

avenues to the future'



photo by Heidi Branstator

100 children, ages 6 weeks to 6 years, are cared for each day



photo by Heidi Branstator

The Family Resource Center has several different child care classrooms for children of different ages.

with other parents are some topics that are covered in the classes. These workshops give parents the knowledge necessary to raise their children with a strong sense of self worth and cultural and family values. The cost of each class varies, but all are worth one credit.

Growing Old in Oregon Program

The Growing Old in Oregon program focuses on aging. Vivian Thole, FRC specialist, said that classes and workshops apply to those preparing to work with the elderly, whether it be as a career or in dealing with an aging parent or grandparent. These classes are sponsored by the Family/Human Services Department and they are open to the public. A certificate in Gerontology is available with 49 credits and monthly training programs for Adult Foster Care, Nursing Assistant and Home Health Aid are offered.

Haney, a teacher's assistant.

Parent and Child Classes

Parent and Child Classes give parents an opportunity to take their children to school with them. Positive parenting techniques, understanding stages of development, learning about foster parenting and sharing experiences

les women to success

sion, the scary part wasn't the thought of returning to school, the scary part was the idea of making such a "radical change."

"I grew up in the pre-feminist era ... I had it pounded into me, my whole life, that the only thing a woman was good for was making a home and raising a family," she explained. In order to get away from this "pre-feminist" attitude, Cole said she had to "take charge of my own life and decide for myself what I'm going to do with it, rather than just what my husband wants or what my parents expect."

Today, Cole is "filling all the holes" with things she should have learned in school years ago.

"I graduated from a high school that was of the 'old school.' No matter what their talents or abilities, girls didn't need to learn math and English because girls wouldn't use that as homemakers. So all they gave girls was typing and home-ec," she said.

Currently, Cole is enrolled at Clackamas as a part-time student. Because of obligations to the Tigard Chapter of the Order of the Eastern Star, she doesn't plan to become a full-time student for awhile.

"I would like to eventually be a writer. My personal preference is to have a weekly column in a newspaper or magazine," said Cole, who considers herself "more of a critic than an author."

Cole emphasizes the fact that she probably wouldn't be at CCC without the help of LCOP.

"I am firmly convinced that this program is one of the best of its kind," she said -- and she should know. Cole is currently working with Maloney and is compiling information from all of the displaced homemaker programs in the state. She is making a chart comparing characteristics, like funding, curriculum and the enrollment process, of each program.

The skills testing, offered by LCOP, was very valuable to Cole. Microskills, for example, "tests you for things you wouldn't ordinarily think of as being appropriate to a job setting," she explained. LCOP's classes also teach students how to carry these skills over to a job setting. In addition, through the Myers-Briggs personality test, LCOP helps students set career goals in fields that they would enjoy.

According to Cole, "This

class takes you over everything from resumes and interviews, to things like make-up and wardrobe."

Cole also values the support and positive attitude presented in LCOP. "The self-esteem portion of the class was almost indispensable to. I would say, 80 percent of our class members," she said.

During the 11-week program, "My class was so close that we really became more of a support group for each other. And, we were all very aware of what problems we were all facing, what obstacles were in the lives of all of us," Cole said.

The curriculum of LCOP's classes, in fact, was so valuable to Cole, that she would like to see similar programs in high schools. The skills testing and self-esteem offered by LCOP could be just as valuable to young men and women, she explained.

"If we get to them early enough, and give them a direction in their life, this would be a wonderful way to do it. It's a shame it has to be confined to a community college," Cole concluded.

Mentor program supports women transferring to PSU

by Melissa Freels
Co-Editor-in-Chief

Transferring to a larger school is a stressful and confusing experience for most community college students.

Now, Portland State University offers a program to curb some of that stress and confusion. The program was introduced to about 20 Clackamas Community College women at a presentation in the Family Resource Center Jan. 11.

The Mentor Program for Returning Women Students began at PSU this fall as a part of the college's Women's Studies Certificate Program. The mentor program is aimed toward returning women students transferring to PSU from another college. The phrase "returning women students" simply refers to women who began or returned to their college education after an absence.

Women are "more typically the students who are returning to school after doing other things in their life. Women don't get a lot of support for doing the things that they do," explained Mary Ann Barham, the coordinator of the mentor program.

According to Barham, 20 percent of women at PSU are over 31 years old. For most of these women, getting married or having children are common reasons for the delay in their education.

The mentor program is designed to help these women "deal with a lot of their anxieties about returning to school," Barham said. "We really believed they needed some support to be successful at Portland State."

First, the program selects mentors by recruiting "students who are themselves returning students at Portland State who have been there for at least two or three terms," Barham said. The mentors then receive six to eight hours of training, attend monthly meetings and are informed about campus and community resources.

After mentors are trained, they are matched with students. Students can request a mentor that shares a "common ground." This "common ground" may be similarities in lifestyles, majors or interests.

"I think the basic reason why the program has been successful is that there is that one-to-one contact between two students who share something in common," explained Barham.

Currently, Barham has 30 mentors in the program and is training five to 10 more. "There is a big interest in being mentors, which I'm real pleased with," she said.

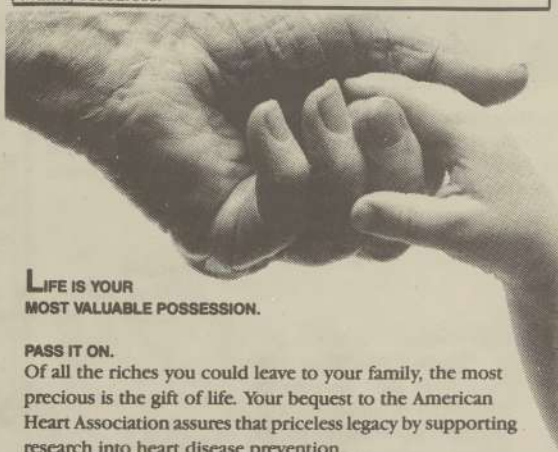
In addition, the program has sparked the interest of many returning women students.

"One of the things the program (developers) have found when they match students with new incoming students is that there is a high degree of satisfaction with the program. And, when they (program developers) do talk to students, they're just incredibly delighted to have somebody they can call at home, somebody that they can have lunch with once a week, somebody that they can ask all of those questions that they're afraid to ask anybody else on campus," Barham said.

The mentor program can also provide rewards that go far beyond the college adjustment aspect.

"Some of the people who have been matched have established really nice friendships," she said. "I know that this kind of program is developing bonds between students that probably aren't being developed in other situations at Portland State."

More information about the mentor program is available from Barham at 725-5471. The Women's Studies Certificate Program office is located at PSU in Cramer 401. The mailing address is Women's Studies, Portland State University, P.O. Box 751, Portland, OR. 97207.



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