Transition to College

DP 038 - Developmental

By

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Transition to College

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Session I: mapping skills, focusing on participants primary campus reference (place of residence) and the entire campus plus the surrounding community;

Session II: 6-step problem-solving model, general strategies, elementary mistakes, problem-solving check list;

Session III: developing competencies, didactic presentation on two of the six developmental tasks previously introduced-- separation/loss and initiating new relationships.

32 pages

GOALS: To facilitate satisfactory transition to college by providing: skills for relating to the physical environment; problem-solving strategies; and understanding of personal adaptations required of each member

TARGET: First year students

STAFF: One facilitator for every 8 - 10 participants

LENGTH: Three 2-hour sessions

SIZE: No limit; see staff requirements.

OTHER: Twelve handouts are included.

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Pre-Group Variables

Purpose of Group:
To enhance the probability of a satisfactory transition to campus by exposing new students to:
1. skills for relating to the physical environment
2. problem solving strategies
3. specific dimensions of adaptation and personal implications which transitional tasks have for each of them.

Assessment of Need:
A combination of freshman orientation programming concerns and results, need assessment data, and observations by agency staff of the types of issues new students are facing.

Staff Determination:
The ratio of one leader for every eight to ten students is optional. Leaders need an adequate familiarization with the transitional issues addressed by this workshop in order to adapt the procedures to respond to particular concerns that students might pose.

Marketing:
Since the transitional period itself represents for new students a time of over-stimulation on a new environment, a self selection process through standard PR is not effective. A more helpful procedure is to have the workshop built into classes or programming expected of new students, either through the academic structure, residence hall, or referral groups.
Group Variables

Elaboration of Goals:

Knott and Daher (1978) have presented a brief theoretical background of transitional issues and overview of this structured group. Variables extrapolated from the literature call attention to a set of transitional tasks:

1. Adapting to a new environment, involving negotiation of "foreign" territory having new signposts, a unique language, different standards of conduct, and an unfamiliar geography

2. Decision-making and self discipline skill acquisition, especially regarding time management and investment of energy (saying "no" to many distracting attractions)

3. Meeting new academic demands, usually calling on already extant skills, but with greater intensity and often at levels of demand for competency

4. Clarifying sexual values and their expression, a demand which is strongly mediated by place of residence and primary peer group

5. Resolving separation and loss, particularly that of relationships with parents, significant peers in one's reference group, and stable environmental features

6. Initiating new relationships, with a new set of peers and trying out a different experience of adult-to-adult relating.

Of these six tasks, this structured program focuses specifically upon skills related to adapting to new environment and decision-making/problem solving, and also themes underlying separation from home and forming new relationships. In the process of pursuing these skills and themes, the program is intended to call attention to and reinforce specific intrapersonal strengths which tend to predict success in making a transition. These strengths are:

1. a generally "competent" self-image
2. willingness to actively engage in risk-taking behavior
3. a desire to seek out various stimuli to personal growth
Size:

No maximum; recommended one leader for every 8-10 students

Length:  Three sessions -- 2 hours each

Membership:

This group is specifically designed for the recent secondary school graduate who is entering college as a freshman.
Session I

Objectives:
To expose student to some of the processes involved in mapping a new environment and provide them with the opportunity to practice these processes with pertinent issues in their specific new surroundings. The optimal time for intervention is probably after students have attended class in their new environment for a week.

Exercises:
Session I is divided in five parts.

TABLE
Format for "Mapping Skills" Session of Transition Program

<table>
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<tr>
<th>Part</th>
<th>Title</th>
<th>Format</th>
<th>Time</th>
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| 1.   | some mapping concepts                    | entire group   | 20 min.
| 2.   | mapping the primary unit                 | individual work| 30 min.
| 3.   | mapping the new campus                   | small groups   | 25 min.
| 4.   | mapping the surrounding community        | entire group   | 20 min.
| 5.   | summary and strategy in development      | entire group   | 25 min.

Total: 120 min.
Procedures:
The format calls for a general facilitator and other staff serving as small
group facilitators.

