

Students shop, learn at Harrison's Emporium

By LYNN ORR

Putting theory into practice is the basis of most vocational educational programs.

And The Emporium is another example of how vocational education meets the needs of students on a practical level.

At Harrison High's school store, the Emporium, given students a chance to practice what they learned in marketing classes once they learned it.

While the student body staff benefit from the opportunity to buy candy, records, cards and novelties during lunch hour, the marketing students are learning how to run a cash register, practice sales techniques and set up displays.

"They learn all the different jobs in their two weeks here," says Cynthia La Rosa, marketing instructor.

Three classes of first-year marketing students learn the basics in Mrs. La Rosa's classes. Each student spends a minimum of two weeks in the

Emporium a semester, under the guidance of para-professional Ann Hanes and the student managers of the store—second-year marketing students.

ALTHOUGH school stores have been around for about a decade, Harrison is the only Farmington high school employing the concept. The store was included in the design of the school.

The marketing classroom and the Emporium are a connecting door, but Mrs. La Rosa believes the classroom works best with a professional supervising the store, while the instructor can devote her time to the classroom.

"A lot of schools don't have stores, because they don't have staff to run them," she explains. "The para-professional concept puts us ahead of the game."

Ms. Hanes agrees. In fact, the students need little help, she says.

"They just take right over. If they have any problems, they go to Karen."

Senior Karen Sosnick is one of three managers who earn $\frac{1}{2}$ credit per class period. As a manager, Ms. Sosnick helps train the first-year students in the business basics, and also functions as the store's accountant.

"I've just had great experience here," she says. She plans to pursue a business career at the University of Michigan this fall.

Ms. Sosnick's experience demonstrates how vocational education works hand-in-hand with co-op work for the students.

As a co-op student, Ms. Sosnick works at the Spanish Community Center in a secretarial capacity from 1-5 p.m. each afternoon, earning one credit per semester for working at least 265 hours.

Getting in the hours isn't a problem, however.

"I love working," she says. She also attends the Orchard Ridge Campus of Oakland Community College at night for a chemistry class and a non-credit

memory class.

In the store, she assists the first-year marketing students during their two-week periods. Running the cash register may be the most difficult thing for most students, she admits.

"That stymies them a little," she says. "The financial aspects of the job may be an obstacle, but the students have a chance to test their creative talents as well."

They set up eye-catching displays, including a display window in the hall prepare advertising, and get the feel of various marketing techniques.

The Emporium boasts sign-printing and price-tagging machines.

The store takes in about \$1,200 per month in sales and has a \$500 profit this far this year. The profits are put

back into the store, via a new cash register, cases and new displays.

The 75 first-year marketing students divide evenly, gender-wise, and appear to like their two-week stint in the store. The managers enjoy it even more.

While records, books, Harrison gym bags and T-shirts, school supplies, jewelry, cards, and novelties are prominently displayed, the majority of student customers head to the candy counter.

The biggest seller is a two-cent watermelon flavored candy, the students say. Some students even stop to wander in to listen to some music and peruse the merchandise, which is all right with management. Shoplifting is rarely a problem, Mrs. La Rosa says.

"Kids don't like to tell on each other, but they make sure it gets stopped if it happens," she says.

The students consult English and language teachers before ordering books, and they learn from mistakes.

When Ms. Sosnick first worked at the store, they were stuck with some stock that just didn't move.

"It's hard to sell baby cards to teenagers," she quips.

Because they're limited to ordering in small quantities, their supply stores are limited. But they use teenage ingenuity in other areas, Mrs. La Rosa says.

They leave their names at local stores should managers want to get rid of old shelving or display cases, and they jazz up what they've got.



Sophomore Marie Naughton (right) selects her purchase, while student employees Lissa Raymond and John Lontz get ready for the lunch crowd at the candy counter.

Children take life's cues with parents' prompting

Raising a child involves more than merely watching him grow.

Parents have a responsibility to help their child find a place in the world.

That's the assessment of Jerry Yashinsky, principal of the Parker Elementary School, Royal Oak and past president of the Michigan Elementary School Counselors Association.

"Some people are not sure of how hard a job parenting is," Yashinsky told his audience during a parent workshop sponsored by the education committee of Farmington Youth Assistance. The workshop was a prelude to a study group built around Rudolph Dreikurs' book, "Children: The Challenge," which begins Feb. 21.

