

King Edward Times



Vol. XIX, No. 64
1989 July 06

SUMMER HOURS - DOMCO

In response to the diminishing number of students, staff, faculty and administrators on campus during the months of July and August, Domco is preparing itself for the summer months. We anticipate closing the staff serving area from June 23, 1989 to September 5, 1989. We propose also that the summer operating hours be revised from July 1 to 7:00 a.m. to 6:00 p.m., Monday through Friday until after Labour Day. We will be closed Saturdays until September. Finally, we shall probably offer only two entrees instead of the regular three.

We regret suggesting these changes, but they are proposed in order that we might continue to provide you with the high standards of quality service we believe in.

We appreciate your consideration of this matter.

Have a GREAT SUMMER, from the staff and management of Domco Foodservices.

Melissa Phillips
Nora Hall



Effectively immediately, an Industrial First Aid attendant will be available for emergency first aid from 4:30 to 10:00 p.m. Her name is Sandra Paterson and she can be reached at either Local 735 or 686-4650 or through Security at Local 204.

Karen Kelly

King Edward Campus

June 23, 1989



HUMAN RESOURCE DEVELOPMENT

TOURING YOUR COLLEGE

Many of us have worked at the College for years but have not had the opportunity to tour the different Campuses. We have put these tours together to allow you to better relate to each Campus. They are designed for all staff:

The goal of these tours is to give you a new insight into what people at the various Campuses do, where they work and the facilities available. You will also have an opportunity to meet the Administration at each campus and other College employees. Each of the tours is different so that we can determine which is the most effective and workable. Future tours are planned for the Fall and Spring.

It is suggested that staff from their "home" campus visit one of the other VCC Campuses. As space is limited, we have allocated seats on a first come, first served basis. Request permission from your supervisor to attend and then call HRD - 875-1131, local 337 to confirm a spot.

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Langara - July 19/89. 2:15 to 4 pm followed by a wine & cheese get together. Allocated seats: VVI = 6, KEC = 6, CE = 2, CA = 1.

VVI - July 26/89. 10:15 to noon followed by a light lunch at JJ's. Allocated seats: Langara = 6, KEC = 6, CE = 2, CA = 1.

KEC - July 27/89. 2:15 to 4 pm followed by a wine & cheese get together. Allocated seats: Langara = 6, VVI = 6, CE = 2, CA = 1





Starting on Monday, July 10, the Accounting Department and Payroll Department will be non-smoking areas.

Pat Mulvihill

ON VACATION

It's that time of year again.....

Just a reminder that I will be away from the campus for the period July 10th to August 25th. During this period my desk will be covered on the following basis:

Tom Scott:
Pat Sproston

July 10th to August 4th
August 7th to 25th

Have a great summer!

Sam Lewindon

Joyce Jarrett will be on holiday from July 4th to August 28th. Please contact Jim Funk (local 569) or Margaret MacKenzie (local 567) regarding Science Department matters during Joyce's absence.

Science Department

I will be holidays from July 4th to August 24th. Please contact Edie MacKenzie regarding Basic Education Department matters during my absence.

