



'Contract Learning' Pays Off

Some 60 students took part in an expanded internship program this year through a process known as "contract learning", which enabled them to turn summer jobs and experiences into Internships for academic credit.

The program was larger and more varied than those of the three previous summers because the interns were allowed to work in geographical areas of their choice, were allowed unlimited choice of experiences, and were permitted to develop their own learning dimensions, according to Dr. Edward Angus, academic internship director.

He said all but a handful of internship projects were arranged by the interns themselves. They wrote "learning contracts" specifying their learning objectives in jobs or experiences and the processes by which they were to accomplish their objectives. To gain academic credit the interns had to have their contracts signed by a department chairman and a faculty advisor.

The program included such extreme project locations as the Hawaiian Islands, where sophomore Robert Causby conducted a self-inquiry project by living with a native family, studying every day life and working in church mission programs; and Edisto, SC, on the Atlantic coast, where senior Richard Tumbleston conducted an organizing project in beach ministry. Most of the projects, though, were conducted in the Southern Appalachian regions of North and South Carolina.

The choice of Internship projects was limited only to the ambitions of students, Angus said. Many Interns took advantage of summer employment offered by churches, anti-poverty programs, public agencies, businesses, and Mars Hill College;

others created positions with such organizations; and some worked independently, such as Duane Cook, Frank Farrell, Marilyn Reid, and Janet FaFrkas. These four spent the summer interviewing people in Madison County in order to develop a "resource data bank" which will be available in the future to high school and college students conducting projects in the county.

Not all internships were jobs, Angus said. He cited Lewis Deal, who developed a self-inquiry project out of a two-week military training course. Before the course Lewis took a battery of psychological tests to determine how he related to people and to himself. After the course he took the same tests and, by comparing the two results, he will determine the effects the training had upon him.

Summer Internships grew out of the college's first experience with service-learning in 1968-69. Dr. Richard L. Hoffman, vice president for academic affairs, taught an internship course in community development and said his students found many public agencies had tasks undone and programs never carried out for lack of funds and qualified personnel. At the same time students were looking for ways to put their knowledge and service to use.

The first summer program was in 1969 with 38 interns placed in agencies to conduct studies and map out practical programs in addition to helping out where needed. The program, which incorporated seminars and workshops, was sponsored by the North Carolina Resource Development Internship Program and was partially funded by the Southern Regional Educational Board, which used Mars Hill's program as a model to promote similar

internship programs in its 15-member states.

The 1970 program had 48 interns; and the 1971, 38 interns. Both programs were funded by allocations from the North Carolina Board of Higher Education under Title 1 provisions of the Higher Education Act of 1965, by grants from the North Carolina Internship Office and the Appalachian Youth Leadership Program and by matching grants from the college and participating agencies.

Dr. Angus said he had received this year \$6,650 for intern stipends for three programs. These funds came from the Appalachian Youth Leadership Program for the "Camp Carri-On" project of the Rural Development Project of the Opportunity Corporation of Madison-Buncombe Counties; from the Buncombe County School Board for mental retardation day camp; and from Mountain Ramparts, regional health planning agency, for a health care cost analysis project.

This year's program was a departure from the previous summer internship programs, Angus said. The college failed to obtain funding this summer to operate the usual internship program whereby students were recruited and paid to work in pre-arranged "slots" in public agencies.

"Rather than discard the idea we encouraged students to think of summer jobs as learning experiences, which implies all jobs can be. The program gives students familiarity with experimental learning, and they will be more able to recognize in any job for learning", he said.

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Dear Mr. Corn:

Please settle this question for us. Is a one-over-one response forcing regardless of position? How about a two-over-one response by a passed hand?

Pass or Bid,
Franklin, La.

Answer: A suit opening followed by a suit response at either the one or two level is absolutely forcing if the responder has not passed previously. Once responder has passed, thereby limiting his high-card strength, opener is under no obligation to bid again since he is in a position to judge the upper limits of the combined hands.

Dear Mr. Corn:

We had an argument recently and we have agreed to abide by your decision.

