

SABBATICAL REPORT
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AN X RATED GUIDE TO LEARNING

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AN X RATED GUIDE TO LEARNING

eXpand your potential - learn how to learn

eXamine your life - your goals and values

eXtend yourself - become a leader

eXplore the road to success in college and life

eXcellence can be yours - the importance of motivation and emotions

eXtra hints to help you

eXert yourself more creatively

eXperience the strength of confronting self and your ethics

eXplains your rights, power and responsibility

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PREFACE

The first few days you are on a campus could determine your future feelings about education in general, and college in particular. You, the student, will probably come to the campus unsure of future events, unaware of the shortcuts you can take in registration and in coping with the establishment, anxious to meet new people, and wondering about the quality of instructors. You may be uncertain about your career and not convinced that all the hassle is worthwhile. If the first few days become a nightmare that convinces you no one really cares, that there is nobody to talk with or turn to, then there's a very good chance you'll become discouraged and drop out. As a freshman, you should not only be informed but, also, encouraged to stay with it the first month.

This book is an attempt by the authors to present basic information about colleges in relationship to you, the student.

One of the purposes of college "orientation"(by the way, we're still seeking a better word) is to make the first month go as smoothly as possible. Too often, college orientation programs provide irrelevant information and, in general, treat the student like one who's been tossed into a deep pool and told to sink or swim. Often, college orientation programs do not consider the enormous variety and needs of people attending college these days.

Not only does the recent high school graduate enter as a freshman, but homemakers, veterans, persons with physical handicaps, as well as retired businessmen now register for courses. When you add to this mixture, clumps of Blacks, Browns, Wasps, Asians and Indians, you have a mass of humanity that will be bored and restless with orientation programs slapped together with little thought as to the real needs of the students. Orientation, as well as education, must change with the times.

Although we are in the last half of the 20th Century, we are still operating colleges as they were run in the 19th Century. Today's colleges emphasize abstract reasoning and the lecture system. There are different ways to learn. Our experience has shown that it is the rare student who is "turned on" to learning through abstractions. Homework is often designed not so much for learning but to give the instructor a sense of importance. The sad truth is that most students are uncomfortable unless they are being told what to do, lectured at - not to, given large amounts of busy work and constantly being treated like second class citizens. The authors hope that this book will alert you and encourage you to begin your education with a thoughtful and perceptive outlook regarding the type of services and education you are receiving. There are some breaths of fresh air in the land of higher education, but the authors would like to see those faint wisps of change become a real force in helping you and the educators examine and explore an improved learning environment.

Each chapter in this handbook contains exercises, questions, or evaluations designed to stimulate your thinking and get you personally involved in the act of learning and discovery. These "growth" items represent an attempt to provide a balance between in-class and out-of-class activities. It is a balance that is long overdue.

You will be encouraged and urged to express your likes, fears, dislikes, gripes, hopes, etc., to the faculty, administration, and fellow students. You will be presented with material that will help you learn how to learn. We, the authors, want fear and anxiety to decrease among students while increasing courage and freedom. If, as the research seems to indicate, the majority of college students are conformists, traditional, and stable, then the need is for being stirred up rather than calmed down. Our approach calls for a lot of studying, exploring self, evaluating services; the results will produce a rich and nutritious education.

We want to orient you not only to the daily routine of college life, but also to the importance of a lifelong learning concept. (We're not putting you on when we say that.) The more you know, the more you should be able to do, and the more able you will be to take care of yourself.

This book is designed for you, the new student. We're going to discuss your needs. We also want to discuss your needs as you search for a career and prepare for a job. We hope to arouse your curiosity, provoke your anger, stimulate your brain, and stroke your ego. We can't guarantee you'll be happy using this book, but we know you won't die of terminal boredom.

CHAPTER I
GETTING YOURSELF TOGETHER

COURSE
OBJECTIVES

1. To understand the purposes of college orientation and apply what you learn in your life
2. To understand "Student Development" and be able to identify what your institution is providing that will help you develop as a person and as a student

TAKING
THE
PLUNGE

Here you are, a student, wondering what this place is all about. Who are you going to ask? Some aspects of an answer may come from a person, book, teacher, poem, song, friend, etc., however, you will be disappointed if you expect "the answer" from any one source. The way you're going to have your questions answered is for you, the student, to take a deep breath and immerse yourself in college life.

YOUR
LIBERATED
LEARNING

You are about to enter an educational program where you have the right to expect the emphasis to be on the kind of learning that produces a person who can think, communicate and be resourceful.

The current trade name for this individualistic approach is called "Student Development". What endearing term has been given to it by students is unknown. Student Development encompasses your full potential and maturity. The educational ideas and experiences needed to reach that stage requires you to be involved in meaningful activities which will have a positive effect on your life style and aid you in developing commitment to lifelong learning. Student Development is concerned with such specific concepts as identity, autonomy, freedom, compassion, integrity, and, generally, on how to get along with other people.

The authors recall one student whom we will call Dan.

Dan was a student of distinction -- or was he? According to grade standards and recognition, Dan was named a student of distinction. He was a near straight "A" student. He exceeded class requirements and gained the respect of his instructors and department chairperson.

Outside of the college setting he abused the woman he was dating mentally and physically. (She obviously allowed the behavior so she shared in the responsibility, but the college had not labeled her as "outstanding".) Dan also abused his lover's child and served as a negative role model. He spent most of his weekend time getting and staying drunk and living off his lover's family.

After graduation, Dan took a office position which called for some community outreach. In less than a year, he was fired from the position because his personal life style got in the way of his job.

The college had supported and encouraged certain aspects of Dan's growth. He had learned many facts, could write beautiful papers and communicate orally. The missing ingredients were those identified with student development. He had not cultivated his humanistic potential.

- Is academic accomplishment enough for you?
- What recommendations do you have for Dan at this stage of his development?
- How could the college have been more responsive to Dan's total developmental needs?
- What kinds of experiences do you want to help you develop your full potential?

GETTING
AROUND

Is an orientation to college really necessary? A much asked question! We think so. Surely by now, you know where buildings are located, but do you know about the services which are available inside? Do you know how to get a student loan? Do you know where the Placement Office is located and how the staff can help you get a job? How about getting to and from the college? Do you know all the routes? Do you know all the parking rules? Do you know how to 'drop' a course and 'add' a course? Do you know what grade average you must maintain in order to stay in college? Do you know what courses you are going to take next semester? Insight into the questions is included in Chapter VI.

The questions listed above are but a small sample, of the hundreds, you will have to answer in order to make the most efficient use of your time while in college.

When Sandra enrolled at the Old Hickory Campus her counselor spoke with her about the college orientation program. She enrolled in the course along with fifteen other semester units. In talking with her friends after registering for her classes, she received mixed messages. Some of them talked about the value of the class; others said skip it because they never attended and they had made it through their first year.

Sandra decided not to attend. At the end of the semester, she requested a copy of her transcript and learned she had an "F" in her sociology class. How could she have an "F"? She stopped attending the class after three weeks. Judy asked if

she withdrew from the class. She asked how she was to have withdrawn? She assumed non-attendance meant the same thing. Judy said the procedure was discussed throughly in College Orientation.

Sandra was beginning to have second thoughts about her decision not to attend orientation. Just last week she spoke with Jay about his involvement in Student Government. She had not heard about the procedures to follow for getting involved. He had told her he heard about student government through orientation. He was not active in high school and he was really enjoying his involvement. Sandra wondered about other information she had missed because of her decision. In the future, she was going to be more careful about making her own decisions rather than listening to her friends.

- Do you listen to your friends in making decisions? your parents? wife? husband? How do they influence you?
- Is experience the best teacher? Why?
- Make a list of the opportunities you learn about in College Orientation that you have not heard about elsewhere.

Even more important are these two questions: Why are you here? What do you really want from college? Knowing the answers to these two questions is basic to getting the best that your college has to offer. We expect to provide information about the mechanical operations you may want to know about and also raise your level of self-awareness so that you'll be able to provide your own answers to those last two questions.

Orientation provides an introduction to alternative behavior in the present world (society) while you are learning about it. As college graduates, you will help manage our society by becoming political and community leaders, computer operators, doctors, lawyers, nurses, scientists, teachers, and farmers. Skills alone are not enough. You must develop self-awareness as well. What happens if you combine these skills with interpersonal skills? In all probability, your college experiences will become more meaningful, and your role in society will become more significant and this country will move forward.

Orientation to college begins with filling out an application for admission -- that complex but necessary document. It is hoped that you did not suffer from this step because millions of students have completed college applications and survived. After filling out the application and before seeing a counselor, there are some essential steps to take:

1. Read and study the college catalog and class schedule.
2. Discuss your plans with peers, friends, family, high school counselor and other interested listeners.
3. Follow directions issued by the college, such as: attending pre-counseling meetings, filling out self-appraisal forms and making trail programs of your class schedules (additional help can be found in Chapter 6).

4. Prepare a list of any questions you want to ask your Counselor, and finally be on time for your counseling appointment.

WHAT'S
COUNSELING?

Counselors help you in making career decisions, selecting courses that will widen your scope of interests, expand your horizons, and aim for the goal of making you a more fulfilled person. Counselors aim to place your needs before those of the institution. That really means you get top priority!

WHAT'S
NEXT?

Your next step is registration. The original college registrar is given credit for inventing the long line. Most colleges still have too many lines!

Once you have seen a counselor and registered, you are now ready for orientation. So what is orientation? Well, the Second Edition of Webster's International Dictionary (that's the big fat one that sits on the librarian's desk) says that the word "orientation" means:

"... 1. Act or process of orienting. (That's pretty obvious, so what else is new?) 2. Position, state or fact of being oriented. (Now, if you don't like these two definitions, here's a third that's guaranteed to turn you on.) 3. Act of turning or facing eastward. (Turning toward the Orient, get it?) 4. Adjustment to an ideas or principle. Determination or sense of one's position with relations to environment or to some particular person, thing, field of knowledge." (While the first three were all kind of far out, this last definition really makes sense.)

Notice that in the last definition idea or principles were stressed rather than facts. Too often, the only items stressed are facts not really relevant to the incoming students, such as issuing every incoming student a pamphlet that is supposed to contain all the information the student

needs to know. It usually carries a catchy title like, "Old Hickory U in a Nutshell." Pamphlets are one of the least satisfactory methods of orientation.

THE
CHANGING
YOU

An orientation program has to be a creative experience, not one which continues to develop conformity. Profound personality changes, can and do, take place during the years of college that can make those many months a period of great stress. An article appearing in the Los Angeles Times, July 25, 1975 states:

"The nation's No. 1 killer-heart attack--has found a new, youthful prey in the competitive atmosphere of college campuses...No longer does heart attack and other stress-related diseases stalk only the harried, middle-aged businessman...Blamed students' poor eating habits, their rushed life-styles, and daily stress as probably causes for increasing tension related illnesses must, eventually, come from within the family and the end of personal "perfectionist" expectations. The perfectionist in our society is a person who's in trouble. He doesn't realize that it's just not humanly possible to be perfect."

Tension kills and so does the striving for perfection.

Why not incorporate a little compassion in education?

Students need loving. Everybody wants more respect, compassion, love, and affection. As students face stress, unfriendly college environments, and continue to think about the complex problems in today's world, the challenge to remain in college becomes even greater.

A
LOVE
AFFAIR

College orientation, as the first part of your own college "happening", can be the beginning of a long love affair with learning or a short courtship marred by frustration and lack of commitment to self-growth. The orientation program needs to be an orientation to learning, not just the first year of academic instruction. The college experience involves knowledge and skills integrated with self-identity. Orientation establishes the college's approach to where "it's at" in the area of personal development and learning. The best orientation comes from within you -- bringing yourself from where you are now to where you want to go. William Blake said it a century ago, but it still holds true today, "No bird soars too high if he soars with his own wings."

SUCCESS
RECORD

What are your chances of success in college? It is necessary to examine your chance of succeeding in the college of your choice. Realistic counseling is only surpassed by a realistic self-appraisal of your success potential. In your appraisal, you will want to continue to ask yourself why are you here and what do you really want from the college.

What kinds of students stay with college? Why do students leave? Your understanding of these two questions will help you relate your motives, ambitions, and records with the stayers and the leavers.

WHY DO STUDENTS DROP-OUT? We know from the records that students leave college for many reasons. Among the most frequently mentioned are:

- Boredom with courses
- Financial difficulties
- Marriage, pregnancy, or other family responsibilities
- Poor grades
- Dissatisfaction with requirements or regulations
- Change in career goals
- Inability to take desired courses or programs
- Good job offer
- Illness or accident
- Difficulty commuting to college
- Disciplinary troubles

Are you anticipating any of these problems? If you are, now is the time for taking some positive action and getting help. Remember, alternatives are available for resolving your problems so decide what area needs to be pursued and make an appointment with a counselor. Not to decide is to decide.

WHAT IS YOUR SUCCESS PROFILE? Why do students stay in college? The research helps in presenting to you the profile of successful students. How do you fit? (Take a brief moment to respond to these items.)

1. Better than average grades in high school and college
2. Not being bored
3. Having a part-time job (Married students should probably avoid off-campus work during their freshman year.)
4. Awareness of data -- for example: Students from urban homes persists better in larger institutions (enrollment above 20,000) than students from farms or small towns. Students attending small institutions (enrollment below 500) persist better if they are not from a large city.
5. Involvement in extra-curriculum activities
6. Living in a dormitory, fraternity or sorority (Chances of completing college are substantially less, in the two-year colleges, particularly because residential facilities are usually not available.)

7. Participating in the financial aid program by obtaining scholarships and grants
8. Participation in honors programs
9. Participation in credit by exam program
10. Formal study abroad
11. If married, your spouse should be supportive philosophically and financially of your pursuit of learning.
12. Have plans for post graduate degrees
13. Jewish parents and Jewish religious preferences
14. Good study habits
15. Self-concept -- expect to achieve
16. Parents are highly educated
17. Being a non-smoker
18. Being married (men); being single (women) - and not having children for both sexes
19. Being able to communicate with faculty -- finding faculty who care about you

The emphasis is on why students persist. Undoubtedly, many students benefit from dropping out. The choice is yours.

What can colleges do to help students succeed? They can choose to provide the environment, the staff, programs, and services to help students become a profile of success.

(More on this in later chapters.)

LIBER-
ATING
YOUR
FEELINGS
ABOUT
EDUCATION

What is the first step? A look at self in relation to the worthwhileness of college is very important.

College as a investment -- is it worth the time and money? At one time, society said that college was a must. It scored high on the future investment scale. Today that scale is being questioned. On the other side, college can balance the scale by preparing you for life and living.

WHAT'S
HAPPEN-
ING?

In a recent study for MIT's Center for Policy Alternatives, Harvard Economist, Richard Freeman, and MIT Professor, Herbert Holloman noted the following: The rate of return, on a college investment, fell from 11-12% in 1969 to 7-8% in 1974, an unprece-

mented decrease. The rate is computed from the projected lifetime earnings of the college grad, minus tuition, other costs, and lost income while in college.

- Incomes of college graduates still exceed those of high school graduates, but the ratio, stable since World War II, dropped from 53% to 40% between 1969 and 1974. Among 25- to 30-year-olds, the ratio fell from 39% to 23%.
- In comparison with 1969, the starting salary advantage, for college graduates last year, had dropped by 23% for social science and humanities majors, and by 21% for mathematics majors.
- Between 1969 and 1974, the proportion of 18- to 19-year-old males enrolled in higher education declined from 44% to 33.4%.
- The ratio of professional and management jobs to the number of graduates fell 2.8% per year from 1969-74.
- In the early 1970's, one-third of the men, and two-thirds of the women took jobs unrelated to their college majors, compared with 10% and 13% in the early 1960's.

IS
COLLEGE
POPULAR?

Public opinion polls indicate that the number one regret of adults is that they did not attend college or did not get enough education. What is the number one hope? Parents still want their children to go to college.

Assuming you are in college, what are some of your choices?

1. Continue
2. Get a job (full or part-time)
3. Be a volunteer in an area that interests you
4. Sign up with the armed services
5. Travel (anywhere)
6. Marry and stay home
7. Go on welfare
8. Others

PLAN
AHEAD

Other Evidence to Consider:

1. Look into the future -- what of the future? Turning to the 1976-77 edition of the Occupational Outlook Handbook, compiled by the U.S. Department of Labor's Bureau of Labor Statistics, we see that total employment is expected to increase by approximately 20% between 1974 and 1985, from 85.9 million to 103.4 million.

Throughout the mid-1980's, BLS predicts the continued growth of white-collar and service occupations, a slower than average growth of blue-collar occupations, and a marked decline of farm workers.

2. Don't ever overcommit or have a one-track thought about going to college immediately after graduating from high school. Perhaps, you may want to pursue some of the choices listed above before going to college.
3. Be cautious in choosing a career. Many careers that are wide open now could be closed by the time you are ready.
4. Go where the action isn't -- although some urban areas may be too desirable, many are overcrowded and undesirable. Be careful in choosing your location as jobs may not be available.

You have several alternatives, so think, plan and choose accordingly. Look critically at your college in terms of your future needs and wants. Communicate Assertively and Positively with counselors and other career specialists.

YOUR
POTENTIAL
AND
YOUR
HAPPI-
NESS

One of today's favorite words is "potential". We hope you will come to recognize and develop your own potential. The real tragedy is that most men and women realize only five to fifteen percent of their own potential in their entire lifetime. Such a waste! Not even the polluters can top that one.

Orientation and the "total" college experience can provide you with an opportunity to consider key ideas for your future. Your potential and your happiness is within you. You don't have to raise your hand to ask permission to begin living fully. Living up to your potential is something you can do and you can begin to do it now. Your expectations must be realistically framed with actions and dreams. Move with confidence and imagination and begin thinking...to think is only the beginning of a real education.

In experiencing orientation and college, you will not come out as you came in. Your personal philosophy will be confronted and reassessed. You will question and probe into learning and life. You are on your way to becoming an educated person -- growing, reaching, learning, and loving. YOU ARE GETTING YOURSELF TOGETHER.

* * * * *

What are you expecting from college? This brief survey will aid you in clarifying your expectations.

DIRECTIONS: Please mark an appropriate answer in the columns provided. If your answer is:

- Yes Mark Column 1
- No Mark Column 2
- No Opinion Mark Column 3
- Don't know Mark Column 4

	COLUMNS			
	1	2	3	4
1. More college courses should be geared to the kind of job a student wants after college.				
2. A high grade point average and a fine record of accomplishments are worth the necessary hard work.				
3. Obtaining a degree is one of my least important reasons for going to college.				
4. The best way to learn something is to complete course assignments and do the required reading.				
5. I do my best work when I know what I am supposed to do.				
6. College students need a lot of academic guidance so they get started on the right foot.				
7. Grades are helpful because they let you know where you stand.				
8. I prefer graded courses to pass/fail courses.				
9. A student's grade is a pretty good indicator of what he/she has gotten out of a course.				
10. Extra-curricular activities such as clubs, interest groups, etc., are an important aspect of college for me.				

	<u>COLUMNS</u>			
	1	2	3	4
28. I am very interested in issues of a social or political nature.				
29. College students should become meaningfully involved in correcting the injustices of our society.				
30. During college I expect to participate in some form of volunteer service.				
31. Should the College Curriculum Committee have student representatives?				
32. Do you believe there should be a process to go through if you want to appeal a grade?				
33. Learning to make a good living is sufficient reason for going to college.				

* * * * *

How responsive has your college been? The following questions will reflect upon the quality of services and responses you have experienced.

DIRECTIONS: Please mark an appropriate answer in the columns provided.
If your answer is:

- YesMark Column 1
- NoMark Column 2
- No OpinionMark Column 3
- Don't KnowMark Column 4

	<u>COLUMNS</u>			
	1	2	3	4
1. Have you compared costs, programs or outcomes of different colleges?				
2. Does your college encourage gathering information about faculty and their participation with students?				
<u>ADMISSIONS, REGISTRATION, RECRUITING</u>				
3. Did your college misrepresent the facts when recruiting, advertising and sending out information?				
4. Did the application for admissions contain discriminatory questions?				
5. Were you required to stand in long lines to be admitted or to register?				

1 COLUMNS
2 3 4

-
23. Are student representatives on a committee which sets bookstore policies and procedures? _____
24. Does the bookstore have a required textbook list? _____
25. Does the bookstore attempt to reduce long lines? _____

FINANCIAL AID

26. Does your college description of the Financial Aid Program match what is offered? _____
27. Does your college make you stand in long lines to get processed through Financial Aid? _____
28. Does your college have a scholarship designed for all categories of students? _____

STUDENT SERVICES

29. Does your college attempt to regulate your behavior? _____
30. Are the food lines long? _____
31. Is the food nutritious and attractively served? _____

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CHAPTER 2

YOU AND YOUR VALUES

WHY A
CHAPTER
ENTITLED
YOU AND
YOUR
VALUES?

This chapter is dedicated to the focus of the book "You." Without you, there would not be a purpose for such a book. This chapter will help you to know more about you and what is important to you. Remember: The more you know about what you value and hold dear, the more likely you will attain it.

WHO DO
YOU
REALLY
THINK
YOU
ARE?

You are the most important person in your world. You are the most important person in your world because you are the only person who can change, improve and direct your future. Parents, teachers, and schools have tried to tell you what to do for years. You have been developing into the person you are for all those years. You have taken and given something to each experience and person you have known. You are now in a different place because you are embarking on a new experience. . .being a student in college. The assumption is that you want to be successful. We endorse your goal of being successful and believe a self-appraisal is a positive first step.

Have you given thought to the person you are now as well as what you want to become? How would you go about designing the process to get you on the road? You are on the road because you have enrolled in college. Let's review some background material to help get at the real you.

Ann, a freshmen, said she wanted to be successful in college, in fact, she has always been successful in school. She often wonders why she couldn't be equally successful in her social life.

Some of Ann's girlfriends told her if she wasn't so smart, boys would like her better. She didn't want to accept that idea. She expected college to be different. Men would begin to see her as a compassionate person with a good mind. Yes, she wanted to be successful in all areas of her life.

Ann was successful and was listed on the honor roll at the end of the first semester. She began dating Bill, who said he wanted to take care of her. She didn't need a college education because he could support her and she could devote full time to their home and children (when they arrived) after she helped him finish college.

Ann and Sam were married. Ann worked. Sam completed his degree. Ten years later Ann is unhappy and feels life has passed her by.

- How well did Ann know herself?
- What values were in conflict early in life?
- Did she give adequate thought to the person she wanted to become?
- What do you want to be 5 years from now? 10 years from now?

What are you doing the rest of your life? Being a student occupies only a portion of your life. You have other roles and responsibilities to fulfill. You may also be an employee, a member of a household, participant in a community or religious group, or

a combination of these. As a student, you may decide to enroll in courses to aid you in satisfying your place in each area of your life. Life is complicated and tough but certain courses and teachers can help you the rest of your life.

COURSES
FOR

PARENTING

Some of the basics of life require special attention and preparation. One example is preparing for parenthood. Some people believe being responsive and positive parents is built into the capabilities of fathering and bearing children. You know that is not true from your own experience. You may be one of the fortunate persons who experienced a positive childhood and caring parents. If your parents were not positive and caring, it may have been due to the lack of knowledge and understanding by your parents. Courses in psychology, marriage and family living, human development, human sexuality, child growth and development are only some of the courses designed to aid you in understanding yourself and the behavior of others.

BASIC
SKILLS
COURSES

Courses designed to provide you with basic skills are not to be overlooked as you make your selections. Communication classes (writing and speaking), mathematics and beginning algebra will provide you with the background for several majors plus many other courses, commonly referred to as general education.

WHERE
ITS
REALLY
AT

What does it take to really do the job? Formal classroom instruction and books are important learning opportunities. You will also want to take advantage of other ways you can be involved in self-improvement and learning, such as serving on committees, participating in student government, and arranging special activities. Whatever your interest - consumer problems, race relations,

world hunger, ecology, or human sexuality, the Dean of Students Office is ready to assist you in putting on programs of interest to you and other students. What does it take? It takes some ideas, a willingness to spend some time in planning and making the appropriate arrangements, plus a few other persons to assist you to gain new learning experiences. What's in it for you?

You benefit because you learn:

1. How to work with the system (We will discuss more about this later.)
2. How to organize
3. How to work with a variety of people
4. Gain insight into what it means to be a leader

You can learn how to use these four success steps. These successes will help you feel and act successfully.

THE
LEARNING
TREE

Where is the learning tree? Some of the most beneficial and meaningful learning takes place through active involvement outside of the classroom where you take on responsibilities and learn from them. Some of the most effective student leadership and active involvement is being exhibited by the older adult student returning or entering college for the first time. Age, former experiences, or socioeconomic background are not requirements to participate in student government or student activities. The only necessary ingredient is YOU - so go for it - the learning tree and YOU can grow together.

STUDENT
ACTIVITIES
NEED
YOU

Involvement in Student Activities provide real learning opportunities. Colleges and universities consider these as very important programs. Student Government has made education come alive for some students.

Kathy, a Black female, entered college at age 37 with five children, ages 7, 9, 10, 12 and 15. She was the only support for the family. Kathy recognized she needed training and education to locate a position that would enable her to get off public assistance.

