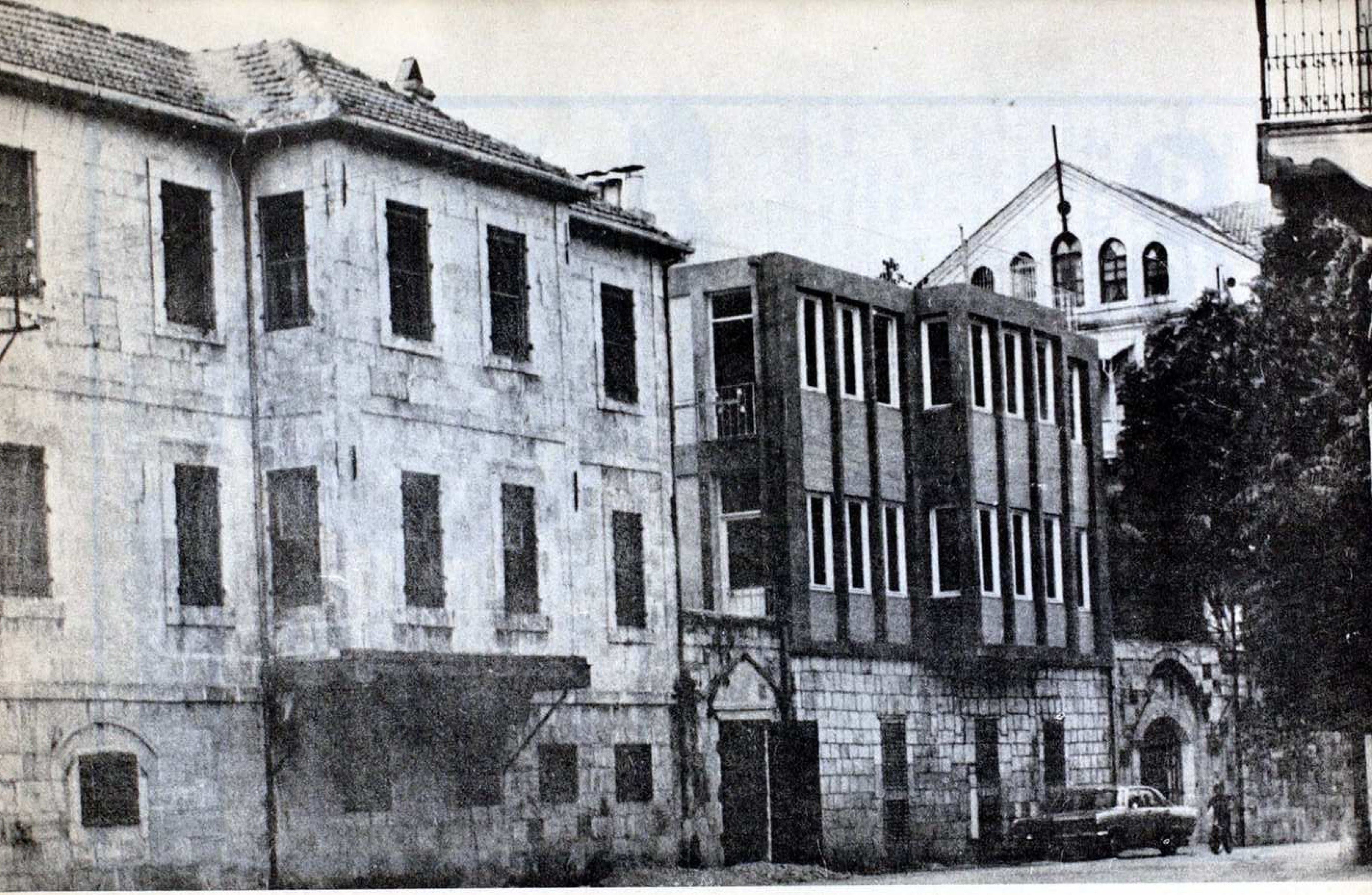
Maxine JACOBSON

Imagine a rather typical December Tarsus night with rain falling at frequent intervals, sometimes lightly and often coming down strong enough to keep most people home by the fire. But on this cold, wet night, taxis are speeding up to the gate of Tarsus American College and making quick, accurate stops letting their passengers out under the protective shelter of Shepard Hall. Others come along on bicycles and many brave the wet streets on foot. But the crowd is definitely coming to Tarsus College.

What is the attraction that brings these people out on this night, and on others like it? The same pull that has brought people every winter for the past twenty years... the desire and urge to learn English in the Adult Education classes. Some come as first-time students and begin with «Hello! Good morning!» and «How is Mrs. Brown?» Others are at third and fourth levels and use English that shows the result of their consistent efforts in the classes during this and earlier years.

Each year, soon after the opening of school, we begin to get questions from the townspeople. The purchase of a piece of cloth might likely end with the question, «İngilizce kursları ne zaman başlıyacak?» (When will the English courses begin?) The man who makes the curtains from this cloth with his sewing machine in his open shop on the street says shyly in Turkish: «I'm coming to the course. Maybe you will be my teacher.»

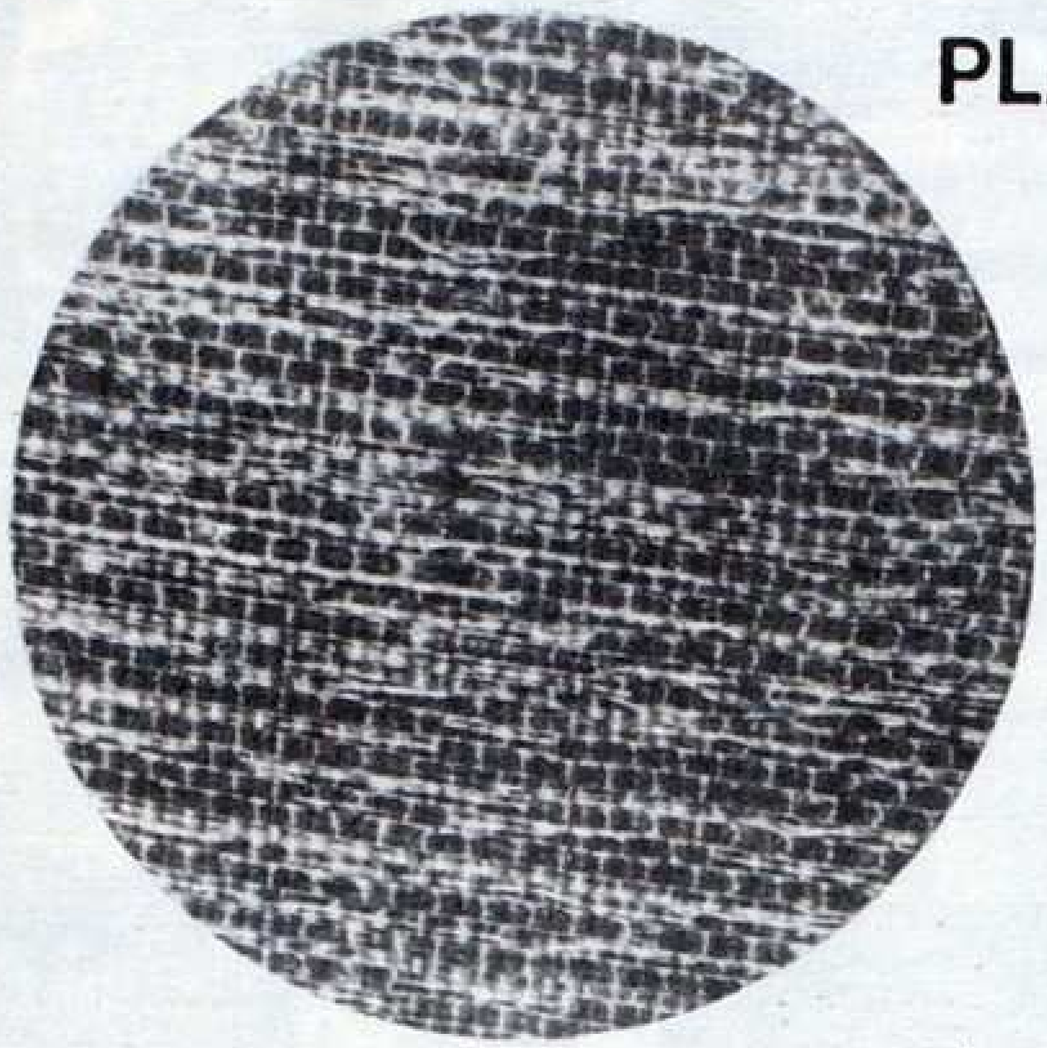
The office is pleasantly distracted in the fall with a flurry of phone calls from people of many different backgrounds inquiring about the courses. Those who become our students include post-office employees, lawyers, doctors, telephone operators, tailors, engineers and a kebapçi who makes the most delicious kebap. This year from our school two of our own teachers were in the classes. They soon joined our bilingual conversations in the teachers' room each day, where all of us practise our second language on each other. Also in one of the classes was our school gardener, who developed one of the best pronunciations. And there was the man who sold the cloth — and the man who made the curtains... And I was his teacher.



For many : The gates to learning English!..

PİLSA

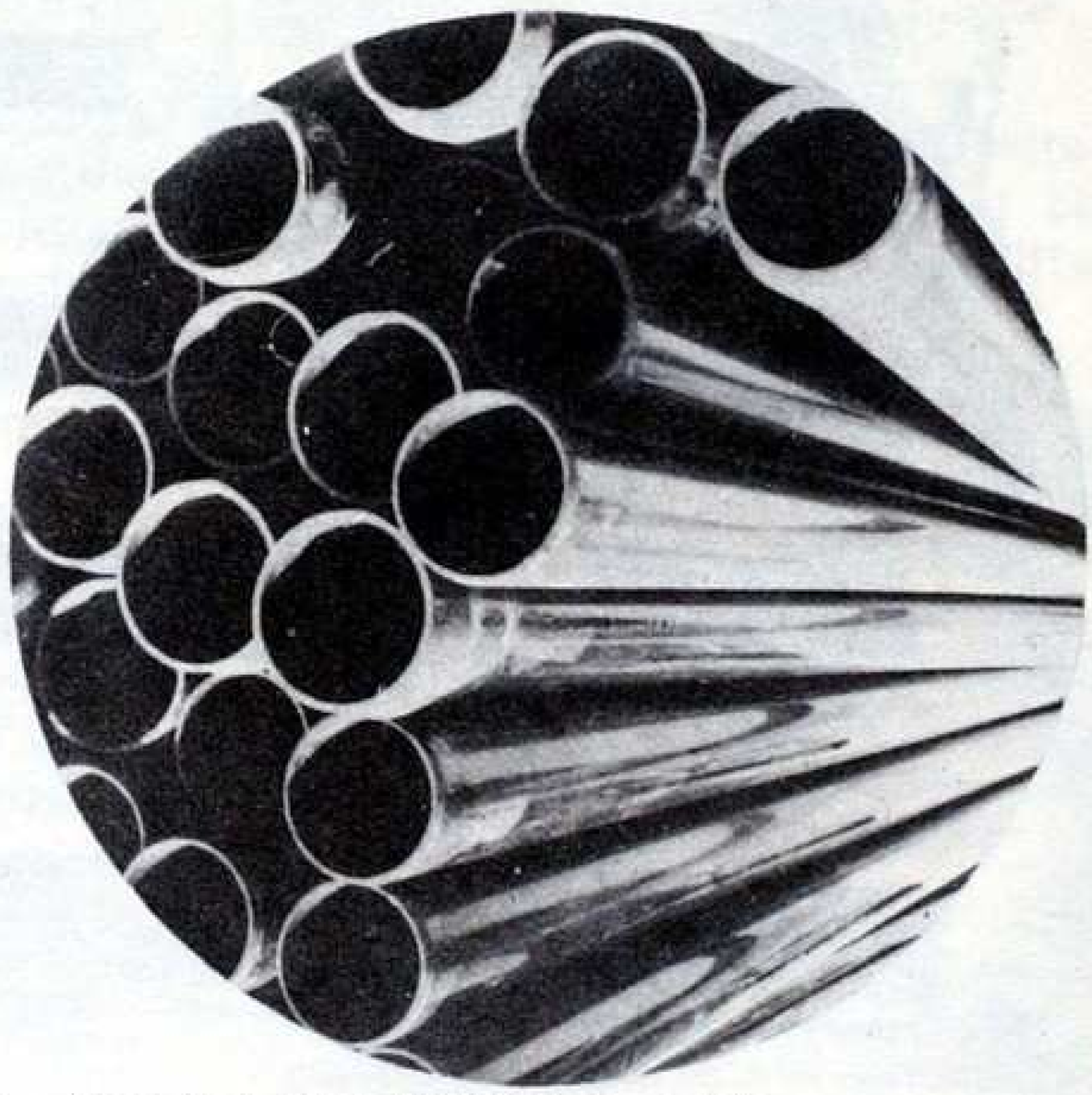
PLASTİK SANAYİ A. Ş.



ÇUVAL ve KANAVİÇELERİ

AMBALAJLAMA - DEPOLAMA ve NAKLİYEDE

SIHHİ - TEMİZ - SAĞLAM



SERT P.V.C. İÇME SU BORULARI

PİS SU BORULARI

Among those teaching this year; in addition to TAC teachers, was a businessman — the husband of one of our Turkish teachers — and **Rasim Bey** from the administrative offices. Some of our older students assisted in the classes, thus doubling class participation during periods of drill. Since two teachers taught each class (on alternate nights) an attempt was made to give each class a man and a woman teacher, and one at least was to be a native speaker.