Dreikurs' underlying assumption is that everyone's basic goal is to be accepted by others, according to Yashinsky. Children are no exception, but they need help. They get their cues from their parents' behavior.

A case in point, Yashinsky said, was his own son, now 20 years of age still hasn't talked. Worried, Yashinsky and his wife took their son to a doctor who told them that the child could but wasn't talking because he didn't have to.

Yashinsky grasps the doctor's point

after observing the family at dinner. He noticed that each time his son began to talk, someone else finished the sentence for him.

"When he did start talking, he didn't stop," added Yashinsky.

His older son was afraid of being in a store right before closing time. The explanation was he was afraid he would be locked in the store. The fear was well-founded, from a child's point of view, because his parents appeared anxious as they rushed to make their purchases.

Once they arrive at their overseas mission, they find themselves in another type of social setting.

"Now they're plunked into a situation where they like a child in a new culture," Randal said.

"Suddenly the cues are all different. They don't know how to respond," he said.

Future missionaries are urged to respect the new culture.

"If it looks ridiculous, suspend judgment," is Randal's advice on encountering new cultures.

Language is another barrier new missionaries must face. Through their training they learn to recognize the different sounds in a language. Students in a mission training course, which can last eight months, learn to make the sounds they hear.

Training focuses more on practical hints for learning language and custom than religious theory, according to Randal.

STUDENTS learn a practical approach to learning a new language and approaching a different culture. Once they're in the field they rely on another practical approach—team-work.

Missionaries are sent out in teams which are chosen for complementary talents, according to Randal.

"People supplement each other. They have a more solid impact on the community," he said.

As the approach toward mission work has changed, so has its situation. Instead of working in the jungles, missionaries are helping start churches in urban areas.

In the cities, persons are looking for a system to give them a sense of values and a foundation from which to cope with urban life.

"Cities have a lot in common with each other no matter what country they're in," said Randal.

Parents in the cities share the problem of preparing their children to face a changing world, according to Randal.

Churches in the cities share common interests, too.

"There's more interplay," said Randal of the communications between churches in different countries.

"Our awareness is that we're not doing a job by ourselves. We have deep ties with the local church in the area because it's a maturing church," he said.

As PART of that interdependence between cities, missionaries from overseas come to America to work, according to Randal.

"There's a strength they have that we don't and strengths we have that they don't. There's interdependency."

Missionaries prepare to cope with new cultures

Training for missionary work involves more than a solid background of religious theory and convictions.

Learning to work with the country's residents, fitting into their culture and acquiring a new language are important facets of missionary work, according to members of the Far Eastern Gospel Crusade and Mission Internship Inc. of Farmington Hills.

Both groups send American missionaries to work with churches overseas. Mission Internship Inc. trains missionaries to cope with living and teaching in a new culture.

Far Eastern Gospel Crusade is non-denominational, with places missionaries in the Philippines, Japan, Alaska and Taiwan.

In the past 20 years, the organizations have seen mission work change.

"There's more of a commitment to the mission," said Douglas Forrester, coordinator of administration for Mission Internship, Inc.

Religion has been given a different perspective in the past five years with persons such as Charles Colson and Eldridge Cleaver speaking out about their commitment to their creed, according to Forrester.

"There's a renewed interest in the Christian faith," agreed Ed Randal, personnel director for Far Eastern Gospel Crusade.

In the last few years, students have become interested in mission work.

"Exposure and interest in mission work is growing. There's a renewed interest in the Christian faith," he said.

Increases in numbers are joined by a more serious attitude toward religion on campus, according to Randal.

"They're more serious about having a personal relationship with God through Christ," he said.

With a renewed seriousness in religion comes a new attitude toward overseas mission work. Instead of bringing a new way of thinking to an area, missionaries work with local residents in established churches.

Teamwork is necessary in this situation, according to members of both organizations. Part of that teamwork involves the ability to emerge into an urban culture.

"Culture shock is an important consideration. There's a temptation to pull back and not immerse yourself," Randal said.

TEAMWORK helps in overcoming the shock of being placed in a new culture.

"Most people need support," Randal explains.

Since the missions are organized to accept Americans with experience working in their home churches, they draw people accustomed to a busy schedule, according to Randal.

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