Part I
An initial statement stresses the need for us to better understand our
environments so as to begin to recognize that when problems arise we
can sometimes appropriately expect environments to adapt and change and
not always that people must change to fit environments. The mapping
concepts are divided into two categories: geographical dimensions
and service dimensions. Geographical considerations pertain to the
physical layout of campuses and their particular characteristics. Types
of factors involved are:

--overall layout
--quads
--clusters of building
--complexes
--entrances/exits
--open vs. closed spaces
--hard vs. soft
--dry vs. wet
--public vs. private
--safe vs. unsafe
--crowded vs. isolated

The stress in this part is not upon specific characteristics of any
campus, but the conceptual markings which can be used in mapping most
college campuses. The service considerations involve the issues of
location, types and procedures. Location and types of services are
considerations students generally attend to when the need for services arises. However, familiarity with procedural issues of services is easily neglected and often a source of later frustration. Using the handout "Avoiding the vices in services," attention is drawn to some of the relevant factors to consider with regard to procedures (see Appendix I).

Part II

This second part focuses on specific environmental issues for a participant's primary reference unit. The handout for this part is designed for residence hall students through an alternative sheet could readily be developed for commuter's primary campus unit. The handout "Mapping Skills: Dorm" (see Appendix I) is distributed and students are given time to fill it out individually. Then in small groups, students share and discuss their responses. The facilitator in each small group asks and calls attention to how people get to know the information they are using to answer the question.

Part III

This third part uses a worksheet handout to focus upon specific content items relative to a particular campus environment. While remaining in small groups, students work on their handout "Mapping Skills: Campus" (see Appendix I) together as a team to determine the most thorough responses. Campus maps are also provided to each student as a resource. After adequate working time, a general facilitator re-reads the worksheet; questions to the whole group to elicit the responses the small groups have decided upon. The facilitator probes the "hows" of obtaining such environmental data.
Part IV

The handout for this section is entitled "Mapping Skills: Community" (see Appendix 2). The entire group works as a whole with the general facilitator using newsprint to pose questions and record the range of responses. The focus of this unit is upon information specific to the large community within which the college resides.

Part V

The final segment of mapping skills is aimed at summarization and strategy making. In summarizing the range of environmental material generated by the exercises, the facilitator also lists out the various ways students acquired such data (word of mouth, orientation, school paper, trial and error, generalizing from previous learning, etc.). A few minutes of consideration is given to combining processes together into some planful strategies one can use when venturing into new environments. The session concludes with the emphasis upon learning environmental mapping skills which can be broadly used and not merely those limited to becoming acquainted with a college setting.

Homework:

A 30-item sentence completion sheet for next session (see Appendix 2).
Session II

Objectives:

To provide students with a basic set of approaches to problem-solving in the context of particular concerns inherent in adapting to campus life.

Procedures:

A. A lecturette introduces the relevance of this broad skill with particular focus upon the implications of "Previous learning," "habit," "mental set" and "confronting change." The inclusion of a short exercise on the effects of "habit" on problem solving is useful (as the "nine-dot problem," "rhyming riddles," seven-link problem, etc.)

B. A handout entitled "Types of Over-simplification in Thinking" (see Appendix 2) is used to specifically consider some often-made elementary mistakes in our problem identification processes. Examples relative to a college situation and used to illustrate each of the seven.

C. A handout entitled "Problem-solving Process Checklist" (see Appendix 2) is then introduced to demonstrate one type of model. The six steps of the model are discussed and highlighted with examples.

D. At this point, the students review their 30-item sentence-completion blank (previous homework) and select a social or academic problem area which their responses converge to identify. In small groups, they practice step 4 of the model, identifying and weighing the merits of alternative solutions, with the use of a handout.

E. The session is closed by gathering student feedback on the problem-solving model, soliciting their anticipated difficulties in using it and summarizing the session's goals and then success in meeting them.

F. A handout which describes the six transitional tasks (see Appendix 2) is given out to be reviewed as homework for the next session.
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Session III

Objectives:

To focus upon some specific dimensions of transition to campus (the six tasks) and engage students to consider the personal implications of those tasks for them.

Procedures:

A. The session begins with some elaboration of the six transitional tasks using the handout that was distributed last session. The leaders point out that, "adapting to a new environment" and "decision-making/self-discipline skill acquisition" has been the focus of the first two sessions. The third and fourth tasks (academic demand and sexual values) are judged to be much broader in scope than the present workshop can adequately address in three sessions. Instead, a handout is provided which lists the various college resources for these two areas inclusive of credit and non-credit options, professional and peer assistance services and special programming.

