

Juggling lessons offer much more than just fun

By Brenda Nolan
Of The Print

Who said education can't be fun? Loren Wolfford, part-time psychology instructor, believes it can and should be fun. "Education can be enjoyable, and you might as well have a good time doing it," said Wolfford.

Wolfford's most recent innovation is teaching his students in "Personal Development and College Success" how to juggle. Their text is *Juggling for the Complete Klutz* by John Cassidy and B.C. Rimbeaux.

How in the world did he think of juggling? According to Wolfford, a family member received the book as a Christmas gift. He watched the reactions of his family as they passed it around. Everyone gave juggling a try and when they couldn't succeed, they'd say, "This is silly," or "I could never do this." If someone laughed at them, they'd feel foolish. Wolfford then realized that this was exactly what his students were dealing with at school.

They were trying something new: learning.

"Juggling is an opportunity for students to explore how to

approach something new. They can learn how they learn; find out what gets in the way of their learning and do less of it, and also find out what helps them learn and do more of it," said Wolfford.

"The main factor in learning is how a person feels about himself and what he believes his limits are," said Wolfford.

If a student can accomplish a goal which once seemed impossible, such as juggling, he will improve his own self-concept and realize his potential, according to Wolfford.

Wolfford hopes to improve his students' self images by helping them gain confidence, determination, concentration, and also pride in their abilities.

Juggling will help a student learn to deal with frustration. It will change, "This is impossible" (after dropping the ball for the 300th time), to "I'll keep going, I'll get it yet," according to Wolfford.

Another benefit of juggling is that everyone (except one person) in the class is starting at ground zero. "Education is usually too isolating. Kids are forced into competition. With juggling, students can share a common experience and develop mutual support," said Wolfford.

Wolfford's students are assigned to practice five minutes a day, twice a day, every day. Five minutes of class time will be dedicated to practice and all other practice time is to be recorded in the students' journals, Wolfford said.

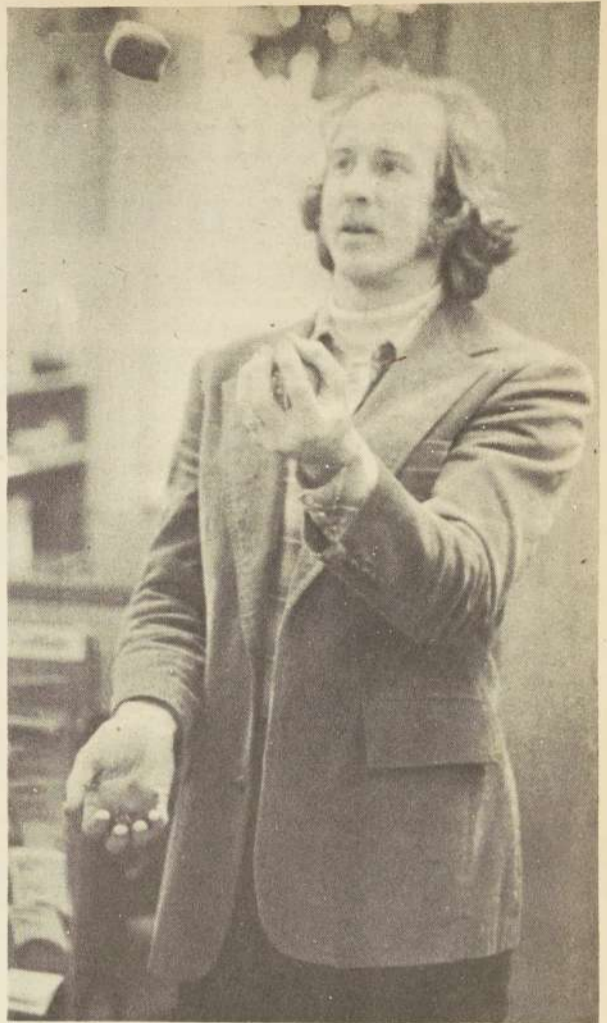
Wolfford himself doesn't know how to juggle. He will learn step by step along with his students.

The teaching method is a little unorthodox, yet the students are responding to it well.

"I never thought I could juggle but I'm already starting to do it," said Walt Hamilton, a class member. "I'm really glad I'm taking the class. Loren's got a level head on his shoulders and he knows how to teach what he's teaching."

"I feel it's important to know about myself," stated Martin Kennedy, "and out of all my classes I think Loren's will be the most beneficial."

Wolfford really knows how to relate to his students, according to Denise Kline. She thinks his teaching style encourages students to learn. Learning to juggle is helping her build her confidence and determination. "I'm proving to myself I can do anything if I set my mind to it!"



Loren Wolfford practices his juggling technique along with his psychology students. Photo by Greg Kienzle

Against the clock

Contest pits best of student wits

It wasn't exactly the GE College Bowl with Harvard and Yale battling for academic superiority before a national TV audience, but the second annual College Bowl's preliminary matches on Monday in the Community Center came a close second as intellectuals displayed their flair for trivia in the intramural competition.

By Mike Koller
Of The Print

Teams A and B answered questions ranging from John Lennon to Joseph Stalin in the opening match at 2 p.m. The game went along smoothly with moderator Joe Woods controlling the tempo with the finesse of a young Alan Luden. Woods' style combined excellent phrasing of each question and well-timed humorous remarks during the course of the heated competition.

Each match lasted approximately 45 minutes with a five minute halftime break to give the teams a chance to cool their overworked brains. The scoring system consisted of an initial toss-up question worth 10 points and additional bonus questions for the team that an-

swered correctly, but if the toss-up question was answered incorrectly, the incorrect team was penalized five points.

On toss-up questions only individuals were allowed to answer, but on the bonus questions teams could pool their resources to find the elusive facts needed for more bonus points.

A few of the questions were

"easy points" as moderator Woods commented after asking where Pearl Harbor was located, but overall questions were tougher such as, "In 1911 there were two independent countries in Africa. Ethiopia was one. Name the other." If you knew it was Liberia, then you should have participated in the College Bowl yourself. But if you were

like the millions who don't know the answer to that one, then it's easy to realize the questions provided by the Readers Digest are no piece of cake.

"So who cares about history?" one might say, but questions also tested mathematical skills. Without using scratch paper, find the answer to this equation: 2 plus

4 minus 6 plus 12 minus 6 plus 6 minus 6. It's not a simple task when you only have 10 seconds.

The first match ended with team B winning 235-130 and possibly moving a step closer to the regionals, but in this type of game it doesn't matter whether you win or lose. It's the thought that counts.

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