Kathy enrolled in a local community college which accepted her without a high school diploma. She was excited by her classes, learning, people and the opportunities she had never known before. One of those opportunities was to run for the Student Senate. She ran and was elected. The next year she served a very successful term as the Associated Student President. She enjoyed the respect and admiration of students and instructors. Kathy was a non-traditional student. She proved she was able to fulfill her home responsibilities, maintain her class schedule and perform her duties as a campus leader.

Kathy graduated with an A.A. degree and moved into a community service agency leadership position. She attributes her involvement in Student Activities a major reason for her success in college and in her job. She took advantage of a leadership opportunity and was willing to try a position she didn't think she had a chance of winning.

- What were the pushing forces in Kathy's life?
- What were the restraining forces in her life?
- What are the pushing/restraining forces in your life that affect your interest in participation?

Connie was a graduate student intern working in Student Activities on a community college campus. She was very impressed with the opportunities and commented that had she known, she would have taken advantage of the opportunities for student participation and learning when she was a college freshman. Connie is no different from hundreds of students who missed the real impact of college.

DON'T
MISS
OUT!

As the commercial goes, "Try it, you'll like it", or "Try it, and change what you don't like". College is a total happening. Learning takes place in and out of the classroom. If learning is one of your values, get involved and profit from the experience. Since you are the most important person in your life, don't miss out!

WHAT
ARE
YOUR
VALUES?

One way to look at who you want to become is to give some thought to your values. Values are more than feelings and attitudes about life. Values are those things which you cherish, hold dear, prize and esteem.

Mike was the youngest of two sons. His parents had been particularly strict with both boys while they were growing up. Mike wanted to please his parents so much that it was difficult to sort out what was important to him and what was important to his mother and dad. He liked being outside and spent many weekends hiking and mountain-climbing. His parents were accepting of his love for nature but wanted him to be active with the church

youth group on the weekends. His interest in the church was only marginal as the persons involved didn't seem to share his interests.

- How does Mike resolve the internal conflict as well as open clashes he experiences with his parents?
- Do you have similar interests that conflict with your parents?

The focus is you. Remember---when you identify your values, you will come to know more about yourself and give greater commitment to your values. You experience satisfaction in achieving what is valued. Clarifying your values will aid you in making more effective decisions. College provides many opportunities for you to check out your value system.

SOURCE
OF YOUR
VALUES

There are no right or wrong values. Values are learned, and one's values change. The person who is growing and becoming more self-actualized (growing to the fullest capacity), does not automatically apply one set of values.

To grow is to change and to change often is to have grown much.

But it is possible to change much and not grow at all!

CHANGE
IS
HERE
TO
STAY!

How do you think your values have changed over the last few years? They have changed because you have grown older and experienced more of life. They may have changed because a person or group of persons influenced you. As a college student, if you hang around with a group that values majoring in Cafeteria 101 and who is having the next party, it may be difficult for you to reaffirm your value of succeeding academically. There is no doubt that your college experience will tip your value scale.

Some changes are likely to occur in you and society. Which way do you want to go? It's your choice?

Ruth entered college as a 32-year old freshman. It had not been an easy decision. John, her husband, was sure she would get very involved with the college set and forget she had a husband and three children at home. He liked the attention she gave him and could not see any reason for all this new learning. Ruth's real concern was being able to support herself and the children should that become necessary. John was concerned about change.

- Did John have grounds for concern about his relationship with Ruth?
- What recommendations would you make to Ruth and John as they enter into this phase of their relationship?

MAKING
CHOICES

Conflicting values make choosing difficult. Choice implies one cannot satisfy all the values that conflict with each other. Careers, friends, possessions, environment, etc., often pose conflict.

YOU
ARE
WHAT
YOU
DO

What you value tells a lot about you. Because of this, you may be anxious about declaring values through choices. A student government president may value power and prestige but does not want to recognize that fact. Some student leaders (and politicians) are more concerned about power and prestige rather than fulfilling the purpose of "helping" others. What you say you value is not as accurate as observing the choices you make. Do you value a college education but spend too little time hitting the books? Do you value leadership traits but refuse to get involved? Let's find out more about you.

YOU Before we leave this section, review the main items of the
THE
STUDENT YOU, the student.

- You are the most important person in the world.
- Your world is complex. College offers many courses to help you get it all together.
- Learning is not confined to the classroom.
- You are what you do.
- Don't miss out. You are too important to deprive yourself of the varied college experiences that are available.

Now let's put into practice some of your values. The following lab exercises are designed to:

1. Help you identify and define YOU
2. Help you identify the need for planning ahead
3. Help you identify your values

TOM'S VALUES

When Tom entered high school, he was very excited about being active in sports and could picture his name in the weekly headlines of the student newspaper. As the four years passed, Tom said, "It's not too late; I'll make my mark in the academic world of college. Surely, I will find success and happiness there." The college years were not all that great, but he had expectations of a good job and advancement with a major corporation. He found the job, but it did not offer all the success he had wanted. Then he said, "A wife will bring me the happiness that I seek." He married; and as the years moved on,

he became more involved with debts, mortgages, and the everyday stresses of living. An advancement with the firm was expected to change all of that. The advancement came which meant additional pressures and financial commitments. One day, Tom turned to his wife and said, "Retirement will end all this; and at last, we can enjoy life." The days of retirement were upon him; and he was, at last, going to live when he experienced a fatal heart attack.

YOUR REACTIONS TO THE STORY

How does this story relate to you? _____

How are you alike or unlike Tom? _____

Are your parents alike or unlike the couple in the story? _____

How might an early assessment of Tom's values have changed the course of his life? _____

What all-American myths are operating in the story? _____

IDENTITY EXERCISE

How do you define you? Identify how you describe yourself. List the words that you use to describe you.

Interact with members of your group by pairing with another person and each define who you are. You may want to share what you have written with the total group if time permits.

How does your description differ from the person you paired with?

Did you use the same words to describe yourself that your parent(s) or significant other(s) would use to describe you? If not, identify how that person(s) would describe you. _____

Think of the role relationships you have currently; and list them, i.e., son/daughter to parent(s) _____

What responsibilities do you have? What is your priority order for these responsibilities? _____

Did you select the order? Did you allow someone to select it for you?

WHAT DO I VALUE?

List in the first column of the chart below 20 things that you really like to do. Do it quickly, writing down the first things that come to your mind. This is your private list, and on it you should put things that you enjoy, that make you happy, that are fun, that make you feel good. (After completing your list, turn to appendix for symbols to be placed at top of columns.)

20 Things I Like To Do									
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									
15.									
16.									
17.									
18.									
19.									
20.									

What did you find out about yourself? I learned that _____

I was surprised (or pleased) that _____

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VALUES EXERCISE

Identify three values you hold as suggested by the way you spend your time.

1. _____

2. _____

3. _____

Remember: Values are those things which you prize, esteem and cherish.

Get together with four or five other members of the class to discuss the similarities and differences in your activities and values. Are they alike/unlike because of age? choice of friends? family makeup? socioeconomic level? religious background? After your discussion, do you have any different reactions? _____

Appendix

What Do I Value Exercise

<u>Symbol</u>	<u>Directions</u>
A/P	Put an A for activities done alone, P for activities done with people.
\$5	Check each activity that costs more than \$5.
Pub	Check each activity you would be willing to declare publicly.
2 yrs	Check those you would list two years ago.
F	Check those your father would put on his list.
M	Check those your mother would put on her list.
Date	Write the approximate date you last did each activity.
O	How often this year you did it (never, seldom, often, very often)?
Rank	Number the top five (1-5), the ones you like to do best.

CHAPTER 3

YOU AND YOUR GOALS

WHY A CHAPTER ON GOALS?

This chapter is dedicated to helping you relate your values to your long and short-range goals. It is difficult to make progress toward your goals without reflecting upon those things which you cherish and hold in esteem (value). If they do not match, you may want to reevaluate your goals. This chapter is also designed to help you plan strategies for reaching your goals.

Life is what happens to you while you are making other plans. - Simon.

YOUR DECISIONS

When did you decide you wanted to go to college? As a child? When you were encouraged by a parent, counselor or teacher? Was it when you looked around for a job at the beginning of the summer? Maybe twenty years ago but decided on marriage or taking a job instead? The time is not the issue, but the fact that you made a decision based upon some kind of goal is significant. You may have said you would attend for a semester, and see how you like it, or you may have made a two year or four year commitment. You are in college and that decision likely reflects your values and goals.

WHAT ARE GOALS?

Have you thought about your goals in life? Goals are closely tied to your values. If you spent some time in the previous chapter looking at your values, you are ready to give attention to your goals. A goal is something you aim for in life. A goal is usually more global and encompassing than an

objective. An objective may be looked at as a step toward a goal. An objective is definable and measurable. Your goal might be to become an owner of a small business, and one of your objectives is to pass an accounting course.

"What you can do or dream you can, begin it." -Goethe

JANE'S
STORY

Read the following story, and think about Jane's goals and objectives.

Jane is a young woman of 19. Jane was not ready for college when she graduated from high school. She had always wanted to see what it would be like to be on her own, take a job, and live in an apartment. Her home life was not particularly happy. Her parents often argued. They offered little encouragement to her to continue her education. She shared a room with a younger sister who was very active in high school and had an active social life. She was probably closest to a younger brother in the sixth grade. He looked up to Jane and liked having her help him with his homework.

Jane found two jobs during the summer - working in a theatre and in a telephone office. She earned enough money to pay the first and second months rent on a one bedroom furnished apartment. Nancy, a high school friend, was also interested in moving away from home; and she said she would like to share the apartment with Jane.

Several months went by. The young women were congenial, and both worked several hours each week in order to meet their monthly payments. Jane felt the pressure of two jobs and said,

JANE'S
STORY
CON'T

"Surely, there is ~~more~~ to life than working two jobs and having little time for a social life."

Jane wanted her independence and more free time. She found limited job opportunities due to her limited education. One of her talents was being able to draw. She remembered her high school counselor talking with her about a career in drafting and/or interior design but passed over those ideas because of the time and money involved.

Jane now found herself in a different place. She had some experience behind her that she did not have a year ago. She checked into the local community college and decided to enroll in the fall. She found she could qualify for a student loan and continue to work part time at the telephone company.

What were Jane's short-range goals? Long-range goals?

What objectives did she outline for herself?

What might Jane have done differently in planning her life?

GOAL WRITING EXERCISE

As you dream, so shall you become. - James Allen

What would you like most in life? Try and put it into words.

Here are some examples of what others have wanted:

Goal - To marry and have a happy family life

Goal - To be rich

Goal - To own my own business

Goal - To live in a beautiful place

Your Goal - _____

If you are not ready to list a goal, look at the following examples. It is important to keep in mind that you have made some preparation toward reaching any goal you identify because of your past experiences.

Goal - To marry and have a happy family life.

Objective - Enroll in a course in Marriage and
Family Living

Objective - Identify what you think would make
for a satisfying and happy relationship.

Objective - Date a number of persons to determine
what personality traits you desire in
another person.

Objective - Talk with four persons whom you feel
are living in a satisfying relation-
ship.

Objective - Read three books related to inter-
personal relationships.

These objectives are behavioral and measurable. They are activities you can do and identify their value to you.

Write objectives related to each of the following goals.

Goal - To be rich

Objective - _____

Objective - _____

Objective - _____

Goal - To own my own business

Objective - _____

Objective - _____

Objective - _____

Goal - To live in a beautiful place

Objective - _____

Objective - _____

Objective - _____

Your Goal - _____

Objective - _____

Objective - _____

Objective - _____

YOU AND YOUR GOALS

Summary

A discussion of "You and Your Goals" has been directed at helping you think through your goals in life and express them in writing. You are left with these major concepts:

- A goal is something you aim for in life
- Life goals are related to your values
- Decisions are made in relation to your goals
- Objectives are steps toward your goals
- Writing your goals and objectives helps you clarify your thoughts
- Goals may be long or short term
- Goals need to be evaluated periodically

You really don't know how great you can become how much you can love what you can accomplish what your potential is.
--

Think about it - - - Values and goals are with you for a life time. They represent the you that is in college today making daily decisions about the tomorrow you want. You really don't know how great you can become . . .

CHAPTER 4

YOU AND YOUR ETHICS

WHAT IS GOOD? What kind of behavior do you have? Are you a moral person?
All of us recognize the importance of respect for self and others.

WHAT IS BAD? What other traits are essential for a person to be considered moral? Answer the following questions to test your moral quotient.

1. Have you identified your values?
2. Are you acting on those values?
3. Do your values and behavior reflect a "valuable" self image?
4. Do you believe that you are responsible for your actions?
5. Do you respect the rights of others?
6. Do you act consistently with your stated values?
7. Do you evaluate the effects of your behavior on yourself and others?

WHAT COLLEGES CAN DO How do you perceive your moral quotient? Colleges have a limited ability to teach morality. Who shall be the judge as to which moral values shall be taught? Who shall judge the judges? There is common agreement that colleges should teach respect for civil liberties, the value of being an informed voter, and the value of caring for others. What about intellectual curiosity? Isn't there value in teaching persons the how and why of intellectual curiosity when a sizeable number of college graduates never read a book? The should list for teaching values is a difficult one to compose. Spinoza, a 17th century philosopher, wrote the following about the "best" religion..."assume that you have found the best religion. or rather the best teachers and fixed your credibility upon them, how do you know they are the best among

those who have taught religions, or now teach or shall hereafter teach them? Have you examined all those religions, ancient and modern, which are taught here and in India, and all the world over? Supposing that you have duly examined them, how do you know that you have chosen the "best"?

LET'S
HEAR
IT
FOR
THE
FACULTY

Shall colleges ignore the teaching of values because they cannot choose the best? If college's do not teach values they will be denying them! Education for values occurs when faculty members teach what they themselves stand for, no matter what their subject.

A problem is that faculty members present conclusions to students before students have the real experience. The value message is similar to what has been emphasized before, colleges need to open the channels of experience to help you see the value potential in college life. You can turn knowledge and experience into knowledge and foresight. You become creative and take charge of your future instead of being a slave to the past.

COME
ON -
BE
HAPPY!

A system of morals that teaches you to be weak is worthless. The goal of your (moral) behavior is to be a happy person! Achieving happiness requires inner moral strength and the development of your potential.

IT'S
ALL
RELATIVE

A discussion of the relationships of science, philosophy and religion is a "must" in today's world. Anti-philosophical scientists are similar to an automobile driver who would insist that planes are worthless, because he knows how to drive and because to fly is not to drive. It is important that higher learning

have a philosophy of life and that society has faith in it. Educational practices, policies and philosophies are confusing, inconsistent and incomplete. Perhaps they should be worked out at a deeper level and that society should serve as a catalyst in the development and on-going review of the philosophies.

MAY
"THE
FORCE"
NOT
BE
WITH
YOU

Unity cannot be inspired by force. Ignoring moral education can lead to dehumanization, totalitarianism and riots. A small minority with a few bombs and lots of "we're right" attitudes can reduce education and societies to a low level of community which concentrates on threats and violence instead of trust and concern. This is why your involvement in your education is so important. You are the force...the force for knowledge and freedom.

What is your moral code as it relates to love, sex, and violence? This is an appropriate question following a look at your values and goals. Certainly, these feelings and behaviors have an important place in your life.

YOU
AND
LOVE

When did you first become aware of the word love? Or better still, when did you or do you feel you have experienced love? For some of you, love is a very important part of your home and family life. For still others, love is associated with religious teaching; and for others, love is caring expressed by a friend. For all of you, love has a special meaning.

WHAT
COMES
FIRST
FOR
YOU?

Dr. Rubin, in his book, Compassion and Self-Hate, has this to say about love: "While being loved has some therapeutic effect, this is not nearly as effective as loving. Loving, the active process of loving self, others, causes, activities, mobilizes people in constructive, self-involving direction." If you agree with this statement, but don't feel you are really involved in loving yourself and others, you may want to give major attention to this area of your life. Remember - to love others, you first must love yourself. You can only give to others what you have.

LOVE
IS
CARING

Love is caring about yourself or another person. It doesn't happen like some movies would lead you to believe. You may be sexually (physically) attracted to another person immediately, but you have to come to know and feel with the person for love to be identified. Love grows or diminishes as you come to know a person. You will never know a person completely, nor will anyone come to know you completely. In fact, you may never know yourself completely. The more you know and love yourself, the more you are able to love and know others. That is one motivation for learning to love yourself more. So let the good vibes in and the results will provide harmony in your life--a natural rhythm of self-acceptance and caring for others.

COMMON
ATTRI-
BUTES
OF
LOVE

What is the magic formula? There is no fool-proof formula for learning how to love. If you have had positive love models in your life, think about what made their love relationship? There are common attributes in love. Let's think of some.

1. Being honest with yourself and others
2. Willingness to share yourself with others
3. Allowing others to know what is important to you, and seeking that in return
4. Choosing to spend time together
5. Being able to share anything with that certain other person without being fearful the person will use it against you
6. Caring, so much, about your own growth or the growth of another person that you are able to release them and allow, actually encourage, their growth and becoming

LOVE
AND
SEX

What are the requirements?

You may be saying by now, "I don't have a single love relationship if these attributes are required." They are not required - but desirable. If you have found one or more persons with whom you share these relationships, you are fortunate. When you experience all of these, plus, a satisfying sexual relationship with a person, you know love at a significant level.

This kind of approach to love requires a commitment and dedication. It doesn't allow for abusive and using relationships. It doesn't promote a place for exploitation at the expense of others.

WHERE
DOES
SEX
FIT?

Where does sex fit? Some people choose to have sex for fun; approached from a physical need point of view. It may be approached with the popular commercial attitude of "grab the gusto" while you can. It may be respected and withheld with the attitude that it is only acceptable in marriage and for producing children while

others equate sex and love where a commitment is made to another person. Such commitment is based on mutual care, love and trust. Each person makes a mental and physical promise. This commitment has traditionally occurred in marriage. It may also occur between two persons who choose to establish a relationship outside of marriage.

Regardless of how open and liberal one claims to be outside or within a marriage relationship, he/she is not pleased to hear about sexual relationships with other partners. Dr. Joyce Brothers, in her advice column to countless thousands, recently recommended infidelity for some women. She voiced this after interviewing numerous women who had had affairs. They are quoted as saying that affairs have improved their marriages and that their husbands were more interested in them afterwards. This will not be the same for all persons. You must decide for yourself what your behavior is going to be and what you expect. Are your behaviors and expectations the same? Do you believe in the double standard?

Dr. Leviton, University of Michigan Professor, says - "interest in sex should be encouraged in the elderly despite societal taboos that tend to support a false belief that sexual activity must decline after age 60." He claims that body image has a lot to do with depression among the elderly. Body image is closely tied with how a person feels about his/her sexuality at any age. It is unfair for younger/older people to impose harsher moral restrictions on the other. The point is, sex is an important part of your life regardless of your age.

SEX
IS
EXPLOI-
TED

Sex is sold, taken and exploited. As one college headlined, "It sells cars, alcohol, movies, records, and almost anything you can name. The National Organization of Women is currently suing some major record companies claiming they use images of physical and sexual violence against women in their sales promotion. They are accused of using record covers with an unconscious woman in seductive pose...a woman's crotch with a printed invitation to 'jump on it', a chained woman...a woman as a potential victim of gang rape."

THE
COST
OF
EXPLOI-
TATION

Donald Thomas, in his paper, "The Decline of Personal Ethics" states: "Rape is the result of excessive sensuous advertising." Reverend Jessie Jackson blames some of today's music for the promiscuousness of Black youth.

The playboy philosophy is widely accepted. Men may feel the pressure to score, and woman may sell out for brief moments of affection. Ten years ago college students were hesitant to admit living together, whereas, today there is some pressure to be doing it.

WHERE
DO
YOU
STAND?

Your answers to the following questions reveal the you that is part of a society that has several hang-ups about sex. Are you adding yourself to the number with hangups? Or are you in control of your life and able to make positive and mature judgments about sex?

- What is the price of one night stands and exploitative sex?
- How do you feel about sex for fun?

- What kind of commitment do you make in your sexual encounters?
- Who is most responsible for your attitudes about sex?
- Was sex talked about openly in your house as a child?
- How will you/do you talk to your children about sex?
- Where do you think sex education should be taught? Is it the role of the family? church? schools? all of these?

WHERE DO
YOU
LEARN
ABOUT
MORAL
ISSUES?

"It is widely believed that most sources that transmit moral standards have declined in importance. Churches, families and local communities no longer seem to have the influence they once enjoyed in a simpler, more rural society." (Change Magazine - October, 1976, Can Ethics be Taught? Derek C. Bok)

There are many moral issues to be considered - perhaps you have thought about some of them. Colleges and professional schools deal with ethics as they relate to a particular profession. Medical students have to resolve their beliefs about abortion, euthanasia and human experimentation. As a member of society, you have the right and responsibility to know what you believe about these issues.

Questions about ethics and morality are very complex. In January, 1977, Freddie Prinze of the 'Chico and the Man' television series committed suicide. Rona Barrett, T.V. commentator, lashed out sharply at all of us by indicating society (we) were to blame. We wouldn't let Freddie off the treadmill of performing. Our demands drove him to drugs. He gradually lost his identity and purpose for living. Were "we" to blame? Following Prinze's death, a 13-year old girl took her own life. She wrote, in a five page note, "I am not sick or anything, just unhappy, and

depressed...I agree with Freddie in that both of us can't go on. Freddie wanted help so he dropped hints. I don't, so I didn't say much." Where does it end? Do we encourage youth to build their lives around television and movie idols? The Rolling Stones said it in 1969, on their record "Sympathy for the Devil" as Mick Jagger sung the following words..."I shouted out who killed the Kennedys'? --after all it was you and me." Think--confront yourself--did you/we play a part in these tragedies?

SOME
SELF
QUESTIONS

Do you believe government officials are ever justified in lying to the public? or in refusing to carry out the orders of their superiors? How do you feel about deceptive advertising, use of potentially hazardous products and methods of production to cut costs? A discussion of these questions will aid you in being aware of the moral issues that arise in your life. These are not a matter for personal opinion only. Study and thought given to these and other questions will help you clarify your moral aspirations rather than waiting until your integrity is challenged.

In one Harvard class, a majority of the students thought it proper for a government official to lie to a congressman in order to forestall a regressive piece of legislation. The students asked the question, will the lie serve a good point? What are the chances of getting caught? If you get caught, how much will it hurt you? (Change Magazine - October, 1976, "Can Ethics Be Taught?", Derek C. Bok)

- How do you feel about these questions?
- What other questions would you ask?

- What would happen in a society that invited everyone to lie whenever they believe that it would help to avoid a result they believed to be wrong?
- Should colleges discuss cheating?
- Is it all right to copy someone else's term paper?
- Why not steal one little book from the book store? After all, current prices are so high they can make a profit without your money.

The New York Times reported that many young people consider it permissible to steal merchandise because they feel that they are merely reducing the profits of large corporations.

- Do you agree?
- What provokes this attitude?

PROBLEM
ORIENTED
COURSES

Problem oriented courses play a useful role in helping you develop a clearer, more consistent set of ethical principles. The college is only one place where you have the opportunity to define your ethical principles. There is value in any course that forces you to think rigorously about complex human problems.

A
VIOLENT
SOCIETY

One of today's most serious human problems is violence. Richard Starness stated (1975) that: "in scarcely more than a decade the United States has become:

- a society saturated in ghastly crimes of violence
- a culture where rape, murder, robbery and assault with weapons have increased nearly threefold since the early 1960's
- a nation that was warned by a presidential commission five years ago to mend its "bloody-minded" ways, and has seen violent crime increase nearly 50 per cent since

- a country where police and ambulance sirens are sounding what some future gibbon may describe as the dirge of our civilization.
- A people addicted to the synthetic violence of television and movies.
- Burdened with billions of dollars of expense for a patchwork of law-and-order fixes - and a criminal justice system that manages to jail a bare 1.5 per cent of the criminals who commit acts of violence against their fellow men.
- And, perhaps most ominous of all, a nation growing aware that the nature of violence is changing, that it is becoming a racially polarized society where black crime against whites is increasing at a dismaying rate."

Whether you agree with these statements is not the issue. How do you feel about them? How do you see yourself making a difference? The issue is you again--your moral-ethical code and your personal behavior. You and other students can make a difference!

TELE-
VISION
AND
VIO-
LENCE

Much has been written currently about violence and television and its impact on children. Dr. Roderic Gorney believes, "dramatized television programs have substantial impact not only upon the young but also upon adults." He recommends the censorship of television. While Richard Frank, President of a television studio (KCOP), was angry when the National Association for Better Broadcasting asked that sponsors of an on-going

horror series to withdraw their advertising. Critics of NABB have charged censorship.

Dr. Thomas Elmendorf, past president of the California Medical Association, recommends that parents boycott the program and their sponsor's products of programs of violence. He states, "T.V. teaches a child that violence succeeds, that viewing T.V. violence blunts sensitivity to violence in the real world, that children remember specific acts of T.V. violence, and that viewing television at an early age leads to more aggressive teenage behavior."

- What happens when these children (you, in some cases) grow up?
- What happens when these children grow up and have access to weapons?
- What happens when they grow up in a world apathetic to violence?

Dr. Elmendorf says we need further study on these potential problems. But, you do have some opinions? corrections? Is it a coincidence that our real world is looking more and more like the violent world of television?

Some critics point out that 8:00 a.m., Saturday mornings, 11 million youngsters sit staring at television sets. How is this for an opener?