B. The final pair of tasks, "Resolving Separation and Loss" and "Initiating New Relationships" are the focus for the remainder of the session. A didactic presentation elaborates on a perspective Hansburg (1977) stated as:

"Separation is a universally necessary experience, for without it, no individual can be free to make choices and to develop his personality."

Erikson (1968) two developmental stages of "identity vs. identity confusion" and "intimacy vs. isolation" also provide understanding of the complications involved in transcending adolescence. The task of leaving behind a
set of secure ties for the challenge of developing new relationships that are loving and mature in their manner of conduct is elaborated upon.

C. Students are then divided into groups of no more than six and a facilitator. The overall leader reads or plays a tape recording of a short story to the entire group that is, in essence, a fable entitled "The Quest" or "The Pursuit of the Silver Sheepskin" (see Appendix 3). The fable is a thinly disguised tale of analogy to the entire transition to college theme, complete with tasks and all sorts of ambiguities that the new-to-campus students encounter.

D. After the reading, a set of questions (see Appendix 3) are used in the small group to help focus students' reactions to the fable. The task of the small groups is to discuss their learnings from the story on both the obvious level of meaning and more subtle and complex interpretations possible.

E. Each small group is given the opportunity to volunteer some comments about their conclusions to the entire group. The general facilitator then summarizes this session's main themes and synoptically reviews the entire three sessions.

F. A short feedback evaluation sheet is provided (see Appendix 3).
Avoiding the "Vices" of Services

In our attempts to use the service agencies available on campus we usually realize we have to find out the type of service it is and where it is located. Many of us stop our questioning at this point, only later to be frustrated when not obtaining the service we want because of other factors we didn't consider. Below is a list of other factors which might be helpful to find out about the agency through a phone call or a preliminary visit:

- Who is eligible to receive the service?
- Are there any fees involved?
- What types of personal information or identification will be needed from me?
- What are the hours the agency is open?
- Are there pre-requisite tasks I must accomplish before I can receive the service?
- Is confidentiality an issue for me, and if so, what are the agency's guidelines?
- What amount of time should I expect to wait between my contact with the agency and the delivery of service?
- If I am dissatisfied, what are the complaint and appeal procedures?
DORM

1. You've lost your key. Who do you go to?
2. The press is on, you need to study for an important exam. Where is the quietest place in the dorm? during what hours?
3. Someone is selling magazines door to door and you suspect it is a rip-off. What could be done?
4. You need a mop and bucket at 1:00 A.M. (or the smell is going to be unbearable). Where do you go to get them?
5. You've received a message to come home immediately because of an emergency. Who should know you are gone?
6. Which is the most sought after room in the dorm?
7. It is your birthday and no one knows or remembers. Anything to be done?
8. Who is the lowest paid employee in the dorm?
9. You return to your room and find the window broken, roommate not around and door was locked. What is to be done?
10. You haven't received any mail for 19 straight days. Who should you see?
11. It is always too cold in your room. Who should you contact?
12. Someone streaked through the hallway last night; in hindsight you don't know who, but would like to meet that person. Who do you contact?
13. There is a deafening stereo sound down the hall and you can't even think, it's so distractingly loud. What should you do about it?
14. I found a stray kitten outside near the dorm, and want to keep it till the end of the term. Any problems? Whom should I check it out with?
1. I have a class at 1:00 P.M. in Independence Hall and want to go to the Library afterwards to study for a couple of hours. How do I get there?

2. A friend asks if I know how she goes about withdrawing from school. My answer?

3. I met another student in class this morning and we accidentally left with each other's notebooks. I know this person's name, but don't know how to find him. What can I do?

4. My roommate has a medical condition that requires that she eat only foods especially prepared from a limited menu/diet. How can she arrange this?

5. My brother is coming to campus tomorrow morning to spend the day visiting with me. I need to give him directions to the campus from Worcester, Massachusetts and then to my residence once he arrives. What should I tell him?

6. I have never been a very fast or good reader. My courses demand that I improve my reading skills or risk failure. Where can I get help?

7. My boyfriend and I are concerned about preventing an unwanted pregnancy, but neither of us knows much about birth control. Who can help us?

8. My fiancee, who is in New York at another college, called me last night to say she/he wanted to "break up" to go out with others. I am feeling confused and hurt and need to talk with someone. Where can I find a "sympathetic ear?"

9. Who, what, and where is an ORL?

10. My friend has missed her period this month and is afraid she may be pregnant. What are her options? Who can she talk with about this?