Cindy Onstad

Unobtrusive Uses of Morita Therapy in an Adult Education Setting

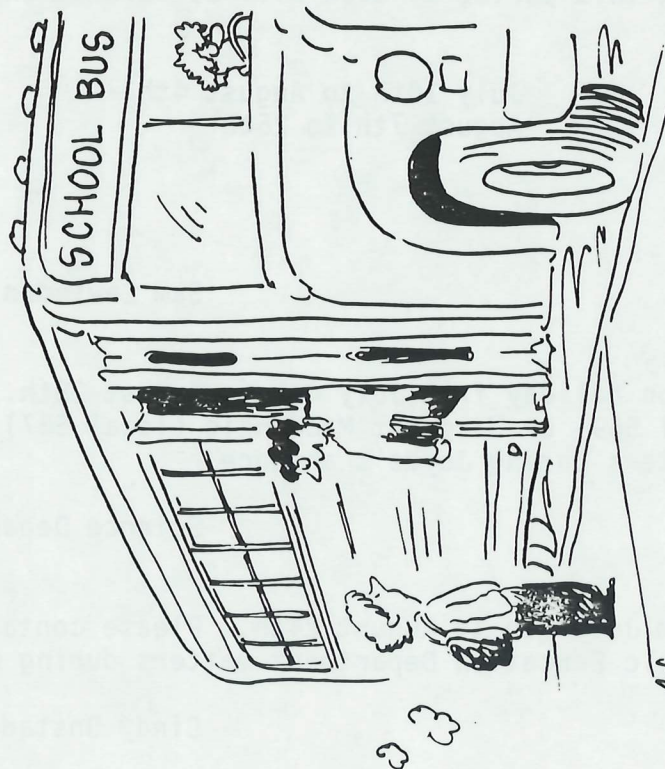
Abstract. Morita therapy focuses on action-taking along with fully accepting and experiencing emotion as it is. Many adult students are out of the educational mainstream and plagued with insecurities and self-focused anxieties. The paper discusses how Morita's therapeutic principles can be appropriately used with such students, based on the author's personal observations.

Morita therapy was designed by Shoma Morita to help a particular type of client called *shinkeishitsu* (Ishiyama, 1986a, 1986b; Reynolds, 1985). People of this category tend to be nervous, anxiety-ridden, shy, or otherwise plagued by feelings of inadequacy. The effort to resist or overcome these feelings has the effect of intensifying them, making action taking even more difficult. The sufferer becomes stuck in this vicious circle. Morita therapy helps the client to break this circle, and to understand that it is not necessary to wait for inconvenient feelings and emotions to pass, but that constructive action is possible in spite of them.

To me, Morita therapy consists of a blend of compassion and common sense. I say compassion, because the therapy allows for feelings and emotions without any kind of value judgment. They are accepted as they are and recognized as not being subject to manipulation by an act of will. Feelings such as anxiety and shyness are therefore not the mark of someone who is weak-willed or ineffective.

Morita therapy uses common sense, because it promotes a living attitude which, to me, is almost self-evident: if one does what needs doing in spite of inconvenient feelings, the latter will fade from the sufferer's conscious attention and eventually be greatly modified or disappear entirely - much like hunger pangs will disappear once a person starts eating.

Maria Brown has an M.A. in adult education and teaches in the Adult Basic Education Division of Vancouver Community College (King Edward Campus), 1155 East Broadway, P.O. Box 24620, Station C, Vancouver, British Columbia, Canada V5T 4N3.



"Come on! Where's your spirit of adventure?"

I was raised in a Dutch Calvinist environment, and from childhood I was exhorted to forget feelings, to dismiss them as unimportant, and to do my duty regardless of how I felt. Of course the compassion was lacking as only the behavioral component was present, but the result was often the same: action modifies how you feel and the results of this tend to change negative feelings into positive ones - except that I was often left with a residual feeling of guilt at not having managed my emotions better!

It was therefore with great delight that I discovered the principles of Morita therapy. What I instinctively understood before was now articulated and spelled out. In the words of T.S. Eliot (1956):

We shall not cease from exploration,

And the end of all our exploring

Will be to arrive where we started

And to know the place for the first time.

I discovered that an integral element of Morita therapy is its natural approach to living; natural as in breathing in and breathing out, and natural as in allowing for, and acceptance of, feelings and emotions. This natural approach brings about an essential process leading to peace of mind, because it affirms that we have a measure of control over our lives.

Working with Mature Students

I work as an instructor in a division of the Adult Basic Education Department of one of the Community Colleges in the Lower Mainland. Our department offers an individualized program where students at varying stages of educational attainment can come and complete their high school requirements.

Students selecting our program usually do not function well in conventional classrooms, because of the imposed schedules and rigid deadlines. These students come from a variety of backgrounds, coupled with emotional, financial and educational deficiencies. Many are single parents, ex-alcoholics, ex-drug addicts, or ex-convicts. They are highschool drop-outs, or immigrants, or Native Indians from Northern reserves. They are often ill-at-ease, apprehensive, hostile, and frustrated at having to function at a low educational level not commensurate with their age. They often have low study skills, low social skills, and low self-esteem. They have a history of failure.