Of the approximate hundred who began about fifty or sixty finished the twice - weekly classes. These were the ones present on our final night to be each presented with a certificate stating the level he had completed. There were smiles all around as the certificate was received, much good humor and hand-shaking. At the refreshment time, students and teachers were able to become better acquainted, and by the close of the evening there was much talk about being together in classes again next year.

English 900? That is the total number of base sentences in the six textbooks, from which by addition of vocabulary, can be made 3,600 variation sentences. It is the goal of those who began the classes, and the goal that many achieve. And it all begins with, «Hello! Good morning.» and «How is Mrs. Brown?»

YEPYENİ
BİR ANSİKLOPEDİ

A dan... Z ye kadar herşey

Yeni bir ansiklopedi anlayışına göre düzenlenen bu dizi Türkiyede ilk defa yayınlanıyor.

Profesör, uzman, eğitimci ve çevirmenlerden oluşan bir kurulun her yaş ve her düzeydeki okuyucu, bilhassa okul öğrencileri için hazırlanan bu dizinin her hakkı İngiltere'nin en büyük eğitim yayınları yapan firması tarafından Arkın Kitabevine devredilmiştir.
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ARKIN
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ANSİKLOPEDİSİ

En önemli temel konuların bir özetini verdikten sonra o konuyla ilgili tüm bilgileri alfabetik bir düzende, öğretici renkli resimlerle süslemektedir. Baskısı, kağıdı, renkli öğretici resimleriyle Arkın Temel Bilgiler Ansiklopedisi sizin ve çocuğunuzun okuyacağı en nefis eserdir.

- **Her 15 günde bir fasikül**
- **Baştan başa renkli 36 sayfa**
- **Ofset tekniğinde basılı kalın beyaz kağıt**

ARKIN KİTABEVİ
Genel/Dağıtım Arkın Dağıtım Limited Şirketi

AKK

ALUMNAE ACTIVITIES

and....

The first activity of the calendar year was the 10th-and-25th Raunion Day held on campus on January 31. For the full report on this occasion, see pages 26 and 27.

During the cold spring months of March and April, the Association sponsored two productions in Beacon Hall. The first, on March 15th, was a monologue performed by **Zeliha Berksoy** of the Galeri Theater in Istanbul. A full house enjoyed her representation of «Lola Blau», and all marveled that one actress could manage such a production.

On April 5 and 6, the Istanbul State Ballet group was invited to perform «Coppelia». Again Izmir audiences were delighted with this opportunity of seeing such fine entertainment on our ample stage.

Another production sponsored by the Alumnae Association was of quite a different nature. Members of the Alumnae Board working with the children of the Buca orphanage helped them produce the play «Ayşecik» for an Orta Assembly. It was well received and represented quite hard work on the part of the young actresses and those alumnae who helped them with directing, costumes, and stage sets. Later the girls were entertained around a table of refreshments, and all agreed it had been a memorable experience.

Several of the Alumnae Board members have continued working at the Buca orphanage this year, offering the children companionship, help with their English lessons, and in the cases of several young brides-to-be, helping in providing their trousseaus. The Association also made it possible for one child to have a needed middle-ear operation. Food and clothing have been contributed to the Eczacıbaşi Ana ve Çocuk Sağliği Merkezi for distribution among the gecekondu areas.

A television set was given to the Old People's Home as a 50th Anniversary gift.

Board members have joined in a city-wide program of various societies in İzmir to provide lectures and educational films about health and family planning to people in disadvantaged areas.

By a happy coincidence, **Mr. Blake** was a visitor in İzmir this spring at the time of the tradition-

al Mother-Daughter Day at school. A tea was given in his honor on May 10th, which was also the time of the celebration of this Day. It seemed very natural for **Mr. Blake** to address the group around the Beacon pool in his sincere and yet friendly and humorous manner.

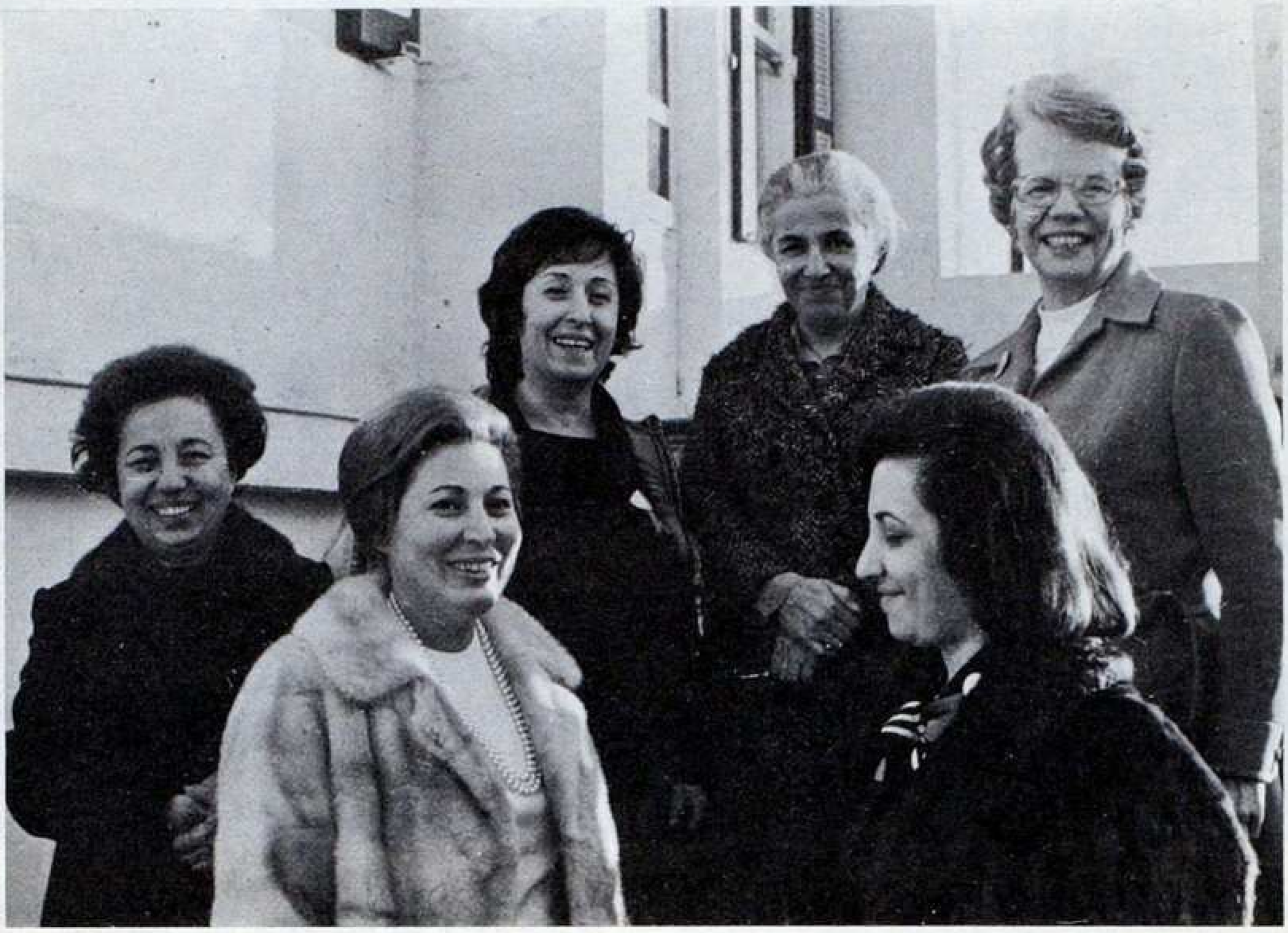
As we write this report, the Alumnae Board is busily making preparations for two Graduation Balls, one for each of the graduating Lise III and Lise IV classes. The Alumnae Office is a busy place, as each one of the activities mentioned takes a great deal of planning, addressing, mailing, and soliciting.

In addition to the activities of the Board members, the Class Representatives have been hard at work as well. Each Representative was given a list of the members of her class with their addresses, and each has been contacting those on her list, collecting news and changes of address through a questionnaire; also collecting the Alumnae Association dues and contributions toward ALMA MATER magazine. The Board wishes to thank those representatives for all their hard work.

As you can see from this report, the work of the Alumnae Association falls into three categories: Keeping in touch with our alumnae, being active in social service, and raising funds for various projects. It is with great satisfaction that we bring the year's activities to a climax with the presentation to the school of a substantial gift in celebration of the 50th Anniversary of the Republic. The money will be used to modernize the physics laboratory in Parsons, thus helping our school to have a completely up-to-date science department. To all of you who have helped and have shown your interest, our very special thanks.

Efser Kayral, President

AKK Alumnae Association



Class of '49...

.... and REUNIONS

Three members were there for the 25th reunion of their class:

Ayfer Buldanlı Yarangümelioğlu

(who came all the way from Istanbul)

Aysel Tüzün Kumral

Zazira Varon Roditi

Although the weather was cold on January 31, 1974, there was warmth in the hearts of those of the classes of 1949 and 1964 who returned to AKK for their reunion.

This year a slightly different reunion plan was followed. It was held on a school day when the campus was filled with the voices and activities of the students, instead of on a quiet Saturday, as before was the case. The alumnae had a tour of the buildings and grounds in order to see some of the changes since their graduation. They looked in on classes

studying in the new science laboratories, in the new home economics room, and in the ever-wonderful library. There were many remarks about how the rooms used to be used, as memories flooded back to the visitors.

Ten members were present to celebrate their 10th reunion :

Ahsen Andac Kara

Birdal Atabay Kara

Biltan Yücel Ersöz

Dilek Günhan Erkoç

Dilek Davas Şahbaş (from Manisa)

Gönül Eti Erdu

Lale Misci İldiri

Lale Uçal Erşin

Sümer Peker Taşpinar

Tülin Kurşun Türer

Class of '64...

The next part of the program was an Orta assembly, the honored guests occupying the very front seats in Beacon. It was a short English play, and as the students walked out singing their song, the visitors were transported back to their own student days and the plays and songs of those years.

Tea was held in the faculty dining room in Bristol; a letter from **Nuran Baydan Miller** ('49) with photographs, was circulated; the guest book was signed; and the special reunion cakes were cut. A special guest for the occasion was **Dr. Margaret Blemker,** who was visiting in İzmir that week, and whom some of the class of 1949 remembered as their teacher. She brought greetings from the Board in New York, and from faculty in retirement in the United States. Special greeting cards were signed and sent to **Mr. and Mrs. Blake, Miss Yarrow,** and **Miss Foster.**

Those who were unable to attend were remembered and missed.

ELVEDA!

Önce ALMA MATER için bana bu yazıyı, yazma fırsatı veren **Mrs. Sylvia Meyer**'e teşekkürlerimi sunarak sözlerime başlamak istiyorum.

Hayatımın en verimli yıllarını geçirdiğim Tarsus Amerikan Kolejinden ayrılırken, bazı öğretmen arkadaşlarımla, değerli mezunlarımızla ve sevgili öğrencilerimle, ayrı, ayrı görüşerek vedalaşmayı çok arzuladığım halde, maalesef bazı nedenlerle buna imkan bulamadığım için, çok üzgünüm. Bu bakımdan bana biraz olsun hak vereceğinize inanıyor ve sizlerden özür dileyerek beni hoşgörü ile karşılamanızı bilhassa rica ediyorum.

Biliyorsunuz ki Tarsus Amerikan Kolejinde 25 yıl bilfiil öğretmen olarak çalıştım .Branşım Coğrafya olduğu halde, okuldaki öğretmen sıkıntısını gidermek, ve sizleri öğretmensiz bırakmamak için yıllarca Tarih, Yurttaşlık Bilgisi, Türkçe ve Jeoloji dersleri de okuttum. Elimden geldiği kadar sizlere ve okulumuza faydalı bir öğretmen olmak için büyük bir gayret sarfettim.

Öğretmenliğim esnasında belki aramızda bazı küçük, üzücü ve kırıcı olaylar geçmiş olabilir. Bunları normal olarak karşılamanız gerekir. Çünkü bu gibi olayları her çeşit toplumda görmek mümkündür. Bu fani dünyada bunları hep birlikte unutup, geleceğe umutla bakmalıyız.

15. Eylül. 1973 günü benim için tarihi bir gün olmuştur. Bu günü asla unutamam. Tarsus Amerikan Kolejine ve öğretmenliğe veda ettiğim bu günde hayatımın en heyecanlı ve mes'ut anlarını yaşadım. Geçmişteki anılarım gözlerimin önünde bir anda canlanıverdi. Artık şimdi uzun yıllar birlikte çalıştığım arkadaşlarımdan ve öğrencilerimden ayrılıyordum. Tabii ki bu ayrılış kolay olmadı. Fakat beni teselli eden bazı hususlar vardı: O da gelecekte öğretmen arkadaşlarımla buluşabilmek, öğrencilerimle karşılaşmak ve onları memlekete hizmet eden faydalı birer insan olarak görmek, Türkiye'nin çeşitli yerlerinde görev almış her biri ayrı ayrı birer değer olan ve bugün sayısı yüzleri aşan mezunlarımızla zaman zaman buluşmak ve görüşmek olanaklarına sahip olabilmek. İşte emekliye beni teselli eden yegâne hususlar bunlar olmuştur.

Değerli arkadaşlarım ve sevgili öğrencilerim: Şimdi Üsküdar'a yerleşmiş bulunuyorum. Bundan böyle sizleri Tarsus'a değil, İstanbul'a bekliyeceğim, parolamız İstanbul'da buluşalım, olacaktır.