11. My roommate's mother has an alcohol problem. He worries about it, doesn't study much, and is beginning to drink a lot too. Who can help?

12. My friend says that a guy tried to get into her room late last night. Should anything be done about this?

13. I've decided to become a vegetarian. How can I survive on the Dining Service plan?
14. My friend is coming for the weekend. How can I find out what activities are scheduled on campus?

15. I have a miserable toothache. How can I locate a reputable dentist in this area?

16. Can I walk my pet on the "elephant walk?"
SYNERGY TRANSITION GROUP

Mapping Skills

COMMUNITY

1. Where is the nearest shopping center? How do I get there?

2. I want to take a friend out to dinner at a good restaurant with a waterfront view and a menu that won't put me in debt till next year. Where might we go?

3. I want to get a job in the "South County" area next summer and want to know what kinds of jobs and housing are available. Where do I find these things out?

4. I am an avid surfer and want to know where the "good surf" is. Anybody know?

5. I've seen most of the movies on campus this term, and wondered where I could go off campus to catch a good flick?

6. The Rams have been invited to the NIT and a bunch of us want to go down to New York City for the weekend. What is the cheapest, quickest way to get there?

7. What is the local community paper here and how do I get one?

8. We want to buy a cheap used refrigerator for our room. Is it permitted? Where do we look?

9. What radio stations are "in range" which play classical music? Country? All news?

10. What are some of the local entertainment spots on and off campus, and what costs, dress and transportation info do I need to know about them? Where do I find out?

11. Is it legal and/or safe to hitchhike in South Kingstown?

12. What is meant by the phrase "town-gown" relationship?
SYNERGY: TRANSITION QUESTIONNAIRE

1. THE REASON I'M HERE IS_____________________________________________________

2. I BELIEVE IN_____________________________________________________________

3. WHEN I ENTER A ROOM FULL OF PEOPLE I USUALLY FEEL_____________________

4. A PHRASE THAT DESCRIBES ME IS___________________________________________

5. WHEN I THINK ABOUT THE FUTURE I SEE MYSELF_______________________________

6. MY GOALS AT SCHOOL ARE_________________________________________________

7. TO ME, BELONGING IS_____________________________________________________

8. I BECOME ANXIOUS WHEN_________________________________________________

9. WHEN I AM REJECTED I USUALLY___________________________________________

10. IN CROWDS, I____________________________________________________________

11. I AM_______________________________________________________________

12. MY GOALS IN LIFE INCLUDE______________________________________________

13. I LOVE_______________________________________________________________

14. THE THINGS THAT TURN ME ON MOST ARE___________________________________

15. RIGHT NOW I'M FEELING___________________________________________________

16. I AM HUMBLE WHEN_____________________________________________________

17. I MISS______________________________________________________________

18. THIS EXPERIENCE IS MAKING ME FEEL____________________________________

19. SAYING "NO" FOR ME IS__________________________________________________

20. AS A STUDENT, I AM____________________________________________________

21. I HOPE TO____________________________________________________________

22. SEXUAL ACTIVITY IS_____________________________________________________

23. MY STRONGER POINTS INCLUDE___________________________________________

24. WHEN I AM ALONE I USUALLY_____________________________________________

25. AT THIS UNIVERSITY, SO FAR I FEEL_______________________________________

26. I AM MOST ASHAMED OF_________________________________________________

27. RIGHT NOW I AM RESPONDING TO_________________________________________
SYNERGY: TRANSITION QUESTIONNAIRE

28. WHEN I AM IN A NEW GROUP I ________________________________

29. WHEN TAKING TESTS, I ________________________________

30. GOING HOME IS ________________________________
TYPES OF OVERSIMPLIFICATION IN THINKING

1. Overgeneralizing from limited experience:

When drawing any conclusion, one must be careful not to overgeneralize unjustly from an insufficient experiential background. Specific example: studying came easy for you in high school, and you could usually "sail by" with a mere skimming or cram session. This lack of adequate experience with a new setting/old problem could lead one to inaccurately assume a little preparation was adequate for new academic demands (and increasing levels of competition) with unfortunate outcomes resulting.

2. Misapplying general standards/norms/rules:

What applies abstractly and generally speaking, may not be appropriate for all situations. For example, the general rule that one should be honest does not necessarily call for you to tell a friend he/she has poor taste or judgement such as in apparel or particular words spoken.