The contract was three no trump. A heart was led and dummy threw out the heart jack, since it was a singleton. The next player played and declarer exposed the heart king. Before placing it on the table she asked if the jack was from dummy. When she found out it was, she placed the king back in her hand. The defenders claimed it was an exposed card and must be played. Who's right?

Need a Decision,
White Plains, N. Y.

Answer: The laws state that a card from declarer's hand is considered played if declarer holds it face up in front of him and it is touching or near the table. From the facts you present, I would judge that the card was not legally played and, since declarer can have no exposed cards, she was entitled to place the card back into her hand.

To prevent situations of this sort, dummy should refrain from playing any cards unless specifically asked to do so by the declarer.

Dear Mr. Corn:

If you hold a pre-emptive bid but are vulnerable, should you bid or pass?

Burned,
Encino, Calif.

Answer: A vulnerable pre-emptive bid should usually be worth one more playing trick than a nonvulnerable bid. A standard yardstick for pre-emptive bids is the rule of two and three. Not vulnerable, you expect to take within three tricks of what you bid; vulnerable within two tricks of what you bid.

Dear Mr. Corn:

I didn't know how to "field" this one. How about you? I held:

♠ — 9/10
♥ QJ107653
♦ J84
♣ Q65

What is the correct bid after a one club opening by partner and a weak jump overcall of two diamonds?

Guesser,
Lynchburg, Va.

Answer: There is no correct answer and much depends upon "table presence." I would tend to take my chances with four hearts. Pass is a close second choice and depends upon my estimation of the players involved.

Send bridge questions to The Aces, P.O. Box 12363, Dallas, Texas 75225. Include self-addressed, stamped envelope for personal reply.

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Scholar Trek Takes Off

Acceptance of 10 rising high school seniors into the "Scholar-Trek" program this summer launched the new early-admissions program at the college.

The 10, chosen from more than 200 inquiries from 18 states, were enrolled in summer school and, having done well, have been accepted for admission as freshmen for the fall semester, said Dr. John Hough, associate dean for academic affairs. This will give them a year's head start on their college careers over their former high school classmates.

The group included Tom Mullinax of Raleigh, Susan Doss of Winston Salem, Karen Mease of Canton, Jeff of Arden, Melanie Hine of Goldsboro, Sarah Aldrich of Troy, Ohio, Beth Arrowood of Spruce Pine, Va., Kathy Spangler of Flanders, Stephanie Johnson of Lynchburg, N. J., and Debbie Edwards of Mars Hill, also Joe Underwood from Ohio. Nine of the ten have enrolled at Mars Hill this fall with Joe Underwood going to Ohio State instead. Debbie Edwards, who joined the program late, has also enrolled here for the fall.

Some colleges in the Northeast have similar programs with as many as 200 students enrolled, but Hough expressed satisfaction with the small number admitted for the initial operation of the program here. He said he expects the number to increase next year, but it will be limited to about 25.

According to guidelines drawn for the "Scholar-Trek" program, applicants must have a high academic average (in the upper 25 per cent of their class) and be recommended by their high school principal. Final selection of participants is made by college officials only after personal interviews.

Those selected enroll for summer school following their junior year. They take English 112 and one other course. If they demonstrate that they are capable of doing college-level study and of adjusting socially to college life, they are admitted as freshmen for the fall term. One stipulation is that if they successfully complete their freshman year at Mars Hill, their high schools will award them diplomas with their former high school classmates.

Mars Hill has had an early-admissions program in effect for several years to allow outstanding rising high school seniors to take two college courses in the summer between their junior and senior years, return to high school for their senior year, and come back to the college for two additional college courses in the summer after their

high school graduation. In this manner students could accumulate four course of college credit by the time most of their high school classmates are entering college, Hough said.

Hough said that the "Scholar-Trek" students were under considerable pressure this summer. This was, he explained, because the students felt they must prove to themselves, as well as to college officials) that they were capable of college-level performance. They even displayed a competitive spirit among themselves, he added, but each has done "exceptionally well".

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