Yazılarıma burada son verirken, başta Bord Heyetinin sayın üyeleri olmak üzere, Tarsus Amerikan Koleji Müdürü Mr. Robeson ile öğretmen ve öğrencilerine, okul personeline, her zaman ve her yerde kendilerinden ifti-

FAREWELL From Ömer Bey...

harla bahsettiğimiz değerli mezun arkadaşlarıma kadirşinaz Tarsuslu hemşehrilerime selâm ve saygılarımı sunarken, başarı ve mutluluklar diler, Allahaısmarladık derim.

Emekli Öğ. **Ömer Temel**

Adres : Selimiye Şerifkuyu Sokak No: 65/9 - Üsküdar, İstanbul.

Ömer Temel asked if he could answer ALMA MATER's farewell to him (Fall-Winter, 1973-74). We print his message as he wrote it; the following is a summary translation into English :

I thank you for the privilege of writing, regretting that it was impossible for me to meet each one of my fellow-teachers and my students to say goodbye personally. During my 25 years at TAC, I did my best to be of use to the school, often teaching subjects other than my major field when need arose. If during this time, any little thing gave rise to hurt or grievance between us, I ask you to overlook it, for such things always will occur, and in this impermanent world we must forget the past and keep on toward the future in hope.

September 15, 1973, was for me a historic day, during which all my past memories came alive again. Of course I was sorry to be leaving, but my consolation was the knowledge that I will be able to meet each of you again, and the knowledge that our graduates are each making themselves of service to Turkey wherever they are. Since I have now moved to Üsküdar, I will be expecting you in İstanbul, not Tarsus.

I wish all of you - principal, teachers, students, staff, graduates (of whom I always speak with pride) and fellow-citizens of Tarsus - all success and happiness, and bid you Godspeed.

GÖKOVA
MENSUCAT

HALI, KİLİM, BATTANİYE,
KUMAŞ, DOKUMA
ve
İPLİKLERİ FABRİKASI

Halil İ. TÜRKOĞLU

- ZENGİN ÇEŞİT
- KALİTE
- UYGUN FİYAT

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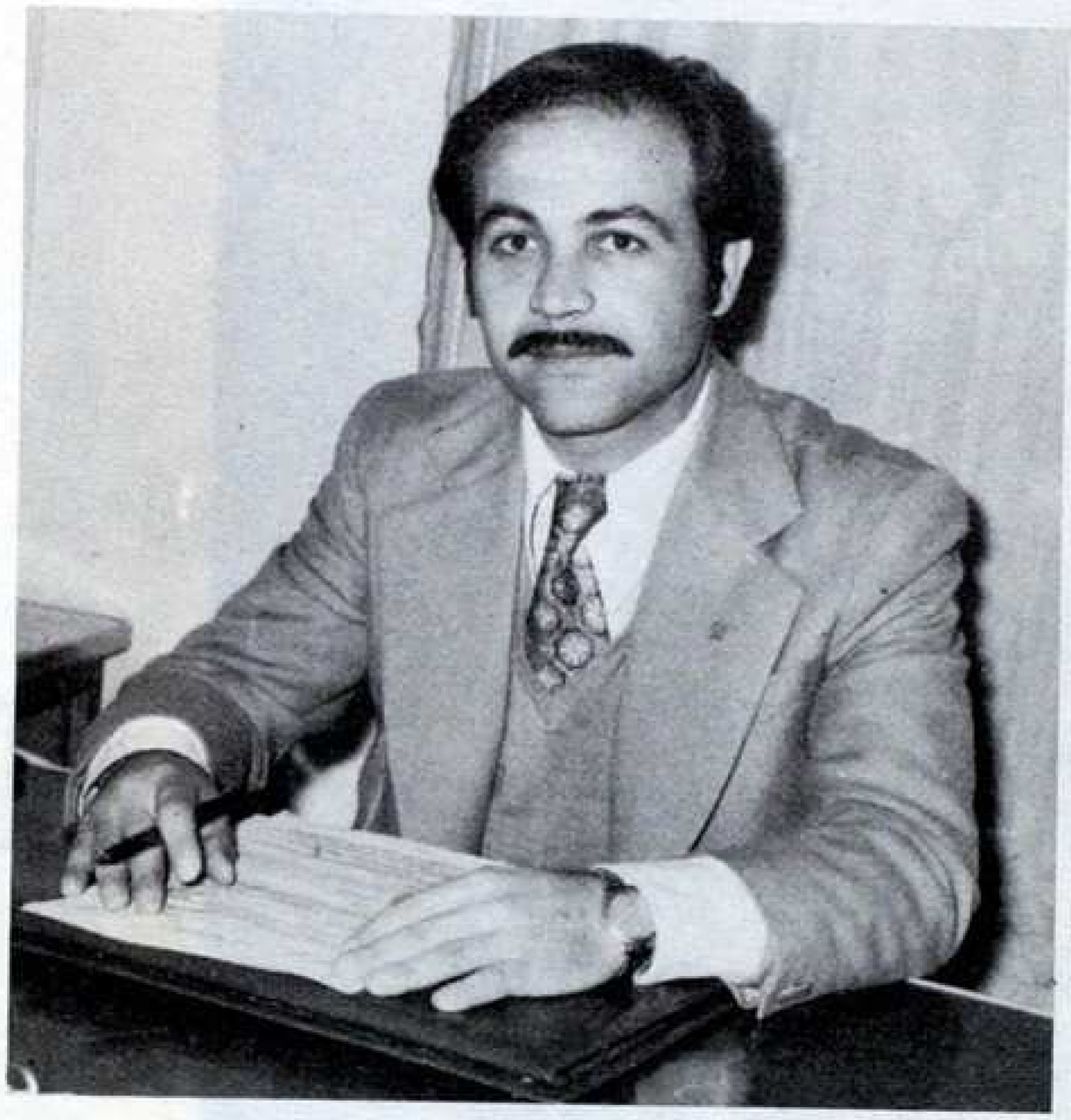
RAMİ – İSTANBUL
Fab. Tel. : 21 62 10 – 23 61 59

... and hoş geldiniz to

Metin Okur



In September, Metin Okur joined the TAC administration as the Turkish Vice - Principal.

Metin Bey comes from Tarsus, graduating from the Tarsus Lisesi and later graduating in history from the Literature Faculty of Istanbul University. He comes to TAC from Özel Seyhan Işık Koleji in Adana, where he was vice - principal. He was formerly vice principal at the Özel Tarsus Koleji.

Recently married, Metin Bey and Sema Hanım live on campus. His interest and experience in folk dancing fill a real need there.

Metin Bey replaces N. Öcal Altanay, who has left TAC to return to Adana Academy.

Homeword bound - after a full day at AKK

LOOKING BACK: THREE VIEWS

(A Collage of Impressions of AKK)

The 1973-74 school year draws to a close. Students appear in uniform to take their final exams; social service girls appear in less formal attire to conduct the games and crafts lessons for neighboring İlk Okul children; the amphitheater is readied for practices for two commencements; the office is preparing report cards; the library is taking inventory... everywhere on campus there is activity of one sort or another. In the midst of all this activity I have asked three members of the AKK family to pause for a few moments and reflect on what their life here has meant. **Mrs. Julia Tigner** is departing after nine years in the Hazirlik English department. **Dr. Eva Pring** has returned to visit AKK after four years' absence and has been busily at work helping to sort out the files in the office records room. **Mrs. Constance Jolly** has spent two very busy years as Administrative Assistant in the main office and returns to the U. S. with her family this summer. For each of these persons different aspects of their experience are highlighted. Put together, they form a collage of impressions of what it can mean for a foreigner to come to Izmir, Turkey and to AKK.

Mrs. Tigner writes:

On Septenber first, 1965, I stepped off the evening plane at the old Izmir airport, and into a new phase of my life. Good people met me in the old red school car and brought me to AKK. It was dark by the time we reached the campus, and we were accompanied to the door at Bristol by numerous meowing cats. I had come to Turkey to **teach**, and that night I began to **learn**.

As a native speaker of English I had learned much about my own language. Human beings acquire the basic patterns of their mother-tongue in the first five years of life. We continue to develop and expand its use but we seldom have need for analyzing it. Teaching my language to second-language students has given me a variety of insights into English and into language as a tool of communication. Teaching English to Turks has opened my mind and my ears to a comparative study of the two languages. For instance, spoken Turkish is accompanied and enriched by gestures of the body. English is made vivid by changes of pitch, tone, and volume.

A whole new, deep understanding of the inter-relationship of language

and culture has become mine in these years. Our ways of expressing ourselves and the ideas we express are limited or enlarged by our language-culture conditioning. Living here has given me a perspective on our conditioning as Americans, and a comparative insight into why and how Turks respond in certain ways to certain situations. Trying to develop among our students a sympathetic attitude to the English-speaking world, has made me see that what we say is shaped by what we do, and vice-versa, in both cultures.

On the whole, these years have enriched my life incalculably, and I am grateful. To those who have studied with me, my love and good wishes. To all our graduates, may God enrich your lives as He has mine.

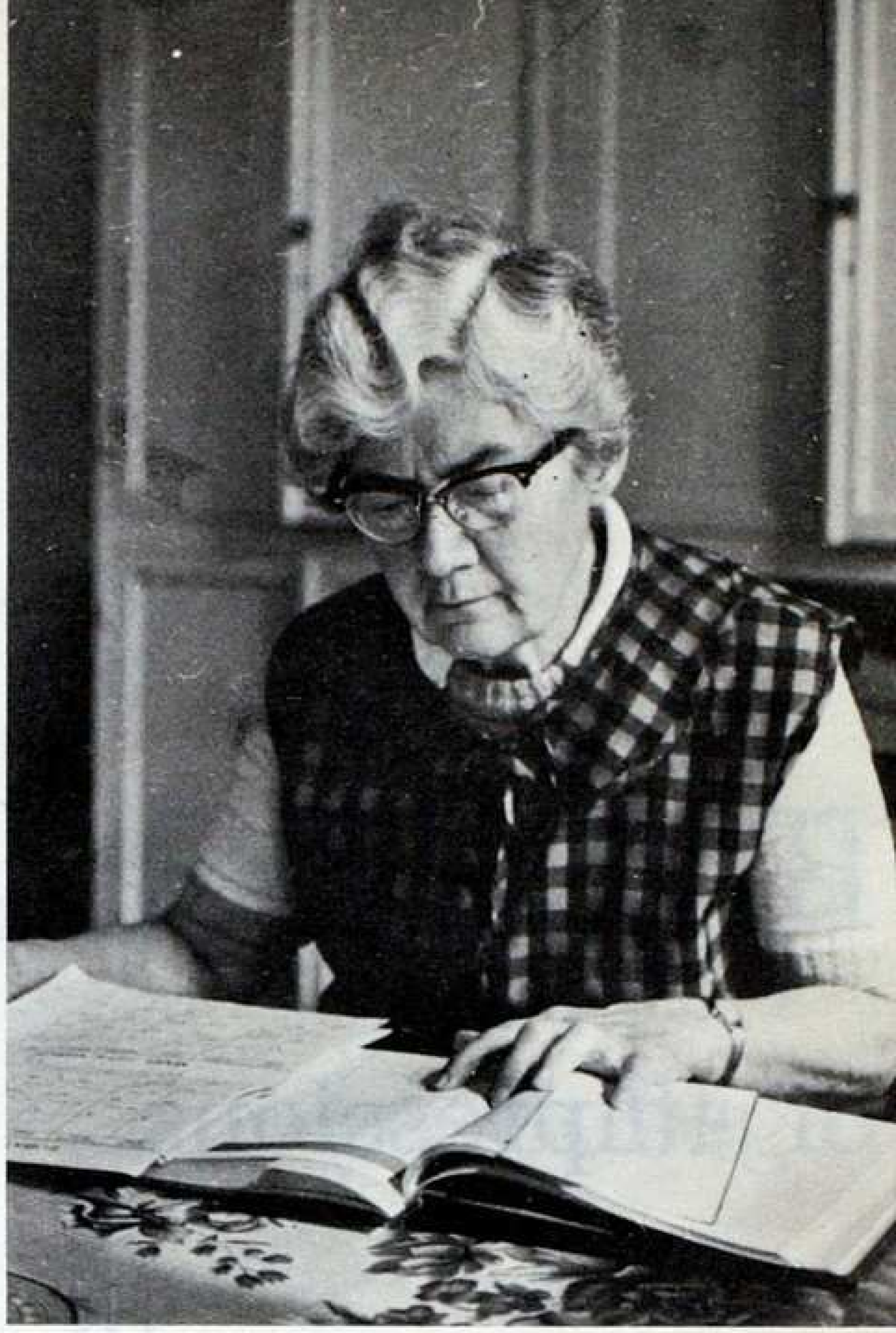
Dr. Pring's impressions —

Beautiful İzmir, shining in the sun - fleecy clouds and the blue, blue sky. «Hoş geldiniz!» «Hoş bulduk!» Flashing smiles and a Turkish kiss on both cheeks. Where is there a warmer welcome than among friends at AKK?

A return to İzmir after four years makes one aware of many conditions and situations that are continuing much as before, while at the same time there are perceptible changes.

The city of İzmir continues to build and modernize. Along the water front and on Hatay, old houses continue to be replaced by modern, high-rise apartments. Konak still has the same **cami** and clock tower, but new statues and tremendous new municipal buildings are rising there as well.

And on the AKK campus? Convenient new walks have been added.



Mrs. Tigner at her desk...

Glass-enclosed entries shelter the library. Above the outdoor theater is the new water storage tank, which ensures a constant supply of water to the school.

