

# Challenger

A Publication of the Harper College Honors Society

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## The Half-Full, Half-Empty Bag

Counseling students this summer about ways to fulfill their education requirements from the five categories while they are fulfilling the minimum of four courses required for graduation from the Honors Program, I began to worry about the narrow-mindedness of some people. Some people today seem to regard their own education as so many packets of credit — 3 hours here, 4 hours there, etc. till they accumulate enough packets to fill their degree bag, at which point they consider their education complete — unless they're going for an advanced degree, which in turn represents more packets of "credit" toward that master's degree or doctorate.

Of course there are many advantages to modular education. Baccalaureate-oriented programs in community colleges wouldn't exist without the transferability of their credits, and that requires some standardization of programs and established equivalencies which will be accepted by receiving institutions. Even people who go entirely to four-

year schools benefit because they have options to move to a more suitable college if they discover a misfit with their original choice.

And the concept of lower division "general education" requirements probably is as good a way as any to ensure that students are exposed to a wide range of options before they commit themselves to a goal for which they might not be well suited, either intellectually or temperamentally. Young people should not be boxed into a career that they come to realize is a mistake but feel they have too much time and money invested in to give up and switch another field that interests them more. The general education requirements help most students make better career decisions, certainly.

But in looking at their studies as so many courses from each category, all too many people, it seems to me, miss something valuable in their education, sometimes without even realizing that they are short-changed. Oh yes, to be sure, the optimist will

sometimes admit that they feel vaguely unfulfilled; their bag is at best only half full.

What they're missing, I'm afraid, is a sense of meaning, a sense of comprehension of what everything they've learned adds up to. And what they have in their half-full bag, all too frequently, is a sense of loss. They know that at one time they knew many "facts" that they have now forgotten, and they worry that their skills and the knowledge that they do retain will become outdated.

But even though it must be soundly based on facts and abilities, true higher education should be more than just skills and knowledge. Education (versus mere training) is an elusive concept, always challenging and changing as we try to learn more and integrate new understanding with the storehouse of wisdom we have gained in school and in our whole life experience. Whereas

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**From the Desk  
of Dr. Hull.....**

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training can be passed from one person to the next, pretty much by *breaking down* individual skills to their components, education requires the person receiving to *build up* meaning from all the individual ideas he or she acquires. In other words, education requires creativity and involvement on the part of the learner, and it does not end with the classroom or achievement of particular course objectives.

One of the goals of the Honors Society meetings is to help us integrate our academic and non-academic experience through discussion. At our weekly meetings we take on the interesting and controversial topics, knowing we aren't going to solve a problem that has been plaguing humanity for years in just an afternoon's discussion. It's satisfying enough if we come to a better understanding of what the problem is. No teacher is responsible for "covering the material," making sure the discussion stays "on task," giving quizzes, or assigning grades.

Nor do we try to force an artificial consensus about any given subject. It's sufficient to try to explain our own opinions and support them coherently and to listen to others' viewpoints. Students can

feel free to express an unpopular opinion without worrying that it will hurt their grades by offending the teacher.

To be effective in this world, we need to know both how to talk persuasively and how to listen with respect. Most of the time, people come away from these discussions with their opinions basically unchanged, although once in a while, someone is persuaded to see an issue in a completely different light. With each discussion, however, most people do open their minds a bit and broaden their understanding of why intelligent people don't all reach the same conclusions because of their differing experiences.

The world we live in is diverse, and change is the most reliable aspect of our existence. Not only is the world culturally diverse, so is our neighborhood, within district 512. We don't know exactly what tomorrow will bring, but we can be sure it will be different in some significant ways—we just can not say which parts of society will alter.

If you can not attend the weekly meetings at 3 p.m. on Wednesdays (L-329), I urge you to get involved in some other way: go on a cultural excursion with the group, organize and host a pot-luck party (they will come), participate in one of our community service

projects, or contribute something for the *Challenger*, an article, a letter of comment on someone else's article, a poem, a photograph, or some other visual. Interacting with other Honors students is an important part of your education, even if you don't get a packet of credit on your transcript!

We hope that each Honors Society member will make at least one lasting friendship among the group, both because it will make the time at Harper more enjoyable, and because networking is the way people operate and offer opportunities to one another—it's the way of the world.

But, perhaps more important, each member should get to know and understand someone quite *unlike* himself or herself, someone of a different gender or sexual orientation, a different age, religion, political or economic background, in short, someone unlikely to be a friend, but one who would be able to make an interesting contribution to seeing the world from a different angle.

And, once in a great while, people from the second category slide over into the realm of friends. Then it seems the education "bag" is not just *half* full, and the bag itself seems to get larger. It's nice when that happens!

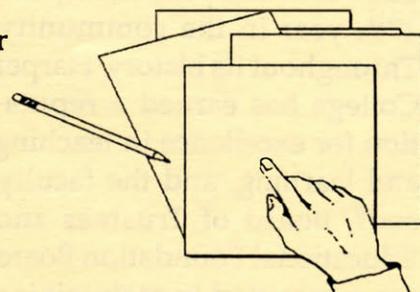
*Elizabeth Anne Hull*

## Hey!

It's the 90's and everyone is "on-line," "in-sync" and otherwise *involved*. Inter-active communication is the child prodigy of the coming century.