Such students are driven by emotions and plagued by feelings of inadequacy mixed with guilt and an inchoate sense of injustice and

rage aimed at society-at-large, "the government", or simply "the system". Many are intensely preoccupied with themselves and their problems. They express all kinds of justifications as explanations why they cannot spell, or understand mathematics or science. They spend more time justifying their failures than attempting to correct them. They exhibit many of the features of the *shinkeishitsu* personality, and are therefore prime targets for Morita therapy.

Unobtrusive Application of Morita Therapy

It must be stated at the outset that these students do not overtly seek Morita therapy. They simply seek help in whatever form is available, but they invariably think that their difficulties in education are primarily in the learning sphere of their lives, complicated by other problems. In fact it often is the other way around. Their attitudes detract from their ability to learn and concentrate on the material at hand.

Because of the one-to-one tutoring relationship which develops between student and instructor over the course of several months, and because the students incessantly talk about their personal problems, a certain amount of counselling advice becomes a necessity for helping these students change their attitudes in order that they can come to grips with their educational pursuits.

Morita therapy, by its very nature, lends itself well to unobtrusive application. Our students are in the program for at least 5 - 6 months, and often longer. Some leave, without attaining their goal, and may come back later to finish. But on the whole, contact between student and instructor is intensive, and takes place on a daily basis and for months on end. This makes for an almost ideal setting to apply the principles of Morita therapy, and see the effects on the students on an ongoing basis.

Once a relationship of trust and confidence has been established there are no further barriers towards using Morita therapy with the student as a tacit client. There is of course no incontestable proof that the eventual success of the student, and his/her change in attitude, is completely due to Morita therapy alone, but in my opinion, it greatly facilitates changes that would otherwise have been slower in coming.

The students often have to learn to take responsibility for their own actions (or inaction) in spite of their feelings of inadequacy and helplessness. They are so governed by feelings that they permeate their speech patterns with expressions such as: "I feel I am not ready

to take this test", instead of "I think I am not ready to take this test". At times, they appear to be so obsessed with feelings that they no longer seem to think or have opinions at all.

It comes often as a complete surprise to them when they are told that they need not worry about their feelings, that feelings come and go, and are completely natural and not susceptible to manipulation. They are also told that feelings can change once the individual stops focusing on them and begins to be more action-oriented. The students need to be told repeatedly that it is all right to attempt to write a test while still feeling diffident, ill-prepared, nervous and/or afraid of doing badly. It is absolutely wondrous to behold their reactions when the tests come back and they have passed them within a good margin, and sometimes even brilliantly.

One of the strategies of Morita therapy that seems to work particularly well with our students is its reframing method, which Ishiyama (1986a, 1986b) calls "positive reinterpretation technique". This technique attempts to mobilize clients energy from egocentric self-preoccupation toward productive and constructive action taking. Coupled with one of Morita therapy's basic tenets, namely, that the degree of anxiety experienced indicates the importance to oneself of the task at hand, I conclude that if students are so anxious about not doing well then they must be very motivated to be successful! They like that approach tremendously, because it turns something they assume is bad and negative (their inconvenient feelings) into something good and positive. They also receive regular positive feedback in the form of successfully passed tests or well-written assignments more often. Once students realize they are in control, and not passive non-participants in their own lives, the main battle is won. There will of course be regressions - success never follows a straight line - but they have learned a strategy which will stand them in good stead all the days of their lives - if they choose to continue using it!