New uniforms are in evidence, with Lise appearing in navy blue jackets and skirts of soft gray, while Orta girls are wearing skirts of green-and-white plaid and the Hazırlık girls wear pink-and-white checked skirts, each with two convenient pockets. Meanwhile Karabaş continues to supervise from Miss Scovel's balcony.

Spring Day on June first was a very happy occasion for the girls and their families, with a program providing a blend of the traditional and the new. New faces and changes are inevitable, but the best of the AKK spirit does not change.

Mrs. Jolly's thoughts —

I feel a combination of sadness that our two years' stay in İzmir is coming to an end and gratitude that my husband and I and our three children have been allowed to participate in the exciting experience of living here.

Soon after the beginning of the school year, Ramazan began, and I shall never forget being awakened in the dark by the deep boom, boom of the drum passing right outside the open window. A few days later came the sharing of the İftar dinner with other school families.

The Alumnae Association arranged for us to have a host family who have been among our closest friends in İzmir. Their friendship and warm hospitality have made us feel very much at home.

To be invited to share in life's solemn occasions, too, has meant a great deal. I was honored to be invited to three kinds of Mevlût: to commemorate the passing of a beloved mother, the birth of a son, the circumcision ceremony of a young boy.

The beautiful Aegean region constantly beckons us away from office and classrooms! Fortunately it was not always a conflict between work and play, for some of the best trips were taken with the AKK tourism and hiking clubs.

I've been inspired by the students' devotion to the social service clubs, and by the alumnae who have carried these ideals of service into their adult life. One regret I feel at leaving is that I have been unable to carry out an idea I had of starting a reading club for alumnae. Perhaps if the alumnae want it, they will organize one themselves. In any case, AKK graduates are known for their intelligent use of time and talents. In the end it is each woman who must find the most interesting and satisfying life for herself. I trust that AKK will continue to give its graduates the tools for reaching this goal.

AKK girls express themselves through YTONG block sculpture.

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YOUR LETTERS

Dear Editor :

I appreciate being invited to share with ALMA MATER readers my motives for going into guidance after leaving Tarsus, and the experiences in this field that make it a continuing challenge to me. It is an honor because of the affection and commitment Jeanine and I feel for Turkey and the American Board schools. Also, I believe that guidance has a significant role to play in schools, and I appreciate the opportunity to share with others my enthusiasm for my field.

For many, the vocational choice process is a trial-and-error effort to implement one's self-concept. That applies to me. To a large extent I am in the guidance field because it fits me as a person: my values, interests, needs, abilities and image of myself. For me, there are few other occupations which have as challenging and worthwhile goals as guidance: fostering in others their awareness of their «self» and development of that «self» in order that they may be freer to make more informed decisions and to become more nearly the human beings they have it in them to become. To be working toward achieving these goals is for me both fulfilling and challenging.

The challenges in guidance are many. A person in the field is literally deluged with new and stimulating ideas and practices - paraprafessional counselors, psychological and affective education, career education, behavior modification, human relations training - most of which are fascinating to study. One is challenged to analyze the merits of these thoughts and practices. For example, one asks : Is there research evidence to support the claims? Is this practice applicable to the problems I face in my work? Unfortunately one hasn't time to keep abreast of all these areas and perform one's other job responsibilities. Faced with the «knowledge explosion», one needs to set priorities on the use of one's time. Thus, for me there is the pleasant tension of, on the one hand, trying to keep abreast of the many interesting and stimulating developments in the field, and, on the other, having to decide which areas to investigate to the exclusion of others.

A person cannot be truly committed to this field without realizing that his or her own personal growth plays a central role in his activities in this occupation. Counseling is an interactive process; the counselor and counselee affect one another. Thus, while the focus is on the learning and growth of the client, the counselor learns and grows also. The counselor's values or attitudes may be challenged; the counselor's personal life may become an important aspect in the dynamics of the relationship; his feelings of adequacy will be affected by the outcome. Similarly, teaching in a counselor education program stimulates thoughts about one's own learning and growth. One can hardly talk about promoting learning and growth in others without being aware of the progress of one's own learning and growth and what has influenced it. Another challenge

in guidance, then, is maintaining an open awareness of one's development, experimenting with different ways of learning and thinking to promote one's growth, learning from oneself and others, and sharing these thoughts with others.

Besides the challenge of the field of guidance, does it offer other satisfactions? To me, as a counselor-educator, satisfaction comes from a number of sources. Positive outcomes as a result of my counseling efforts, or the development of a program which provides assistance to others (such as a career-exploration program for college undergraduates who are undecided about their major) are, of course, gratifying. I enjoy teaching, particularly experimenting with methods which make learning personal, and relate learning to experience. It is satisfying, when I have labored over a research project, to discover from it some new item of knowledge. And finally, professional recognition of good work from one's peers is always pleasant.

There is no perfect job, of course. There are frustrations and disappointments. I face «mountains» of paper work, tedious committee work. I am distressed by the counselee who did not improve; or harried by the pressure of deadlines to be met. One can be discouraged by awareness of the great human needs we face and the inadequacy of the resources we have to work with; discouraged, too, by the bureaucracy and incompetence which make the provision of human services very difficult. One needs to maintain a realistic perspective and continuous effort.

Guidance has an important role to play in Turkey. I look forward to receiving the Spring-Summer 1974 issue of the ALMA MATER to learn what has been done to build on the pioneer work in guidance of Drs. Enç, Beals, and the educators at the Gazi Enstitüsü.

Best Wishes to all,

Sincerely,

Assistant Professor
Lawrence K. Jones

İZMİR'DE

KENNEDY

HATAY

ŞEHİTLER

MOBİL SERVİS

İSTASYONLARI

«HER ZAMAN, EN İYİ»

HİZMETİNİZDEDİR

Tlf. : 54 268

54 860

36 361

SOLEN PETROL

TAC's TRACK CHAMPION!

Alper Güngör, a senior at Tarsus College, has won two gold medals in the national championships in the Yıldız League in track and field.

Last January in İzmir, **Alper** ran 400 meters in 59 seconds to come in first. He also was the 4th runner in the 400 relay, giving him another first.

He began running competitively in 1971 and has competed in İçel, Ankara, and İzmir. **Alper** belongs to the Amateur Athletics Club in Mersin, and has been coached by **Mehmet Ay,** a former Turkish champion, and **Mr. Donald Hornish,** a teacher at Tarsus. During the school year, our runner takes daily runs out to the glass factory on the Mersin Road and back.

This coming year he will be in the Genç League, and hopes to continue in competition. His 400 meter time is now down to 55 seconds. **Alper** feels that he wants to stay in medium sprints. A good student, **Alper** wants to be a physical education teacher and encourage others to enter individual sports.

Elections!

The General Assembly of the AKL Alumnae Association took place on March 23rd, 1974, before the Alumnae Tea. A good many of the alumnae attended the meeting for the election of the new members of the Executive Committee. Those who were elected were as follows :

President : Tülin (Artuç) Kepkep '52. She has been working for the Association for a long time and has kept up close ties with the school and her former schoolmates. She has a son graduating from the Orta Division of St. Joseph, and daughter in Orta III in AKL.

Vice President : Nuran (Bektaş) İskit '52. Nuran Hanım has also worked for many years for the Association. As her husband's private secretary, she does translation work for him, but also when she has free time she translates novels on her own.

Treasurer : Perihan (Zaim) Gencer '38. She is another of the graduates of AKL who has done a great deal for the Association. For years she has been the treasurer, and has

done her job so successfully that we want her to be treasurer once more! She also works for the Verem Savaş Derneği (Organization for the combatting of Tuberculosis) and does a great deal of social service work. She has two sons, both of whom are married; the older one has a little boy who is very fond of his grandparents. We all appreciate everything that Perihan Hanım has done for the Association.

Assistant Treasurer: Hülya (Gedikoğlu) Artuç '68. and Sema İlden '69

Secretary: Nuşin (Kaçalay) Günay '51. Her husband is an architect. She has a son in St. Joseph, and a daughter graduating from Notre Dame de Sion. She also has been giving valuable help to the Association for many years.

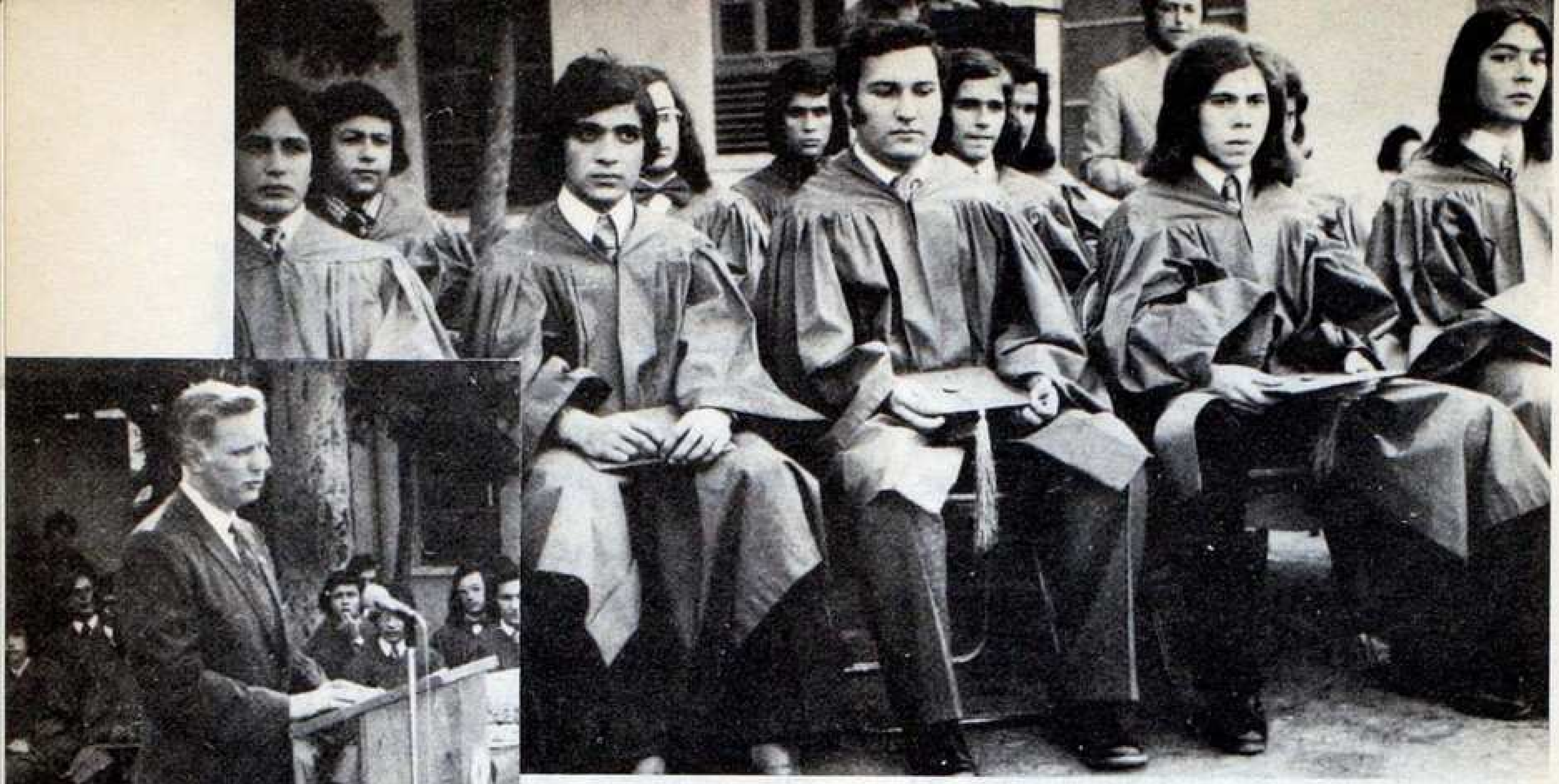
Assistant Secretary: Diloşen (Konuray) Karanis '55.