"The Bugs Bunny/Roadrunner" cartoon show is on. A mean, grey coyote barrels down the highway in hot pursuit of the road-

runner. The coyote slams into a tree. Seconds later, he falls off the edge of a cliff and gets flattened by a two-ton boulder. A slab of road pavement flips over and buries him. A piano wired with dynamite blows up in the coyote's face. He goes flying through the air and lands with a mouthful of piano keys. The entire sequence lasts less than three minutes.

There's a pause for commercial announcements. A multi-colored animated zebra urges us to buy Fruit Stripe gum because it will "tickle your tongue." This is followed by Sugar Smacks cereal ("fortified with vitamins and minerals") and the Six Million Dollar Man Doll ("bionic transport station sold separately")

- From Wall Street Journal, 10/10/76.

Defenders of T.V., claim that screen violence prepares children for the realities of life, critics charge that it wrongfully teaches children to accept violence as an inevitable factor within their own lives. There seems to be little in the programs that teaches children or adults how to cope.

Three years ago, the U.S. Surgeon General's Advisory Committee on Television and Social Behavior warned that violent entertainment may be contributing, in some measure, to the aggressive behavior of many normal children.

The harmful impact of film violence is at least threefold:

- It subconsciously makes the child more restive, more aggressive, and more hostile.

- It provides the child with specific behavioral models to emulate
- It teaches the child that violence is an acceptable, indeed a preferred means of resolving any problem

Where do you stand on the influence of television violence? movie violence? In a democracy, the right to speak and to influence others carries a heavy responsibility. A case, in point, is the showing of such violent films as "Two Minute Warning" on the theatre screen. Jerry Wall, in the Los Angeles Times, Sunday, January 2, 1977 - says: "the responsibility rests with the public, sponsors, networks, stations and television - makers whether it will be shown on television."

- If such films encourage aggressive and violent behavior, should they be shown?
- How do you make an impact with your belief?

Dr. Leonard D. Eron, Chairperson of the department of psychology at the University of Illinois, Chicago Circle Campus, conducted a landmark study of the effects of television on children. In 1960, they tested 875 children - the entire population in Columbia County in upstate New York. Ten years after graduation from high school, one conclusion was that, "there exists a highly significant relationship between a preference for violent television in the third grade and aggressive habits in the 13th grade..." Los Angeles Times, Sunday, May 16, 1976.

ORGANI-
ZATIONS
AGAINST
VIOLENCE

The National Parent Teachers Association has plans to put pressure on television sponsors. The American Medical Association passed a resolution in July, 1976 stating, "movie and television violence is an environmental hazard that threatens the mental and physical welfare of children." They also asked for active opposition to products and services of advertisers of violent programming. The National Association for Broadcasting have asked 24 sponsors to stop sponsoring horror shows.

BRUTAL
CRIMES
ARE
IMI-
TATED

Some brutal crimes imitating violent acts in movies have already been committed. "A group of youths in Boston, for example, poured gasoline over a derelict and burned him to death; they told the police they had seen the same thing in "Fuzz" a movie shown on T.V." (Wall Street Journal, Tuesday, December 7, 1976)

CRIME
RATE
IS
SCARY

"From 1965 to 1975, the murder rate with handguns increased 165%; aggravated assault with handguns rose 195%. During that same period, combined state and federal spending to fight crime shot up from \$4.2 billion per year to more than \$17.2 billion in 1975. Yet fear of crime is as great as ever. (Los Angeles Times, Wednesday, January 5, 1977, "Our Sickly Efforts to Cut the Crime Rate.")

CRIME
AND
POVERTY

These are shocking and true statistics. John Conyers, Jr., Chairperson of the House Sub-committee on Crime, believes the crime rate is just another way of saying that our society is reaping the better harvest of chronic unemployment and massive poverty in the cities. Teens dropout of school and are unable to find jobs. They turn to other means of support; taking number

bets, pushing dope and trading in stolen property. Conyers doesn't believe that the question is, "How do we reduce the crime rate in our cities? It is rather, how shall we reorder our cities so that crime is not a built-in part of the system?" "Crime is the economic and political consequence of a system rooted in indifference toward an exploitation of marginal and disadvantaged people." (Los Angeles Times, Wednesday, January 5, 1977, "Our Sickly Efforts to Cut the Crime Rate")

- Do you believe full employment is the answer to crime prevention?
- What is society's role in providing jobs?
- Do you agree/disagree with Conyers?
- Does your college offer a program on a course that deals with you and your ethics?

If not, the issue is too important for you and your future to ignore -- Communicate Assertively and Positively with the Student Government president or the Dean of Students office. Preventative medicine can help remedy this situation "liberating" your survival may be at stake.

Summary

The following are some important concepts within the chapter. Stop and reflect upon them. They are related to your every day life and can be a part of the liberated you -- the you that can be happier and healthier -- the you that can help bring a more constructive and positive attitude to the solving of societies problems.

- Loving, the active process of loving self, others, causes, activities, mobilizes people in constructive, self-involving directions.
- The more you know and love yourself, the more you are able to know and love others.
- There are some common attributes of love relationships.
- Real love doesn't allow for abusive and using relationships.
- Sex is viewed by some as a commodity.
- When love and sex are combined, there is evidence of commitment.
- You have a right and responsibility to know what you believe about moral issues.

CHAPTER 5

YOUR RIGHT TO PERSONHOOD

Involvement with people is a very delicate thing...it requires real maturity to become involved and not get all messed up. B. Cooke

STAND UP FOR YOUR RIGHTS

You recognize, by now, this book is offering you examples of how to stand up for your rights. There is a way for standing up for your rights and being assertive without denying or putting down the rights of others. It is a revolutionary idea when you begin to count the number of people who are actually able to model that behavior. Students don't have enough opportunities to observe assertive behavior in college personnel.

You can become that assertive person when you decide that assertive behavior is what you want to adopt. Let's start with some definitions to determine how you would describe your present behavior.

- Non-assertive behaviors are those statements or actions that do not allow you to stand up for your rights and opinions. Let's look at an example of this type of behavior in different situations.

Sue and Dale were planning to have a New Year's Eve Party. Dale wanted a casual party. Sue wanted it to be a formal affair so she would be able to wear her new dress.

The party was casual. Sue felt upset throughout the evening.

- Aggressive behaviors are those statements and actions that take advantage of others. The person who is aggressive makes statements or acts to meet his/her own needs without giving attention to others.

Tom and Ray are good friends. Tom is very careful with his personal possessions. Ray announces to him one evening that he is going to take a run up to the mountains. He says to Tom, "I'm going to take your new 4-wheel drive. I hear some of the area is rather rocky." Tom doesn't want him to take the truck and tells him so. Ray commented, "What do you mean? We are good friends." He then walked out with the keys.

- Assertive behaviors are those statements and actions that allow one to stand up for his/her own rights without hurting or demeaning others.

Carl was meeting all the deadlines for his English 1A class until Mr. Maxwell announced he would like to move the date forward, by two weeks, for the term paper so he would not have to grade papers during the spring vacation. Carl spoke out and said, "Mr. Maxwell, you gave us the projected

schedule at the beginning of the class, and I have been working around that with my other classes. I will not have the opportunity to complete my paper by the new deadline. I ask you to reconsider your request." Mr. Maxwell reconsidered and decided he was thinking only of his own welfare.

HOW
DO
YOU
RESPOND?

None of those situations may be exactly what you have experienced; however, they may help you to recall other experiences. How did you respond? What was non-assertive about Sue's behavior? What was aggressive about Ray's behavior? Carl acted assertively. What made his action difficult?

You do not always behave in the same manner. It may be easier to be assertive with some people and very difficult with others. You may be situationally assertive, aggressive or passive. You will want to think about the manner in which you relate to your friends, family, authority figures, college administrators and faculty members.

YOUR
REWARDS
AND
PUNISH-
MENTS

If you generally get what you want, you may be more reluctant to change your behavior even if it is aggressive. Persons who behave aggressively may not want to give up what works for them unless they feel upset inside. There isn't any real reward for aggressive behavior unless it is an ulcer or people tolerating the aggressive acts and statements without caring about the person who is aggressive.

Non-assertive behavior may be manipulative. Your choice to act weak and be unable to speak for yourself will encourage.

others to think and act for you.

REWARDS The reward for assertive behavior - one of life's most
FOR
ASSERTIVE BEHAVIOR treasured values - is feeling good within yourself. You don't
have to feel apologetic, anxious, or think about putting your-
self down because you didn't really say and act as you felt.
Assertive behavior says you like yourself; and you like and trust
others because you are willing to share your true feelings. The
"beautiful person" likes self and others - wouldn't it be great
to add to the beauty of the campus?

WHY You may have said on occasion, "I didn't say what I thought
NOT
BE because I did not want to hurt his/her feelings." That is the
ASSERTIVE? most significant kind of hurt, not being honest with another
person. You want honesty from others, and it seems only fair
that you show honesty to them. You may want to think back about
your values. Did you identify honesty as one of them? Assert-
ive behavior aids you in realizing that value. Assertive be-
havior will also help you realize other values.

YOUR Before you read the remainder of the chapter, answer the
ATTITUDE
IS following questions. You will want to discuss your responses
SHOWING with others in the group.

SEX ROLE ATTITUDES SURVEY

DIRECTIONS

You are to respond to each of the following statements. There are six choices:

- (a) strongly agree (b) agree (c) not sure but probably agree
(d) not sure but probably disagree (e) disagree (f) strongly disagree

Please check (✓) one of the given choices which comes closest to saying how you feel about each statement. There are no right or wrong answers. It is very important that you answer every item.

1. A husband and wife are willing to each work half time which reduces the income of each but allows them to maintain family relationships and share equally in support and decision-making within the family. With this situation, I would:
(a) _____ (b) _____ (c) _____ (d) _____ (e) _____ (f) _____
2. Courtesies extended to women, such as allowing them to go first or holding the door, are demeaning to them because they create a dependence and feeling of helplessness in women.
(a) _____ (b) _____ (c) _____ (d) _____ (e) _____ (f) _____
3. Children of working mothers are less well adjusted than children of non-working mothers because mothers who work are not devoting efforts to their prime responsibility.
(a) _____ (b) _____ (c) _____ (d) _____ (e) _____ (f) _____
4. Many women fail to assume the responsibility of equality, thus, supporting the idea that they are the "weaker sex."
(a) _____ (b) _____ (c) _____ (d) _____ (e) _____ (f) _____
5. Child-rearing, while providing personal satisfaction to most women, fails to satisfy the needs of women as a full-time job.
(a) _____ (b) _____ (c) _____ (d) _____ (e) _____ (f) _____
6. The physical and emotional make-up of women serves to limit the type of job and the intensity of occupational pressure women can endure.
(a) _____ (b) _____ (c) _____ (d) _____ (e) _____ (f) _____
7. Personal self-growth and development in women can best be accomplished through women being good wives and mothers.
(a) _____ (b) _____ (c) _____ (d) _____ (e) _____ (f) _____
8. In the world of work, women are generally less reliable than are men.
(a) _____ (b) _____ (c) _____ (d) _____ (e) _____ (f) _____
9. When a man and a woman are found to have identical credentials for hiring or promotion, the man should be given the position because he is viewed as the traditional breadwinner.
(a) _____ (b) _____ (c) _____ (d) _____ (e) _____ (f) _____

Sex Role Attitudes Survey

Page 6

10. When the mass media (motion picture, newspapers, radio, television) tend to treat women primarily as sex objects, I _____ with such efforts.
(a) _____ (b) _____ (c) _____ (d) _____ (e) _____ (f) _____
11. The Women's Liberation Movement attracts many sexually frustrated women who use the movement to seek solutions to their own personal problems.
(a) _____ (b) _____ (c) _____ (d) _____ (e) _____ (f) _____
12. Equality between men and women in the home, the world of work, and in social situations is worth working for.
(a) _____ (b) _____ (c) _____ (d) _____ (e) _____ (f) _____
13. When a husband and wife are willing to share household tasks, it suggests that the husband is passive and effeminate.
(a) _____ (b) _____ (c) _____ (d) _____ (e) _____ (f) _____
14. Women are exploited, just as members of other minority groups are exploited, in our society.
(a) _____ (b) _____ (c) _____ (d) _____ (e) _____ (f) _____
15. Should the women's rights movements achieve equality for women, I feel my life would be changed.
(a) _____ (b) _____ (c) _____ (d) _____ (e) _____ (f) _____
16. The Women's Liberation Movement will not affect the attitudes and values of men in our society.
(a) _____ (b) _____ (c) _____ (d) _____ (e) _____ (f) _____
17. A major concern related to women's rights and human equality is that a truly equal woman would be unattractive to me.
(a) _____ (b) _____ (c) _____ (d) _____ (e) _____ (f) _____

HOW DO YOU FEEL ABOUT THE FOLLOWING?

18. Public day-care facilities for mothers who wish to work
(a) _____ (b) _____ (c) _____ (d) _____ (e) _____ (f) _____
19. Women should be able to obtain abortion on demand.
(a) _____ (b) _____ (c) _____ (d) _____ (e) _____ (f) _____
20. Equality for men and women in salaries, promotion, and hiring
(a) _____ (b) _____ (c) _____ (d) _____ (e) _____ (f) _____

MASCUL-
INITY
AND
FEMIN-
INITY...
MYTH
OR
REALITY?

Men and women are redefining themselves today. Both sexes are asking some very important questions about who they are and what is their role. You often use the words - feminine or masculine. What do you mean by those terms? Are you referring to the way you want a person to act or to the traits (characteristics) you like to see in another person? Are there any differences? Check out the following list to see if there are desirable traits for your male friends and, yet, other traits for your female friends. Note the traits you recommend for each sex.

Men	Women	Trait	Men	Women	Trait
		Decisiveness			Drive
		Fair			Physically Strong
		Kindness			Ambition
		Tenderness			Gentleness
		Honesty			Assertive
		Sense of Humor			Aggressive
		Risk Taker			Caring
		Loving			Competitive
		Gracious			Integrity
		Intelligent			

THE
BIG
DIFFER-
ENCE

In the January, 1977 magazine, Psychology Today reported these traits were judged nearly equal by the 28,000 women and men completing the questionnaires. The readers and respondents of Psychology Today are generally younger and have more formal education. Another segment of the population might reflect a different set of desirable characteristics. The only significant area of difference was physically strong which was identified by 19 percent of the

men for the ideal man, 21 percent of the women for the ideal woman, 4 and 7 percents, respectively, for the ideal woman.

WHAT
PRESSURES
DO YOU
FEEL?

Are you a real man? As a male, you are often expected to take charge, be the protector, the initiator, the decision maker, and be in control. If you have bought these expectations, you are carrying around a very heavy load. You are the person who has to decide whether you want to be accountable for those behaviors. You may choose to share the protector and initiator roles and know when decisions are shared that also includes the positive and negative outcomes. When you tell others what to do, you run the risk of their blaming you for the outcomes. Being the big decision maker is not what it's 'cracked up' to be.

BIG
WINNERS

The male models in your life may have tried to be the big winners; if so, check out their wins. Are they respected? Do they feel good about themselves? Do they have an inner peace? Do they suffer from stress? Anxiety? High blood pressure? All too often, the big winners have been the big donors.

THE
COMPETITIVE
MODEL

Why is winning so important? Our entire society is built around a competitive model; therefore, do we blame the big bad society, or do we look closer to home and consider the family, schools, colleges, the athletic field, little league, Girl Scouts, or you name it? Little boys are probably the most victimized in the area of winning. There is pressure not to be a "sissy", whereas, little girls are told - be "sissy" and ladylike. Is it reasonable to value an undesirable trait in either sex? Isn't it time to take a close look at the heavy load of personality and attitude traits we carry because that is what society expects

from us? It is appropriate now to think and remember...go back to your early days and recall some of the experiences that shaped your masculinity and femininity. Do you get the point?

SEXISM

Do you recognize sexism when you see it? experience it?

Do you understand the meaning of sexism? Sexism is like racism in that both 'isms' put down another group; hence, implying one group is better than, more intelligent, and more capable than another group or sex. Obviously, no research supports these implications. Now that you understand the meaning of sexism and racism, what are you going to do about it? Are you going to be a participant in those kinds of behaviors? Are you going to point out sexist and racist comments and behaviors in others? Are you going to be an activist against human indignities? Are you going to practice your assertive skills? You make many decisions and choices every day. Self-improvement and growth for you and society is important. Communicate Assertively and Positively.

SEXISM
IN
THE
INSTI-
TUTION

College offers you a time and place to challenge your thinking and behavior as well as the thinking and actions of personnel within the institution. Are men and women treated the same in your classes? Is there a standard for females and another for males? Are persons of the opposite sex welcome in non-traditional classes? Does physical attractiveness make a difference in the grades received? Depending upon your answers to these questions, you have a good place to practice Communicating Assertively and Positively. Do it!

NEW
THINKING
ON
THE
HORIZON

A new way to look at human beings is to teach and value a wide-range of behaviors for both women and men. It is time to recognize there is no such thing as women's work and men's work. There is work to be done by persons. Certain men may be more apt at house care and cooking, and certain women may be very mechanically inclined.

The same emotions are shared by women and men. Men are equally sensitive, caring, kind and loving. Women are effective in leadership positions and in making decisions. Both sexes are faced with many situations where they handle crisis and it is possible to support the qualities in the other without being threatened.

We have been talking about prejudice...that ugly pre-judging of people. You are the victim which then means the system, society and your college suffers the pains of racism and sexism. These 'isms' interfere with your liberation. Liberating yourself makes the right to personhood a reality for you and others.

It is a rewarding experience to observe an individual in the process of change and personal growth. The following story of Linda is true, only the name is changed. Picture a woman of 48 years of age attending a special program at her local community college on a Saturday. She came to the program with her daughter but neither had attended college. Linda decided by the end of the day long program she would enroll for two classes in the fall. One of the classes was a Human Potential Seminar. The

class model was to share personal experiences, significant others in her/his life, values and goals. Linda was very able to share herself and was a caring listener. During that first semester she spoke about her husband that did not want her to come to college, the lack of funds for books, and a car in poor driving condition. She had only one teenage son at home. When asked about doing something for herself or confronting her husband, she said it wasn't really possible. She felt very dependent upon him and her religious convictions would not allow her to leave him even though she had been the dutiful wife and mother, saved their money and was not allowed to use it for her education.

who

where!

Linda continued to persevere and take two or three courses each semester. She liked learning and the association of her peers. She found she identified with other students her own age and respected younger students even though their values were often different.

When she graduated from the community college, she was unsure of her future and didn't have too many hopes. Her one wish was to continue learning. She took a second giant step, in the face of opposition, and moved on to a four-year college. It meant more driving and greater costs so her struggle was more intense. During all this period of time, she was involved with the campus women's groups. She felt support and encouragement from other women.

Five years have past since that Women's Day Program. Linda is a senior. Today at 53 years of age, she is able to say she has more going for her than she has ever had. It is possible to

Progress!

change and she is changing. She has started divorce proceedings, taken a part-time job and is making progress toward her degree in June.

Being able to talk these steps were finally provoked when her husband not only continued his verbal abuse but became violent with her and broke her hand. After a stay in the hospital she came away saying to herself she did not deserve such treatment. She was a person with rights. She had proven to herself she was capable. For thirty-two years she had shown kindness and compassion to her family. She had given love and sought love and understanding from her husband. Finally she was able to say he had chosen a pattern of behavior that did not consider her a person of equal worth. When she did not feel self-worth she accepted that status; with some new feelings of worth and self-esteem she was better able to act assertively.

Linda's story is not all positive. What is positive and beautiful is her hope for today and her beginning to act upon her own rights to personhood.

- Does pain always precede change?
Gail Sheehy states in her book, Passages, "Times of Crisis, or disruption or constructive change, are not only predictable but desirable. They mean growth."
- Under what condition do you change?
- Does Linda sound like anyone you know?
- What is your college doing for person's like Linda?
- Are younger students more apt to feel self worth and exercise their rights? (Explain your response.)

Summary

Now, for a quick recap -

- You can learn to be assertive.
- Non-assertive behavior may be used to manipulate others.
- The reward for assertive behavior is feeling good within yourself.
- Being the big decision-maker is not what it's 'cracked up' to be.
- Racism and sexism put down another group.
- Communicate Assertively and Positively about the racist and sexist behaviors on your campus.
- College offers you a time and place to challenge your thinking and actions and the thinking and actions of personnel within the institution.
- There isn't any such thing as women's work and men's work.

CHAPTER 6
IT'S YOUR COLLEGE
(Liberated Services)

In this chapter you will be introduced to the services generally provided to assist you in obtaining the best education possible. You will be helped to plan a program of studies and provided with hints on saving time. It's important to familiarize you with some of the programs and services to survive by. At the end of the chapter is a Student Consumer Guide to help you evaluate some of the services of your college. You may also want to refer to the surveys included in chapter one.

ARE YOU
STILL
WONDERING
WHAT IT'S
ALL
ABOUT?

College, like other areas of life, is a serious situation which sometimes causes fear or anxiety. This need not be so. Briefly, college education is all about helping you be satisfied with yourself and being helpful to others. However, many colleges have been primarily interested in your mind and have often been too unconcerned with you as a total person. Consequently, many of you play the dropout game, usually because of fear, financial problems, loneliness, depression, frustration or boredom. All students have concerns and encounter problems at college.

PERSONAL
ACTION
ITEM N

If you confront some of these fears and challenges or whatever you are afraid of, the fear will probably disappear.

As you enter your new space area you will profit, cope, and even survive if you learn to use the student services at your college. They are designed with you in mind. All colleges have brochures and information about their services. Personal Action Item - the office of the Dean of Students is a good place to pick up this valuable

information. (Hopefully, students helped with compiling and writing this important material.) Communicate Assertively and Positively by requesting information.

HOW TO
BEAT THE
SYSTEM

Remember, the admissions and registration system was designed for speed and efficiency. Sometimes it's under the guise of having students in mind but it doesn't always work that way. If you were on the inside, you would probably witness a memo as follows:

To: The Registrar

From: The Dean of Students

Registration is fast approaching and it is important that we utilize our resources and develop a system which is extremely efficient. We hope that each student will finish his or her registration in twelve to fifteen minutes. Please run a test pattern and advise as to whether or not this can be accomplished.

As you can see from the memo, this is based on speed and efficiency. After registration, were you to intercept a memo it could read like this:

To: The Registrar

From: The Dean of Students

The last week of registration was not up to your fine, usual efficient standard that was established in the early part of registration. Students seemed confused and it took far too long. This is the eighth semester in a row I have noticed the problem.

I am certain that by calling the Registration Committee together, we can come up with some improvements which will eliminate the bottlenecks and help speed the students through registration.

HOW TO
BEAT THE
SYSTEM
cont.

More emphasis on speed but the disappointed dean believes that a committee can improve the system.

Most colleges probably do register those students who have been there before through the system much faster than the new students and that's where you come in.- managing your time is very important in beating the system. Some basic hints for you; these apply to beating the system whether it's in college or life. To manage time is to manage yourself:

1. Think through your college goals.
2. Time is Today; It is Now. Once it is gone, you cannot replace it.
3. You are in college to accomplish some goals/objectives and you will want to have them listed and written down.
4. Be positive about your time and management.
5. If possible, consult others who have been through the system ..get some hints from them. Possible sources besides other students you may know or who reside in your neighborhood are members of clubs and organizations, fraternities, and sororities.

Keep in mind that one of the absolutes today is change. The system might change but the concepts are probably quite similar.

WHO IS
NUMBER
ONE?

You can still beat the system and save yourself a lot of time.
Objective: if you can accomplish more in the time used, you have created more time. You are managing yourself. Thus you are taking control of number one--you.

ATTITUDE
ADJUSTMENT

You must be prepared to run into some obstacles, unforeseen and anticipated. Your attitude is important. You need to be at your assertive best. Be prepared to ask questions, not to be hassled by clerks, and to seek help any time you feel frustrated. Help is available from counselors, advisors, faculty members, student counselors, other students and clerks. Student Services' offices are supposed to have trained personnel who are ready and able to help. A caution: if you are going to ask questions during the time at the end of a long day when staff have been hassled by some students, expect a tired reply, but continue to be polite and assertive.

FOLLOW
DIREC-
TIONS

The college will issue letters, probably send you a map and other instructions. Follow them carefully and you will save time. Don't stand in line too long. If the line isn't moving something must be wrong. Have a fellow line stander hold your place, find out what's wrong and then go back to the same place in line.

Never go anywhere without a pencil. You need to take down notes, copy class schedules, all kinds of information.

BE
EQUIPPED

Have a campus map ready, even knowing where to park will save you much time and frustration. Arrive early and/or on time. Because the system is designed for speed and efficiency, by following the schedule you will save time.

RULES,
REGULA-
TIONS,
POLICIES
AND PRO-
CEDURES

Read the rules, regulations, policies and procedures, especially those pertaining to registration. Adding classes, changing classes, dropping classes, familiarity with the "Laws of the Land" help ease your frustration and continue to save you time.

PERSONAL
NEEDS
TO BEAT
THE
SYSTEM

Here's a list of personal needs to help you on the road to becoming a liberated student and a time saver. By preparing yourself you can be well on your way to better personal time management and beating the system.

