

SABBATICAL LEAVE REPORT

SPRING 1981

Submitted by

STANLEY GONTA

OCTOBER 1981

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## ACKNOWLEDGEMENT

I would like to thank the Board of Trustees, the Administration, and the Salary and Leaves Committee for affording me the opportunity of this sabbatical leave. It was a valuable educational experience and the results certainly will enable me to more effectively serve my students and colleagues.

MT. SAN ANTONIO COLLEGE  
Salary and Leaves Committee

APPLICATION FOR SABBATICAL LEAVE

Name of Applicant Gonta Stanley Lewis  
Last First Middle

Address 1242 Camino Del Sur San Dimas, California 91773  
Street City Zip

Employed at Mt. San Antonio College beginning September 1965  
Month Year

Dates of last sabbatical leave:

From Month Year To Month Year

Department \_\_\_\_\_ Division Physical Education

Length of sabbatical leave requested:

One semester \_\_\_\_\_  
Fall \_\_\_\_\_ Spring \_\_\_\_\_  
Two semesters x  
Administrative \_\_\_\_\_

Purpose of sabbatical leave:

Study x Independent Study  
or Research \_\_\_\_\_  
Travel x Combination  
(specify) \_\_\_\_\_

Effective dates for proposed sabbatical leave:

From September 1980 To June 1981  
and (if needed)  
From \_\_\_\_\_ To \_\_\_\_\_

Attach a comprehensive, written statement of the proposed sabbatical activity(ies) including a description of the nature of the activity(ies), a timeline of the activity(ies), an itinerary, if applicable, the proposed research design and method(s) of investigation, if applicable.

Attach a statement of the anticipated value and benefit of the proposed sabbatical activity(ies) to the applicant, his/her department or service area, and the College.

Any change or modification of the proposed sabbatical activity(ies) as evaluated and approved by the Salary and Leaves Committee must be submitted to the Committee for reconsideration.

Stanley L. Gonta  
Signature of Applicant

Nov. 15, 1979  
Date



Applicant's Name Stanley L. Gonta

The acknowledgment signatures reflect awareness of the sabbatical plan for the purpose of personnel replacement. Comments requested allow for recommendations pertaining to the value of the sabbatical leave plan to the College. Applicants must obtain the signatures of acknowledgment prior to submitting application to the Salary and Leaves Committee.

ACKNOWLEDGMENT BY THE DEPARTMENT/DIVISION

Signature of Department Chairperson \_\_\_\_\_ Date \_\_\_\_\_

Comments:

Signature of Division Chairperson M. E. [Signature] Date 11/16/79

Comments:

ACKNOWLEDGMENT BY THE OFFICE OF INSTRUCTION

Signature of Vice President/Asst. Superintendent  
Instructional & Student Services Joseph M. Zagorski Date 11-16-79

Comments:

\*\*\*\*\*

FINAL ACTION BY THE SALARY AND LEAVES COMMITTEE:

\_\_\_\_\_ Recommend approval to the Board of Trustees

\_\_\_\_\_ Not recommend approval to the Board of Trustees

\_\_\_\_\_  
Signature - Chairperson, Salary and Leaves Committee Date

\_\_\_\_\_  
Signature - Authorized Agent for the Board Date

## PROPOSED SABBATICAL ACTIVITIES

I would like to request a study and travel sabbatical for the 1980-81 school year. During my sabbatical year I plan to attend coaching and teaching clinics in the area of golf and skiing to further develop the curriculum in these areas at Mt. San Antonio College.

I plan on taking clinics related to my field of teaching for this year plus I will use this time to visit many of the California community colleges that have programs in golf and snow skiing. I will be interviewing department chairpersons, golf coaches, and skiing instructors.

During the year I plan on visiting many of the ski areas in the Northwest. I will also be visiting community colleges and colleges in these areas that offer golf and skiing. I will be observing their physical education programs and interviewing department chairpersons, golf coaches and ski instructors.

I will take a survey as to how many community colleges in the State of California offer golf and skiing programs, and those that don't, why not. Upon returning to Mt. San Antonio College, I feel the year of study and travel will have provided me with a great deal of insight into fields of study that I teach. This knowledge will, hopefully, have a positive effect on the students of Mt. San Antonio College.

ANTICIPATED VALUE AND BENEFIT OF  
PROPOSED SABBATICAL ACTIVITIES

In my observations and interviews with the various directors of physical education, golf coaches, and ski instructors, I will be gathering new ideas that will help me in my teaching and coaching responsibilities at Mt. San Antonio College.