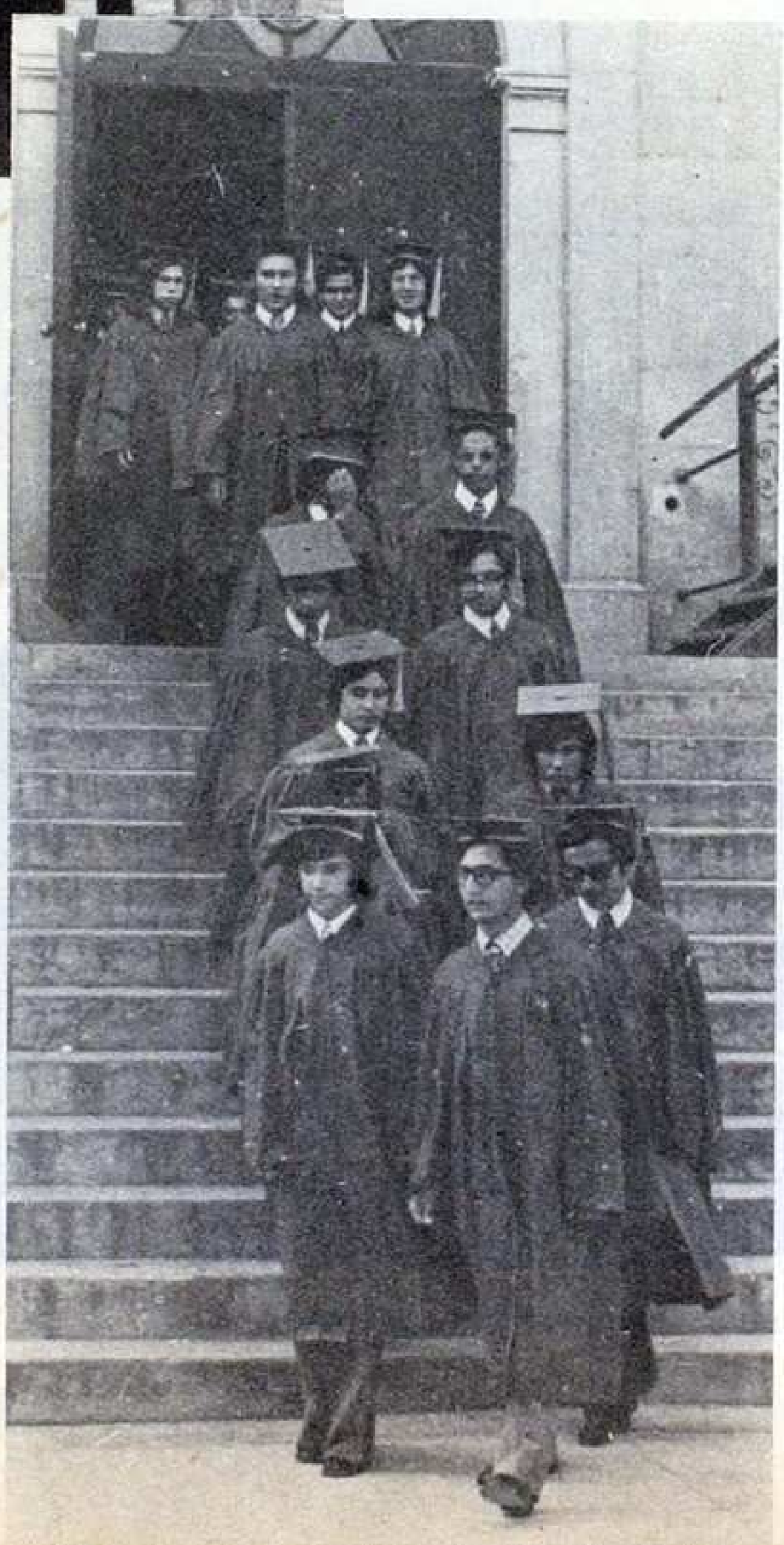
President for Social Affairs: Neşe (Ulaştir) Ergüder '50.

Vice President for Social Affairs: Ayşe (Günergin) Bostanci '59.

Other members of the Executive Committe include: Aydin (Güler) Uzman '52; Nuran (Birand) Gözaydin '47; Suzan (Kazdal) Kurtulan '66; Sebla (Saridal) Eczacibaşi '51; Zehra Özkale '69; Gültan (Sargut) Sinap '56; Hilal (Yorganci) Dereli Ex '55; İçim (Doğrudere) Kutlu '66; and Nilgün Koparal '69.

A.K.L. General Assembly puts the question to a vote...





STORY

without words

(almost)

COMMENCEMENT DAY 1974

Wallace Robeson, Principal; Tuncay Osmanoğlu TAC '55, featured speaker; N. Nuri Altanay, Turkish Vice Principal; and Ertan Akatay TAC '63, Alumni Vice President.

Ertan Akatay TAC '63, Vice President of the Alumni Association presents gifts, on behalf of the alumni, to the top three students in the senior class.

Compliments

of

TEKSA

Miss Lindsley visits «her girls»...

After being retired for ten years. I have had a rare experience in coming back to Üsküdar for a visit which has been a very rich time of fellowship. It is after giving my working years to teaching in Üsküdar that now I am reaping my harvest - I have been able to visit with many of the girls I have taught, who have expressed to me appreciation of what we were able to give them in the school. This means a great deal to a former teacher, as you might imagine. I have also had the very great satisfaction of being in the homes some of our girls have created and meeting their families. I am proud of you all and feel that my life with you has been fulfilled; I have an interest and pride in the careers many of you are following and feel that my life has been of use to you. If I had my life to live over, I could not be happier than to do just what I have done. I am very rich in the lives of all you Turkish women who are my friends, and whom I love as my daughters.

There are still many friends I have not been able to see to tell about my present life, or hear of theirs. I live in a Retirement Community where I have many friends and my own apartment in a beautiful setting in Southern California. One of my hobbies is gardening, and I have beautiful flowers for all to see. We are in a University town and come in contact with some of the younger people in our society who keep us in touch with modern life. And from time to time I try to give a little help in institutions near us which are training or protecting unfortunate members of our society.

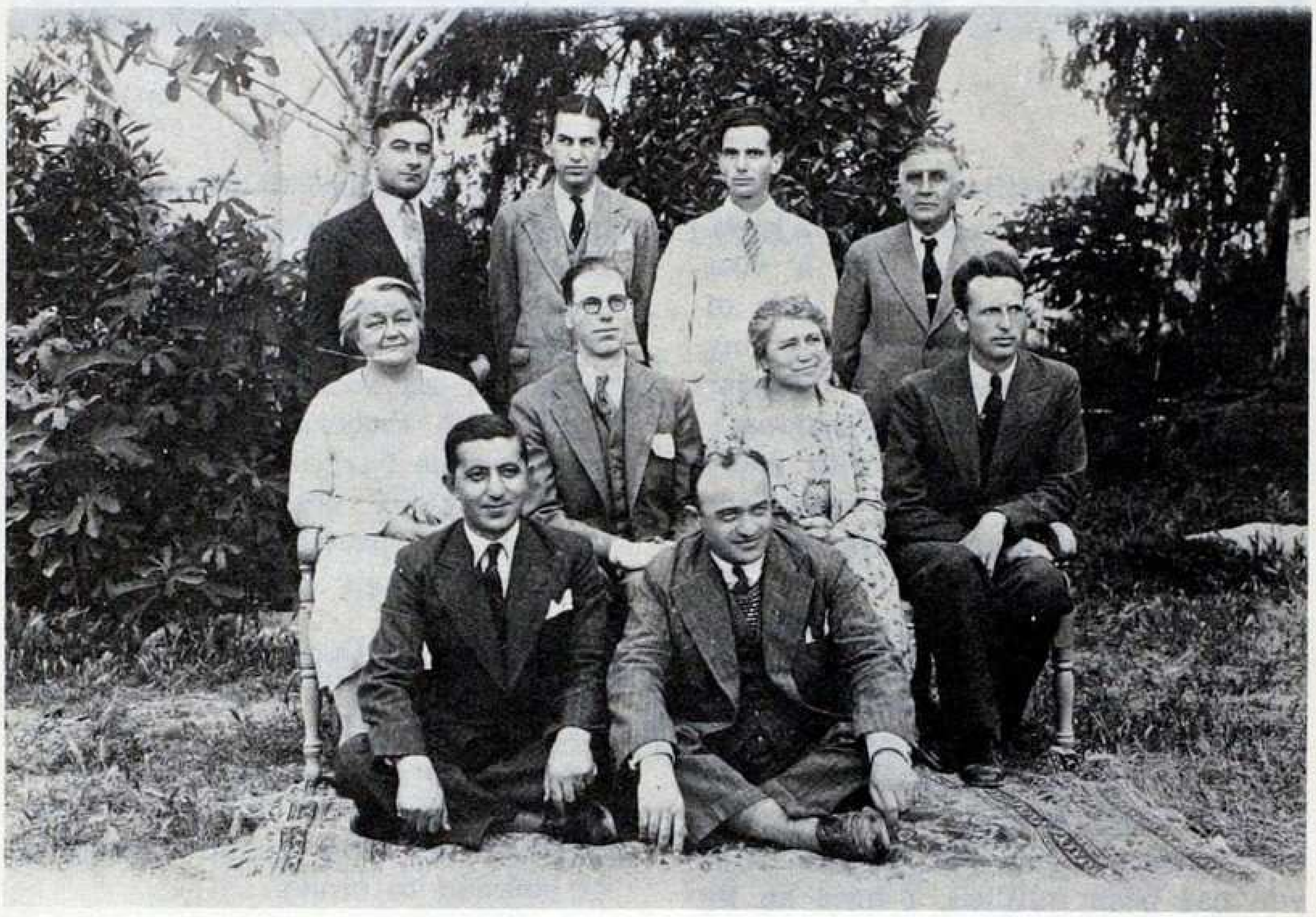
I want to thank all of you who helped to make this spring of 1974 such a memorable one for me. And my wish for you all is that you find great happiness as you serve your families and your country in giving of yourself to others.

Alice Lindsley

Sometimes a poem can say more than plain words of what one feels. Miss Lindsley shares with you this poem by Clyde Tull, and hopes it will be meaningful to you :

Afraid to live? Nay, I would grow,
Triumph, conquer, fail, forego;
Not one whit of pain or bliss,
In this earth-life I would miss.
Life is marvelously good,
Full of love and brotherhood.

TAC's OLD MEMORIES



Our thanks to **William Sage Woolworth,** who responded to our appeal for old photographs for our archives and sent several valuable items with identification. Here are some samples (perhaps seeing them in print may encourage you to share some of your old photographs too!)

Tarsus staff, about 1933-34. Top row, left to right: **Ferit Alpiskender** (who later became a member of the National Assembly) **Mr. Shelmedine,** Swiss tutor of French (who was remembered by **Mustafa Nuri Gürkan** in his reminiscences for ALMA MATER on page 33 of the last issue) and **Dr. Ali Tars** (long owner of the Ali Bey House). Middle Row: **Grace Towner,** (newly arrived after being principal of Adana Girls' School), **William Sage Woolworth** (then principal of TAC) and **Pauline Woolworth,** and **Mr. Mendenhall.** Bottom row: **Hakki Bey,** school secretary, and **Ahmet Aksoy.**

Below :

Students and Faculty, in the year 1937-38. Not all could be identified, but in the row of faculty in the middle, left to right, you see **İsa Usta, Ferit Alpiskender, Richard Maynard, Dr. Ali Tars, Etem Ongün** (Turkish vice principal), **William Sage Woolworth,** the military teacher, **Ahmet Aksoy, Pauline Woolworth, John Scott,** and **Mr. Forchhammer.**

Mr. Woolworth identified a few of the students. **Ertuğrul Tars** '45 is standing in from of the bannister on the righ side. **Esat Alpaytaç** '42 is on the far left of be second row. **Esat Turak** '43 is in the front row on the right, in the grey suit. Any others that you know?

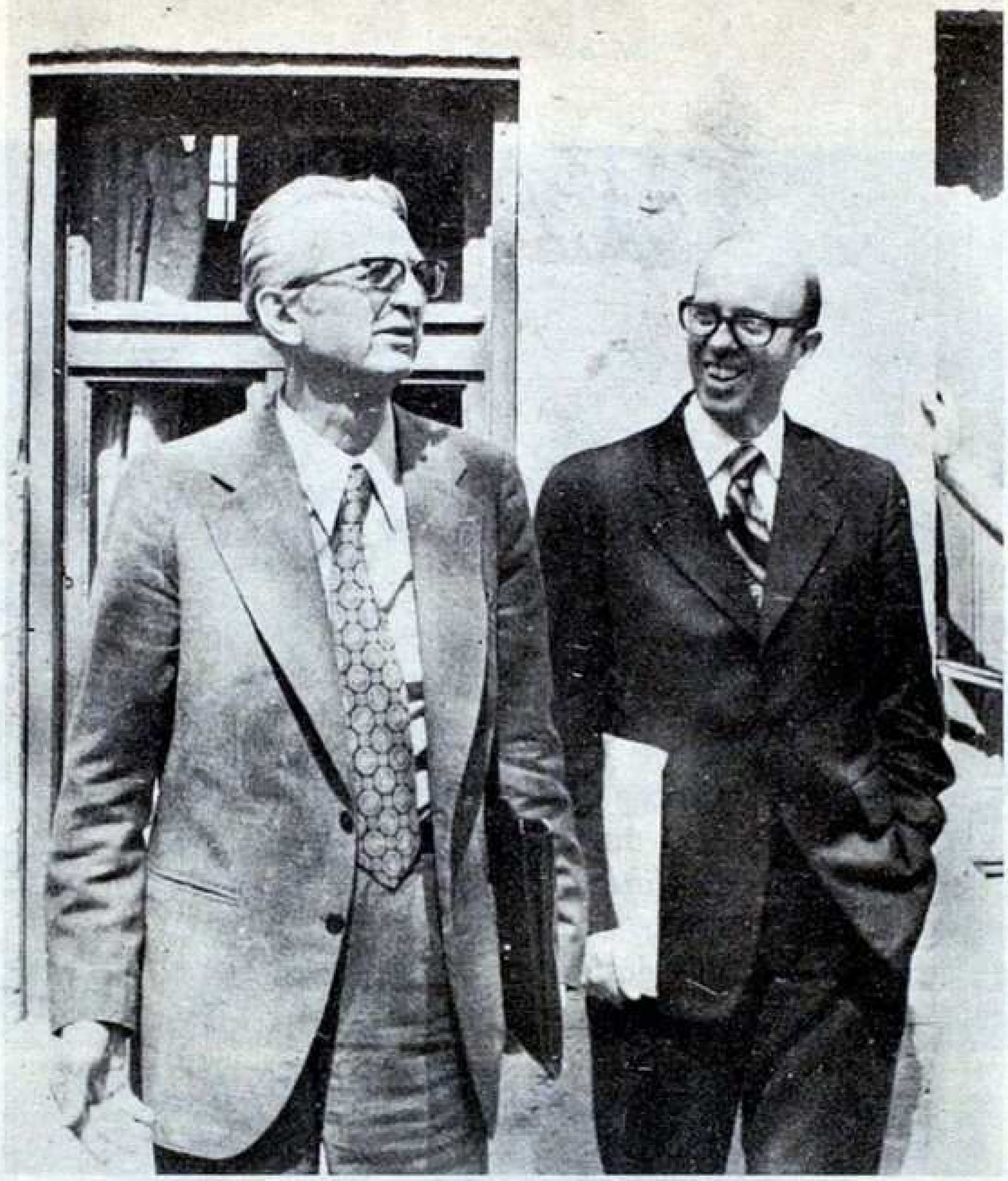
HAVE YOU SOME TO SHARE?
... of AKK? ...of AKL?