1. Catalog. This is one of the first things you'll need. It contains the most important items and information about the college; tells you everything. It is sometimes for sale at the college book store, ask Student Services where you can get one. (They may also be available at high school counseling offices.)
2. Handbook or self help guide. Many colleges still have handbooks or self help guides which are published for student use, containing information about Student Services, rules and regulations, registration and admission procedures, what to do before splitting the scene, etc.
3. Schedule of Classes. You will obviously want to know when your classes occur.
4. Prepare a class schedule. Using your time to the best advantage may require some reading and preparing a few class schedules in advance of going to the campus in case your first time choices are not available.
5. Registration Schedule. This document, in the form of a card or letter, is sent to you telling you when you register. Registration dates and other dates to remember, Student Rights or Code of Conduct you can find in the catalog. Some colleges still have a Code of Conduct or Student Rights document. This is an important document. Action item: If the college doesn't have a student rights statement submit this idea to the Dean

PERSONAL
NEEDS
cont.

of Students' Office and/or the President or Vice President of the Associated Students.

6. Money. Need to bring money for fees...student fees, health fees, library fees, laboratory fees and maybe others. The catalog will tell you how much the fees are and what they are for and if necessary where to obtain funds.
7. Picture. Most colleges will want your picture, either for library I.D. or student I.D. purposes. Comb your hair and smile.
8. Pen, pencil, paper, worksheet. Pen, pencil and paper are self explanatory. Worksheets can help you prepare your class schedule or for use in copying other information.

PERSONAL
ASSESS-
MENT

It's you again. Who are you and why are you here? Volumes have been written about students and their search for identity. Your college is deeply implicated in your process of growth. Your college is designed to help you to learn how to live and to "make it" with some sense of identity and security. You are going to be involved in learning who you are and whether the college fits your needs.

SOME
DAYS
IT IS
ALMOST
TOO
PERILOUS

Personal assessment is an inventory of the you who is about to travel on the eerie road to education. Trying to improve one's potential is a perilous trip. Remember that day when the neighbor's dog barked so loudly you woke up and didn't get back to sleep? Your car wouldn't start and you were late to an appointment? You forgot to take out the garbage and received another lecture on responsibility? You flunk a test and everybody wants to know how you like college? Nobody will argue that life is tough and some days you wonder if you are going to survive, but you do, and you recognize that some days will be tough--in college and in life. Your survival is important...you are the life of the college.

PERSONAL
ASSESS-
MENT
cont.

Educators are in agreement that increased self-understanding is an important goal for education. By improving your self understanding you have contributed to the better management of your time and most importantly to the you that will capably cope with college and be a better person for it. And...the same skills will help you say, "even if you bother me, I can cope with life"...and that's beautiful!

ACTION ITEM - LAB EXERCISE

Let's begin with you...

1. Why are you attending college? State your real reason _____

2. What are your study habits like? Need improvement? ___ Good? ___
Average? ___
3. Strengths _____

4. Weaknesses _____

5. Job or occupational interests _____

6. What are some of the things which will limit you in achieving your
educational goals? _____

(Financial limitation, pressure of work, studying, parents, conflicts,
responsibilities, job potential?)
7. What are you good at? _____

8. List ten classes you are interested in. _____

9. What are your ambitions? _____

10. What's your first choice as a future job? _____
Second job choice _____ Third job choice _____
11. How far in education do you want to go? Two years ___ Four years ___
Master's Degree ___ Doctorate ___

PERSONAL
NEEDS
cont.

Plan several alternative class schedules using worksheets. These could become a part of your educational plan.

See if the counseling center has a form for trial programs and educational plans. These are practical aids and most colleges should have them on hand. What are your chances for succeeding at the college you have chosen? You read about this in chapter one. The counseling staff will be able to assist you with a realistic appraisal. You need to be realistic with yourself. If you can't stand the sight of blood or the sight of people in pain, you may want to consider being something other than a doctor.

HOW TO
INTERPRET
YOUR TEST
SCORES

Test scores do not measure your intelligence. They are used for counseling, and by you, as guides for planning. Most of them are intended to measure school-learned skills which some research has shown to be related to academic success.

WHY
TESTS?

So your scores represent your strengths and capabilities as measured by these tests. Your test scores, your transcripts of previous work should be discussed with your counselor and applied to a practical, realistic look at you and what courses you will take and what major might fit your abilities and skills. For example, the Scholastic College Aptitude Test (SCAT) has two scores: one is a verbal score which measures your reading comprehension and your reading vocabulary and the other is a quantitative score. The quantitative score is a measure of practical problem solving.

PERCENTILES
A SOLVABLE
MYSTERY

Percentiles either describe your standing when compared to other freshmen at the college you have chosen or describe your relative standing with freshmen in two-year or four-year colleges across the nation. For example, a percentile of 65 means you did better than

PERCENTILES
A SOLVABLE
MYSTERY

65% of the freshmen at the college you have chosen, that you rank higher than 65% of the freshmen that took the test. In addition, there are 35% of students at your college or across the nation who scored higher than you.

Where to put you? Sometimes the colleges use the results of tests to place you in appropriate courses--English, math, or science course. In other words you have to have a certain score in order to qualify for some courses. Most colleges now have remedial or special courses which help students make up what they did not learn in past educational experiences. Two theories are important: 1) given enough time and patience, you can learn anything, 2) it is a positive experience when you improve. Many students lack basic skills and after taking basic courses they are on their way to succeeding in college.

What about other tests? Many other tests will be available. Your counselor can explain which ones will aid you in deciding what you want to do in life. Remember, there's not just academic kinds of tests but personality inventories, aptitude surveys, and interest inventories. Read your catalog and see your counselor.

SELECTING
YOUR
COURSES

You will need a catalog or planning sheets which should be available at the Counseling Center or from your counselor. In college there are few specific courses required of every student.

If you have decided on a major, your selection will include courses required for that major.

SELECTING
YOUR
COURSES

If you haven't decided on a major, be cool and don't panic. Many students change majors before they graduate. Choose a course or two that interest you or that you think you can handle. Your motivation to learn will be higher and getting off to the right start is important.

The selection of a major can wait until you are ready. It is better to wait, explore and be more certain than to make a hasty decision. The counselors should have answers to your questions about courses and course selection. Are you undecided? Many students are in this category. Consider the following:

1. Read the catalog to find out more about possible career programs that interest you.
2. Visit the career guidance area.
3. Talk with your counselor.
4. Talk with friends and persons who are working in job areas you are considering.
5. Choose courses required for the degree.
6. Choose beginning courses related to a major you are considering.

By performing a few tasks such as reading the catalog and talking with a counselor, you can begin to get yourself together and be better prepared for college.

In chapter one a list of consumer questions related to the various Student Services areas has been compiled. Your task is to read and answer these questions. Each Student Services area has questions about it which provide insight into your institution's real and active interest in students. The college of your choice should have you ranked number one.

STUDENT
SERVICES
AREAS

What Student Services areas should your institution have? This is sometimes determined by the size of the institution, sometimes by budget and sometimes by the creativity and dedication of the staff.

In general, what services should be available? The Student Services area of the college has been involved with you from the time you became interested in the institution, continuing through registration, advising, counseling, determining residency, applying for financial aid, joining a club, taking classes, seeing a doctor and participating in a group. The title of the area is often all you need to recognize the Student Services function--counseling health services, financial aid, etc. are self-explanatory. Brief definitions of Student Services areas are provided in the campus brochure. Each area and the Dean of Students' Office should have a description of the services.

To ease your task of succeeding in college is one of the purposes of Student Services. Are you interested in succeeding in college? You can and Student Services will help.

Vocabulary, Language and Definitions

Educators and colleges have their own way of saying and writing about things that pertain to students. You may wonder if the generation gap hasn't been increased. Understanding "Educationese" and "administrivia" is not that difficult. You will be provided with much needed information.

ACCREDITATION - Authorization to offer courses. This is necessary because the courses you take and degrees received are legalized and recognized by other colleges, universities, and employers.

CERTIFICATE PROGRAMS - Programs usually requiring two years or less to complete. The concentration is on those courses to prepare a student for employment in some career occupations.

CLASS SCHEDULE - A bulletin issued prior to each school term, showing the units, the class title and number, days, time, building and room number, and the instructor's name for each class to be offered.

COLLEGE CATALOG - A bulletin issued by a college outlining the course offerings, majors, admission requirements, regulations, etc.

COMMUNITY COLLEGE - Formerly called junior college - A college which offers two-year curricula leading to the Associate in Arts and Associate in Science Degree. Its aim usually includes education for personal enrichment, occupational competence, and transfer to a four-year college.

COUNSELOR - A member of the faculty who can assist the student in educational and vocational planning, personal adjustment, self-evaluation and crisis intervention.

CREDIT/NO CREDIT - A course which is taken for unit credit, but no letter grade is assigned. It is sometimes referred to as PASS/NO PASS.

DEGREES:

Associate in Science (A.S.) - Awarded to those graduates who have a major in one of the following fields: engineering, physical and biological science, and occupational curricula.

Associate in Arts (A.A.) - Awarded to graduates in all other majors.

Bachelor of Arts (B.A.), Bachelor of Science (B.S.) - Awarded by a four-year college or university after satisfactory completion of an organized program of studies, usually requiring four years.

Graduate Degree (Master of Science, Master of Arts, Doctor of Philosophy) - Awarded after completion of an organized program of studies beyond the four-year bachelor's degree.

ELECTIVES OR EXPERIMENTAL LEARNING - Courses which are taken but are not required courses in a major, general education pattern, and graduation requirements.

FINANCIAL AID - Most colleges and universities participate in federal and local student aid programs. Details can be obtained from your financial aid office.

GENERAL EDUCATION PATTERN - Groups of courses outside one's major which are required at four-year colleges. Courses which provide a liberal educational background. They are sometimes called "breadth requirements."

GRADE POINTS - A numerical value assigned to each unit of college letter grades. In this point system, A=4; B=3; C=2; D=1; F=0. Inc., W, plus credit/no credit are NOT used to compute your grade point average. The total number of grade points you earn, divided by the number of units you have attempted, equals your grade point average (G.P.A.) Example:

	Units Attempted	Grade	Units Completed	Grade Points Earned
English	3	B	3	9
Biology	4	C	4	8
Health Science	1	A	1	4
Math	5	D	5	5
Physical Education	1	C	1	2
Guidance 30		Cr.	1	
	<u>14</u>		<u>15</u>	<u>28</u>

Divide the 14 units attempted into the 28 grade points earned. This equals 2.0 grade point average. The one unit of credit earned in Guidance 30 is not used to figure your G.P.A. but will count toward graduation and your total units earned. It is important that you understand the meaning of "grade point average," as it is used in determining your academic standing. A G.P.A. of 2.0 (a "C" average) is the minimum required for graduation. Higher G.P.A.'s are set for graduation with honors, for admission to some four-year colleges, and for some special programs.

HEALTH SERVICES - Emergency first aid and a temporary rest area are among the services rendered. Accident, illness, and dental insurance coverage is available. Information, consultation, and referrals in all health matters including family planning, abortion, V.D. and drug abuse can be obtained in the Health Office. Clinical psychologists and campus physicians are often included in the health services staff...

LOWER DIVISION - The first two full years of college

MAJOR - A group or series of courses designed to provide intensive education and preparation in a specialized area.

OCCUPATIONAL OR TECHNICAL MAJOR - A major primarily intended to prepare students for immediate employment after community college attendance.

ORIENTATION - A carefully designed orientation program is available to all entering students to inform them about the college, its objectives, physical facilities and availability of helping agencies for personal, academic, and financial problems. College regulations are discussed and information offered as to the wide range of student activities. Aids are also given for improving study and academic skills, choosing appropriate college programs and learning principles of personal adjustment.

PRE-REQUISITE - Any requirement which must be met before enrolling in a particular course, i.e. a test score or a previous course.

QUARTER PLAN - A plan whereby the school term is divided into three quarters as opposed to two semesters. A student registers for new courses each quarter.

REGISTRATION - The necessary step to becoming officially enrolled in college. It is a period of time when students report according to a specified schedule for the purpose of enrolling in classes. Registration materials are sent to all continuing students.

STUDENT - A full-time student is any person enrolled in 12 or more units. Students may enroll for as few as one or two units or for a maximum of 18 without special approval and may elect to take day or late evening classes or a combination of both.

SHORT COURSES - Courses offered for credit which start/stop at various times during the semester. See your schedule of classes for a complete listing. These courses assist students needing additional units or who wish to explore special topics. See your counselor or the Dean of Students' Office for schedules.

TUITION - The fee is payable at the time of registration. Detailed regulations regarding non-resident fees and admission requirements are usually distributed to students who apply for admission.

UNIT - A number which indicates the amount of college credit given to a course.

UPPER DIVISION - Normally, the last two years of a four-year college course.

WITHDRAW - Officially dropping all classes and leaving the college - Regular attendance is an obligation assumed by students. Please refer to the Dean of Students' Office, a counselor, or the college catalog for specific information.

STUDENT CONSUMER GUIDE

ADMISSIONS, REGISTRATION, RECRUITING

1. Has tuition been raised without adequate notice? (Is it raised above the cost of living index?)
2. Does the admissions/records office hold up transcripts and other documents, services for unspecified, unwarranted reasons?
3. Does your college have a refund policy that considers legitimate reasons for dropping out?
4. Does your college penalize you if you register late or lose your library or I.D. card?
5. Does your college require tests that are not used in admissions decisions?
6. Does the college promise admissions office personnel who are trained counselors?
7. Were the clerks polite and respectful in the Admissions Office?
8. Were the clerks polite and respectful in the registration process?

COUNSELING

9. Does the college promise easy access to counseling, or do you have to wait several weeks to get an appointment?
10. Does the college have adequate personal counseling?
11. Does the college have adequate academic advisement? (See the catalog and general information brochures from counseling to determine whether counseling services are as stated.)

CURRICULUM

12. Does the college offer quality courses that measure up to standards at other institutions?
13. Does the catalog description match the schedule of courses and faculty listed each semester or quarter?

FACULTY

14. Does the college promise certain faculty members will teach a course and then doesn't deliver?
15. Does the college grading system match the information and explanation provided in the catalog or other general information?
16. Is there an adequate provision for due process if you want to appeal a grade? (Remember due process means the right to a hearing when you know the charges and you have a right to defend yourself.)
17. Are some of the faculty academic regulations unrealistic?
18. Do the faculty use up-to-date texts, lab materials, equipment?
19. Do the faculty follow college rules and procedures regarding attendance reporting on students?

STUDENT SERVICES

20. Does your college provide you with a "Code of Conduct" outlining regulations and responsibilities regarding parking and residence?
21. Do the residence rules reflect student input? Are they objective or do they infringe on your rights?
22. Does your college have adequate student representation involved in procedures for due process?
23. Does your college allow traditional but often illegal, dangerous, and outmoded activities such as "hazing" to occur?
24. Does your college require your attendance at certain events such as religious convocations, etc.?
25. Does your college "violate" its contracts with you regarding residence assignments?
26. Does your college promise more health services than it delivers?
27. Does the college athletic program cost too much in comparison with other activity programs at the college?

28. Does the college athletic program cost too much in comparison with other comparable colleges?

8/24/77

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CHAPTER 7

YOUR RIGHTS AND THE POWER OF RESPONSIBILITY AND PROTEST

YOU
HAVE
POWER!

That should give you a good feeling. In Chapter Two, we discussed how to beat the system. In this chapter, we will point out how to use your rights to get your proper due in education. We assume you want to get your dollar's worth in education. You have a responsibility to pursue your rights. Remember, the power of protest is within you. No longer is it necessary for you to accept everything the institution and the staff gives out in the name of education. You do have some responsibilities. You are the one who has chosen to embark upon the pursuit of learning. You are the one who has chosen to attend this particular institution. You are the one who has said, "I am going to become educated. I am going to learn something."

These choices and decisions mean that you have a responsibility to acquaint yourself with the institution, its rules and policies. You have a responsibility to perform; to become actively involved in the learning process. Even though this chapter will concentrate on your rights, your responsibilities cannot be forgotten.

MORE
GOOD
NEWS
-
YOU
HAVE
RIGHTS

In the good old days, your friendly dean of students could expel a student without a hearing/a trial or much of anything. In some cases, this might have been justified, but it did give the dean 'god-like' power to make judgements. Many deans and particularly expelled students were uncomfortable with this system.

IN Educational institutions formerly acted in Loco Parentis --
LOCO
PARENTIS in essence, acted as a substitute parent; in some cases they
looked out for the students' rights on behalf of the students.
The courts than began to look at the constitution and several
landmark cases changed it all around.

Two Key Amendments

The First Amendments of the United States Constitution
has several key features.

- It guarantees: - freedom of speech
- freedom of the press
- and the right of the people to
peacefully assemble and to petition
the government for a redress of grievances

The Fourteenth Amendment specifies that states shall not
deprive any person of their life, liberty or property without
due process of law, nor deny to any person within its juris-
diction the equal protection of the laws. These two amendments
have been instrumental in changing the course of what has happened
to student rights.

Two of the more important cases which helped provide you
with rights were the Tinker vs. Des Moines School District, 1969 -
and the Saugman vs. Coffman case, 1969. In the Tinker case, it
was decided that the constitutional guarantees of the First
Amendment also apply to students. Tinker compelled institutions
to prove that a student's activity substantially interfered with
the school's normal functions before free speech or assembly
could be legally restricted or prohibited. The Saugman case
really indicated that all rules and regulations must be suffi-

ciently clear and specific so that students would be aware of what is expected of them and what conduct would be prohibited.

THE
PRESI-
DENT
SPEAKS

In 1962, President John F. Kennedy outlined four consumer rights: 1) right to safety, 2) right to be informed, 3) right to choose, and 4) right to be heard. In April, 1975, Clarence Terrell Bell, then serving as U.S. Commissioner of Education, cited the following common mal practices in non-profit proprietary schools: misleading advertising, overly aggressive recruiting, lack of full disclosure of institutional policies and practices, inferior facilities, course offerings and staff, false job placement promises, unsatisfactory refund policies, and failure to live up to stated policies. Violations have occurred. No longer can you ignore your rights as a consumer. You have power, rights and responsibilities. As a buyer or consumer there are a couple of gems to remember about education which will help to motivate you to learn about Communicating Assertively and Positively (CAP). In other words, using your knowledge wisely---just don't cap it---use it. Remember, education is expensive; education is time consuming. Saving time and money will be the result of your planning, organization and knowing your rights and responsibilities.

CONTRACTS

What to know about student contracts? The age of majority in most states is now eighteen. This gives you the right to enter into a contract at your educational institution. Whenever your college makes a commitment regarding educational regulations or policies, it is making a contract. If your college indicates a certain major will cost \$175 per semester for books and

equipment, that is a contract by the college not to charge any more than the listed amount. Typical contract areas are as follows: they deal with classes, residence halls, food services, penalty fees for withdrawing from housing and residency on campus, individual study, student activities and student services.

WITH-
DRAWING

If you withdraw from college or class, remember colleges are required by federal law to have fair and equitable refund policies. In the *Zumbrun vs. University of Southern California* case, 1972, the decision indicated the following: that basic legal relation between a student and a private university or college is contractual in nature. "The catalogs, bulletins, circulars and regulations of the institution become a part of the contract."

In general, the major issue seems to be that the college does not offer as high a degree of services as stated in the catalog. Keep that in mind when you read the catalog. Code of Conduct - the age old problem of discipline has been a part of education since classes began...whenever that occurred. If you are in a disciplinary action you are entitled to some general rights. These are as follows:

1. You should receive adequate notice and be advised of the specific charges, and
2. You should be provided with a fair hearing where you can present your side of the case.

At the end of this chapter, the lab exercise will provide a guide to increase your awareness -- some items to watch out for.

IF
YOU
ARE
THE
CONSUMER
AND THE
BUYER,
WHO
IS
SELLING?

It must be the faculty. Let's refer to them as the seller. As was mentioned before, you have the responsibility to perform, to actively seek an education. The professors are responsible for providing information about subject matter in a way that is timely, informative, objective and confronting. They are not producing mass learners. Education and industry are not one and the same and should not be tied together. However, the need for faculty to "sell" and help you establish the worth of education is here and now. As consumers you have the right to demand faculty members who are agents of education, not control; who are concerned about you in-and-out of the classroom. The impact of concerned and dedicated faculty upon your learning environment is dynamic and growth-producing. Never underestimate the beneficial contributions of the faculty member who is wearing the right size CAP, Communicating positively and Assertively.

IS
YOUR
OPINION
WORTH
ANYTHING?

Students are not teachers; they are learners and, as such, should leave the business of faculty evaluation up to administrators and faculty members. Nonsense! The fact is this. Students can and do provide reliable observations of classroom happenings. Administrators and faculty may think differently. The student ratings are a valuable source of data on teaching effectiveness.

WHAT'S
IN
IT
FOR
YOU?

Many students drop a class or withdraw from college because their expectations are not met. Before you proceed too swiftly down the road of a college education, be aware of the factors that educators have been debating upon for years and years. The

"What" you should get out of education will always continue to be a point of discussion by the experts. However, there are some higher education goals which you have a right to expect. These factors are a part of higher education no matter what type of institution. The road to take might be different from others but you can still pursue these common factors:

1. You have a right to learning expectations.
2. You have a right to acquire intellectual skills and knowledge.
3. You have a right to being helped to grow, and to develop and become better at living in a society with other persons.
4. You have a right to become informed about culture...past, present and predictions about the future.
5. You have a right to receive assistance in selecting a career for which you are best suited.
6. You have a right to take classes from faculty who are knowledgeable and creative.

WHAT
THE
CATALOG
DOESN'T
SAY

Students are often impressed with the description of the faculty found in the catalog. Dr. So & So graduated from Super College, took additional graduate work at Fantastic Tech, etc., etc. The catalog, in other words, tells you who the faculty member is, but it is more important for all parties to know what the faculty member does in and out of classrooms. Sometimes we have the tendency to look at degrees as a phase of completeness. To graduate from an institution is really a commencement. Your professors are not to be judged on their degrees but whether they are vital and alive. Are they resting on their degrees or are they pursuing their continuing life style of helping students

and others acquire appropriate patterns for success and harmony.

SHOULD
STUDENTS
EVALUATE
FACULTY?

Consider the following regarding your evaluation of faculty.

1. Your reactions are important and necessary. If the institution is not actively engaged in having students evaluate faculty members, you owe it to yourself, to the faculty and to the students to begin this process. (This is a personal action item. You can begin this process by going to the Dean of Students Office.)
2. You will be entering education where supposedly you're taught how to think. Sometimes thinking is painful because it is a new experience.
3. In evaluating faculty, you have a right to your opinions, but that doesn't make your opinions right.

**BIG
PROMISE**

With a positive attitude toward yourself and education, success will come whether you are evaluating yourself or faculty members.

If the learner does not change, learning hasn't taken place. You, your rights, your responsibilities and the role of the faculty all must mesh together and coordinate these efforts.

Evaluation of faculty at many institutions is still a controversial subject. Therefore, the involvement of the administration, the faculty and the students in discussing what is meant by evaluation and even the forms and process to be used will reduce some of the faculty fears. For you and the faculty member, it is

important to know that performance determines success and both parties will be more concerned if everybody is working on becoming all that one can become. The institution must respond in a communicative sort of way already by providing opportunities for students to participate in policy and decision making.

Teaching information collected about faculty members must be objective and constructive and be a part of the total education process for students and faculty members. A process as significant as evaluations are too important to just collect information.

IT'S
ALRIGHT
FOR YOU
TO
RIDE
THE
WAVES
BUT
NOT
TO
MAKE
THEM

THE POWER OF PROTEST...On strike! Shut it down! Take the building! These were some of the student protest cries of the '60s and '70s. The University of California at Berkeley demonstration of 1963 served notice that students meant business. One of the benefits of the student protest movement was that people began to talk about the institution and its impact on the individual; and that is healthy for society, institutions and students.

COLLEGE
CAN
BE
A
RIOT

One of the major conclusions of the book, Power of Protest by Astin is that protests were effective. What about today? Is student protest a thing of the past? Absolutely not! A brief look at what's happened reveals that in the middle of the late '70s students were rallying, striking, and sitting-in to protest institutional policies, increases in fees and budget cuts. For many students the battle cry is, "See you in court", as they try to prove negligence, fraud and breach of contract against the institution. The September '76 Playboy Magazine

article, "Sue the Bastards", points out that students are going to court over such matters as course changes, fees and quality of teaching.

Even the National School Boards Association concedes that, "as other institutions exist to serve their clients, schools at all levels exist so that people attending them can learn... Students, therefore, have the right to substantial influence over the education program." This meaning everything from basic goals to grading methods. The American Civil Liberties Union minces no words - "You should demand whatever type of education you want." The National Union of Students published a pamphlet in 1976 entitled, "How to Occupy Buildings". The power of protest is still around, in fact, it has never left. It even has an international flavor. As countries throughout the world feel the sting of student barbs, a medical student at Madras University in India wrote, "We (students) know the price of everything and the value of nothing because all values have been carefully and efficiently destroyed before our eyes." This was written by a student prior to Watergate. It could have been written by an American student after Watergate.

A
WORLD
OF
DIFFER-
ENCES

Are you being prepared for living in a world of human diversity? Are you ready to function with compassion, dignity and effectiveness in dealing with other human beings who differ from you? If students look upon knowledge and intelligence as strictly competitive devices rather than a means to a better world for all than we shall not have enough empathy for our fellow human being.