3. Mistaking correlation for cause-effect relationships:

Just because two things so often go together, does not mean they are related through cause and effect. Example: You and an acquaintance had a "polite" disagreement about a social issue, such as environmental pollution, and since that interaction, you've not seen that person for over two weeks. By assuming that the disagreement is the only reason you may be overlooking some "easier" answers.

4. Failing to recognize multiple "cause" possibilities:

Related to #3, but here a person mistakenly applies but a single cause to an event despite a variety of examples. Example: You might simply assume your low grade on a test was due to the high "curve" of grades caused by so many doing well, overlooking the possibility that you just weren't as well prepared as you could have been; or you were expecting an objective test and got essays, or you spent too much time musing over lower value items to the avoidance of high value questions.

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5. **All-or-none thinking:**

Viewing things, events, or people only in dualistic terms, such as good or bad, right or wrong, etc. thus leaving little room for shades of gray which are more often the case. Example: You recall how your younger sister and you did not get along well at all, and assume that to be the nature of all your peers relationships to younger siblings.

6. **Stereotyped thinking:**

Attributing a characteristic of one member of a group to be representative of all. Example: An upperclassman is not overly talkative, and responds to your greeting in the hall with utter "silence". You assume most all upperclassmen to be disinterested in new first year students.

7. **Uncritical acceptance of majority or most vocal opinion:**

This can be seen in the unquestioning acceptance and repetition of opinions made in class by professors. Example: You are given a series of comments in a lecture, and integrate them uncritically into your own way of thinking.
PROBLEM-SOLVING PROCESS CHECKLIST

1. Defining the problem
   A. Statement of problem

   B. Desired outcome

   C. Restatement of problem
      (Does it have a single (unitary) focus?)

2. Goal Clarification
   A. Is it feasible for me to solve? (Can I realistically expect to influence the desired change?)

   B. What needs to happen for that change to occur?

   C. How will I be able to know that the problem is solved (using behavioral terms)?

3. Information-gathering
   A. List the data I already know

   B. Identify additional needed information and seek out by:
      1. talking to others (identify who, how, where, & when)
      2. reading selectively
      3. identifying further things to do to gather needed information

4. Identifying and weighing merits of alternative solutions
   A. List the various alternative solutions possible (do not be selective here), and their respective "costs", "payoffs" and the net outcomes of each

5. Selecting a solution
   A. Choose one most promising alternative for solving the problem and develop a plan for acting on it (implementation) Consider:
      1. how can "it" be done?
      2. who needs to be involved?
      3. who needs to informed?
      4. what material resources are needed?
      5. how are they to be acquired?
B. When should this be done?
   A. Total time frame:
   B. Beginning:
   C. Initial evaluation point:
   D. Final evaluation point:
   E. How will I know "it" has worked (criteria)?

6. Evaluating the outcomes of the alternative solution implemented:
   A. Is the problem solved? (if yes, go to B, if no, go to D)
   B. Are there incomplete aspects/unsolved parts to the problem?
      (if yes, what are they?)
   C. Are they necessary for a satisfactory solution?
   D. Has any new information gained significantly altered the problem?
      What? How?
   E. Does the cycle (PSP) need to be repeated re: This Problem?
      (If yes, go to step 1 and begin anew)
### WEIGHING THE ALTERNATIVES

<table>
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<th>PAYOFFS</th>
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<tr>
<td>ALTERNATIVE #1</td>
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<td>ALTERNATIVE #4</td>
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COLLEGE STUDENT DEVELOPMENT

Transitional Tasks:

1. ADAPTING TO A NEW ENVIRONMENT involving negotiation of "foreign territory having new signposts, a unique language, different standards, and an unfamiliar geography.

2. DECISION-MAKING AND SELF-DISCIPLINE SKILLS ACQUISITION, especially regarding time management and (saying "no" to many distracting attractions).

3. MEETING NEW ACADEMIC DEMANDS, usually calling on already extant skills, but with greater intensity and often at new levels of demand for competency.

4. CLARIFYING SEXUAL VALUES AND THEIR EXPRESSION, a demand which is strongly mediated by place of residence and primary peer group.

5. RESOLVING SEPARATION AND LOSS, particularly that of relationships with parents, significant peers in one's reference group, and stable environmental features.