PLANNING FOR DEVELOPMENT

Planning and studies are under way to prepare a program for the development of the resources —people, program, finances— needed to assure the continued growth of our schools and to preserve the qualities of the school programs that have been valued by many students through the years. As part of this task, we will be breaking new ground, in terms of applying methods and techniques not commonly in use in Turkey at this time — methods that will depend for their success on the widest possible participation of alumni and friends of the schools.

One of the main challenges to any living institution —if it is to continue to live— is its ability to adapt to a changing environment. Our schools have been remarkably succesful in doing this through the years, if one looks back on the social, economic and political changes that have occured in Turkey, in the United States, and in the world as a whole during the nearly a century that these schools have been in service.

Past success can be an encouragement, but provides no guarantee of success in the time ahead! Some of the main matters requiring our best thought and attention at this time are 1) adjusting our programs and curriculae to modern concepts of secondary-school education, 2) providing a proper environment for the social development of our students, 3) developing reliable financial support for the school programs, and 4) building a strong staff of educators and administrators for leadership and service in the schools. The solutions to these matters will emerge through the partnership of Turkish and foreign colleagues sharing the ideal of making a significant contribution to the growth of Turkey through education.



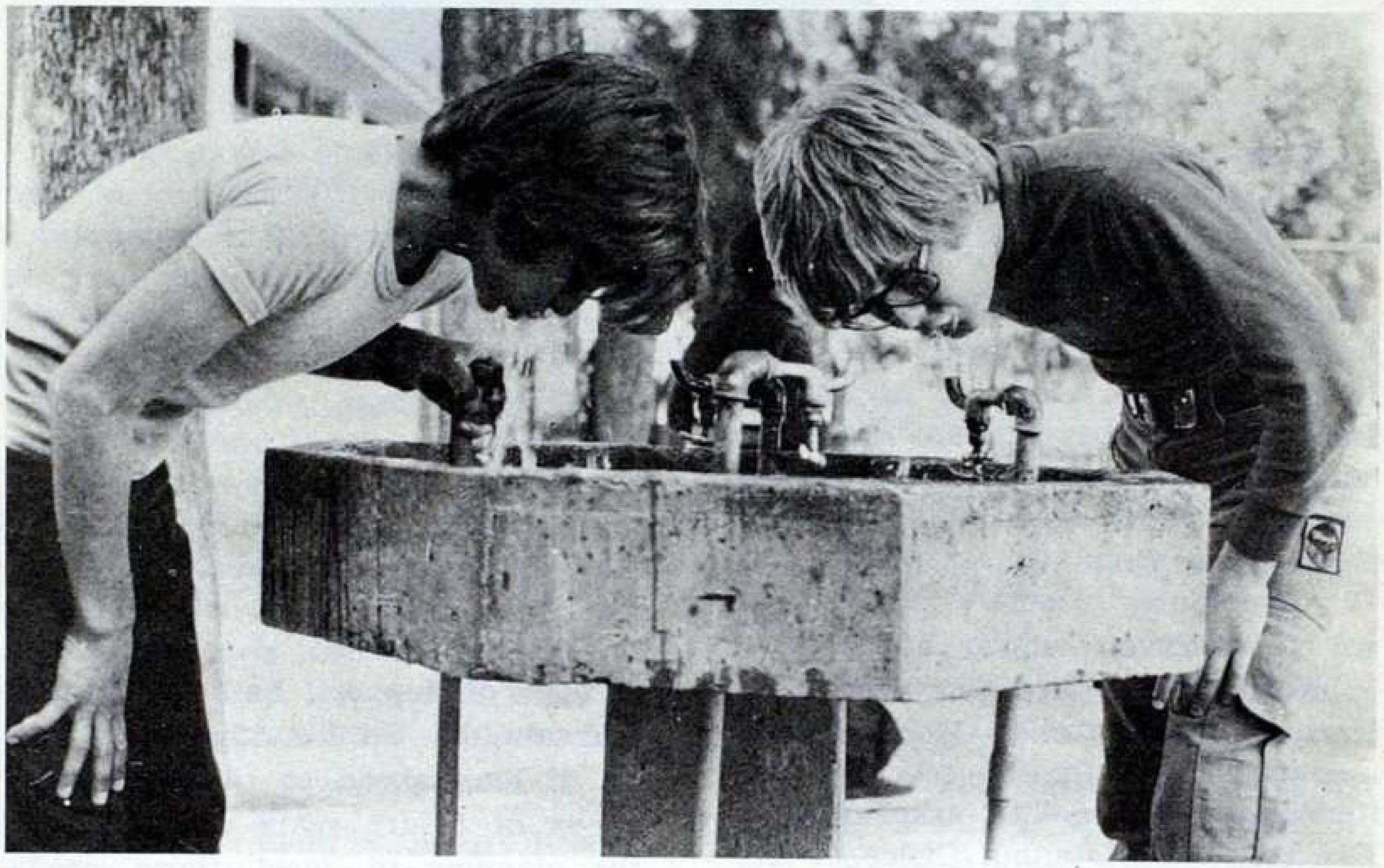
The Planners! «İki ahbab çavuş.»

Selahaddin Erentürk (retired Marketing Director of Mobiloil and long familiar with our schools) and **Richardson Fowle** TAC teacher '62 - '68 (of the Istanbul Office of the Amerikan Bord Heyeti) are working together to coordinate the development of financial resources for the schools. Part of their task will be to encourage the fine work already being done by the local support organizations of the schools. Part of their task will be to develop new sources of support, both in Turkey and abroad. Still another part will be to look ahead to the anticipated needs of future years and assist in the planning to meet those needs. You will be hearing from them in due course. Your participation and encouragement will make a significant contribution towards providing future generations with the advantages attained by so many through their experience in the schools.

TAC NEWS SHORTS

Item :

This fall, all Prep and Orta boarders are sleeping in new beds and using new steel lockers in their dorms. Parents buy this equipment from the Dernek, and the bed and locker are the property of the student and go with him from dorm to dorm. Each year, entering students will buy these beds and lockers. This will insure a turnover of the equipment every seven or eight years.



Item : For years, the College has not had enough water in the right place at the right time. A new system has now been installed behind Stickler that is designed to meet the needs of the College for years to come. City water is stored in a depot and is pumped throughout the campus

Chess Players : Macit İskenderoğlu, Mayor; Lutfi Üveçoğlu, student.

Item :

The TAC Chess Club, under the leadership of **Lütfi Üveçoğlu**, has made a come-back and has grown during this past year to a group 30 members strong. The lounge chess tables were thoroughly reconditioned for a school tournament and a Tarsus invitational tournament which included the Tarsus Kaymakam, **Macit İskenderoğlu**, one of several local enthusiasts. **Mr. Don Barry** is advisor to the club.

Item :

Telelounge - a sign of the times. The student lounge on the ground floor of Stickler is now rearranged around a television set. It was bought and is maintained by the Lise student council. Reception is excellent, since the aerial is on the highest building in town.

TÜRKİYE'DE

İLK POLYESTER ELYAFI

S A S A

T.A.Ş. tarafından

PERİLEN

İsmi altında piyasaya arzedilmiştir

Item :

The Fine Arts come to Tarsus!

This year TAC has had several cultural events as part of a Fine Arts Series. They included a recital of American Black and Protest songs by AKL's librarian, **Anita Iceman;** a recital by **Nancy Wittler,** a soprano from İstanbul; an arts show by **Nimettulah Girasim** of Ankara; a piano recital by **Judith Uluğ** of İstanbul; and a joint recital by **Melek Çeliktaş,** and **Ender Arıman** of the İstanbul Opera.

Credit for the success of the programs goes to **Yalçın Yüreğir** (TAC Orta, '47) who, with **William Amidon,** organized most of these events in Tarsus, and at the youth center in Adana.

A new series begins this fall. We hope that Mersin will be included in the dates and that alumni and friends will continue to support the program by attending the concerts and the shows.

Melek Çelikbaş and Ender Arıman...

Gentlemen!

There's The Bell!

(and Hüseyin Ağa too)

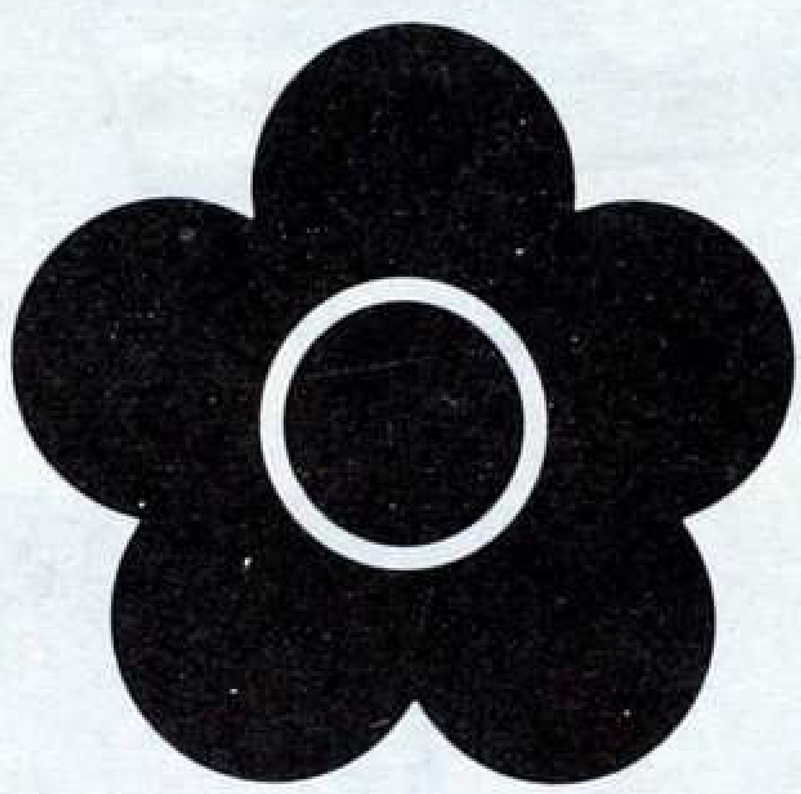
Back to those hard armchair desks

ALUMNI MEETING

Serious business

That's that
for this year.

Eşşizdir; Mary Quant Kozmetikleri



MARY QUANT

Mary, eşşizdir de ondan...

Class of '73
What are they doing?

BOGAZICI UNIVERSITY

Business Administration

Berrin İnanç
Deniz Nomal
Nihal Tuncer
Zeynep Altunic

English Philology

Gülfatma Gülsun
Lâle Emlegen

Engineering

Afitap Azakoğlu
Ayfer Gülüm
Füsun Akyürek
Gülderen Dolunay
Rebi Mizrahi
Sibel Bilge

MIDDLE EAST TECHNICAL UNIVERSITY

Hande Ülgen — Chemistry
Leyla Görgünel — Business
Pınar Kınacı — Psychology

HACETTEPE UNIVERSITY

Belma Ağaoğlu — Medicine

ANKARA UNIVERSITY

Nurçin İzgi
Türkân Yöney — English Phil.

ISTANBUL UNIVERSITY

Candan Özer — Pharmacy
Feza Erkeller — Medecine
Hülya Gencer — Medecin
Itır Sabuncu — English Phil.
Semra Okay

TECHNICAL UNIVERSITY

Ece Alkanat
Tansu Bozdağ — Architecture
Yasemin Gedik — Industry

ESKIŞEHIR UNIVERSITY

Güzide Erden — Chemical Engineering
Sezen Çallıoğlu — Pharmacy

EGE UNIVERSITY

Füsun Aydemir — Medecine

POLITICAL SCIENCE ACADEMY

Belgin Bilgin

ACADEMY OF ECONOMICS

Ümit Dervişoğlu

Murat Dersanesi — **Sim Schindel**

Secretarial courses, Amerikan Dersanesi

Bahar Ünen
Meltem İşcan
Matild Beresi
Talin Özaltın
Tülin Şenyuva

Language Study

Selmin Germiyanoğlu — German
Nükhet Sirel — German
Mine Özüak — French

Study Abroad

Asuman Sargut — U.S.A. Medecine
Hanife Karahasan — France
Hülya Sağnak — France, French Phil.
Ömür Urus — France, Psychology
Pınar Büyükuysal — England, Advertising

Preparing for 1974 University Entrance

Gülçin Önceli
Leylâ Özaltın
Nazan Tekinalp
Tülin Özaltın (also in secretarial studies)
Ümit Akçali

Of those not listed, most are working, employed in a variety of occupations from bank work to modelling, to giving private lessons.