STUDENTS
DO
IT
AGAIN!

What is the challenge for you and your education? Higher education must create the right combination of freedom and concern. As usual, the challenge has been there for quite a while, but it has required students to draw it to our attention. It is distressing to note how often in our history students have had to "get" our attention to meet their needs. What can colleges do? Colleges can insist on defining the purposes of education as that of freeing people from the ignorance of national fears and hatreds. The liberated mind divorces itself from useless things. Are you liberated? Knowledge...is power and freedom.

BELIEVE
IT
OR
NOT

Without knowledge and understanding, some strange protests have occurred. One Dean of Students tells about the following true incident. He was sitting in his office discussing various problems with a student. There was a loud knock on the door. Without having a chance to respond, the dean was soon looking at Darryl, the A.S. President. Darryl apologized for intruding. Barb, the dean's secretary, was in the background indicating that she had tried to stop Darryl, but he ignored her plea. Darryl was shaking his head and said, "I've got something to show you in front of the building. It's something you must see immediately. It's incredible. Please follow me; I can't describe what's happening. You have to see it for yourself." Darryl was still shaking his head. The dean knew and trusted Darryl, and he responded by quickly standing up, moving towards Darryl, and at the same time excusing himself to the student who was still sitting there wondering what was happening.

Darryl turned quickly around and headed for the front of the building closely followed by the dean. They said nothing to each other during the short walk, but the dean wondered, "What now?"

The day before students opposed the Vietnam War and hoisted a small Vietnamese flag to the top of the victory flag pole. The flag pole was to be used for the college's athletic victories. The college flag was hoisted whenever the college won a major athletic victory. The students in favor of the war had climbed up the pole and brought the flag down. The dean and his staff had to step between the two groups to prevent an ugly situation from developing. It was a close call but the two rival groups argued and shouted with words instead of weapons.

When Darryl and the dean arrived at the flag pole area, the dean could see what was happening. He was stunned! Darryl quickly explained that the Vietnam flag had been hoisted to the top again but that grease was smeared all over the pole so the flag couldn't be brought down. The dean and Darryl stood still helplessly watching the flag pole fall to the ground...the victim of the maintenance department's sharp saws and determined men. The noisy crowd of 200 to 300 students was evenly divided between supporting what had happened and hissing the maintenance crew. The dean asked the man in charge what had happened. Why did he and his crew cut down the flag pole? The reply was short and final. He had received an order to get the flag down. When he discovered the pole had been greased, he had his men cut down the pole. The

important thing was to obey the order...get the flag down. Ironically, shortly after the pole was down, the crowd dispersed. Some students remained to discuss what happened to the pole and not whether the U.S. should stay or get out of Vietnam. Communications...get the flag down...at its best or at its worst - what do you think? Many of the maintenance men were in favor of U. S. Policy. Did this prejudice get in the way of how they handled the flag pole problem? A few weeks later some of the maintenance men were talking about the incident. They said, "those darn kids shouldn't be trying to tell the U.S. Government what to do." What would you have done if you were the supervisor in charge of the crew?

MONEY
IS
A
PROBLEM

Another true incident helps establish the importance of money vs. a social issue. Bill was the A.S. President and was not happy with the way the A.S. budget committee was going. The B.S.U. and M.E.Ch.A. organizations were requesting more funds than ever before. Bill was an athlete. If the B.S.U. and M.E.Ch.A. students got all the money, it might have a negative effect on the athletic program. Bill decided to warn the coaches. The coaches warned the athletes. Some of the coaches and athletes decided to hold a rally in protest and to inform the general student body what was happening. The coaches and the athletes did not check Bill's version of the situation with the administration (student government advisors who served on the student budget committee). The rally was held and featured a hand-out sheet stating that the student budget committee was dominated by special interest groups who are going to control the money and that the athletic program was in jeopardy. It would be an understatement to say that feelings were high.

These feelings erupted with charges and counter charges. The rally ended; the problem was just beginning. Several incidents took place after the rally before the problem was temporarily solved. The dean says the college has never quite fully recovered.

Several important points:

1. Student Government Budget Committee was perceived as having money...power plays to gain control were common.
2. Prior to the rally, no official action had taken place. The A.S. President was representing his viewpoint.
3. The coaches believed that the A.S. President spoke for the majority of the students.
4. The rally, a glorified shouting match, was supposed to educate the students and gain support for the athletic program.
5. Money was the primary issue. The rights of the minority students was another faction.

CHECK
OUT
THE
FACTS

If you had been the A.S. President what would you have done? Should the coaches have discussed the problem with the administration before telling the athletes and scheduling a rally? The handout sheet was written by one side and was prejudiced and inflammatory of the other. Was a handout sheet necessary? Is the love of money "the root of all evil" in this incident? Does an A.S. President "speak" for the majority of students?

PREJUDICE What were the communication "errors" in these two cases?
AND
POWER When tempers cooled and logical discussion prevailed, both sides
VS.
KNOWLEDGE admitted to exercising prejudice and an interest in obtaining
AND
UNDER- power. Prejudice and power overruled knowledge and understanding.
STANDING

Everybody lost! Thinking, discussing, getting the facts and
improving communication could have improved and perhaps solved
these problems. The world we live in demands and depends on
communication skills and knowledge about communication more than
ever before. It is important that all persons practice and main-
tain adequate communication. Progress depends on it!

ALL Protests, philosophy and logic...these are key words and
YOU
NEED concepts to be covered in this section. One of the goals of
IS
AN education, accepted widely by experts, is the development of
EDU-
CATION... character. Is character developed by:
WHAT
IS - attending classes?
AN - taking notes?
EDU-
CATION? - going to the library?

 - studying?

 - limited contact with faculty?

These activities often makeup your total pattern of education!
How do these activities contribute to developing such traits
as compassion, integrity, or social-mindedness? How do they
contribute to solving the problems of alcohol and drug abuse,
depression, apathy and "ripping-off"? How do they contribute
to developing the ~~traits~~ traits of flexibility, cooperation and initiative?
Learning and personal development are not confined to these activ-
ities. Your personal development is necessary for society to
survive. Balancing your education with classroom and out of

classroom activities is the way to go!

LET'S
SEE
SOME
DATA!

There are many writers who have written about the out-of-class experience (i.e., Pace - UCLA; Sanford - Standford; Herst, Webster, Katz and Hodgkinson - Berkley; Newcomb - University of Michigan; Stern - Syracuse; Boesman and Jencks - Harvard). These writers converge on a few main points. (You may want to share these with a faculty member.)

- A small fraction (5 to 20%) depending upon the selectivity of the college of students are chiefly motivated by intellectuality. Most of these go on to academic careers or scientific research.
- Interpersonal relationships and peer-group attitudes have a major influence on students.
- Self-discovery in the personal sense is a principle aim and problem for most students.
- Faculty influence on student development, even the brilliant and entertaining lectures, is most effective in a one to one relationship or as near to it as practicable.
- Faculty members, who in reality base their careers on national questioning and a search for truth are not more rational in human judgements or in freedom from emotional fears than average members of other professions.

THE
MORE
THE
MIND
KNOWS...

It should be obvious by now why students protest. It should also be obvious that many of the reasons for protests were legitimate concerns about education. Spinoza said that, "the greatest good is the knowledge of the union which the mind has with the whole of nature. The more the mind knows, the better it under-

stands..."

You have a responsibility to yourself and society to acquire
 knowledge and understanding. Knowledge...is power and freedom.

The world is weary of the past,
 Oh, might it die or rest at last!
 - Shelley

THE
 LIBER-
 ATED
 SYSTEM

Many institutions have closed systems of operating...too
 much red tape. If an institution is to meet its goals there must
 be a liberating system of functioning...open, growing and developing.
 These are significant differences. You can CAP with college per-
 sonnel about your observations after reviewing how your college
 stacks up!

OPEN	BUREAUCRATIC	YOUR COLLEGE
1. World is changing	1. World not changing	
2. Deal with future	2. Deal with the past	
3. Attach significance to process of education	3. Emphasizes structure	
4. Authority aimed at purpose/philosophy of activities and programs	4. Authority based on position	
5. Solve problems by: a) Identify the existing situation b) Identify what ought to be c) What is the difference between <u>a</u> and <u>b</u> ?	5. Solve problems by: a) Identify what caused the problem b) Identify who caused the problem	

<u>OPEN</u>	<u>BUREAUCRATIC</u>	<u>YOUR COLLEGE</u>
6. Organization/ structure ideas and action flow in all directions to form the commun- ication between groups, sub-groups, and individuals on your campus.	6. Organization, structure Ideas and action flow up to the top of the structure	

You can assess your college and the personnel by attending
 a student government meeting, committee meeting, etc.

TAKING
 CARE
 OF
 YOU!

You have special needs that must be met. Faculty also
 have personal and professional needs. The institution's response
 to these needs is vital! Note the similarities of faculty and
 student needs. In the right hand column keep track of whether
 your needs as a student match up with the faculty.

<u>NEEDS LIST</u>	<u>FACULTY</u>	<u>STUDENT</u>
1. Opportunity to participate in group activities		
2. Avoid patterns that are routine and boring		
3. Pride in the college		
4. Opportunity to know what's happening and why.		
5. Communication with other people that they are making progress and growing		
6. Present ideas and suggestions to persons who will listen and provide proper consideration		
7. Access to instructional materials and equipment		
8. To be acknowledged as good teachers or good students		
9. Plan ahead - CAP regarding the now and future		

(cont.) RIGHTS AND RESPONSIBILITIES IN COUNSELING:*

Agree to divulge privileged communication	Understand the limits to privileged communication
Refuse to accept the counselor's professional recommendation	Accept responsibility for making a decision
Evaluate the results of counseling	Inform the counselor of their criteria and of the results of their evaluation
Seek consultation with another counselor or helping professional	Inform the counselor of their decision and the reasons for it

ADDING Your efforts as a "total" student need to consider what
IT
ALL constructive changes you can help bring about in your college.
TOGETHER
=
THE
TOTAL A "total" student is truly a successful and productive member of
YOU! society. Society needs more "total" students. How about you?

* Weinrach, Stephen G. and Morgan, Lewis B., "A Bill of Client Rights and Responsibilities" Personnel and Guidance Journal, Vol. 58, No 8, April 1975, P. 561

CHAPTER 8

LIBERATING YOUR ATTITUDE TOWARD STUDYING

THE ART OF STUDYING

Is studying all that bad? What's it all about? Studying and learning are an art and a skill. It is an art you must practice to become what you want to be -- a success in college. How about graduating from college? Being a college graduate doesn't mean much in itself, but it still stands for a lot of important things such as prestige, status and self-satisfaction. You can achieve most of these things by the studying you do. Just working at studying, however, won't guarantee you success in college any more than chipping away at a block of stone will make you a sculptor. Like most things in this world, there are positive, skillful, and efficient ways of studying. If you take a good look at your study habits, you may want to make some changes.

YOU CAN IMPROVE

Are you studying efficiently? Surveys of the problems of college students show that ineffective study is one of the biggest and most persistent problems students have. Students who recognize poor studying as one of their problems can be helped. You can find better ways of studying, than any single student has ever devised, by utilizing a really systematic approach to the problem of studying.

All students can become more efficient in their study habits. The student with limited skills feels the need more because he/she is on the verge of failing, but sometimes the student with good grades, can also profit from learning the proper techniques of study. Many universities and community colleges offer courses in how to study. At first, they tended to give

these courses only to students in difficulty. In time, however, they found all students could profit from the courses.

STUDYING
AND
LEARNING

What is studying? You may think it is what you do when you sit down with a textbook to prepare for the next class or examination. That is part of it, but it's only a small part. Studying is an all-out effort at learning, and it is only successful when you learn.

STUDYING
AND
EFFICIENCY

The art of studying begins with the way you manage your life. Manufacturer's wouldn't last very long if they waited until employees ran out of materials before buying new stock; neither does the student manage, very well, by waiting to begin studying at the deadline for a paper or examination.

In order to keep with your studying, you have to budget your time. You will want to plan ahead for the day, the week, and even the term. When you get up in the morning, you want to have a pretty good idea of what you are going to do that day and stick to it reasonably well. The same planning applies as you look further ahead, for the bigger items in the educational schedule, such as quizzes, examinations, and term papers. Planning is necessary so you will have the time needed to do the studying you are supposed to do.

Remember -- How to budget time isn't just a matter of putting in so many hours a week studying or making sure your work is done on schedule. What else? Besides budgeting, the art of study also involves a number of things you must take seriously -- (1) getting to class on time; (2) not cutting classes; (3) finding a good place to study; (4) have good lighting; (5) knowing when and where to ask the teacher questions;

(6) resisting temptations to postpone study; (7) getting and following directions; and (8) keep notetaking materials arranged and accessible. -- A first step and a very significant one, is to recognize that these items are important. Doing the obvious is sometimes the easiest to ignore, but ignoring can lead to ignorance. Communicate with yourself Assertively and Positively. Put your CAP on and keep that brain warm.

CONCENTRATION
AND
NOISE

Concentration is a case in point. People seem to concentrate best when there are no distractions. If you study with the television on or with your favorite rock station blaring, you may be paying a very high price in mental efficiency for these distractions.

The forgetfulness factor increases noticeably when people are studying surrounded by noise and/or other distractions. Is it worthwhile to increase concentration and decrease forgetting? Budget your T.V., radio and outside interference to another schedule.

SELF-EVALUATION

There are other items as well. To indicate just what they are, we are going to ask a series of questions. Read each one carefully, ask it of yourself, and then try to answer it.

How are your notes?

Do you take notes? What kind of notes do you take? Do you think they are adequate? Do you keep having the feeling that the instructor 'springs things' on you in examinations that were not covered in the text or lectures? If you do, it may be because your notes are not adequate.

TEXTBOOKS
AND
NOTE
TAKING

Students often read and underline passages in the book. Underlining has it's place, but it is no substitute for the value of separate outlined notes kept in a notebook -- a activity

which leads to better grades. We'll consider first when and what to underline, and then, the what and how of outlining.

ASK
SOME
QUESTIONS

Underlining has its place, but it must be done at the right time, and according to a plan. The plan is this; FIRST - you must survey a chapter, and then you ask yourself questions about it, and try to answer these questions as you read. In this first reading, it is best not to underline. As your questions are answered, or as you think you spot main ideas and important details, put a check mark or a bracket in the margin next to important items.

The next time you read - read for main ideas, important details, and for technical terms. It is these you want to underline.

Even on the second careful reading, don't underline the sentences as you read them. Underline only after you have read one or two paragraphs at a time. Then go back and decide exactly what you are going to underline. As a guide, use the check marks that you made previously. If these now seem less important feel free to change your mind.

UNDER
LINE
WORDS
AND
PHRASES

Don't underline sentences wholesale. Many of the words in the sentences that contain the main idea or important detail are less important.

Underline the individual words and phrases that are essential. Underline words so, that when you go back later at reviewing time you can read the underlined words and comprehend immediately the ideas, important details and definitions.

DO
IT
LIGHTLY

On the average underlining a half dozen, or so, words per paragraph will do the trick though the actual amount depends upon the nature of the material. UNDERLINE LIGHTLY! A book heavy with underlining is hard to read and is sometimes confusing.

A second important reason for taking notes on reading assignments is that it makes reviewing easier and more effective. If you carefully outline a chapter, you reduce to three or four pages what covers twenty or thirty in the book. Now, you've got it without all the extra words the author used to illustrate or explain concepts. Note taking, writing, and saying it are personal actions that lead to easier learning. They will save you time. To manage time is to manage yourself.

IDENTIFY
YOUR
OUTLINE
PATTERNS

What comes first in outlining? The very first job is to pick out the structure of the author's outline. If headings are used liberally, as many textbook writers do, you can get the skeleton of your outline from these headings. Remember, most headings in textbooks are not sentences, they're just key words. These are called topical headings.

What can you do about textbook headings? Make sentences out of textbook headings. Once you understand the author's order of headings you can supply more of your own.

Another way of outlining is to use a consistent system of lettering and numbering the different items. There are two or three different ways of doing this, and if you already have one that you use consistently, there is no need to change it. If you don't, we suggest that you use the Roman numeral

(I, II, III, IV, etc.) for the highest order of headings; capital letters (A, B, C, D, E, etc.) for the second order; Arabic numerals (1, 2, 3, 4, 5) for the third order; lower case letters (a, b, c, d, e, etc.) for the fourth order. If you need additional orders, you can use parentheses around Arabic numerals, for example, (1) for the next order, and parentheses around lower case letters, for example, (a) for an even lower order.

Outline your study behavior to include outlining in your goals for better study habits. A simple concept to remember: Personal involvement equals a better student.

TAKING
LECTURE
NOTES

Taking lecture notes requires effort and being alert. Good lecture and classroom notes can be the key to remarkable academic improvement. You have to be aware of the organization of what the lecturer is saying. This is equivalent to noting the headings in a book. Some lecturer's use the chalkboard to write down the topics they're talking about. That will provide the skelton for your notes. If not, you must somehow make up or pick out the outline for yourself. Even the most dis-organized lecturer, will give you some clues to organization. Some clues may be statements such as "The main point is this...", or "Remember this..." Another clue may be the mere repetition of a statement or when a lecturer suddenly slows down and says something with emphasis, the statement is probably important.

Listen for main ideas, and then, for important details connected with them just as you do in textbook reading. Don't worry about taking too many notes. It is easier to later reduce very extensive notes to a few phrases than to attempt to remember

some additional facts or details stated by the teacher.

HOW
NOT
TO
FORGET

Review your lecture notes carefully and frequently to recall and recite as much as you can, thus, battling the law of forgetting. This is an important battle and one you can win. Your first review is to be completed right after the lecture or within a few hours of it. At that time, much of what the lecturer said is still fresh in your mind, and you can fill in essentials that did not get into your notes. Watch and listen for clues, main points, and review your notes.

Can you read? Indeed you can, but have you ever thought about how well you read? Have you ever thought about how fast you read? How much faster could you read? Many students have the need to read faster and this can be accomplished without special training. How much of what you read do you retain? Most people don't remember more than half of what they read. Can you determine what is worth trying to remember? Do you read charts and tables in a book? How about the captions for them? What do you do when you first start to read an assignment? What do you do when you finish reading the assignment? Some students close the book and turn to something else. How many times do you read an assignment? When? Do you read a textbook the same way you read a novel? Do you read chemistry and anthropology in the same way? If not, what's the difference?

READING
WITH
A
PURPOSE

Typically, students read assignments because they are required to and go to class to say they have read them. What is the best way to read? There are many different ways to read, different things to look for and learn, and different reading speeds. In studying college assignments, some students may

need to read the same material two, three, or four times, each time with a different purpose. Before you start to read, know what your purpose is; that alone will save you time and effort.

THE
MAIN
IDEA

What is the author selling? One purpose in reading is to get the main idea. The goal is to wind up with one sentence that expresses the main idea of the passage. This is just one of the things you want to do when you study. If you don't pick out the main idea or ideas, the material will have little meaning.

How can you find the main idea? That depends on whether you are looking for a chapter, section, subsection, or paragraph. Let's start with a paragraph. The usual definition of a paragraph is that it contains one idea. Textbook writers know this, and they apply it. Your job is to find that one idea.

In looking for a main idea, don't always look at a complete sentence. The idea is likely to be only part of a sentence. A fiction writer may use an entire paragraph to convey an idea, but most textbooks are facts and not fiction. Any student may improve upon the understanding of what is read; and improve his/her grades.

DIGGING
OUT
THE
DETAILS

A second major purpose of reading is to locate important details. Because many students aren't always able to do this, they often think that instructors maliciously look for unimportant or trivial details to ask about in examinations. This usually isn't true.

What is an important detail? It is the basis for the main idea. Usually, it is a fact or group of facts. It may be the proof that makes the main idea worth believing or accepting. It may pin down the main idea to something more concrete. In case of fiction, it may be the sequence of events in the story.

OTHER
PURPOSES
IN
READING

Besides getting the main idea and learning important details, there are other purposes in your reading. Here are three:

(1) Read for answers to specific questions. Asking questions is essential to effective study. You must think of the questions as you go along; they are suggested to you by titles and sub-headings. (2) Evaluate what you read. This is particularly appropriate where you are reading controversial materials, interviews, new stories, and other things that cannot be taken at face value. (3) Apply what you read to your life. Applying what you read can be a very personal sort of thing--and, often quite rewarding.

The big and beautiful world of books and knowledge is in your local library. Reading with a purpose will save time. Reading can add words to your vocabulary and more meaning to your life.

USING
YOUR
EYES

You know, of course, that you read with your eyes, but you probably don't know just what your eyes are doing when you read. You know that when you read a passage your eyes move along the line, and they move with stops in between. However, you can perceive words only when your eyes are still, not when they are moving. Your eye is so designed that it sees most clearly what it is looking directly at. The number of words you see at one glance is called your recognition span. If you see only one word, your recognition span is just one word. People with large recognition spans are more likely to be good readers.

SAVING
TIME

Good readers don't dally long on a pause. Your eyes can stop and start again in less than 1/5 of a second. Cut your stop time to a minimum; don't allow your eyes to stay in one place longer than they need to.

It is important not to retrace steps in reading. (Retracings are called regressions or regressive movements.) Regressive movements occur because you don't know the meaning of words or can't understand what is being written; and you have to go back and get what you missed. Your reading time may be spent going back and forth. What you read, in such cases, is probably pretty stale by the time you reach the end of the sentence.

STOP
TALKING
TO
YOURSELF

How to improve your reading -- Probably the reason many people read, word by word, is that they first learned to read out loud. Children who are first learning to read do this and it helps them to get started. Later, of course, they are taught to read silently, but they often do this by talking to themselves. They continue to move their lips when they read and go through all the motions of oral reading without making any noise.

You can often tell whether you talk to yourself by whether or not your lips move. If you read at the pace you talk, then you are reading more slowly than you could without motion.

READING
WITHOUT
YOUR
LIPS

There are two things you can do. (1) place your finger on your lips. This tells you when you are moving your lips, thus drawing your attention to the problem, and acts as a brake on them. It keeps them from moving as they do in talking. (2) Practice rapid reading. Try to read so rapidly that there isn't time to move your lips.

READ
"THOUGHT
UNITS"

Do you want to improve? Another way to improve your reading is to concentrate on thought units. Thought units are more natural units for comprehending the meaning of a sentence. It is possible to take in each thought unit at a glance. What is a thought unit, a noun and its adjective; a verb and its qualifying adverb or a prepositional phrase? A thought unit is parts

of a sentence that conveys a particular idea. It is not necessary to know precisely what a thought unit is to be able to comprehend them. The important part of all this is to try to read more than one word at a time.

PRACTICE
READING
FASTER

The sure way to improve your reading speed is to practice fast reading and to practice it so faithfully and for so long that it becomes an ingrained habit. Devote a special period each day to reading. One good time is just before you go to bed. It's a time of day you can count on. Try to spend an hour--and certainly, no less than ten or fifteen minutes.

WHAT
TO
READ

At first, choose light materials such as "The Reader's Digest." It's particularly good because it has many short articles. A full page in that publication usually contains around 500 words. Select an article that interests you. Get a watch or clock that has a second hand, and note the time to the second, when you start reading. Read as quickly as you can. When you have finished, note the time again. Subtract the first time from the second and divide the number of words by this result to get your rate of reading in words per minute. Then ask yourself what you have read, run back through the article to see that you have gotten all the main ideas and important details. If you missed any of them, you've probably been reading too fast for your present reading ability. Don't let this bother you. Keep on trying to read fast. Continue doing this each night for, at least, a couple of weeks; then you ought to reach a maximum rate of speed. It is time to start practicing on material that is more difficult--something more like the textbooks you study.

At this stage, it would be good to turn to periodicals such as: "The Saturday Review", "The Atlantic Monthly", or "Harper's Magazine". The words are bigger, the sentences longer, and the content more complicated. The level of difficulty is more like that of your textbooks. At the same time, you are doing these nightly reading exercises, you should be trying to read your regular assignments more rapidly. In fact, you should consciously attempt to read faster any time you read anything.

These suggestions do work, and you can double your rate of reading just by following them. Are you really interested in reading faster? The steps are easy, but they do demand your involvement and some self-discipline. It's true you can go faster if you take speed reading courses, and they are available at almost every college and in every community, so, (1) practice-practice-practice, (2) use light materials, (3) use heavier materials, and (4) read assignments faster.

BUILDING
A
VOCABULARY

To be a top notch student, you must pay attention to your vocabulary. Part of learning how to study and to read faster is to master all the words you read. There are several ways to do this.

DO
YOU
WANT
NEW
"FRIENDS"
?

Pay attention to new words. Look and listen for new words. Don't pass it by thinking you can do without it, or don't try to guess the meaning. The meaning of an entire sentence may hang on the new unfamiliar word. Once you've spotted a new word or a word you think you know but are not really sure of, the first thing to do is look it up in the dictionary. GET THE DICTIONARY HABIT: have a good one handy at all times. Communicate Actively and Positively with, your friend, the dictionary.

USING
NEW
WORDS

Take steps to incorporate new words into your working vocabulary. Write down any of these words on a card or a piece of paper for this purpose. Compile a list of several dozen words and then at the end of the day, or at any convenient time, look them up in the dictionary.

WHERE
DID
THEY
COME
FROM?

Some textbooks have a glossary in the back. This is a dictionary of important terms used in the book. Use it!

