

Sol Gordon stuns students with speech on sexual behavior

Dr. Sol Gordon, Professor of Child and Family Studies at Syracuse University spoke Friday, January 24 at 10:00 a.m. in Rowe Recital Hall.

The lecture, presented in a comical manner, dealt with learning about one's own sexuality and relaying the information to one's children.

In regard to sexual activity, Dr. Gordon stated, "Young people will do it whether we like it or not," and whether we educate them. He also commented, "Less than ten percent of sexually active teen-age girls use contraceptives".

According to the doctor a parent cannot give a child too much information about sex, although when discussing sex the parent should use correct terminology. Some examples of incorrect terminology the doctor cited were "wee-wee, poo-poo, and ding-a-ling".

During the lecture, Gordon related that approximately one million teen-agers become pregnant each year, and one out of four contract V.D.

Two questions most

frequently asked on college campuses deal with female orgasm and homosexuality.

In regards to female orgasm, Gordon stated, "Women don't even know they have one unless they have a Good Housekeeping Seal," and that orgasm is psychological.

In regard to behavior Dr. Gordon commented that all thoughts and impulses are normal, and "Guilt is the energy for involuntary repetition of thought".

According to the doctor, one of the best techniques to use in sex education is to have each student write one question about sex on an index card in one incident in which Dr. Gordon spoke to 1000 high school students, he received "950 questions and 50 fuck you's".

The doctor ended the lecture by saying that some young people believed they would not get pregnant if they: "stood up during intercourse, took one of their mother's pills, used coke as a spermicidal or used foam after sex."

by tamara sane



photo courtesy sociology department

Doctor Sol Gordon

RA applications being accepted

by susan sluss

If you're interested in becoming a Resident Advisor for the 1975-76 academic year, applications will be taken from Monday January 27 through February 10.

Applications may be picked up from a Resident Coordinator or in the Residence Life Office.

Minimum qualifications for becoming an RA are a 2.0 cumulative grade point average, student ranking at UNCC for one semester, and sophomore

standing by next fall. The University also prefers the applicant to have lived at least one semester in a residence hall setting.

Residence Life Director Chuck Lynch said, "We're looking for people interested in building community and who are interested in developing leadership potential and communication skills." He added, "We're also looking for people interested in students

and who are sensitive to the needs of others".

The selection process for the 15-20 openings will be held during all of February and March. The process will involve the applicant in a variety of interview situations. There will be individual and group interviews in addition to an interview which will be structured by the applicant. Students, current RA's and Resident Coordinators will be involved in interview evaluations.

Writing Resources Center aids students

by laurie bassett

The Writing Resources Center (WRC), organized here last semester by Karen Horton and Sam Watson of the English Department, resumed its operation on Monday, January 27. The center, located in the basement of Dalton Tower, is designed to help students with writing problems. Senior English majors - all of them training to be teachers - volunteer their services as tutors.

Although the WRC is still considered experimental, both Ms. Horton and Watson are pleased with the results of last semester's trial run. "We received very favorable comments from not only instructors in the English Department, but from professors in other colleges," said Ms. Horton.

Most students, said Ms. Horton, are referred to the center by their instructors, who

believe that the extent of the student's writing problems justifies getting outside help. However, she said, "Ideally the students should come in on their own."

The most frequent problem, said the English instructor, is that of the student who comes to the WRC with a paper "that's been bled all over" - marked up and corrected by the instructor - and realizes that he needs help in certain areas, such as research techniques, form and organization, spelling, vocabulary, grammar and punctuation. Also common said Ms. Horton, is the student who "can't seem to get started" on an assignment. With the help of a tutor, the student can learn how to narrow his topic down to some aspect of interest and significance to him, and then begin research on it. Watson encouraged students to take

advantage of this 'pre-writing' analysis. "We can do more for the people at that (beginning) stage," he said.

An important benefit, said Ms. Horton, is the 'on-the-job' experience that the center provides for the tutors. "There's a lot to learn about teaching composition", she said, and hopefully the experiences at the WRC will give the future English teachers a head-start. Weekly workshops are held in which the tutors share their experiences with each other.

Both Watson and Ms. Horton emphasized that the instructions given at the WRC are individualized to meet the needs of each particular student. Watson described the philosophy of the center in this way: "We meet the student where he is, and try to get him where he needs to be". When

questioned about today's supposed decline in the basic communication skills of younger students, both instructors denied noticing a downward trend in their own composition classes and asserted that today's students are definitely "more motivated" than past students have been.

Henry Doss, a senior English major and a WRC tutor, thinks a little differently. Although he agreed that younger students are more "aware" and highly motivated, he does think there is a growing lack of basic reading and writing skills. Doss places the blame squarely on the public school system, which, he says, stifles students' expressive abilities. Ironically, Doss found English majors to have the most writing problems in his tutoring experience last semester.

Doss and Janet Helms, another WRC tutor, are team-leading a 'teacherless writing class' this semester. Formed for students who received an Incomplete in English 101 last semester, the class of eleven students meets once a week.

WRC services are available to the entire university community, including both faculty and students in all majors. Tutors are available during the following hours: 9-2 Monday, Wednesday, and Friday; 9:30-12:30 & 1:30-3:30 Tuesday and Thursday. In addition, evening hours are 6-9 Tuesday and Wednesday. The WRC is located within the Learning Resources Center, which also has facilities for teaching speed-reading, note-taking, and other study skills.

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