MARSA

MARGARİN SANAYİ ANONİM ŞİRKETİ

P.K. 137 – ADANA – TURKEY

MUTFAK YEMEKLİK
NEBATÎ MARGARİN **EVET**

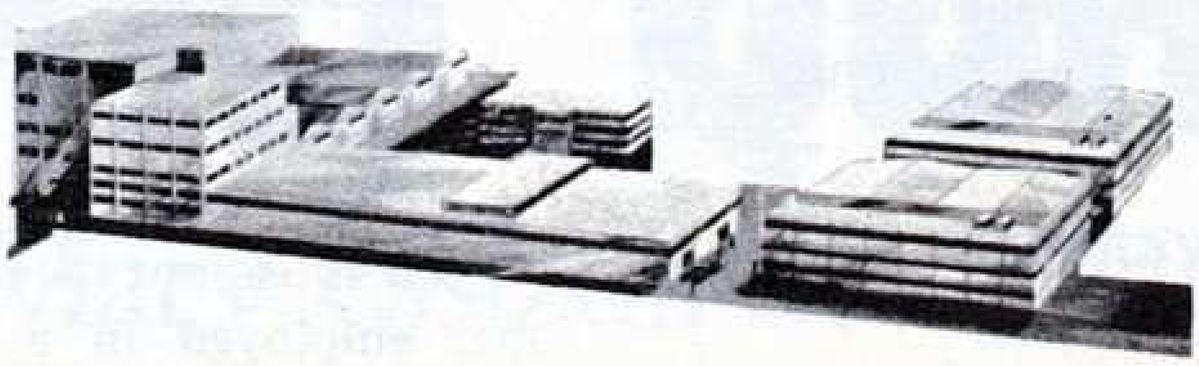
VİTAMİNLİ
SOFRA MARGARİNİ **evin**

HİDROJENE NEBATÎ YAĞ **AKYAĞ**

ÖZEL SANAYİ TİPİ NEBATİ MARGARİN **Sabah**

İLE

Hizmetinizde



Brothers together at TAC

Attending TAC seems often to become a family tradition. Fathers remember their Tarsus days and want to send their sons to their own school. New graduates try to help their younger brcthers make it into the same school too. Or when one son in a family is now attending TAC, they like to send his brother there with him.

This year there are more brothers attending TAC together than ever. Our picture shows about half of the group that could have been included. Those who came for the picture are (kneeling left to right) **Erdal Seyrek, Hayri Ermiş, Mustafa Karahan, Hakan Ergin, Mehmet Aybaş, Akver Akverdi, Fatih Özçelebi, Mustafa Aybaş, Ercan Güleç.** Standing, from left to right, are **Serdar Dural, Ertuğrul Seyrek, Arif Sezer, İsmail Ermiş, Mehmet Erdem ,Şekip Karahan, Salim Erdem, Yavuz Setenci, Tanju Ergin, Levent Setenci, Mehil Apa, Hakan Ersoy, Ali Riza Ersoy, Cengiz Özçelebi, Ali Perşembe, Şükrü Perşembe, Ertuğrul Tirak, Yusuf Menemencioğlu,** and **Levent Onur.**

TAC - it runs in the family !

The group of brothers or sons of TAC alumni (occasionally a brother or son of an alumna of one of our sister Board Schools) is even larger. In the picture you see, (front, left to right):

Murat Serbest, brother of **Hamit Serbest** '71;

Kaplan Demirdöven, son of **Kenan Demirdöven**, Orta '46;

Ahmet Kocaer, son of **Ayşe Kocaer**, AKL 70;

Özhan Kalyon, brother of **Dilhan Kalyon**, '71;

Can Taze, son of **Mahmut Taze**, '46, and brother of **Rıza Taze**, '70;

Selçuk Barlas, brother of **Orhan Barlas**, Orta '70;

Ömer Karahan, brother of **Ahmet Karahan**, Orta '68;

İlker Tütengil, son of **Ayhan Tütengil**, '50;

Ali Refik Tars, son of **Ertuğrul Tars**, '46;

Standing, left to right are:

Turhan Beriker, son of **Korkut Beriker**, '42 and brother of **Levent Beriker**, '73;

Emre Paksoy, son of **Dursun Paksoy**, '46;

Hilmi Yalçın, son of **Ergün Yalçın**, orta '50;

İbrahim Saçlı, son of **Abdulrezzak Saçlı**, '48;

Ali Özler, brother of **Bülent Özler**, '73;

Osman Utkan, son of **Aytok Ütkan**, '50;

Melih Kutluer, brother of **Refik Kutluer**, orta '68;

Alp Ötüş, brother of **Can Ötüş**, TAO, '67;

Hüseyin Çavuşoğlu, brother of **Faruk Çavuşoğlu**, '68;

Ufuk Ünsal, brother of **Eşref Ünsal**, '68;

Bora Aktan, brother of **Özdemir Aktan**, '71;

Murat Aktaş brother of **Semiye Aktaş**, AKL, '69;

Serdar Akçalı, brother of **Ümit Akçalı**, AKL '73;

Şemi Kurdak, brother of **Hilmi Kurdak**, '72;

Orhan Akyürek, brother of **Füsün Akyürek**, AKL '73;

Ömer Tarım, brother of **Kemalettin Tarım**, '74;

Serdar Küçükoğlu, brother of **Faruk Küçükoğlu**, '70 and **Selçuk Küçükoğlu**, '72;

Missing are:

Cem Severoğlu, son of **Ahmet Severoğlu**, '52;

Sancar Olcay, son of **Esin Olcay**, AKL '56;

Konstantin Aleksoğlu, brother of **Apostol Aleksoğlu**, '68;

Adnan Saybaşılı, brother of **Kemali Saybaşılı**, '63;

İbrahim Merze, son of **Süha Merze**, '44 and brother of **Cüneyt Merze**, '71 and **Tevfik Merze**, '68;

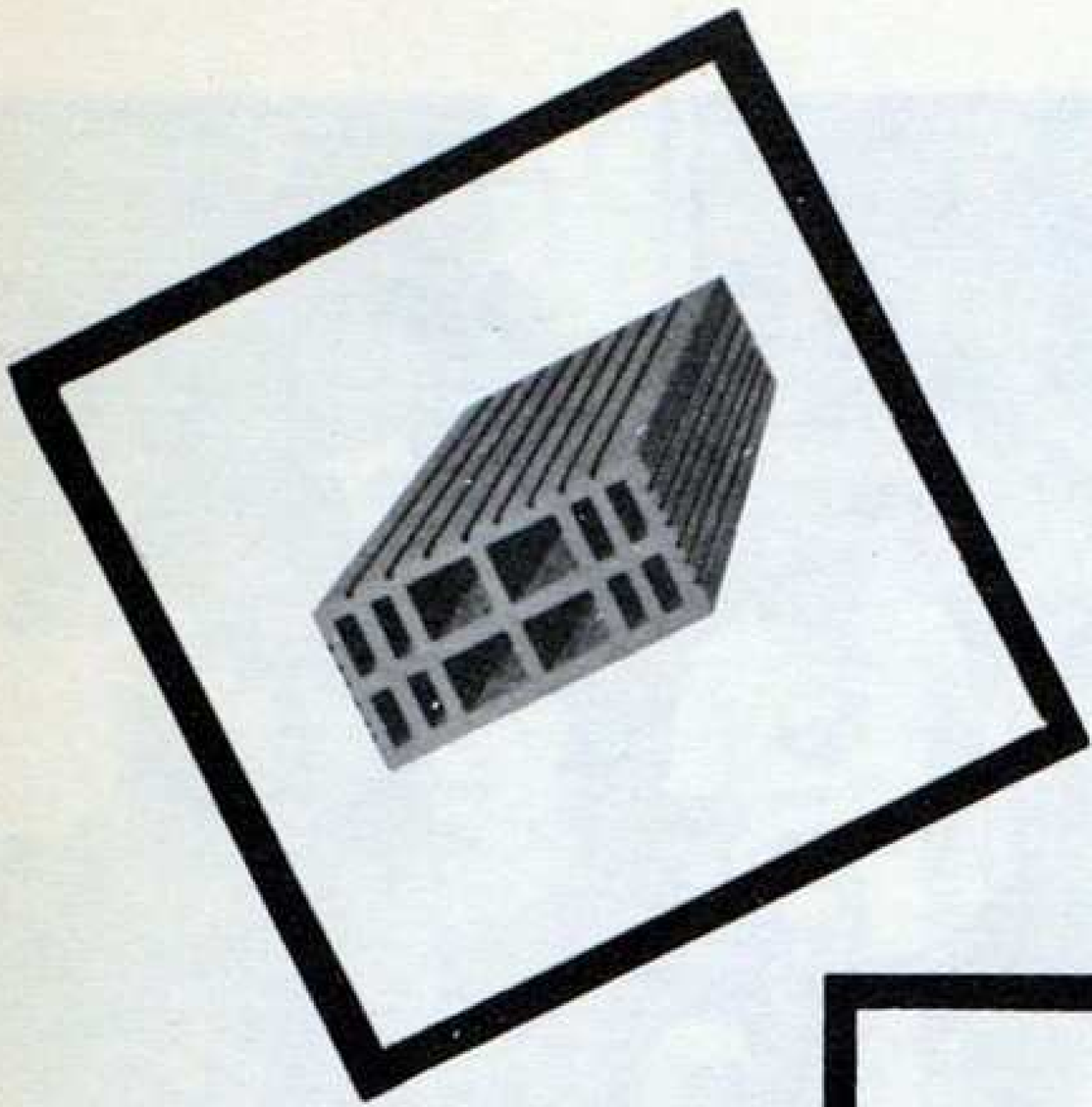
Levent Soylu, brother of **Tahsin Soylu**, 73;

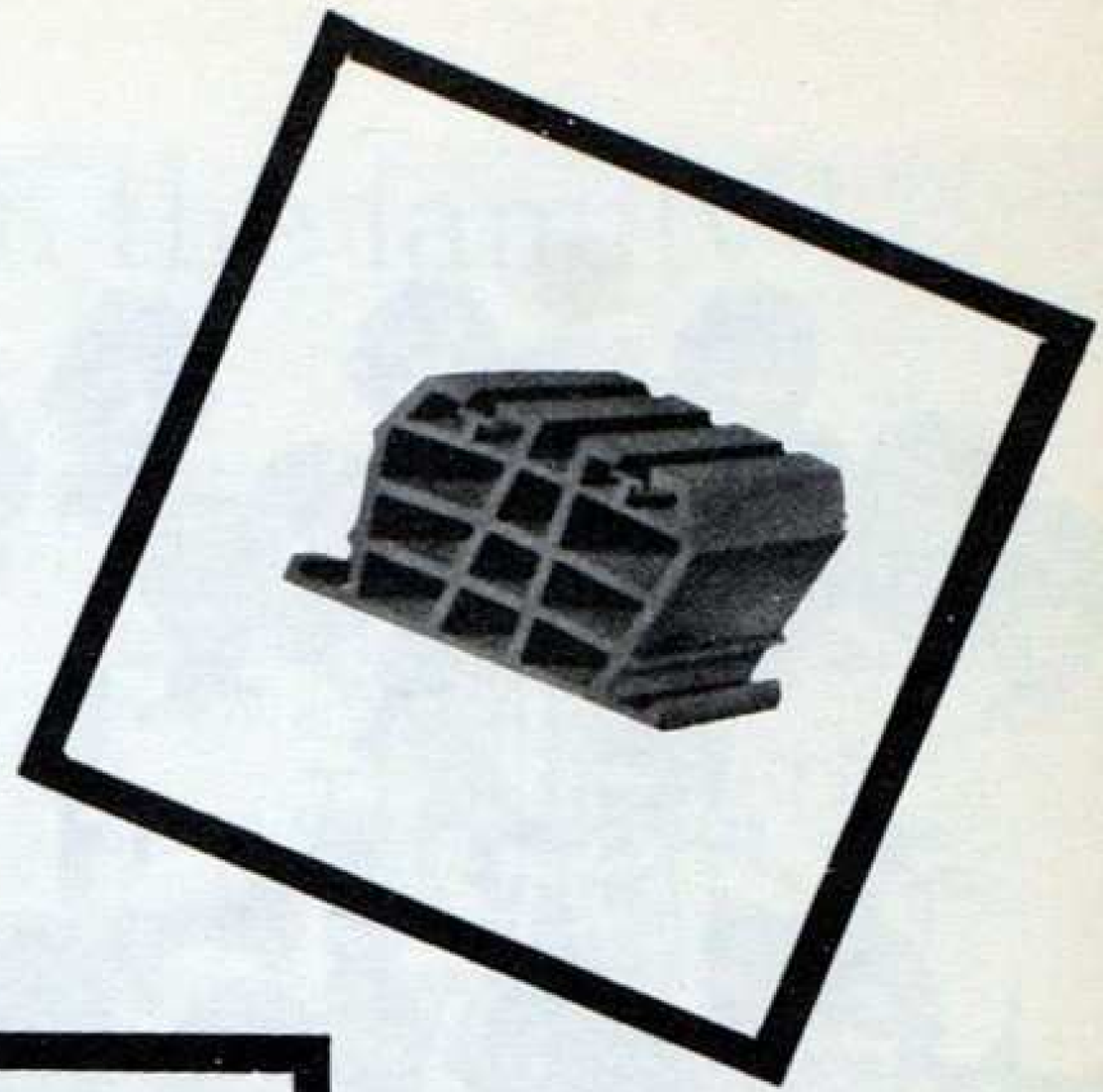
Sait Aytemur, son of **Kemal Aytemur**, '37;