At the *Challenger* we don't want to be left behind. We see the fact that audiences are growingly active in the media as a constructive trend and we think you should have the opportunity to express yourself. So, send your thoughts **"Write" This Way!**

Take up your pen and tell us what you think. Does something in the news bother you? Do you have an idea to change our world? Send your comments to the "Unbiased Opinions (and other oxymorons)" column. Have you or another member of the Honors Society recently celebrated a career or academic success? Please let us know so that we can mention it in our "Tidbits" column. Send an article or a short story or a poem. We are interested in your thoughts.



We all have unique perspectives to contribute and the *Challenger* hopes to encompass as many viewpoints as possible. We look forward to hearing from you in the genre of your choice. The *Challenger's* editorial staff does reserve the right to final revisions. Also, we are limited by available space and may not be able to include your contribution unless we have adequate time to plan for it. Therefore, please leave clearly written or typed submissions in the *Challenger* box in A379 with your name and phone number by the first week of each month. Thanks!

## Prepare for Tomorrow's Business Today

### Student Empowerment!

If that phrase caught your attention consider these: life skills course, negotiated learning, evaluation by portfolio, active learning strategy. Okay, it's piqued your interest but, what does that all mean? These are some of the terms used to describe the Honors course MGT 111-Introduction to Business Organization.

This is no ordinary Intro to business course. It's a nontraditional approach to teaching with a focus on learning through active participation, rather than memorization. A life skills course is reality based versus textbook based, to enable the student to put into practice the knowledge and experience gained in the classroom.

### Professor Barbara

Radebaugh, who teaches the class, feels that one of her goals is to facilitate learning how to learn, in order to navigate the

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**"If you continue to do what you have always done, you will continue to get what you have always got!"**

—author unknown

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ever-changing and volatile business environment.

Business has undergone vast changes in the past decade and along with it our roles as employees, managers, business owners and consumers have been affected. It's not enough to learn about the business environment of today be-

cause tomorrow it may be very different. The most valuable skill that we can gain while entering the market place today is the ability to understand the complex interrelationships of business and industry and be responsive to the constant changes from the outside influences.

Professor Radebaugh understands that learning is a never ending process, and she practices her belief by taking every opportunity to expose herself to new ideas. She is a co-leader of the campus Critical Literacy Project, a weekly round table discussion with fellow faculty members, and during fall semester '92, she took a sabbatical to research different ways to effectively teach her management courses.

# Greetings From the President

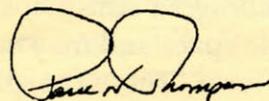
I extend my warmest welcome to you as we begin this academic year—Harper's 27th year in the community. Throughout its history, Harper College has earned a reputation for excellence in teaching and learning, and the faculty, staff, Board of Trustees and Educational Foundation Board are committed to maintaining this well-deserved reputation.

During the past year, for example, the faculty has continued its efforts to explore innovative and effective teaching

methods that will ensure high-quality learning experiences. In addition, both the faculty and staff have been active supporters of the College's quality initiative, a program that seeks to improve programs and services based on the needs and perceptions of the community we serve. Similarly, the College's Educational Foundation has awarded grant money that faculty members may use to plan and develop curriculum for innovative

courses—such as the team-taught linked courses, for example.

Our commitment is made to ensure a learning environment that will challenge you and enable you to reach your goals. The Honors Program is one of the major resources for talented students. Take advantage of what we offer!



Prepare, continued from page 3

The opportunity to teach Management 111 as an honors course was her chance to pull everything she'd learned together into a format that not only promoted an active learning environment but also, empowers students by giving them a voice in their own education.

Students work with Radebaugh to negotiate what they want to learn, how they

want to learn it and how they want to be evaluated on it. Empowerment, self motivation, and teamwork are all components of the class because they are essential for success in business.

Another new and vital element is the commitment and support of the Daily Herald to serve as a business model and resource center, something that just can't be duplicated in a textbook. Says Judi Orgell, vice president of human resources, "The Daily Herald supports the concept of a

business and education alliance and we hope it will be of value to the students in preparing them for the future."

At the beginning of the term, Professor Radebaugh tells her students, "You have the choice to stay stagnant or move on." And, her students are certainly moving on.

When Professor Radebaugh was asked what she wanted her students to get out of her class she replied with a smile, "Everything they want."

## Honors Meeting Topics

October 5	Cuban crisis
October 12	Ethnocentrism
October 19	Rights: Accused vs. Victim
October 26	Mysticism
November 2	Space Program
November 9	Animals in Captivity

**MEETINGS EVERY  
WEDNESDAY AT 3:00 PM  
ROOM L329**

## OFFICERS

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## EDITORIAL STAFF

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## EDITORIAL POLICY

The Challenger is the voice of the Harper College Honors Society. We welcome articles, ideas and letters of interest appropriate for our members. We encourage contributions. Final editorial judgement is the sole responsibility of the editorial staff. For information on possible submissions, call X6323. Written material should be placed in the Challenger box in the Journalism office, A379.