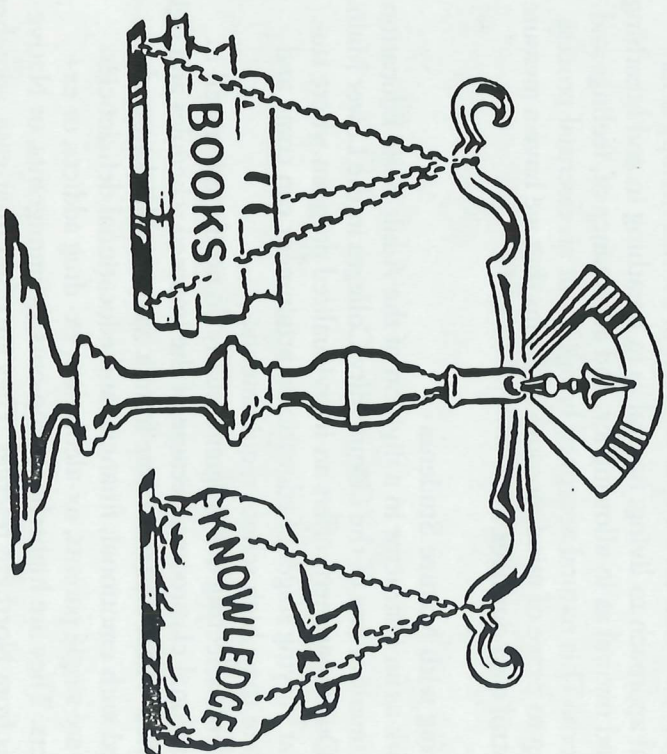
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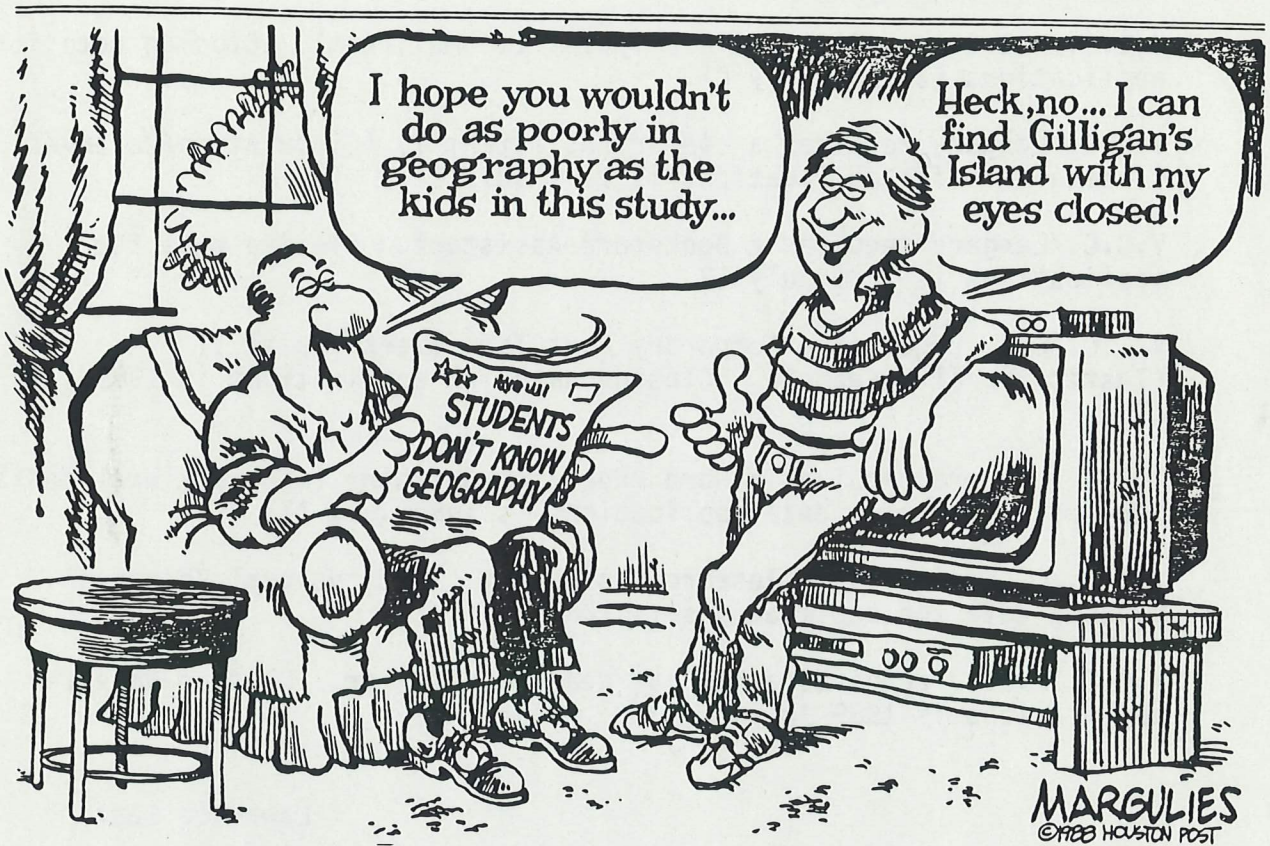
Because Morita therapy focuses on action-taking along with the experiencing and acceptance of emotion it is a most appropriate approach to be used with students out of the educational mainstream who are usually plagued with insecurities and self-focused anxieties.