One teaching tool I hope to develop is a slide presentation on teaching techniques for the beginning skier. Audiovisual materials in this area are expensive and hard to find. This will include any new approaches in the GLM method, plus techniques in powder skiing, skiing on hard pack, and moguls.

I will also be paying special attention to the programs of instructors in golf throughout the California Community College system. I hope to be able to implement new ideas into our program.

I also want to further develop our program in alpine skiing. The knowledge I receive from interviewing ski instructors and my observations at ski areas will help me in this endeavor.

I know that the experience that I will receive from my courses of study and my travels, observations, and interviews in all these areas will make me a more efficient instructor and coach.



# MT. SAN ANTONIO COLLEGE

1100 NORTH GRAND AVENUE • WALNUT, CALIFORNIA 91789

Telephone: (714) 598-2811

March 4, 1981

Mr. Walter Collins  
Salary and Leaves Committee  
Mt. San Antonio College

Dear Mr. Collins:

I would like to request a change for the remainder of my sabbatical leave. I have already visited many of the ski areas in the Midwest and have received the information that I need in this area.

Due to the drought that has occurred in the Midwest I cannot see any advantage to continue visiting ski areas in this region. Therefore, for the next two weeks I will travel into the Mammoth Lakes and Lake Tahoe areas and visit their ski schools.

I have been working lately on some new curriculum for the Physical Education Division. I need to take some courses that will give me a better understanding and insight for this new curriculum. I would like to spend the second half of my sabbatical in school. I plan to attend UCLA for the third quarter. These classes will also give me added knowledge for the classes I now teach. Attached is a list of classes that I plan to take.

Sincerely,

Stanley Gonta  
Instructor  
Physical Education

ncg  
Attachments



# MT. SAN ANTONIO COLLEGE

1100 NORTH GRAND AVENUE • WALNUT, CALIFORNIA 91789

Telephone: (714) 598-2811 594-5611

March 25, 1980

Mr. Max D. Bell  
Salary and Leaves Committee  
Mt. San Antonio College

Dear Mr. Bell:

I would like to request a change in my sabbatical for the 1980-81 school year. Instead of taking a full year for travel and study, I would like to change to a travel sabbatical for the Spring 1981 semester.

The reasons for this change are as follows: My family cannot go with me and I do not want to be away from them for a full year. Part of my responsibility at Mt. San Antonio College is coaching the golf team. I would like to use the fall semester to prepare my team and help the person who will be taking over the team for me in the spring so that everything will go smoothly while I am on my leave.

In changing my sabbatical I still plan to travel throughout the Northwest to the different ski areas and observe teaching techniques. I will also be visiting community colleges and colleges in these areas that offer golf and skiing classes. I will be observing the physical education programs and interviewing department chairpersons, golf coaches, and ski instructors.

I will be gone during the months of February, March, April, and part of May. I will then return so I can recruit athletes for my golf team the following year. I also plan on attending the National Golf Foundation clinic in San Diego in May.

If you have any questions regarding this request, please contact me at Ext. 742.

Sincerely,

Stanley Gonta  
Physical Education Instructor



# MT. SAN ANTONIO COLLEGE

1100 NORTH GRAND AVENUE • WALNUT, CALIFORNIA 91789

Telephone: (714) 598-2811 594-5611

March 30, 1981

Mr. Walter Collins  
Salary and Leaves Committee  
Mt. San Antonio College

Dear Mr. Collins:

The courses that I have enrolled in at UCLA are all graduate level courses. There is a total of 7 1/2 quarter units and all of these will be taken during the third quarter, which begins March 28, 1981 and ends June 8, 1981.

I have also enrolled in 4 quarter graduate units at the University of California, Riverside, making a total of 11 1/2 quarter units. The classes at UC Riverside will be limited to the third quarter.

I have already completed my study at Tahoe and Mammoth on March 14, 15, and 16 and again on March 20 and 21, 1981. I visited the ski areas of Heavenly Valley and Mammoth and talked with ski instructors regarding their programs and teaching techniques.

I will spend the last few weeks of my sabbatical attending the classes at UCLA and UC Riverside. I will also start jury duty on May 18, 1981.

Attached is a list of my classes and their unit load.