Something extra - what else can you do? You can do much to develop your mastery of word meanings by paying attention to the structure of words and their history. The English language, particularly those words that come from Latin, are built of certain elements. These are combined, in various ways, to make the words we now use. In general, the elements are of three kinds, prefixes, suffixes and roots. Each of these has a meaning that runs through all the words in which it is used.

Another way to understand words better is to use a historical dictionary. This is a dictionary that breaks down words into their elements, and then shows you the original meanings of the elements. Such a dictionary will frequently tell you when the word was first used in the English language and what is meant at the time. The Oxford Universal Dictionary is an excellent example of a historical dictionary and is probably the best in its field. Spend a half hour with it, looking up any words that interest you. You'll be surprised at how interesting it is, for every word has a history and story behind it.

ANOTHER
BASIC
SKILL

Simple arithmetic and elementary mathematics is a skill you may want to improve. You will need to know how to solve simple problems in multiplication and division, and elementary

algebraic equations. Many other subjects such as -- psychology, political science, and economics -- involve, at least, some figuring with numbers and symbols. You will need mathematical skills for business and your own personal finances. Assess your mathematical and other skills and do something about your deficient areas.

Many students need to know more about how to study. You can improve your study habits if you choose to do so. The choice is whether to learn how to learn versus ineffective study habits. Your attitude is showing. Which choice will you make?

The Marks of a Library

HOW TO
GET
AROUND
IN THE
LIBRARY
(QUIETLY)

Libraries are buildings that store collections of books. They may not offer inducements to study; they may have records, film strips, tapes; they may have hot rod magazines, music, or even free coffee, but their main function is to store books and arrange them in such a manner that they can be found easily.

There are two main systems of book arrangement. One is done by numbers and is called the Dewey Decimal System. The other is worked with letters and is called the Library of Congress System. It really doesn't matter which system is used; the important thing to remember is that in both systems books belong to the same subject and are stored together.

WHAT
IS A
CARD
CATALOG?

Each library has one or two catalog files that contain a listing of each book stored in the building. If the library has but one main catalog, each book owned by the library will be listed in that catalog, at least, three times...once by the author's last name, once by the title of the book, and, at least, once by the subject of the book.

For example: Suppose you are looking for a book by Charles Darwin called The Origin of Life. Now you would do one of two things: (1) You would go to the catalog file and look under the first letter of his last name "D" until you found the name Darwin and then see if the library listed the name of the book; or (2) you would go to the catalog file and look under the first letter of the main first word of the title "O" for Origin and see if the book has a card. ALL LIBRARIES MUST HAVE CARDS BY THE LAST NAME OF THE AUTHOR AND THE FIRST MAIN WORD OF THE TITLE. If the library's file has a card for the book, there will be a series of numbers and/or letters in the upper left hand corner of the card. Write down those letters and/or numbers and then find the shelves that hold the books with those numbers. It's that easy!

Suppose your instructor told you to find a book about evolution, but he gave you no author's name nor title. If the library has but one catalog file, you could go to it, pull out the drawer containing the "EV" cards and then look and see how many cards there were with the words "evolution" typed in red. (Subject headings for library cards are always typed in red above the author's name.) Chances are that the library will have the book by Darwin and will list it in that file.

Some libraries, have two different kinds of catalog files. The first one will list the book by the author's last name and the book's first main word of the title. The second catalog

will list the book only by its subject. All of this is done alphabetically.

WHAT
ABOUT
RULES
AND
REGULA
TIONS?

Since libraries are part of the bureaucratic system they have a series of rules and regulations, for example: (1) how long books may be checked out -- circulated is the term used in libraries, (2) what the fines will be if they are kept longer; (3) where the reference books are located; (4) which magazines may be copied, etc. You will need a copy of these rules and regulations to study them. There will also be information on where the books, magazines, reference books are located.

Summary

We have covered a lot of information in this chapter. You will want to review those sections which have particular meaning for you. Review them now. Some important concepts are listed below:

- Studying is an art
- Help for improving your basic skills is available on your campus
- Your study habits can be changed and improved
- Study is only valuable when you learn
- Setting aside time to study is a first step
- Outside distractions interfere with your ability to concentrate
- By applying notetaking techniques your recall and learning will be enhanced
- Learning to read "thought units" will increase your reading speed and comprehension

CHAPTER 9

YOU AND YOUR EMOTIONS

A HEAVY
TRIP ALONG
TENSION
ROAD

The first step in dealing with problems is to understand their causes.

ATTENTION
ALL
STUDENTS

Are you the best and the brightest? Are you always smiling and happy? Are you young in spirit and in heart --- now and forever? Society's heavy trip for you is an unrealistic version of the average person and student. These best and brightest people are virtually out of everyone's reach. No room at the top - but students continue to compete for the honor of saying, "I'm number one." Competition is likely to lead to tension and failure. The tight, hard knot of tension is today's emotional virus.

So what's bugging you? The suicide rate among 15- to 24-year-olds has increased by 250 per cent in the past 20 years. The young show no signs of abandoning their ever-growing abuse of drugs and alcohol. The young continue to suffer and inflict pain upon themselves despite unprecedented sexual freedoms. Alienation, anger and withdrawal that once identified critical crisis are so common as to be considered normal.

Emotional distress is not only growing but also is accepted, adopted and to some extent kept going by our culture. The family and the culture have produced a generation actively seeking protection from their emotional lives. They move away from emotion--with suicidal behavior as the most extreme form of this, or they attempt to fragment their lives into a series of one-night stands where the past is irrelevant, and the future is unimportant. Our culture accepts and stimulates a sense of what's in it for me.

WHAT'S
HAPPENING?

Impotence now is one of the most frequent symptoms of students seeking psychiatric help. Suicide, drug abuse, flunking out, dropping out and turning off are all common routes chosen by those in desperate flight from the pain of their feelings. Something may be bugging you! For starters, how about rising costs, inflation, unemployment, recession, violence, sex, taxes, or the energy crisis. I remember listening to some student activists complain that the CIA was donating money to the National Students Association. I thought the charges were far-fetched and almost ridiculous. How shocking to later find out it was true! But, today people are fearful of government abuses of power. How much do "they" know about our private lives? How did "they" get their information?

WHAT
ELSE?

Some other major problems are: the high increase in crime, burglaries, unhealthy additives in our food, chemicals in our environment, oil spillings along our beaches, drought earthquakes, tornadoes, and the list goes on. It is overwhelming. Do you have a feeling of powerlessness? It is a common feeling. What can you do? In order to cope and survive, you must accept your assets and problems.

LOVING
AND
CARING

What about women's lib? Is this a problem for you? Undoubtedly, the changing role of men and women, and women's insistence of equality is adding stress and tension to the lives of many. When some angry men lash out at women, the women protect themselves by avoiding deep commitments. If you care, you might lose -- this pertains to both men and women in their personal relationships with each other and with groups.

COPING
IS
BASIC

This current age of anxiety and tension serves one noble purpose -- we must become more aware of who we are. The coping mechanisms basic to humans are: to choose and to act. College will help you prepare for positive and worthwhile responses.

THE
UNFULFILLED
LIFE

About a third of our suffering is inevitable,
but we ourselves create the rest of it. -Buddha

What are they doing to me? or what am I allowing them to do to me? Behind our emotions, there is a significant and important part of the real us. We choose whether to display, show, or remove ourselves from our feelings. If we remove ourselves, hide and repress feelings, we are engaging in a game of self-destruction. For until we recognize the emotions of depression, anger, loneliness and boredom, we're only living a part of our lives. We are denying another and important part of us. This type of behavior limits our potential and impedes personal growth, creativity and sensitivity.

RELEASING
YOUR
POTENTIAL

Most schools and colleges condition us to respond in a fixed, set way. Competition requires that we respond in the way that delivers the most rewarding grades. If we are in touch with ourselves, we can be more spontaneous which releases our potential. We become more aware of what we feel, what we want and what we need. This is the balanced curriculum of life filled with self-awareness and self-confidence.

SOME
BASIC
ASSUMP-
TIONS
ABOUT
YOU

Most of us want to be free, liberated, and self-directed.

We can assume you want the following:

- To understand and accept yourself
- To cope and survive
- To develop good interpersonal relations
- To become competent
- To know your values and your priorities
- To be a success in college and life
- To become liberated--the right to be one's self

Warren Farrel's definition is so broad that we include it for your reference:

Becoming a liberated man, then, is achieving new freedoms-- freedom beyond proving oneself; beyond worrying about appearances,

BECOMING on the playing field or in the office; in earned degrees or in job
A titles; in clothes; status or swagger. It is getting beyond con-
LIBER- descension and contempt toward women, needing to be in control and
ATED have an answer to all problems at all times; beyond specializing,
MAN needing to become the expert, being the sole breadwinner, the
victim of male bribes--ultimately a security object. It is learn-
ing how to listen rather than dominate or self-listen; to be personal
as well as intellectual; to be vulnerable rather than construct
facades of infallibility; to be emotional rather than emotionally
constipated; to be dependent as well as independent; to value inter-
nal, human rewards as well as external rewards. It is recognizing
the trap involved in treating women as a sex object while at the
same time not becoming a success object. It is being happy at the
success of others rather than comparing it to our own success. It
is working toward new dimensions of self while not rebelling against
the best of the old self. It is being mature enough not to have to
always appear mature. It is getting in touch with the childlike
parts of our personality--rejoicing at little happinesses as well
as big events. It is getting in touch with the feminine parts of
our personality--without worrying who's looking. It is being willing
to spend hours asking, "How do each of these areas apply to me?"
rather than searching for the areas where they don't apply. It is
always working on the process of liberation rather than thinking
one has reached it. Becoming a liberated man, then, is never under-
estimating the complexity, the joy or the pain of getting in touch
with one's humanity." We will also assume that the process of
growth has confronted you with obstacles and challenges to which you
responded and developed into the individual you are today.

THAT
WORD
AGAIN

Though we hesitate to use one of the schools overused words this particular word is still appropriate. The words is potential, the potential for development is possessed by every person. Your college should be operating on the premise that each person has unlimited potential. Let's hope the two of you get together!

ARE
YOU
WILLING?

A major problem, for colleges in the teaching and counseling relationships, is students unwillingness to take initiative in controlling what becomes of them. Colleges want you to take responsibility for your college life. Therefore, it is important for you to be a willing participant and to take control. Success in college, as in life, will depend, to a large extent, upon your active self; taking charge of your decisions, choices, values, goals and priorities. Somebody put it this way: Your problems are not important, it's how you handle them that is important. Are you ready? Are you willing? If your answer is yes, you are on your way!

SOME
COMMON
PROBLEMS

Depression - everybody is depressed at times. Certainly college students are subject to feelings of unhappiness. We seek happiness and the search reveals that real happiness is rare. Life is changing and unpredictable. We cannot escape the "blues" and moodiness. The normal reaction to many life situations is depression.

Rejection - lack of self-esteem - stress - disappointment - feeling trapped - sickness - inadequate goals - all of these can happen to college students. What can you do about depression? Once again, the best healing is prevention. (Your college should have a program of services to help you cope with everyday stress.) Preventing depression can be practiced - here are some tips:

-Accept yourself - don't put yourself down. Give yourself some credit. If you write a term paper, give yourself a stroke for writing it instead of

saying you should have done better.

-Act on those tasks that you can do. Read a chapter instead of a book; critique a movie you like rather than a classic.

-Do something that gives you a sense of accomplishment.

-Seek out the good - something positive happens daily. Concentrate on those positive happenings.

-Self rights need to be practiced by Communicating Assertively and Positively. Stand up for you - taking it out on the wrong people should be avoided.

-Blaming other people and things will not ease your depression. The buck stops here. Complaining about making an unwise choice of major or teacher will not help unless you act on your situation. Either forget it, or act on it!

-Check out your answers with yourself - depending on others removes some decision-making and the opportunity to gain self-confidence from you - depend on yourself. Exert your right to declare independence.

-The drug scene - depending on alcohol or other drugs for escape is depending on things to bring you temporary relief. Avoid psychological and physiological addiction.

-Take time out - you don't have to finish that term paper in one hour. Delay the tough tasks for a while without becoming addicted to procrastination.

-Help me! So help yourself. I'm depressed. Using depression to get attention from others relieves you of the responsibility to deal with your depression. This is not a cure.

-Do something special - that inner glow from doing something special can help you avoid depression. Take a trip - see a movie - go to a concert - listen to music - get some enjoyment. It will help you avoid depression.

-The new you - spend some extra time on preparing yourself for the day - a new article of clothing special make-up - classy jewelry - do something with yourself that will attract admiration.

-Be realistic - your depression will eventually pass..

-Be positive about the future - a study of octogenarians revealed that they agreed the "secret" to longevity was a positive anticipation of the future. They enjoyed today and looked forward to tomorrow.

YOU ARE
WHAT
YOU
THINK
YOU ARE

What other people think of yourself. You need to be optimistic because the other choices are pessimistic...and pessimism can breed failure.

YOUR
ATTI-
TUDE
IS
SHOWING

The liberated you has a healthy personality. In Zen Buddhism liberation occurs when a person is able to adopt the attitude of "letting be" or "letting happen". This is a form of being spontaneous and open and helps the creative process necessary for living.

"Letting be" has movement within you every day - movement towards accepting yourself, identifying values establishing goals, and maintaining direction.

YOUR
RIGHTS TO
EMO-
TIONAL
LIBERA-
TION

Are you and your emotions aware of the self-rights of being liberated? The right to be you is important to being emotionally liberated. In college some of the "rights" are going to free you - you will be letting it happen - you will be exercising your right to be yourself. These rights include: 1) the right to question, 2) the right to disagree, 3) the right to be free from the anxiety and fear of college experiences, and 4) the right to Communicate Assertively and Positively.

Other rights to becoming emotionally liberated are: 1) the right to accept yourself - to feel proud - to feel a sense of dignity, 2) the right to your own feelings, 3) the right to believe and feel your own worthwhileness - to be you - a total person who has blended together body, mind and feelings, 4) the right to explore and experience what's inside the real you.

YOUR
RIGHTS
TO
SELF-
DIS-
COVERY
SELF
FUL-
FILL-
MENT

Declare your independence, and assume the responsibility for liberating yourself. The independent 'you' must have a commitment because commitment is necessary to the heart and soul of your liberation. You are now confronted with a learning situation. What you have to learn is to depend upon yourself instead of others.

THE
BUDDHA
AND
YOU

Think about these works, from Sheldon Kopp's book, "If you Meet the Buddha on the Road, Kill Him" (this quote is for all persons - women and men). "The most important things, that each man must learn, are things no one else can teach him. Once he accepts this disappointment, he will be able to stop depending on the therapist, the guru who turns out to be just another struggling human being."

THE
DROP
OUT
FEELING

You have a right to feel adequate. Many drop-outs from college do not feel adequate; they blame themselves rather than the situation. Colleges need to respond to this problem, but, in the meantime, your feelings of adequate self-worth can help you with your struggle for survival and significance.

WHAT'S
YOUR
TRIP?

In which direction will you travel? How many choices do you have? There are only two directions you can travel - the changing and moving society makes it impossible to stand still. You either grow, or you shrink. You reach out and absorb new knowledge and experiences, or you accept a short, narrow road to nowhere. You liberate your emotions, or you hold them prisoner within yourself. Which direction for you? The liberated person understands self and the realities of life. The liberated person understands change and what changes can be made in self and society. The liberated person "lets it happen" by acting on that understanding.

Boredom - Are You Bored With College?

IS
BOREDOM
YOUR
TRIP?

Are you bored with the same old friends? Are you bored with the daily routine? Boredom is one of the major reasons students leave college. They are bored with classes, teachers and the entire scene. What is boredom? Is it your attitude of not having anything to do? Is it a state of mind caused by situations that exist outside of yourself? Boredom, with all of its, "I don't have anything to do messages," is not given to you by other people. Wanting the impossible, and not dealing with the possible, causes boredom. Wanting others to entertain you, wanting conditions outside of yourselves to be interesting rather than boring, puts the blame for boredom on other people and conditions. In this case, you are allowing yourself to be bored. The principle learning regarding boredom is that your boredom will not survive if you are Communicating Assertively and Positively and if you are actively involved in lifelong learning and growth. You must develop you -- those inner resources you have that provide strength and interest -- not boredom.

DEVELOP
YOUR
ASSETS

Again, the active you, the involved you will not be bored. What is one of the central themes of this book? To grow, you must become involved. The learning process and the total development of you, into an educated person, comes about as a result of you being an active person and risk taker. The college doesn't always reach out to the students so the student must actively become involved in learning about self and others. These experiences create a student who cannot be bored. If you wait for something to happen, if you ignore your resources, your assets and your potential, you can be bored for a lifetime. The struggle against boredom, just as the struggle for liberating

your emotions, can best be won by your active participation in college and life.

PRE-
JUDICE

Are you prejudiced? Most of us are! Prejudice remains one of societies unsolved major problems. Society, with our permission, has divided us into different levels. Some of us view the other levels of people as foreign. Feelings of prejudice are destructive to self and others. Students come in all shapes and sizes, and prejudice strikes everybody. Recognizing that you are prejudiced can lead to guilt feelings. In other words, you are prejudiced against yourself for being prejudiced. This is obviously self-destructive, and understanding yourself better can help you avoid putting any more burdens on yourself.

Recognizing that we are all victims of prejudice often can help you begin to take other steps to do your part in solving this problem. Actually, liberating your emotions includes understanding self and others. In addition, the liberated person accepts others. As you begin to know your prejudices, you can work on making them less active.

"First they came for the Jews,
And I did not speak out
For I was not Jewish

Then they came for the Catholics,
And I did not speak out
For I was not Catholic

Then they came for the Gays,
And I did not speak out
For I was not Gay.

And then they came for me,
And there was nobody left
To speak out for anybody."

MOVING
FORWARD

Many prejudices are aimed at an active group. The pre-judging denies the individuality of the person in the group. When you finally meet or interact with a member of that group, your unlib-erated feelings may not allow you to accept or learn anything about the person. It adds up to more self-destruction. Your growth process is slowed. If you view not being prejudiced, as the way to go, your behavior will reflect this choice. It is a positive choice and the alternatives are not going to aid you socially.

Colleges need to consider an action plan for helping you deal with this problem. Seminars, guest speakers, workshops and groups on a regular basis can help students understand the ugliness of prejudice and what they can personally do to combat prejudice. Faculty and administrators are in a position to instruct, lead, advise and implement programs and services which can develop understanding and unity. You can encourage them in 'getting on' with business.

Shyness is another important emotion that may be related to loneliness and depression. One author defines shyness as - "a reluctance, or an unwillingness, to expose ourselves to people or situations that seem emotionally threatening." (Human Relations Media Center) - Shyness is a nearly universal problem.

THE
ASSER-
TIVE
PERSON
MAY BE
SHY

Do you remember your childhood? Shyness, usually, begins in childhood and may be overcome with positive experiences and the support of parents and others. Most persons have, at one time or another, felt shy. Some assertive persons may use their assertiveness to cover up their internal emotions and anxieties.

Rita is a woman of forty and has been out of the work force for twelve years. She is a registered nurse and has taken refresher courses in preparation for returning to work. She was complimented by the instructor for her work and her manners with patients. Even with that experience, she feels shy and reluctant to apply for work.

Another instructor prearranged an interview for her. Rita was unable to bring herself to meet the appointment.

Rita feels inadequate in talking to others, even though, she has the knowledge and information to make a contribution. She is unable to speak out in a small group and usually allows others to carry the conversation. Why isn't she able to Communicate Assertively and Positively What can she do to overcome her shyness? What help is available for Rita? What kind of group experience might be helpful to her? If you feel secure with your knowledge, why isn't that enough to make you confident?

Not all cultural groups and nationalities place as great an emphasis on the individual, and competitiveness or winning, as is done in the United States. Feelings about others always being on top and someone else being the 'winner' keeps the shy person from trying or becoming involved.

If you are shy, you may find yourself wearing clothes that conform to the styles of others, so as not to call attention to

yourself. You may also talk quietly and avoid having eye contact with another person. Some behaviors have a cultural base; such as avoiding eye contact in the Mexican-American culture. We must be careful about judging others...the messages in this book are for you to apply to you--not to judge others. The very shy person is apt to be the one who chooses to sit in the back of a group and avoid any movement for fear of bringing attention to himself/herself.

Shy children are often favored by parents and teachers because they require less time and attention. Parents and teachers may not recognize what is going on inside the shy person. Intense emotions like-rapid breathing, trembling, extreme pounding of the heart and nausea are experienced by the shy and anxious person.

ACTION
PROGRAM
FOR
MAKING
NEW
FRIENDS

Do you want to make new friends? Here are a few suggestions that will help you develop your social skills.

1. Make a list of activities in which you want to participate.
2. Participate! If you want to learn more about music take a course in the area, and you will probably enjoy it and meet new people.
3. Invite people to go for coffee, that will give you an opportunity to discuss the course or other things of interest.
4. Have a party and invite friends to bring friends.
5. Join a club or organization
6. Expand your interest in hobbies; other people also have hobbies and explore new ways to get in touch with them.

All of these require the personal involvement of you. The first step might be the hardest but after that it's easy. Remember... you have to reach out. You have to give of yourself. In the beginning you may have to give more than you get, but it will be worth it!

If you are shy, you would probably like to change. Begin by Communicating Assertively and Positively with others about the problem. Seek out other persons who are also shy and start a group program to deal with the causes and alternatives to shyness. Check with the Counseling Office or Dean of Student's Office to help you identify how to set up such a group.

LAB EXERCISE

What About Your Shyness Quotient?

1. Identify early experiences that may have contributed to your shyness or lack of shyness?

2. Do you think shyness is something that is inborn? Learned? Why?

3. Are you shy in certain situations and open in others? Identify examples.

4. What first impressions come to your mind when you meet a person who is shy?

5. Write the completion of the statement, "I feel shy when..."

Check your responses with others. Do you share common feelings?

ROLE
PLAY

Role play the following situations. If that is not possible, describe a positive way of handling the following situations.

Stan wants to ask Connie to attend a concert with him. It is scheduled for Saturday afternoon. He would like to combine the concert with a picnic. He sees her on Monday and tries to master the necessary courage to ask her. They never got past the weather. He sees her again on Wednesday. What will happen?

Rose has never entered into a class discussion even though she has felt informed and has known the answers to many questions. Now that she is in college, she wants, very much, to change her behavior and feel a part of a class. She is enrolled in a history class where the instructor encourages class discussions. She is into the fourth week of the semester and hasn't said a word. What will happen?

James has worked at a local restaurant for the past year. He is a waiter and does a good job with table service however, his ability to communicate with patrons leaves much to be desired. He always receives less in tips than other waiters. His boss has said his ability to communicate with patrons must improve; good service is not enough. What will happen?

STRESS

The experts say stress ranks as the number one health problem in the world. Obviously we need to consider its causes and learn how to manage and cope with it. Dr. Hans Selye, world authority on stress, has stated that there is no such thing as avoiding all stress. Almost everything that happens to us causes stress. He recommends distinguishing between stress which is harmful to the body (distress) and good stress, which "includes" the pleasant experiences of joy, fulfillment and self-expression. Students are often faced with the stress of moving, noise, eating, resident living and day-to-day survival. Can anything be done to cope with them? The answer is, yes.

What about trying to get through the traffic to get to class on time? Any driving trip can cause stress. Here is what you can do.

1. Positive, realistic attitude - strive for an acceptance of traffic situations
2. Be intelligent - When you let your frustrations out, breath deeply, count to ten or sing a favorite song. If you feel better by swearing, do it within the confines of your car. Letting the other driver have it by swearing at them or shouting could cause additional stress and the pay of physical damage if a fight starts.
3. Drive defensively - related to your attitude again, but if you expect the worst and if it happens you will feel better because you predicted it.
4. Drive comfortably - be sure you fit the car and be sure your clothes fit you.
5. Play that tune - Music can provide a soothing break for the stress.
6. Be alert to alerts - Listen to radio traffic reports which will help you avoid stress-packed situations.
7. Take a break - Stop for a rest, stretch, have a cup of coffee or a snack.

WHAT TO
DO ABOUT
AVOIDING
STRESS
WHILE
SITTING
IN
CLASS

Since improper positions increase stress, let's explore what to do to decrease stress.

1. Don't slouch
2. Don't cross your legs at the knee when seated. Doesn't everybody do this? It seems that way but this habit can cut off circulation, put undue pressure on the nerves and cause the body to be out of balance.
3. Do sit so your hips are slightly higher than your knees.

OTHER
HINTS

SLEEPING - If you sleep on your stomach your back has a tendency to arch so sleep on your back or your side.

STUDY - Balance your weight equally on both legs.

WATCHING T.V. - Practice reminding yourself that T.V. shows are make believe, that it isn't happening to you; don't take it too seriously. Let your mind walk away from the T.V. set. Pull the plug and talk to each other.

NOISE - Use ear plugs.

ALIEN-
ATION

What is the central problem of our time? Many writers believe that alienation, losing touch with your world, is the answer. Students are often accused of being indifferent or apathetic. They don't become involved or are indifferent to running for office, joining a club, doing something about the environment and attacking societal problems. At the core of alienation is the idea that students have lost their identity. In this chapter, we have discussed many ways of liberating your emotions and the art of becoming liberated.