6. INITIATING NEW RELATIONSHIPS with a new set of peers and authority figures; making new friends and trying out "a" different experience of adult-to-adult relating."
The following "fable" is a thinly disguised tale of analogy to the transitional issues and tasks encountered by the entering college student. It is used as one part of a three-session structured workshop which focuses on the transitional process for young adults coming into a university setting.

The story is best read to the entire group first. The questions which follow the fable are then used in small groups with facilitators to stimulate and highlight reactions to the tale and discussion of its themes. The facilitator prompts students to respond to obvious levels of meaning, that is identifying the explicit points of analogy, but also encourages students to elicit the more subtle insights and nuances to which the questions point.

In this way, students and staff alike are provided with a creative vehicle for beginning the process of recognizing and labelling the various aspects of their transitional development when moving from home to campus.
Once upon a time, two children a brother and sister who lived at one end of the kingdom, decided they would leave home and go out to seek the prized "Silver Sheepskin."

Now this particular Quest was something that they, like many others in the kingdom, had looked forward to for some time. And, although they were eager to go out in search of the silver sheepskin, their parents had warned them often of the hazards involved in such a venture. Among those hazards they had already weathered successfully was the "Land of Secondary," followed by a period of waiting and hoping for one of the somewhat rare "Bids" to make this Quest. Still ahead of them they knew were several challenges which would test their mettle and bid them to risk much for the sake of acquiring the prized sheepskin.

First Day

One day in late summer they set out in the company of their family and a couple friends for the part of the kingdom where they had been invited to pursue the sheepskin. This land was known to all as the "Land of Diversity." Upon arriving at the entrance to Diversity, they were greeted by a gatekeeper who told them that only the brother and sister could go on from here. So, painfully, the children bade goodbye to their parents, family and friends and were admitted to the Land of Diversity where they would have to pursue the quest on their own. Just inside the gates they were met by a wizardly character in a robe adorned with many symbols and signs. This was the person who had sent them their "bids" and who was known in Diversity as "Professor Dean."

Professor Dean welcomed the children and began to tell them something about Diversity and what they must do to be successful in their quest. In the beginning, they were told, they must find a "sponsor" and secure "passage" throughout the land. The professor would not elaborate on these two terms, but merely told them to report back in three days what they had seen and done in their Quest.
The children set out to do their tasks. Before attempting to find a "sponsor" and secure "passage," they decided to locate a place where they could stay and store their belongings. Everywhere they went however, there were lines of other children and only a few familiar faces to be found. They spent the entire day until sundown wandering about asking questions and reading signs and posters telling of many exciting and different activities that went on in Diversity, but, alas, they found no place to call home. At one point, they chose to split up, and found when they did, that each of them felt even more "out of place," alone, and frightened, and each was treated differently than when they were together.

At last, when reunited, they came to a series of buildings called the "Halls," which were apparently so named because they consisted of long hallways built atop one another with small bedrooms on either side. It turned out that one of these "Halls" was assigned to each of them but they were not able to live together, and in fact, were given bedrooms in halls that seemed to be miles apart. And, on top of that, they were expected to share that bedroom with a total stranger from another kingdom! Both of them were quite dismayed at how things were going to this point, but vowed to meet again in the morning to begin their search for a "sponsor" and "passage."

Second Day

When daybreak came the brother and sister met and eagerly shared their experiences about their new roommates and the "Halls." Neither of them was quite so upset as the day before, each sensing that their new living arrangements could prove to be interesting and stimulating situations. Still, they both recognized the frustrations and loneliness such group living styles might bring. They decided to split up and search independently this day, and when they met
again at dusk, each had an exasperating tale to relate to the other.

The girl had been sent from place to place in Diversity, each time learning more about who the sponsor "was not," without ever really discovering the sponsor's whereabouts. At one point midday, she wandered into a building which appeared to be a "Complex of Mirrors." In it was a literal maze of seven foot high mirrors, all of which reflected only distorted images of the girl. After searching for a way out of the Complex for hours, she finally came to an exit, whereupon she encountered Professor Dean who handed her a card with writing on it. One side of the card bore the question, "Do you know who you are yet?," and the other side had the statement, "The past is prologue to the future" with the name "Beecher" under it. Without a word of explanation, the Professor disappeared, at which point, the girl returned to meet her brother.

He too had experienced an odd time of it and managed only to learn that much more had to be done to find the way through Diversity to the sought-after prize. He had acquired several pieces to a "map" which supposedly led to the object of their quest. But at this time, it was impossible to tell from so few pieces what was pictured on the map. The brother indicated that she too was entitled to her own map pieces, so they went off to collect her share.