I have found Morita therapy, as applied in an unobtrusive way, to be effective in mobilizing these students to greater performance and greater accomplishment over a time-span shorter than what I normally have observed in the past.

References

- Eliot, T.S. (1956). *Four Quartets*, London: Faber & Faber.
- Ishiyama, F.I. (1986a). Morita therapy: Its basic features and cognitive intervention for anxiety treatment. *Psychotherapy*, 23(3), 375-381.
- Ishiyama, F.I. (1986b). Positive reinterpretation of fear of death: A Japanese (Morita) psychotherapy approach to anxiety treatment. *Psychotherapy*, 23(4), 556-562.
- Reynolds, D.K. (1985). *The quiet therapies: Japanese pathways to personal growth*. Honolulu: University Press of Hawaii.





CAROUSEL THEATRE SCHOOL

Acting Classes

Carousel Theatre School offers Imaginative Theatre Arts for Children ages 5 through 12, comprehensive teen and adult classes, and Musical Theatre courses for all ages. Taught by professional actors and directors, Carousel Theatre's classes form the basis for future work in film, television, and stage. Call 669-3410 to register for the July Session, July 4-28, or the August Session, August 1-25.

Carousel Theatre is a non-profit society registered in British Columbia. We deeply appreciate your support.

Carousel Theatre Company

POSITIONS OPENING:

V.C.C./K.E.C. requires a Clerk Typist II (Mailroom). Closing date for applications is 1989 July 07.

V.C.C./Langara requires a Library Assistant II (Circulation/Reserves). Closing date for applications is 1989 July 11.

V.C.C./Langara requires a Bookstore Assistant. Closing date for applications is 1989 July 12.

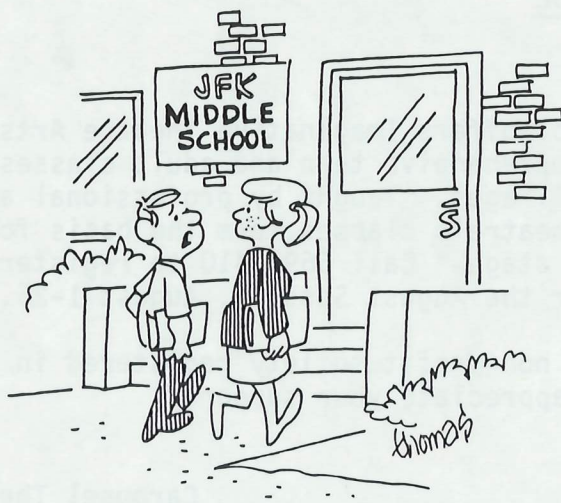
V.C.C./C.A. requires a Temporary Part-Time Clerk Typist II (Institutional Research). Closing date for applications is 1989 July 17.

V.C.C./Langara requires a Word Processor Operator (Instructional Media Services). Closing date applications is 1989 July 17.

V.C.C./C.A. requires a Research Assistant (Institutional Research). Closing date for applications is 1989 July 17.

V.C.C./K.E.C. requires a Special Needs Counsellor. Closing date for applications is 1989 July 31.

Lawrence Fast



*"Did you ever wonder what we're in
the middle of?"*