If you are saying: "I don't know where I belong", you could go the way of the "alienated." The feeling of being powerless in a society that is so changing and complex undoubtedly creates students

who avoid "feeling" and caring about the problems. Not knowing what you want or how you feel--adds to the emptiness...of giving up...of not risking personal involvement. It's a great cop-out and guarantees that present personal and social problems will continue, If allowed to continue, the alienation problem will lead to a weak society and one that 'gives in' to being controlled by authoritarian force. Extreme alienation, also, leads to violence. Your positive and active responses to depression and boredom also work with alienation. The daily commitment you make to grow (and it needs to be daily) to reach out for your potential will enable you to become liberated instead of alienated.

Loneliness

DID YOU
GO TO
THE
PARTY

Students place a high value on being popular. You may want to be invited to parties and other social gatherings. These invitations provide evidences that you are not alone. We are often uncomfortable with being alone, failing to recognize that our inner strengths can be facilitated to make being alone a time for ~~self~~ understanding. There are many positive values to solitude which, if recognized, can provide people with the opportunity to use their assets during these times. It is the difference between being alone and being lonely.

Many students believe colleges are impersonal and indifferent to student needs. Even if that is true, you can decide not to allow the institution to control your emotions or to "make" you lonely.

You can avoid loneliness by:

- joining a club or organization
- engaging in volunteer work
- running for political office
- managing your time
- establishing priorities for each day

- learning to use solitude
- learning to relax
- practicing on a daily basis those personal traits which lead to self-improvement and self-direction

Find those inner strengths and resources. The results are: You will be active and productive instead of lonely and non-productive.

No one else is more important to me than I am. But the heavy trip down tension road is a shared journey. Shared by just about everyone. We can recognize the oneness we all share. We also recognize our uniqueness. If you begin the journey you are on your way. You don't have to know where you are going. "Life is a journey, not a destination".

CHAPTER 10

YOUR CAREER - A LIBERATED CHOICE

This chapter looks at how you may go about making a career choice. Choosing a career will probably be one of your most important decisions. When were you first asked what you wanted to be when you grew up? Probably very early in life and as a college freshman you may find it equally difficult to answer the question. You are now in a position to consider many choices and do some research regarding your future.

The suggestions which follow require your involvement to help you get in touch with your strengths and the real you. Active participation by you is necessary. Each day has value--use your days wisely.

Hold fast to dreams, for if dreams die, life is a broken winged bird that cannot fly.

- Langston Hughes

BENEFITS OF EARLY CHOICE

You will experience several advantages by making a career choice early in your college experience. You will be able to enter into career exploration with enthusiasm. You have done some work toward choice making by having looked at your values and goals. It is impossible to choose a satisfying career without considering your values and goals. An early choice will enable you to plan your curriculum and have time for electives. You will be able to determine whether you can complete your preparation at this college, or if you will need to go to another college, special school or university. You may also have the opportunity to seek work experience in your chosen field.

Rita excelled in English and foreign language in high school. The summer immediately before entering college she attended a week-long French camp. She had decided to pursue a double major in foreign language and international relations.

Jim, her closest friend, accused her of feeling she was "too good" to remain in her own low income neighborhood. Jim thought Rita should devote her education and service to helping people more like her own family and friends. He wanted her to stay with him and work to improve the community.

- Did an early career choice pay off for her?
- What are Rita's alternatives?
- How does Rita resolve the conflict?

PEOPLE
AND
OTHER
RESOUR-
CES

Your college has a number of people and other resources available to assist you in making a career choice. Your counselor or advisor is one person you will want to get to know very well. He or she may be the person who teaches the Career Guidance or similar class you will also want to experience. This type of class is aimed at providing information and insight for you and your career choice.

CHECK
OUT
THE
CAMPUS
CAREER
CENTER

The Campus Career Center will likely be staffed by a professional counselor and other helpful personnel who are ready to assist you with interest inventories, printed information about jobs and opportunities, career tapes, and film strips. An early visit to this center will help you become familiar with an important resource.

TRAITS
AND
CAREERS

You will find it helpful to talk with friends who will be honest in helping you identify your strengths and characteristics they see associated with certain careers. You will also want to talk with several individuals doing the job, performing the service, etc. that comes out high on your interest inventory. Research the fields of high interest in the Occupational Outlook Handbook. Jobs can be clustered around your interests, for example, a desire to work with people. You may also see a pattern of jobs around certain activities, for example, working with building designs. Job families are aligned with skills, for example, mechanical skills.

Judy has excelled in mathematics all through high school and received "A's" in her freshman courses in calculus. She enjoys math for the fun of solving problems but has little interest in the more abstract, theoretical work that more advanced courses entail. During her first year she has taken courses in government, literature, music, psychology and a variety of other areas. She especially enjoyed her introductory psychology course.

The college requires that students select their major at the end of the first year. Judy is not ready to narrow her choice, her parents are applying some pressure. They believe college must prepare a person for a career and that mathematics is a perfect choice in today's uncertain economy. With a math degree their daughter can always find work as a bookkeeper, accountant, programmer, teacher, etc.

Judy is aware of the value of her parents' view, but she is still drawn to a field that is oriented towards others.

- Does Judy have a conflict? Why?
- What resources may she utilize to reach a decision?
- How can she combine her interests, activities she enjoys and skills she possesses in a career?

PERSONAL
STRENGTHS

Exploring your strengths can be rewarding and helpful as you look at them in relation to a career option. You, your friends, and family are reliable sources for helping you to identify your strengths. The Catalyst, Planning for Career Options, list several personal characteristics that will help you to identify your strengths. First read each word, and underline the ones that describe you as you are now. Then look back over the list, and place a check to the left of the words that are most highly descriptive of you. It is also desirable to have friends, your boss, etc. to check the same list for you.

I am:

- | | | | |
|---------------------------------------|---|--------------------------------------|--|
| <input type="checkbox"/> Academic | <input type="checkbox"/> Cautious | <input type="checkbox"/> Dignified | <input type="checkbox"/> Gentle |
| <input type="checkbox"/> Active | <input type="checkbox"/> Cheerful | <input type="checkbox"/> Discreet | <input type="checkbox"/> Good-Natured |
| <input type="checkbox"/> Accurate | <input type="checkbox"/> Clear-thinking | <input type="checkbox"/> Dominant | <input type="checkbox"/> Healthy |
| <input type="checkbox"/> Adaptable | <input type="checkbox"/> Clever | <input type="checkbox"/> Eager | <input type="checkbox"/> Helpful |
| <input type="checkbox"/> Adventurous | <input type="checkbox"/> Competent | <input type="checkbox"/> Easygoing | <input type="checkbox"/> Honest |
| <input type="checkbox"/> Affectionate | <input type="checkbox"/> Competitive | <input type="checkbox"/> Efficient | <input type="checkbox"/> Humorous |
| <input type="checkbox"/> Aggressive | <input type="checkbox"/> Confident | <input type="checkbox"/> Emotional | <input type="checkbox"/> Idealistic |
| <input type="checkbox"/> Alert | <input type="checkbox"/> Conscientious | <input type="checkbox"/> Energetic | <input type="checkbox"/> Imaginative |
| <input type="checkbox"/> Ambitious | <input type="checkbox"/> Conservative | <input type="checkbox"/> Fair-minded | <input type="checkbox"/> Independent |
| <input type="checkbox"/> Artistic | <input type="checkbox"/> Considerate | <input type="checkbox"/> Farsighted | <input type="checkbox"/> Individualistic |
| <input type="checkbox"/> Attractive | <input type="checkbox"/> Cool | <input type="checkbox"/> Firm | <input type="checkbox"/> Industrious |
| <input type="checkbox"/> Bold | <input type="checkbox"/> Cooperative | <input type="checkbox"/> Flexible | <input type="checkbox"/> Informal |
| <input type="checkbox"/> Broadminded | <input type="checkbox"/> Courageous | <input type="checkbox"/> Forceful | <input type="checkbox"/> Intellectual |
| <input type="checkbox"/> Businesslike | <input type="checkbox"/> Curious | <input type="checkbox"/> Formal | <input type="checkbox"/> Intelligent |
| <input type="checkbox"/> Calm | <input type="checkbox"/> Daring | <input type="checkbox"/> Frank | <input type="checkbox"/> Inventive |
| <input type="checkbox"/> Capable | <input type="checkbox"/> Deliberate | <input type="checkbox"/> Friendly | <input type="checkbox"/> Kind |
| <input type="checkbox"/> Careful | <input type="checkbox"/> Determined | <input type="checkbox"/> Generous | <input type="checkbox"/> Leisurely |

<input type="checkbox"/> Light-hearted	<input type="checkbox"/> Progressive	<input type="checkbox"/> Strong	(Write in, below, any additional words that you believe describe you.)
<input type="checkbox"/> Likable	<input type="checkbox"/> Prudent	<input type="checkbox"/> Strong-minded	
<input type="checkbox"/> Logical	<input type="checkbox"/> Purposeful	<input type="checkbox"/> Sympathetic	
<input type="checkbox"/> Loyal	<input type="checkbox"/> Quick	<input type="checkbox"/> Tactful	
<input type="checkbox"/> Mature	<input type="checkbox"/> Quiet	<input type="checkbox"/> Teachable	
<input type="checkbox"/> Methodical	<input type="checkbox"/> Rational	<input type="checkbox"/> Tenacious	
<input type="checkbox"/> Meticulous	<input type="checkbox"/> Realistic	<input type="checkbox"/> Thorough	
<input type="checkbox"/> Mild	<input type="checkbox"/> Reflective	<input type="checkbox"/> Thoughtful	
<input type="checkbox"/> Moderate	<input type="checkbox"/> Relaxed	<input type="checkbox"/> Tolerant	
<input type="checkbox"/> Modest	<input type="checkbox"/> Reliable	<input type="checkbox"/> Tough	
<input type="checkbox"/> Natural	<input type="checkbox"/> Reserved	<input type="checkbox"/> Trusting	
<input type="checkbox"/> Obliging	<input type="checkbox"/> Resourceful	<input type="checkbox"/> Trustworthy	
<input type="checkbox"/> Open-minded	<input type="checkbox"/> Responsible	<input type="checkbox"/> Unaffected	
<input type="checkbox"/> Opportunistic	<input type="checkbox"/> Retiring	<input type="checkbox"/> Unassuming	
<input type="checkbox"/> Optimistic	<input type="checkbox"/> Robust	<input type="checkbox"/> Understanding	
<input type="checkbox"/> Organized	<input type="checkbox"/> Self-confident	<input type="checkbox"/> Unexcitable	
<input type="checkbox"/> Original	<input type="checkbox"/> Self-controlled	<input type="checkbox"/> Uninhibited	
<input type="checkbox"/> Outgoing	<input type="checkbox"/> Sensible	<input type="checkbox"/> Verbal	
<input type="checkbox"/> Painstaking	<input type="checkbox"/> Sensitive	<input type="checkbox"/> Versatile	
<input type="checkbox"/> Patient	<input type="checkbox"/> Serious	<input type="checkbox"/> Warm	
<input type="checkbox"/> Peaceable	<input type="checkbox"/> Sharp-witted	<input type="checkbox"/> Wholesome	
<input type="checkbox"/> Persevering	<input type="checkbox"/> Sincere	<input type="checkbox"/> Wise	
<input type="checkbox"/> Pleasant	<input type="checkbox"/> Sociable	<input type="checkbox"/> Witty	
<input type="checkbox"/> Poised	<input type="checkbox"/> Spontaneous	<input type="checkbox"/> Zany	
<input type="checkbox"/> Polite	<input type="checkbox"/> Spunky		
<input type="checkbox"/> Practical	<input type="checkbox"/> Stable		
<input type="checkbox"/> Precise	<input type="checkbox"/> Steady		

CAREER
FIELDS

The two volumes of the Dictionary of Occupational Titles (D.O.T.) lists over 40,000 job titles. The Occupational Outlook Handbook has a more limited list of jobs. The Handbook lists thousands of careers, specific positions, specific duties, and educational requirements for different fields and projections for the future.

In the pages that follow, there is an overview of career fields (taken from Catalyst - Planning for Career Options). You will want to consider them in view of your values, interests, personal characteristics, and aptitudes. This list is not complete, so pursue your search in other resources.

- ACCOUNTING Entry-level positions: junior public accountant, ledger accountant, junior internal auditor, trainee for technical accounting position.
Higher-level positions: chief plant accountant, chief cost accountant, budget director, senior internal auditor, manager internal auditor, controller, treasurer, CPA.
- ADVERTISING Entry-level positions: research assistant, production assistant, space or time buyer, junior copywriter.
Higher-level positions: copywriter, advertising manager, media director, production manager, account executive.
- ARCHITECTURE Entry-level position: junior draft person.
Higher-level positions: chief or senior draft person, designer, construction contract administrator, specification writer, associate architect.
- ART,
COMMERCIAL
ART Entry-level position: apprentice
High-level positions: layout person, renderer letterer illustrator, paste-up/mechanical artist, staff artist, art director, designer.
- INTERIOR
DESIGN Entry-level positions: trainee in design firm, department store or furniture store, receptionist, shopper, stockroom assistant, assistant decorator, junior designer.
Higher-level positions: designer, design director, interior furnishings coordinator, department head.
- BANKING Entry-level position: management trainee
Higher-level positions: loan officer, trust manager, operations officer, correspondent bank officer, branch manager, auditor, director of economics, operations research manager.

BIOLOGICAL & LIFE SCIENCES BIOCHEMISTRY	<u>Entry-level position:</u> research assistant, technician, teachers, researchers. <u>Higher-level positions:</u> research director, managerial executive
LIFE SCIENCES	<u>Entry-level positions:</u> for those with a Bachelor's Degree, laboratory tester, government regulations inspector, technical sales and service representative, for Ph. D's and Master's Degree researcher, teacher. <u>Higher-level positions:</u> for holders of Bachelor's Degrees, advanced technician, high school biology teacher (with education credits); for those with advanced degrees, college professor, research supervisor.
COMMUNICA- TIONS NEWSPAPERS	<u>Entry-level positions:</u> general reporter, copy editor, assistant to established journalist. <u>Higher-level positions:</u> reporter for press service or syndicate columnist, correspondent, editorial writer, editor, newspaper executive.
RADIO AND TELE- VISION	<u>Entry-level positions:</u> these vary greatly according to size of station; different kinds of jobs available can be judged by higher-level jobs listed below. <u>Higher-level positions:</u> programming director, traffic manager, continuity director, director, associate director, program assistant education/public affairs director, producer, announcer, music, librarian, musical director, news director, newscaster, studio supervisor, stage manager, film editor, film librarian, time sales person (advertising).
TECHNICAL WRITING	<u>Entry-level positions:</u> research assistant, copy editor. <u>Higher-level positions:</u> technical editor, by-lined specialist, columnist.
COMPUTER SCIENCES DATA PROCESS- ING AND PROGRAM- MING	<u>Entry-level positions:</u> trainee, programmer <u>Higher-level positions:</u> lead programmer, systems analyst.
FUND RAISING	<u>Entry-level positions:</u> trainee, staff assistant. <u>Higher-level positions:</u> fund raiser, consultant, development director.
HEALTH SERVICES DENTAL HYGIENE	<u>Entry-level positions:</u> no difference in job levels except for choice of practice.

- DENTISTRY Entry-level positions: joint practice with established dentist, resident or intern in hospital
Higher-level positions: private practice, dental university instructor.
- MEDICAL RECORD ADMINISTRATION Entry-level positions: clerk, medical record clerk.
Higher-level positions: technician, medical record technician, medical record administrator.
- MEDICAL TECHNOLOGY Entry-level positions: laboratory assistant, medical technologist.
Higher-level positions: supervisor, chief medical technologist.
- MEDICAL Entry-level positions: hospital resident physician, joint practice with established physician.
Higher-level positions: private practice as general practitioner or specialist, medical university instructor, director of clinic or hospital.
- OCCUPATIONAL THERAPY Entry-level position: occupational therapist.
Higher-level positions: senior therapist, specialized practitioner.
- PHARMACOLOGY Entry-level position: employee in a pharmacy
Higher-level positions: pharmacy owner or part owner, managerial and administrative positions with chain company, director of pharmacy service in a hospital.
- PHYSICAL THERAPY Entry-level position: practice in hospital or with private group.
Higher-level positions: private practice, instructor, research or administrative positions.
- NURSING Entry-level position: staff nurse.
Higher-level positions: head nurse, assistant director of nursing services, director, clinical specialist, teacher.
- SPEECH PATHOLOGY & AUDIOLOGY Entry-level positions: speech pathologist, audiologist.
Higher-level positions: director of speech and hearing clinic, coordinator of speech and hearing programs in schools.
- HOME ECONOMICS Entry-level position: home economics teacher.
Higher-level positions: consultant to business or industry, extension service work, supervisory position, teacher education position.

DIETETICS	<u>Entry-level position:</u> dietitian. <u>Higher-level positions:</u> assistant director or director of dietetic department, teacher, research director.
INSURANCE	<u>Entry-level positions:</u> sales worker, agent, claims adjuster. <u>Higher-level positions:</u> sales manager, actuary, underwriter.
LAW	<u>Entry-level positions:</u> law clerk, research assistant. <u>Higher-level positions:</u> private practice, law partner, judge.
LEGAL ASSISTANCE	<u>Entry-level position:</u> trainee in legal office. <u>Higher-level position:</u> legal assistant.
LIBRARY SCIENCE	<u>Entry-level position:</u> librarian. <u>Higher-level positions:</u> administrative position or specialized library work.
MANAGEMENT AND ADMINISTRATION	<u>Entry-level positions:</u> executive trainee, assistant manager. <u>Higher-level positions:</u> product manager, operations officer, director.
MARKETING & MARKET RESEARCH	<u>Entry-level positions:</u> research assistant, junior analyst. <u>Higher-level positions:</u> senior analyst, research supervisor, marketing research director, vice president for marketing or sales.
MATHEMATICS	<u>Entry-level positions:</u> assistant to senior mathematician, graduate research or teaching assistant. <u>Higher-level positions:</u> senior mathematician, advanced research worker, professor.
STATISTICS	<u>Entry-level position:</u> statistical position, depending on experience and ability. <u>Higher-level position:</u> managerial position, more complicated assignments.
PERSONNEL	<u>Entry-level position:</u> trainee. <u>Higher-level positions:</u> promotion within company, personnel director, Equal Employment Office director.
PHYSICAL SCIENCES ASTRONOMY	<u>Entry-level positions:</u> assistant in observatory, planetarium, department of astronomy; research assistant. <u>Higher-level positions:</u> teacher; research worker in colleges, government and industry.
CHEMISTRY	<u>Entry-level positions:</u> laboratory assistant, technical sales or service, assistant to senior chemist. <u>Higher-level positions:</u> senior chemist, teacher in colleges and universities, administrator.
FOOD SCIENCE	<u>Entry-level positions:</u> quality assurance chemist, assistant production manager, junior food chemist. <u>Higher-level positions:</u> section head, research director, senior food chemist, administrative positions, professor.

PSYCHOLOGY	<u>Entry-level positions:</u> clinic or hospital therapist or diagnostician. <u>Higher-level positions:</u> university instructor, private practice, director of clinic, senior researcher.
PUBLIC RELATIONS	<u>Entry-level positions:</u> trainee, public relations assistant. <u>Higher-level positions:</u> public relations director, consultant.
REAL ESTATE	<u>Entry-level positions:</u> real estate salesperson. <u>Higher-level positions:</u> general manager, real estate appraiser, property manager, mortgage financing specialist, real estate counselor, industrial real estate salesperson.
RECREATION	<u>Entry-level position:</u> activity specialist. <u>Higher-level positions:</u> recreation director, community center director.
RETAILING AND FASHION	<u>Entry-level positions:</u> salesperson, executive trainee. <u>Higher-level positions:</u> buyer, department manager, store manager, private entrepreneur.
SALES	<u>Entry-level positions:</u> trainee, sales representative. <u>Higher-level positions:</u> sales supervisor, branch manager, district manager, private entrepreneur.
SOCIAL WORK	<u>Entry-level positions:</u> caseworker, community organizer. <u>Higher-level positions:</u> supervisor, senior worker, university instructor.
SYSTEMS ANALYSIS	<u>Entry-level position:</u> junior systems analyst. <u>Higher-level positions:</u> senior systems analyst, lead systems analyst, manager of systems analysis or data-processing department.
COUNSELING EMPLOYMENT & VOCATIONAL COUNSELING	<u>Entry-level positions:</u> trainee, counselor. <u>Higher-level positions:</u> supervisor, agency director, area supervisor, consultant, professor of counseling.
COLLEGE CAREER PLANNING AND PLACEMENT COUNSELING	<u>Entry-level position:</u> counselor. <u>Higher-level positions:</u> assistant director, associate director, director of career planning and placement, director of student personnel services, administrative position.
REHABILITATION COUNSELING	<u>Entry-level position:</u> counselor, trainee in work-study program. <u>Higher-level positions:</u> senior counselor, supervisory and administrative positions.
SCHOOL COUNSELING	<u>Entry-level position:</u> teacher. <u>Higher-level positions:</u> principal, counselor, director or supervisor of counseling, college counselor, educational psychologist, school psychologist.

ECONOMICS	<u>Entry-level position:</u> beginning research position. <u>Higher-level positions:</u> professional economist, college instructor, professor, research director.
EDUCATION KINDERGARTEN & ELEMENTARY SCHOOL TEACHING	<u>Entry-level position:</u> teacher. <u>Higher-level positions:</u> higher salary scale supervisory and administrative positions.
SECONDARY SCHOOL TEACHING	<u>Entry-level position:</u> teacher. <u>Higher-level positions:</u> supervisory and administrative position, school psychologist, educational specialist, guidance counselor.
COLLEGE AND UNIVERSITY TEACHING	<u>Entry-level position:</u> instructor. <u>Higher-level positions:</u> assistant professor, associate professor, full professor.
ENGINEERING CHEMICAL ENGINEERING	<u>Entry-level positions:</u> research assistant, instructor. <u>Higher-level positions:</u> research director, consultant, professor.
ELECTRICAL ENGINEERING	<u>Entry-level positions:</u> research assistant, instructor. <u>Higher-level positions:</u> research director, consultant, professor.
ENVIRONMENTAL & EARTH SCIENCES GEOLOGY	<u>Entry-level positions:</u> research assistant, field exploration assistant. <u>Higher-level positions:</u> exploration director, project leader, program manager, management and research director.
GEOPHYSICS	<u>Entry-level positions:</u> field mapper, exploration assistant, laboratory assistant. <u>Higher-level positions:</u> project leader, program manager, management and administrative posts.
METEOROLOGY	<u>Entry-level positions:</u> trainee, assistant forecaster. <u>Higher-level positions:</u> forecaster, flight dispatcher, supervisory and administrative positions, weather consultant.
OCEANOGRAPHY	<u>Entry-level positions:</u> research assistant, laboratory assistant. <u>Higher-level positions:</u> research director, survey director, administrative and supervisory positions.

CHALLENGE
THE
TRADITIONAL
THINKING

- Andrew Spikke and other editors of Futerrist (December, 1976) listed these career tips for students:
- 1) Expect to change jobs at least 6 or 7 times.
 - 2) A college education does not entitle you to an elite job.
 - 3) Consider non-glamorous jobs and non-glamorous locales.
 - 4) Be wary of people who assure you that a degree will be profitable.

CHALLENGE
THE
TRADITIONAL
THINKING
cont.

- 5) Consider delaying going to college until you have had experience working at one or more jobs.
- 7) Keep an eye on emerging trends in the job market.
- 8) Learn things that can be useful in many occupations.
- 9) Develop your communication skills.
- 10) Learn how to use libraries.
- 11) Give some thought to going into the family business.
- 12) In weighing the possible benefits of a college education, keep in mind, there is absolutely no job guarantee attached to a degree.

These are important facts and concepts. They will aid you in getting in touch with reality. You may want to discuss these ideas with your counselor and the Director of the College Placement Office. They are in the best positions to know about current job trends.

TAKING
STOCK

Your career search may have begun some years ago; if not, it began with the first chapter of this book. The steps that you have followed and that you will want to pursue are:

- 1) Reassessing your values. (As you grow and change, your values will likely change.)
- 2) Setting some goals and identifying what you can do to reach your goals
- 3) Identifying your personal strengths
- 4) Asking others to identify your strengths as they see them
- 5) Discussing your values, goals and personal strengths with a counselor
- 6) Completing some interest inventories, aptitudes and other tests as recommended
- 7) Looking at your interests in view of your aptitudes and what you value

- 8) Making a list of job fields that appeal to you
- 9) Researching the job areas, including printed research and interviews with persons working in particular jobs.
- 10) Evaluating Andrew Spikke's tips as they apply to you.

You are now ready to narrow your list of job prospects and
m make a choice.

Remember, your final choice may only be for now, or you may go ahead and complete your two-year or four-year degrees only to find that in a few years you want a job change or you are forced to return for further training. Desirably, your college experience will assist you in becoming and remaining flexible, making decisions and in solving problems. Communicate Assertively and Positively about your interests, needs and choices that you make regarding your career choice.

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aj

CHAPTER 11

YOUR MOTIVATION AND LEARNING

**LIBERATING
YOUR
MOTIVATION
AND
LEARNING** What is education good for? There are many answers. The answers ten or two hundred years ago might be different than today. How far back should we go? Milton thought education could repair the original sin. Jefferson believed education was a certain and sure support of a republican form of government. Later, education was viewed as a way to Americanize foreign immigrants. Today the purpose of education is to prepare you to succeed and to be a productive citizen.