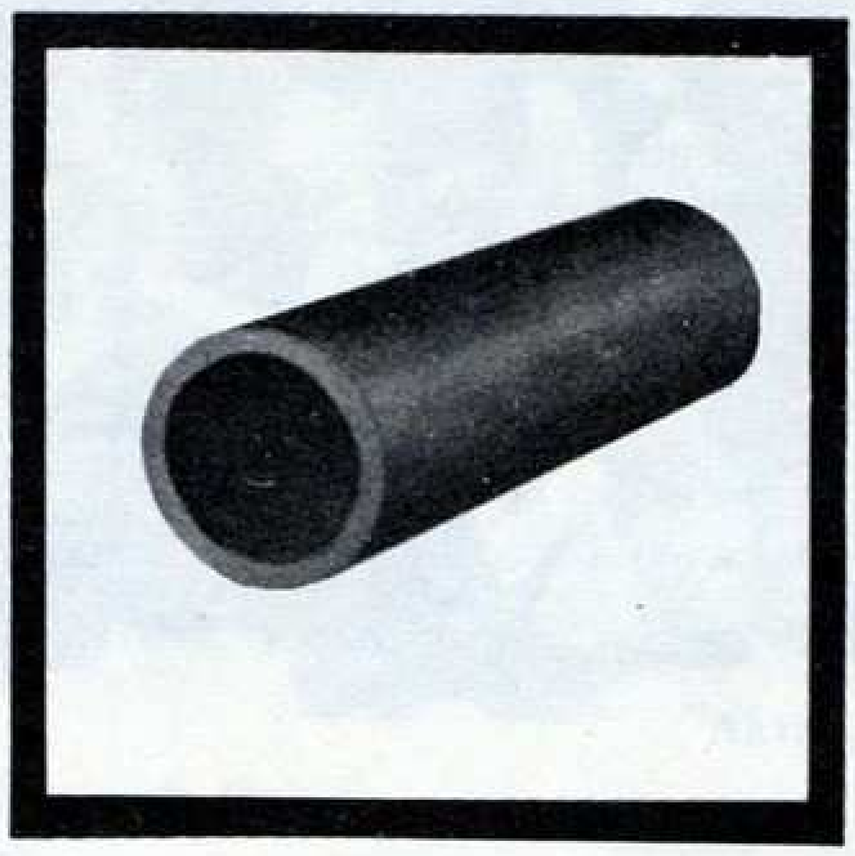
Can Sonat, brother of **Cihangir Sonat**, orta '69;

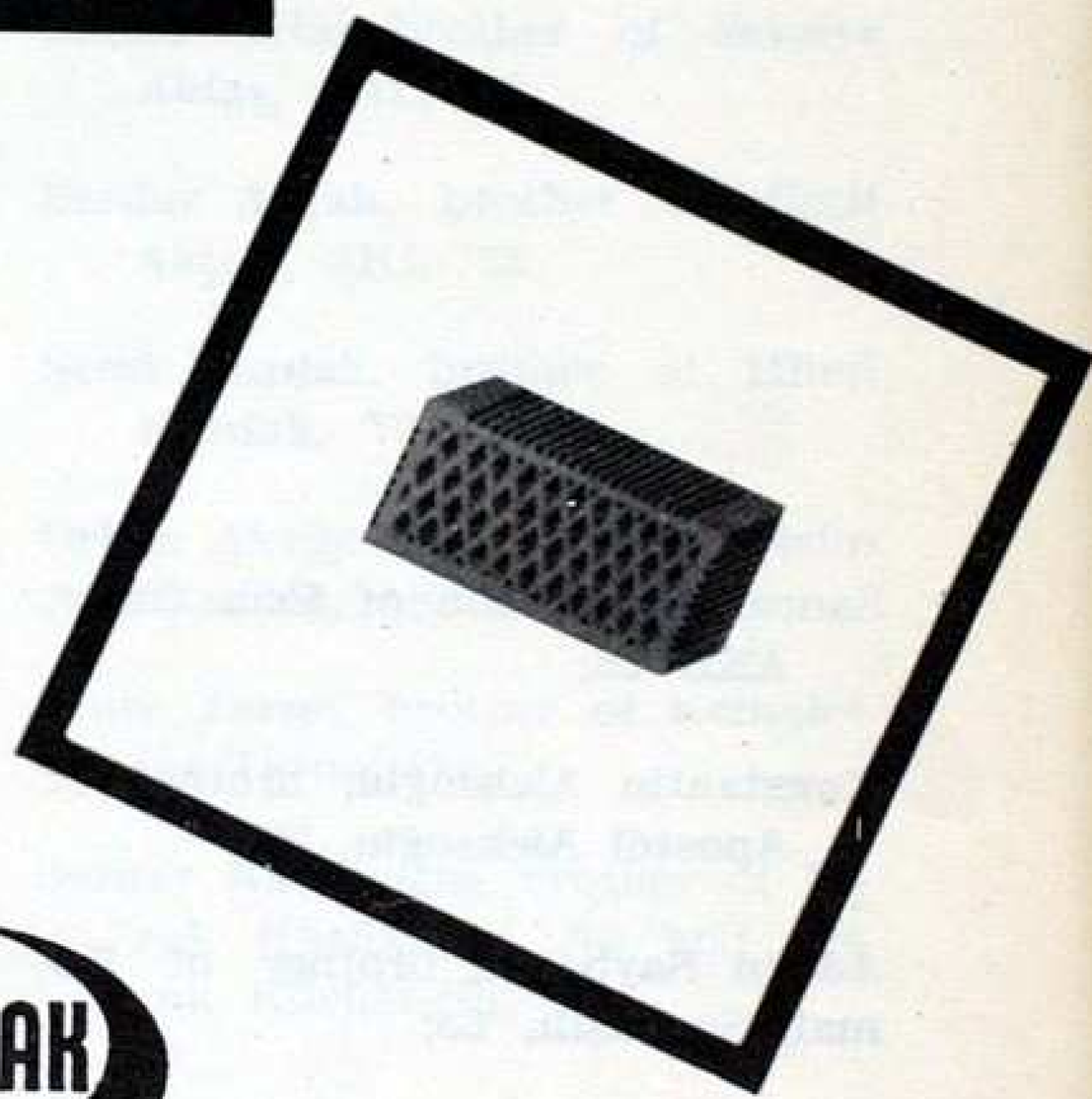
Can Merzeci, brother of **İbrahim Merzeci**, '61;

The New Prep class is not included. Our apologies to any one we may have missed!









KİLTOPRAK

TUĞLA · KİREMİT

ADANA

Class of 1973 :

WHERE ARE THEY STUDYING NOW ?

EGE UNIVERSIY

Economics - Ani Özdere

Dilek Erdur
Iren Roditi
Mine Akşit
Müfide Göksel
Neslişah Çallı
Suphiye Evrenesoğlu

Botany — **Aynur Aksoylar**

Zoology — **Aşen Olgun**

Industrial Engineering —
Berrin Şener

Architecture — **Belma Abay**

Medecine — **Neşen Moral**

Journalism — **Nalan Yılmazkapıcı**

HACETTEPE UNIVERSITY

Chemistry — **Nursan Çerik** —
Sema Başeğmez —

English Philology — **Melek Ağaoğlu**
Nur Karakaya

ANKARA UNIVERSIY

English Philolgy — **Tülin Kınacıgil**

ESKİŞEHİR —
Belgin Tütüncü

POLITICAL SCIENCE ACADEMY —
Barış Kartal Tütün

BOĞAZİÇİ UNIVERSITY

Business Administration —

Ayhan Somer
Bahar Gürsan
Sema Arkun
Melsa Gökhan
Seba Seliç
Işıl Köker

Engineering — **Bahar Karaoğlan**

Electrical Engineering — **Ceyda Erçen**

Electronic Engineering —
Firuzan Ekinci

MIDDLE EAST TECHNICAL UNIVERSITY

Business Administration —

Halime Aynibal
Nazan Yurttaş
Ümit Sina

Psysics — **Gülden Uzunoğlu**

Mathematics — **Candan Erkızan**

City Planning — **Nil Ayhan**

Architecture — **Dikmen Sencer**

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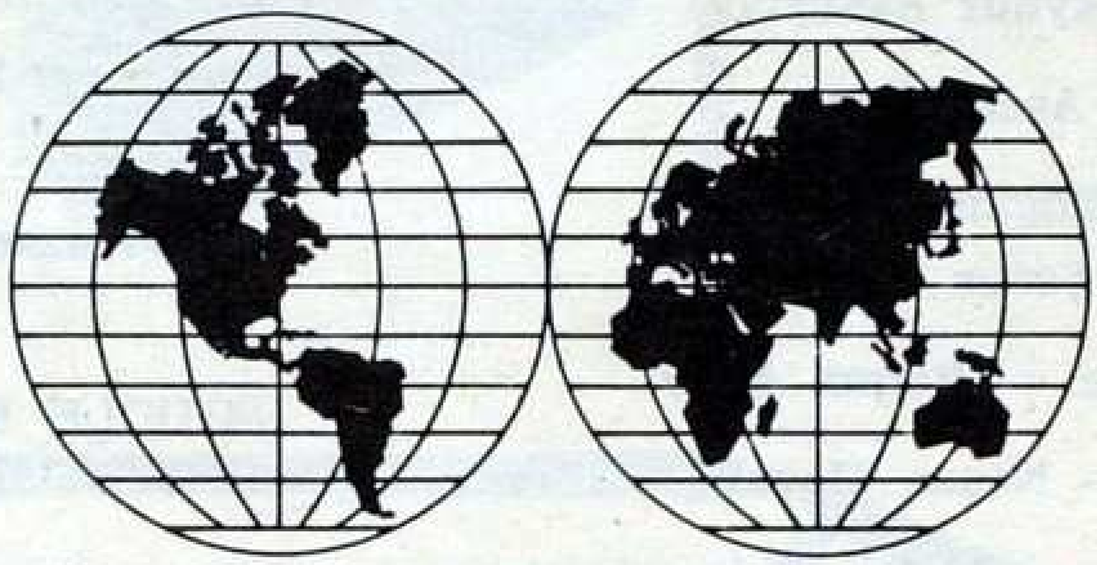

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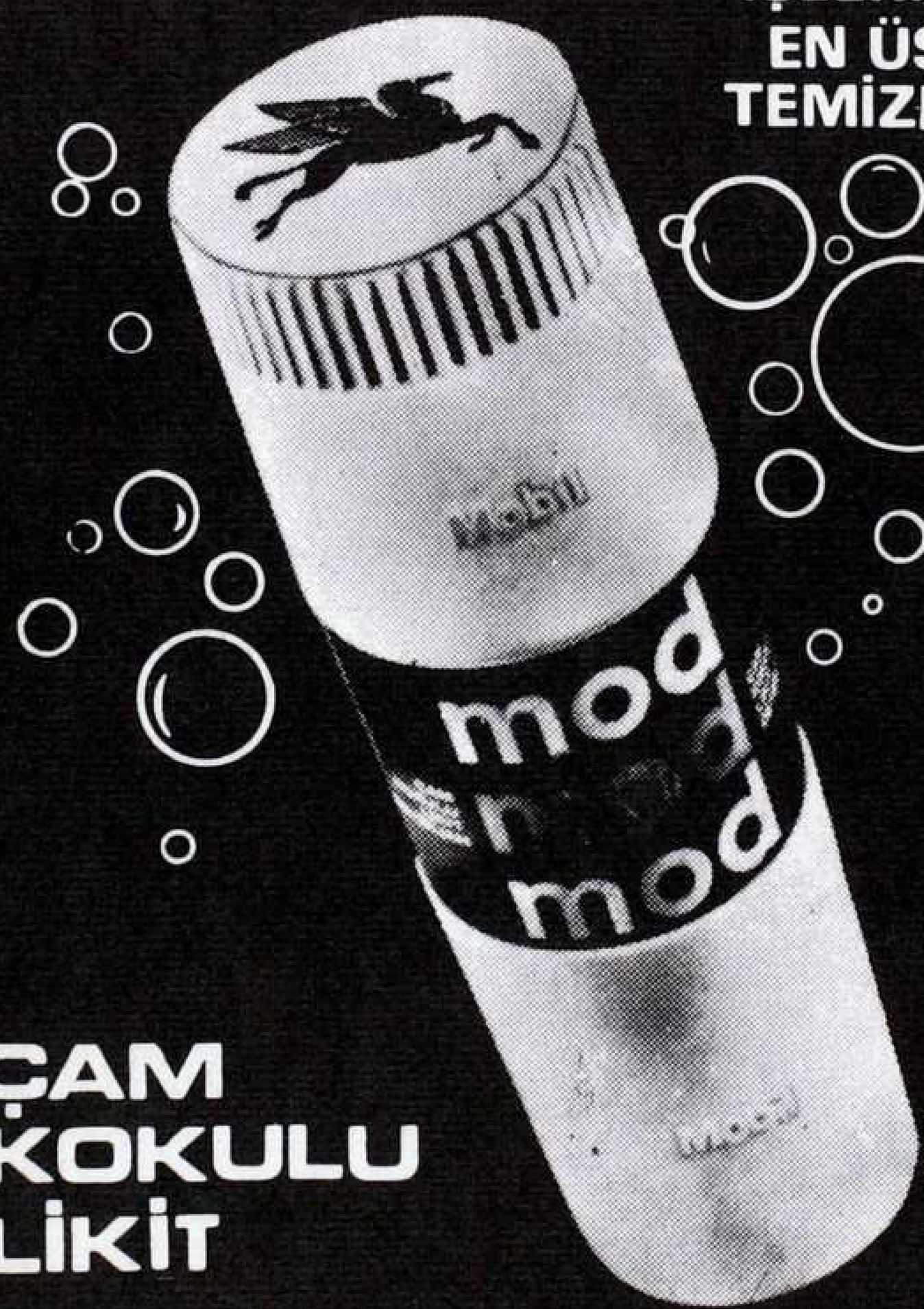

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