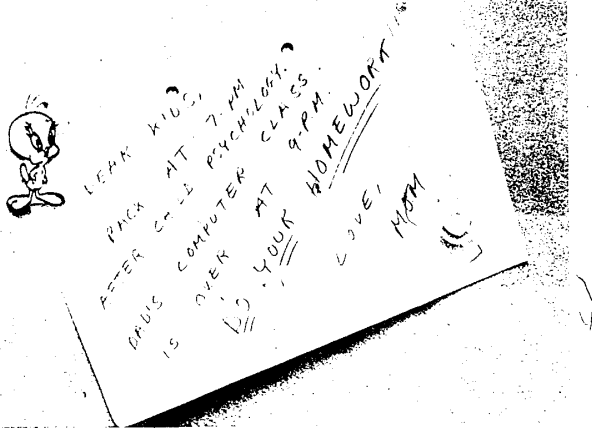


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"... the big academic push for women comes after age 30. But that may change as more colleges offer day-care centers and more women students use them. Now even mothers of pre-schoolers can hit the books"
— Jean Dion, Oakland University research assistant.

Colleges recruiting 'older' students

By MARGARET MILLER

The campus scene today shows a student group "older, smarter and more feminine." The characterization comes from Dr. James Manilla, president of Oakland Community College Orchard Ridge campus, and it's echoed in varying ways all around the area.

Women make up a larger percentage of the student body on most campuses than they did 10 years ago. The average age is inching upward. And older students coming back to the study scene tend to be more motivated and thus make better grades, colleges report.

A BIG FACTOR in all these changes is the fact that Mom is joining the kids in the college classroom. In many cases, for that matter, so is Dad.

The trend of more college for

those past the traditional college age is not new, of course, and it's been on a steady up-grade as more women sought personal growth and recognized in their lives the "empty nest" syndrome as their children needed less attention.

What does seem a relatively new development is an active recruitment of older students on the part of colleges which, for assorted reasons, have experienced a drop in enrollment of those just out of high school.

"There is a national interest in tapping this formerly untapped resource, and special efforts are being made to attract older students," Dr. Manilla said.

"It's all tied to the decelerating rate of post-secondary education. Nationally, there are 500,000 vacancies in colleges."

A LOOK AT STATISTICS

bears out his picture of college being something for people of all seasons.

At OCC, Dr. Manilla said, half of the incoming students are over 21, and he thinks that by the year 2000, more than half will be over 30. From 1968 to 1974, the average age of the OCC student went from 19 to 24, and in the same time period, the number of women on campus rose from one in four to a 50-50 ratio.

Oakland University in Rochester notes an increasing number of students over 26 enrolling and has broken down its statistics to age groups from 26 to 29 and over 30.

Jean Dion, research assistant, said these figures show that in the younger of the two age groups, only about a third are women, but among those over 30, women outnumber men by about four to one.

"This indicates that the big academic push for women comes after age 30," Ms. Dion said. "But that may change as more colleges offer day-care centers and more women students use them. Now even mothers of pre-schoolers can hit the books."

Even Lawrence Institute of Technology in Southfield, for so many years a male stronghold, has in the last few years increased the number of women in its day classes, and now more feminine students are showing up in night classes, said Richard Michel, dean of LIT.

"We are strengthening our humanities program, and one of the reasons is that we want to attract more women students," he said.

AN INCREASING TREND of parents going to college with the encouragement of their col-

lege-student sons and daughters was noted by both Patricia Wulp of the University of Michigan Center for Continuing Education for Women and Mrs. Claire Orians, counselor in the Wayne State University College of Lifelong Learning, with headquarters in Southfield.

"I talked to one woman recently who was going back for a degree because her daughter was urging her to do so," Ms. Wulp said. "The University certainly is moving in the direction to make it more possible for older women to obtain degrees, things like independent study and evening courses."

Ms. Orians said in recent weeks she has checked records of several women who last attended college 25 years ago, and "I've heard a lot of women say their kids are urging them to go back to school."

Professor lectures on 'how to study'



Study habits are not always the best

Thoughts can be learned only when they have meaning to you.

That sentence comprises the theme, the philosophy and the total summary of Prof. Howard Murdock's course on how to study. He's at the Orchard Ridge Campus of Oakland Community College this month instructing high school graduates, of all ages, who are going to enter college for the first time.

He's drawing capacity crowds to the 10-hour course put together in answer to a problem stemming from college freshmen who are falling down on achievements accomplished in high school.

He proposes that any student who uses his techniques can boost himself up one full letter grade. Here are a few of them.

- **THERE IS NO** substitute for daily preparation. "Don't tell me you are going to be a nuclear physicist five years from now. Tell me you've got your math assignment done tomorrow. Take your cloud trip, fella, but be back in a few seconds because there's a math text here to read today," Murdock said.

- English is the scientific language of the world today. "You better learn it and learn it well."
- Don't allow distractions. "Simply don't allow them, from the TV, from the telephone, from the roommate. Be ruthless on this."

- Don't try to learn when you are ill or fatigued. "Forget it, all it will do is make you frustrated."

- Use the GESTALT pattern theory of learning: part-whole-part. Develop a picture, analyze it, put it back together again.

- Most of your learning comes from this method. It's the beginning of complete comprehension.
- Recognize when you are in

trouble. "Don't wait four or five weeks until your problem is out of hand." On discussion groups the professor said, "Learn this. There is a definite inverse ratio working on the guy who does the most talking between what he says and what he knows."

- Prevent forgetting by repeat and practice. "It's the only way you are going to be able to handle all of the rote memorization you are going to have to do. Nobody expects you to be a walking memory bank, however, so if you do forget anything you need to know, make sure you know where you can find it."

- Read "How to Improve Your Memory," by James D. Weinland. "Then put into practice what you've read. It's only a trick. I never have met a person who was good in his own field that didn't have a good memory—in his field. He might forget to wear his shoes some morning but he remembers everything he needs to know in his work that day."

- Organize. "It's the only way you are going to be able to plan to have some fun time and if you don't have any fun in college, go out and hang yourself."

- Learn correctly the first time. "Un-learning or re-learning is the hardest thing in the world to do."

- Never study two sciences back to back. "The logic involved in different sciences is sometimes confusing so don't back them up tight. Either squeeze something else between them or take a break."

- Overlearn. "Go beyond the basics. Go beyond the minimum essentials. This is most important. Every text should be read at least three times."

- Get vocational counseling. "Fifty percent of all freshmen change their vocational goals after

their first year. And don't take a course because the folks insist. Find out what you are good at and then pursue it because if you are good at it, you will enjoy it."

- Talk to people who are now working in the career of your choice. "Talking to your counselor is fine but he probably has never worked in the job you are concerned about."

- Learn self-discipline. "I hope you know that every time you cut a class it is costing you \$40 and if you want me to prove it to you with national statistics, I can."

- Get the most for your money. "Shop around for the best buy in the colleges around you."

- Blame yourself when necessary. "Learn to be self-critical."

- If you have a problem, talk to somebody about it. "Now I don't mean your roommate. I mean somebody who carries some weight. Somebody that can do something about it."

- Take a short hand or speed writing course. "You'll thank me for this every time you are taking notes in a lecture class."

- Do pre-lecture reading. "If you don't do this kind of homework ahead of time you are going to be out of luck."

- Read for total comprehension. "Mark up your textbooks with your own notes."

- Turn statements into questions. "It's a good way to review and find out what you know and what you don't know."

- Get used to the idea that you are going to be working a 54 hour week. "For every hour of class (18 per week is average) you should spend two outside class in study. If you aren't committed to doing that, you are not doing the job."