**HOW
MUCH?** Is college an investment? In Chapter I, we pointed out the Freeman-Holloman analysis of college as an investment. This analysis indicated that the rate of financial return on going to college has decreased. In other words, it isn't as financially rewarding to attend college today as it used to be. Those who disagree with the Freeman-Holloman analysis state that their predictions are not made on a scientific basis. Also, few students in today's changing world are able to predict or guess what their lives, jobs and incomes will be like five, ten or twenty years later.

**HIDDEN
BENEFITS** The higher incomes for college graduates will mean that they will pay more federal, state, and local taxes, thus, college graduates are not likely to be a burden to taxpayers. Costs of welfare, public health care, crime and law enforcement are likely to be less for college graduates.

OTHER
BENEFITS

Are there other benefits? Of course! Education can provide us with the people who have skills and talents and eventually some of those people will help create more jobs. College graduates also carry more than their share of voluntary and charitable work. This work would be very expensive if paid for by the taxpayers.

What else, besides a degree, is college good for? Many experts point out that college graduates are more likely to be informed on issues; register to vote; are less likely to be influenced by prejudices and stereotypes; are more likely to attempt rational and non-violent solutions to problems. Also, college graduates enjoy better mental and physical health.

Bev was living with her father and stepmother. She was one of seven children. She found it difficult to study at home. She felt unloved and depressed most of the time. Bev left home and began living with male and female friends. Her education and grades suffered.

Bev found it impossible to accept responsibility for her behavior. She blamed others and said they didn't like her. They told lies about her and ruined her reputation. She lacked direction; was bored with life; refused to seek psychological help; and finally dropped out of college.

- When you fail to see alternatives for solving your problems what do you do?
- What alternatives were available to Bev?
- Why is it difficult to accept responsibility for your own behavior?

John's parents always encouraged him to go to college. He would be the first person in his family to go to college. They said a college education would mean a sure job, more opportunities, an easier life, more prestige and more respect. John was anxious to please his parents and those values sounded good.

John pursued his goals and graduated from a local community college and transferred to a State University. He received a B.S. degree. Six months later he was driving a cab. A high school buddy saw him recently and spoke about his job at a local factory. They compared salaries and education. His buddy asked if he really thought the 5 years in college were paying off.

- What happened to those promises his parents made?
- How does he respond to his buddy?

THE
THRILL
IS
GONE

What about the thrill of learning? There are many "useful" things to learn. It is useful to learn from the Camus short story,

The Guest that one cannot escape choice. That choice, even if put off or delayed, brings results. To choose or not to choose, is to choose. An awareness of that concept is "useful" knowledge.

TO
BE
OR
NOT
TO
BE

Viktor Frankl's story of his experience at Auschwitz in Man's Search for Meaning helps us to understand better the phenomenon of mass, depersonalized death. Frankl's radical view that his experience at Auschwitz was but an extension of the

conditions of everyday life provides a significant point of entry into the student's own experience of loss of autonomy while still facing the requirement that choices are to be made. This is "useful" knowledge.

It is also useful to know that the modern world, with its constant and rapid changes, cannot last without continuous learning. The more educated a society becomes, the less able to function are the undereducated in that society. To have a positive cycle then, society must become aware of the potential value of education to each individual. Lifelong or continuous learning should help all of us become competent, compassionate citizens. Education for total personal development is necessary for our survival.

LEARNING
HAPPENS
WHEN...

The learning that takes place in the college environment needs to be defined: What is learning?

1. Learning results in a change of behavior.
2. Learning happens as a result of practice.
3. Learning is not directly observable. (We "see" the performance and the results of the performance. To "see" learning you would have to cut subjects open somehow and look in the right place, at the right time, in the right way.

THE
CHALLENGE
OF
MOTIVATION

Motivation - The job of the teacher and student is complicated by the factor of motivation. We all know what motivation means but the challenge of motivating others and ourselves is continuous and demands constant attention. Are you truly learning, if not, how may this situation be changed? The college's response: provide

an environment where achievement, growth and development of your potential is within reach.

Your performance - We need both motivation and learning for performances to happen. Motivation without learning will simply result in something to do. Learning without motivation will result in inactivity, such as sleep. Rare is the student who has not fought sleep while reading a textbook.

ANXIETY
AND
MOTI-
VATION

The Motivation of Anxiety - Today's society has a lot of anxiety. In learning, anxiety has been a real influence. (Consider your anxiety level over an assignment due tomorrow or your last final exam.) The out-of-class learning program often features controversial issues and speakers. As your anxiety level rises, you are motivated to learn to respond. We have learned to make certain responses when we are anxious.

THE
RECIPE
FOR
LEARNING

Faculty members attempt in various ways to motivate and stimulate students. If they succeed, students will respond. For learning to occur, a stimulus and a response is required. Another theory indicates that reinforcement or reward is also necessary. If positive learning behavior occurs, it most often must be reinforced and rewarded so as to insure continuation of the learning process. Learning occurs less often without reinforcement. Reinforcement is very important in performance thus it is crucial to learning.

So where do you fit in? By selecting values and goals, liberating your emotions, learning how to study and read better, Communicating Assertively and Positively, and becoming involved in

the out-of-class learning program you are able to motivate yourself. You are motivated to seek stimulation and you will respond. . .and learning will occur.

What other "useful" aspects related to learning do you need to know? Some "useful" learning hints - the satisfaction (reward) you feel from learning means you will probably repeat that successful learning behavior. If satisfaction is not enough of a reward consider giving yourself some kind of pleasure.

1. There is value in rest or changing your anxiety - it prevents boredom. Change subjects or do something that you want to do.
2. When learning motor tasks you gain more from a period of rest than from continued practice.
3. When learning verbal material by rote, such as poetry or a speech, frequent rest between items increases efficiency.
4. Massed practice is more efficient in short learning tasks and in cases of learning a new organization of very familiar material.
5. Relaxing is important - Being relaxed makes for more effective learning in difficult situations.
6. The more meaningful the material - the faster you will learn it.
7. Your inner, gut level, motivation will help you want to see the importance and relevance of the material to be learned.

Memory - Understanding memory is important to understanding

learning. You build your learning on what you remember from previous experience. A psychologist named Harold Burttt added to his two year old son's daily reading time three selections from Sophocles. His son's usual reading time diet consisted of Mother Goose and Winnie the Pooh. Six years later Burttt tested for possible leftovers of the passages in the child's memory. Without explanation, he asked his now eight year old son to memorize these same three selections and three similar Greek selections that the boy had never seen or heard. Burttt thought that if his son learned the old selections more quickly, the exposure six years earlier may have had some effect in helping the later learning. Burttt found that it took 435 repetitions for his son to learn the new selections but only 317 to learn the old. This experiment provides striking evidence for the persistence of the effects of learning.

The chapter on improving your reading, note taking, etc., can help you to organize and train yourself to learn and remember more and forget less. The "useful" learning hints listed in this chapter are recommended for your daily learning diet. You can save time, manage your life and your decisions, learn more and be a successful student by following these basic learning laws.

DAILY
LIVING

The liberated you will aim for the kind of motivation that makes for a full and successful life. By following these steps you can begin, on a daily basis, to take care of yourself. The positive action steps can help you deal with depression, boredom, shyness, loneliness and other stress producing tensions.

Do you recognize how important it is to relax? Knowing how

relax can be a major break-through in your search for coping with stress.

One method of relaxing involves learning to concentrate on letting your muscles relax. You can use meditation and you can also use music. Muscles, meditation and music. . .your Three M Programs to a healthier you.

PLAY
YOUR
OWN
TUNE

The Special World of Music - Can music influence your relaxation ability? Music seems to have a tremendous impact on our entire society. It has the power to create and change moods. Music raises spirits or depresses them. It can keep a mood going or get rid of the mood. Music definitely influences emotions.

IT'S
ONLY
ROCK
'N
ROLL
BUT. . .

As two students wrote, "The impact rock music has had on the student is awesome. Rock 'N Roll must not be underemphasized or dismissed as a curious, but never-the-less transitory fad. It is important. It's here to stay and it's invaluable in terms of communicating with students. In 1965, when "Satisfaction" by the Rolling Stones was released, pop music was revolutionized. Sex, drugs and violence were no longer taboo. Rock 'N Roll had lost its virginity. "Satisfaction" forced people of all ages to come to terms with emotions that had lojg been suppressed." Obviously, the "other" generation, then and today, needs to recognize the importance. . .the messages. . .in Rock 'N Roll. The messages often portrayed a theme of loneliness which if listened to for relaxation purposes may not be effective. Who wants to feed loneliness with more loneliness?

Schools are seldom mentioned in a positive manner in music. Other messages have voiced disenchantment with many traditional institutions and such tragedies as Viet Nam and Kent State.

David Bowie, another superstar, was fascinated with the consequences of technological acceleration. He reflected not what might happen, but what is happening now. The emphasis was/is no longer on involvement, but survival.

LISTEN
CAREFULLY

Some pointed words from the Young Americans: "Ain't you proud that you've still got faces and ain't there one damn song that will make me break down and cry?" Sounds like a song that says you are still O.K., not even music can get to you -- and the beat goes on. Whatever the beat or the tune, music is important. The songs and artists influence everyone of us.

SUCH
MOTIVATION
NEEDED
TO
BE
CHECKED
OUT!

Is there a generation gap in music? Obviously different people like different tunes. The following story is true and illustrates what happens to younger and older persons who don't keep up with the trends or don't add to their knowledge of music. I finally got tired of hearing about the great young rock groups and decided to attend a concert although my ears were weary of an overdose of stereo. The significant part for me was the power of interest these groups had over the young. They took the time and effort to listen to the music, memorize the lyrics, read stories about the group members and save money for a concert. The Rolling Stones were more important than anything -- or so it seemed. I decided to attend a concert. I didn't know that the concert was going to be a happening. My son warned me that if someone passes a joint not to get excited but to pass **it on to**

the next persons. Nobody passed me a joint and I felt left out. The decorations and staging were unique. Prior to the concert everybody seemed to be walking around looking for familiar faces. The concert itself was an eye opener and an ear blaster. The Stones had a magical effect on the crowd which seemed to be care-free, relaxed and almost wild with a vocal response. Noisy enthusiasm which reached a peak emotional level during the last number when everyone was standing (including me) and expressing some form of approval. The enthusiasm was contagious and Mick Jagger was outrageous. As for me, I joined a new found respect for modern groups. I flexed my potential flexibility, put aside past prejudice and got caught in a "happening" that was a pleasant learning experience. What really happened? I joined knowledge and understanding and I grew -- and that's what it's all about!

Some people say modern music is depressing. As mentioned when discussing loneliness, if music is not helping you relax, your listening pleasure will be dulled and could be depressing.

Seek out the kind of music that will reduce some of life's irritations. You will find soothing tones will aid you in relaxing. Be sure your music has a happy and lifting effect on your emotions. Provide yourself with music that has a positive impact on you.

WORDS
TO
MAKE
YOU
HAPPY

Are you becoming a liberated learner? Many songs have lyrics that empathize the need for one person or another. If you are becoming liberated you will recognize a central point of this book which is that you do not need to lose yourself in someone else. Having knowledge and understanding of self will give you the inner power to act independently and be free. Your

happiness can be the pursuit of the knowledge and the you that comes from understanding. Do not allow the other sex to control you. Your new power and freedom will enable you to develop a deeper love than ever before.

MAKING
THE
BEST
OUT
OF
BEING
ALONE

The Difference Between Aloneness and Loneliness - If you choose to let music put you in a lonely mood, remember that being alone can be very productive. Many of your positive responses to stress take place when you are alone. Aloneness allows time for planning, meditation and continued exploration of your potential.

What else can you do? Practice preventions. You must recognize the sources of tension, stress, boredom, alienation, depression and loneliness. Take the necessary steps to reduce these stresses. There are a number of new methods and therapies that could make a significant difference in your life.

LIBER-
ATING
YOUR
TOUCH

Meditation - It is estimated that six million Americans have taken up some form of meditation. Meditation is a method or way of getting in touch with the real you and your life. It is a pursuit of inner peace. Meditative techniques teach you how to relax.

Daniel Coleman, an associate editor of "Psychology Today" who holds a Ph.D. in psychology from Harvard, gives a simple recipe for learning how to meditate: "Find a quiet place with a straightback chair -- close your eyes. Bring your full attention to the movement of your breath as it enters and leaves your nostrils. Don't follow the breath into your lungs or out into

the air. Keep your focus on the nostrils. Note the full passage of each in-and-out breath from its beginnings to its end. Each time your mind wanders to other thoughts, or is caught by background noises, bring your attention back to the easy, natural rhythm of your breathing. Meditate for twenty minutes; set a timer or peek at your watch occasionally. Doing this won't break your concentration. For the best results, meditate regularly, twice a day, at the same time and place. Note the emphasis on daily practice.

**BIOFEED-
BACK**

Machines are used to relay measurement of bodily processes back to a person. Biofeedback also tells you when you have control over "involuntary" processes once thought to be automatic or outside conscious control. By knowing what your brain waves, temperature or a muscle are doing at a particular time, you learn to perform meditative and other relaxation techniques to produce desired effects.

Although broader possibilities exist for biofeedback, the most common use so far has been to reduce psychosomatic tensions and ills.

**PSYCHO-
SYNTHESIS**

This multi-dimensional growth therapy developed in Italy now is attracting increasing attention in this country. It uses various forms of group and individual therapy including: meditation, written self-analysis, guided daydreams (fantasies) and music.

DREAMS

Dreams are another way of relaying messages to you about yourself. Many experts believe that dreams are significant because they express who you are. In some cultures, dreams have been used to aid in personal development and growth. Consider the fascinating story of the Senoi people on the Malay Peninsula. These people analyze and discuss their dreams for messages. They share their dreams with each other; and if the dreams portrayed problems, they talk and work out these problems. Families gather together to discuss and learn from their dreams. Persons having unusually interesting dreams are encouraged to try to dream again and bring another lesson back to the tribe. The Senoi people have created a society in which crime, conflict and mental illness is unknown. They also used their dreams to act as a spring board to being creative. You can use dreams to help you in the same way. Dreams can provide a sense of direction -- a sense about reality as you experience it. You can use dreams to move towards a fuller understanding of you and your potential. (You may want to read more about dreams.)

The first step in working with your dreams is to master the technique of identification. Daniels and Horowitz recommend the following -- try it!

Close your eyes and, in your imagination, transform yourself into an auto. Be the car. Notice specific details about the car you become and how you feel as that car.

- Now, in the same way, become a six month old baby.
- Now become the mother of that baby.
- Now again become the baby.

- Now become the mother again.
- Now become who you are today.

You have just "lived" the above experience. You can also bring life to your dreams by reliving them in your imagination.

* * * * *

THE COMMUNICATING ASSERTIVELY AND POSITIVELY PLAN
FOR SELF-DIRECTION AND TAKING CONTROL

POSITIVE ACTION
STEP 1 Who are you? Answer these questions and then proceed to Step 2.

- Do you depend on others?
- Do you often say, "I should" or "I shouldn't"?
- Are you hesitant to say, "No" or "Yes"?
- Do you put yourself down?

If you have been feeling depressed, a close look at yourself would indicate some of the following: ~~woody~~, lack of self-direction, not many friends, feeling bored and seem to be losing sense of humor.

POSITIVE ACTION
STEP 2 Keep a record of short-range goals. Establish short-range goals. If you have been depressed, make at least one positive reference to yourself every day for three weeks. Keep a record.

POSITIVE ACTION
STEP 3 Keep a personal diary of your daily accomplishments. Review at least twice per day.

POSITIVE ACTION
STEP 4 Positive daily action and review - review ~~your~~ diary daily.
If the problem has been depression, plan and carry out two pleasant activities each day. Be the active pursuer and initiate a pleasure-able activity with another person during the week or the weekend.

CHAPTER 12

YOU, THE LEADER

YOU
ARE
IN
CHARGE

Throughout your reading, you have been bombarded with the idea that you are in charge. You are the only person you can direct, change and shape. This chapter continues to emphasize that you have the potential of being or becoming a leader. You may be saying, Why do I want to be a leader? Does this country need good leadership? The answer to the second question is obvious. Our society needs capable and honest leadership today and in the future. You will have to answer the first question.

WHAT
IS
LEADER-
SHIP?

A first step for considering yourself as a leader is to define leadership. Leadership implies that one is able to direct the activities of others; take responsibilities beyond others in the group; and maintain a level of respect within the group.

Feelings of self-worth are essential for leadership. Gaining and holding on to feelings of self-worth do not come automatically. Feelings of worthwhileness come from behaviors being reinforced. They began often in childhood and are reinforced by caring parents and relatives. Self-esteem is also encouraged by supportive teachers and peers. As you have grown older several significant others have come into your life. If you experienced limited positive feedback, you will want to turn your attention to building your own feelings of self-esteem and getting more in touch with your potential. Seek out a Human Development or Human Potential Class where attention is directed at the positive side of you and your strengths. These small experiences follow a particular model and are not therapy or encounter groups. The purpose of such classes is to aid you in moving toward the person you want to become.

LEADER-
SHIP
TRAITS

There are many traits and characteristics that are used to describe leaders. Tannenbaum lists social sensitivity as one of the most important characteristics. Being a sensitive person communicates an awareness and feeling for others. Sensitivity is a strength. Just because an individual can call a meeting, organize a group, make assignments, and write reports doesn't qualify one as an effective leader. All of the above can be handled more positively by a sensitive leader who Communicates Assertively and Positively.

WHO'S
IN
CHARGE
HERE?

What do you expect when you are asked to attend a meeting? It is important to most persons for someone to recognize they are there and indicate pleasure in seeing them. How about you? Do you like to volunteer for a task, or do you prefer to be told what you are expected to do? These behaviors are obvious contrasts. Many people prefer participatory leadership. You want to have a part in what happens to you and to the group. You have a right and a responsibility to shape decisions.

Action flexibility is another positive characteristic in a leader. The leader is a model and demonstrates assertively by being interested in accomplishing group goals in a flexible democratic manner. It is difficult to encourage others to be active with a dull and unmotivated leader. Sleeping is for bedrooms, not meetings. It is refreshing to find a leader who sees beyond one way of doing a job or completing a task and is open about the manner or method used.

LEADER-
SHIP
TYPES

You have several leadership models from which to choose. The non-assertive leader allows members to push him/her around and isn't able to take a definite position. Such a leader is concerned about being thought of as the good person by all members of the group.

Another common leadership type is the aggressive leader who likes to be in control and doesn't hesitate to make decisions for others.

The leader that sometimes acts aggressively and sometime non-assertively can't be depended upon. This is the person who one time acts aggressively and later behaves non-assertively. Members of the group don't know what to expect and find it difficult to work with this type of leader.

WHAT
STYLE
IS THE
MOST
POSITIVE?

The most positive leadership style is the assertive person who respects the will and rights of others; listens to all sides of issues; and gives each member equal respect. This leader works for consensus decisions which group members are able to support.

THE
BIG
THREE

Self-esteem, social sensitivity, and action flexibility are only three desirable leader traits. You will have the opportunity to put those traits to work; learn new skills; and put them to work while in college.

OPPORTUN-
ITIES
FOR
LEADER-
SHIP

How do you size up your leadership opportunities? Your leadership potential can be exercised in the classroom as a small group leader, project facilitator, etc.; as a campus volunteer in any one of several local, state and national efforts; as a club member; as a player in intramural and varsity sports; as a participant

OPPORTUN-
ITIES
FOR
LEADER-
SHIP
cont.

in a variety of subject fields such as speech, music, drama,
journalism and science; and an active student in campus governance.

The lab exercises you have completed throughout this book have helped you to identify interests, strengths and values which give you insight into your potential as a leader. In addition to those exercises take a few minutes now to think about how you would describe yourself. Identify five characteristics that you respect about yourself.

My List:

1. _____
2. _____
3. _____
4. _____
5. _____

Next, think of a close friend and identify five traits the friend would use in describing you. What surprises are there in the two lists? How many of the traits are those you look for in a leader?

Friends List:

Leader Qualities:

- | | |
|----------|----------|
| 1. _____ | 1. _____ |
| 2. _____ | 2. _____ |
| 3. _____ | 3. _____ |
| 4. _____ | 4. _____ |
| 5. _____ | 5. _____ |

What is your next step? Which group are you planning to join? Begin your action by Communicating Assertively and Positively about your interests.

PERSONAL
VALUES

Your own personal values are a first consideration when you are thinking of joining a group. You will want to learn about the goals you can support. Lawson, et al contrasts members and joiners. Members are willing to make commitments, take an active role and prepare and accept leadership positions; whereas, joiners may be expert at lip service. Being a joiner is not for you if you want to get involved. Becoming a member and finally taking on leadership responsibilities takes time and energy.

STUDENT
GOVERN-
MENT

Student Government organizations are looking for interested and enthusiastic persons to become involved. If you haven't checked out the Dean of Students' Office, NOW is the time. You will likely find a structure calling for a president (Chairperson), Vice President (Vice Chairperson), a cabinet or executive board, and a legislative body. Student Governments generally have the power to establish rules and define behavior codes for students. They operate and manage large annual budgets. It is your right to know how your monies are spent, and participate in deciding how you would like them spent. You will have that opportunity if you choose to be involved.

DO
CAMPUS
COMMITTEES
ENCOURAGE
STUDENT
PARTICI-
PATION?

Leadership opportunities are also available in appointments to campus committees where students serve equally with administrators and faculty members. Check out the opportunities and exercise your rights.

MOTIVA-
TION -
ONE OF
THE KEYS
TO LEAD-
ERSHIP

Participation and involvement are keys to a person's motivation. You cannot motivate a person as a leader. You can manage the structure, arrange the room, provide a supportive climate, invite participation and provide a freedom of choice to members.

The ... ma ... om ... a ... nv ... en ... p ... each ... pe ... l.

Participation in goal setting is an entry position in most groups, and it is a way of becoming involved. Individuals support what they create or a goal they help to set. Group leaders often encourage brainstorming a series of goals without comment or judgment where each person's idea becomes a potential goal for the group. Later, small groups are effective as a second step in defining the goals and determining the ones that are most acceptable to the larger group.

PROBLEM
SOLVING

Whether you are the leader or a group member you will be involved in problem solving and decision making in college. There are some definite steps to take in a problem solving situation. The following is a problem used to illustrate these steps:

Step 1 - Identify the problem, i.e., the problem is that only one-third of the members participate in the group. Now, turn that into a statement of what you would like to have happen. Our goals could be realized if two-thirds of the membership participated in fund-raising activities.

Step 2 - Explore the possible reasons of the problem, i.e., you may find fund-raising events are chaired by the same person; members are asked to volunteer at hours when they are in class; and the executive board makes the decisions about the annual fund-raising projects.

Step 3 - Identifying the group's resources. You will need to determine the strengths and capabilities within the group, i.e., two members work for a

PROBLEM
SOLVING
cont.

Step 3 continued

public relations firm; one member has a background in art and has not been asked to assist with publicity and the newest members in the group see working on fund-raising projects as a way of getting to know others, yet they have not been asked to participate.

Step 4 - Look at different ways to solve the problem, i.e.

select only one major project for the year; identify an on-going project that will become a trademark for the group; drop all fund-raising projects; or move to a member donation system.

Step 5 - Discuss the different options, i.e., not all mem-

bers will be able to work on one project because of the time required. Two considerations are, an on-going project may not 'catch on' or the donation system doesn't afford the group the opportunity to get to know one another. (You may think of other considerations.)

Step 6 - Make a decision by arriving at a consensus, or vote

on the alternatives, i.e., after much discussion the group decides upon corn dog/lemonade sales on the first and third Tuesday of each month to build a book loan fund.

PROBLEM
SOLVING
cont.

Step 7 - Evaluate your process and progress periodically,

i.e., your report may read: "Fifteen members were involved in the purchase, preparation and sale of the food items the first month. Twelve persons were involved the second month. Sales have netted a \$100 profit. The goal was \$200."

Step 8 - Change or reaffirm your decision, i.e. after your

evaluation it is time to reaffirm or modify the decision you made to reach your goal. You may decide to move to an alternate plan.

Lab Exercise -

Divide into small groups, select a facilitator (leader) and scribe. Identify a problem that a member of the group is currently experiencing or a problem within a club you know and apply the five-step procedure.

SUMMARY

In this chapter you have learned...

- You are in charge
- Leadership implies that one is able to direct the activities of others; take responsibilities beyond others in the group; and maintain a level of respect within the group.
- Feelings of self-worth are essential for leadership
- Three important leader traits are social sensitivity, action flexibility and shared responsibility.
- The assertive leader works toward consensus decisions.

SUMMARY
cont.

- The college co-curricular and curricular activities offer many opportunities for leadership.
- Group members support what they create.
- There are eight important steps to problem solving - 1) identify the problem; 2) explore the possible reasons for the problem; 3) identify the group's resources; 4) look at different ways to solve the group's problem; 5) discuss the different options; 6) make a decision by arriving at a consensus; 7) evaluate your process and progress periodically; and 8) change or reaffirm your decision.

Since society always needs more leaders, think about what you can do to fill the gap. If you want to increase your competency as a person and as leader, becoming involved in leadership positions will aid you in your personal growth.

aj
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