That night, in comparing their pieces and attempting to fit them together, they had a difficult time matching his and her parts of the map. Could each of them have different maps? If so, this presented a bewildering state of affairs since they were both involved in the same Quest! Exhaused, they decided to sleep on it.

Third Map

In the morning of the third day, the brother and sister related to each other their discovery that others in the "Halls" also had map pieces of their own. Perhaps, they reasoned, the best way to secure "passage" would be to ask others to
share their map pieces to increase their chances at succeeding in the quest. Much to their surprise, they did not have to diligently seek them out, for many others throughout Diversity were approaching each other with the same expectation. Some of their experiences were very positive, with groups of seekers sitting in circles everywhere discussing what insights they had gained from examining their map pieces. Other interactions were quite unpleasant with much bickering over "right" and "wrong" interpretations. Some seemed very possessive of their pieces and resisted invitations or pressures to share them while some reported that their pieces had been stolen. Still others seemed content merely to collect their pieces of map, while displaying little interest in making sense of them.

As the day came to a close, the brother and sister made their way to the place where they were to meet Professor Dean. On the way, they found themselves talking more about the people they had met than the map pieces and the quest. Though they seemed no closer to the sheepskin, as they reflected on the three day events, it occurred to them that Diversity had proved to be a fascinating place thus far. They arrived at the gates and met once again with the professor who asked them how they had fared. As they related their lengthly tale, the professor smiled with appreciation while taking in the story of their experiences since arriving in the Land of Diversity. Finally, they presented the professor with the card from the "Complex of Mirrors" and the puzzle-like pieces of map, and inquired what they meant. The professor spoke carefully and intently, first telling them of the map pieces. Professor Dean cautioned them to have patience, for these were but a few of the many pieces to their maps, and they would have to acquire still more before they would even come to a glimpse of "the way." When they remarked that their maps themselves be unique, but so too would their viewing and understanding of them. "In essence," Professor Dean said, "your first important lesson has been the discovery that there are different routes to the goals you seek." The professor added in a matter-of-fact tone that it would probably take them a few YEARS to attain their goals.
Seeing their obvious dejection at hearing this, the professor quickly spoke of the card the girl had gotten earlier, suggesting they could find some clues to making their quest a successful venture by learning the personal meanings of the messages printed thereon. Further, the professor said, they were just BEGINNING the Quest, an experience in which they would constantly be exposed to these three basic truths and challenges:

1. The boy and girl who came to the Land of Diversity can NEVER go back to that home from whence they came, but YOU who are here now, MUST.

2. The most important things you can learn are not the right answers, but rather are the right questions.

3. You must learn to reconcile the irony that your ultimately alone, yet you cannot ever be truly alone and survive.

Having said this, the professor wished them a good journey and said, "You will see me again often, but I will never look the same twice." With that the children and professor parted company, each to pursue their very own special quest.

- THE END -
SYNERGY

SOME "QUEST"-IONS

1. What is the "Quest"?
2. What hazards had the boy and girl weathered in the "Land of Secondary"?
3. Why weren't their families and friends allowed into the "Land of Diversity"?
4. Why is the location of the Quest called the "Land of Diversity"?
5. What are "Bids"?
6. What is the "Silver Sheepskin"?
7. What can you tell us about "Professor Dean"?
8. What did the girl learn from her experience in the "Complex of Mirrors"?
9. What is a "sponsor"?
10. What does each of the messages on the card given to the girl mean?
    (Do you know who you are yet?)
    (The past is prologue to the future - Beecher)
11. What does "Passage" involve?
12. How is it ("Passage") secured?
13. How do you relate to the children's experiences in the "Halls"?
14. Why do others relate differently to the boy and girl when together vs. apart?
15. What do the pieces of the map represent?
16. Why are there so many varying reactions to the meanings and uses of the map pieces?
17. Why don't different people's map pieces match?
18. Why will it take so long to obtain the "Silver Sheepskin"?
19. If and when the silver sheepskin is acquired, is the Quest complete?
20. Re-read the three "Truths and Challenges" the Professor left with the children and relate their meanings.
21. What did Professor Dean mean by the statement, "You will see me again often, but I will never look the same twice"?
THE QUEST

OR

THE PURSUIT OF THE SILVER SHEEPSKIN

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1977