Sincerely,

Stanley Gonta  
Instructor  
Physical Education

ncg  
Attachment

Classes being taken at UCLA and UC Riverside

UCLA - Dynamics of Self Esteem	2 units
UCLA - Five Senses Exploration through Art and Movement	1.5 units
UCLA - New Views on Nutrition	1 unit
UCLA - Sport and Politics in Eastern Europe	1 unit
UCLA - Principle of Exercise	2 units
UCR - Holistic Health	2 units
UCR - Effective Listening: The Key to Successful Communication	1 unit
UCR - Wellness: The Nutritional Approach	1 unit

11 1/2 quarter units

## SABBATICAL CHANGES

As a result of changing my sabbatical leave from one year to a semester, I did not have the time to visit California community colleges or survey them regarding their golf and ski programs. I also had to reduce the ski areas I had planned to visit eliminating those in Canada, Oregon, and New Mexico.

During my sabbatical leave I had to make changes due to the drought conditions that occurred during this year. I did not visit the ski areas of Montana, Idaho, Wyoming and parts of Utah because of the poor snow conditions in these areas. These poor conditions did not give me the opportunity to visit the ski schools in these areas and interview their ski instructors. This lack of snow also made it impossible to take the kind of pictures needed for a good slide presentation. Moreover, I was unable to put together a slide presentation because the ski schools would not permit photographs inside the classrooms.

Therefore, after visiting many of the ski areas in Colorado and parts of Utah and Nevada I returned home early in March and changed my sabbatical once more. I decided to attend school at the University of California at Los Angeles and Riverside. One of the classes I had planned to attend, Sports and Politics of Eastern Europe, was cancelled due to lack of enrollment. Also, the title of one of my classes was changed from the Five Senses of Exploration through Art and Movement to Movement Experiences to Improve Teaching Techniques.



## PURPOSE

I requested a sabbatical leave for the spring semester of 1981 so I could visit many of the ski areas in the Western States. I wanted to talk to ski instructors and visit their classes in order to improve my ability to teach ski classes at Mt. San Antonio College. Due to the drought, which caused poor snow conditions, I stayed mainly in the Colorado area and returned home in March to attend school.

I spent the first part of my sabbatical visiting ski areas in Colorado and Utah. During these visits I spent time at the University of Colorado and Southern Utah State College examining their physical education programs and facilities.

The second part of my sabbatical was spent attending classes at the University of California at Los Angeles and Riverside. I enrolled in subjects related to my teaching field in order to increase my knowledge in these areas. Also, since I have been involved with curriculum development for our Division, I took classes that would help me and the Division establish new courses as well as update existing ones.

## SKI AREAS VISITED

### Brian Head, Utah and Southern Utah State College

I visited the campus of Utah State College and interviewed Boyd Adams, a physical education and first aid instructor. The college's first aid classes use the American Red Cross teaching manual. I observed classes in fitness, dance, golf, and skiing. Most of their fitness classes are co-educational. They have their facilities open to the people in the community in the early morning hours and late afternoon and evening hours.

The ski classes are taught at Brian Head ski area because of its close proximity to the campus. The school has classes in beginning, intermediate, cross country, and advance skiing techniques.

Brian Head's ski school uses the Graduated Length Method for their beginning classes. They also emphasize weight distribution on the skis as a means of turning capability.

### Vail, Colorado

Vail has the largest single mountain skiing complex in North America. It offers a complete program in Nordic and Alpine skiing and serves approximately 21,000 skiers per day. They offer specialized instruction in racing as well as a good instructional program for the handicapped.

I attended a ski workshop taught by Howard Leavitt. This workshop discussed teaching methods for the ski instructor.

We spent half the day watching demonstrations on teaching techniques. I was especially impressed with their way of teaching the basic carved turn by using the camber and side-cut of the ski. The second half of the day was spent on the ski slopes with an instructor, practicing what we had learned. I was lucky to be with Mr. Leavitt during this part of the workshop. He taught me a teaching technique that I am going to implement in my classes, namely allowing the legs to cushion the skis on the ground while the body anticipates the ski turn down the hill. We also practiced carving turns using one ski while lifting the other ski off the ground.

#### Copper Mountain

This ski area has an elevation of 12,050 feet with a vertical rise of 2,450 feet. The mountain is serviced by ten chairs and one poma lift. Floyd Baskant is the ski school director. Copper Mountain has an extensive teaching program for women skiers. The instructors were very helpful in explaining teaching techniques that they use for reducing the fears many beginning women skiers have. They contend that since fear interferes with learning, if fear can be reduced the learning capability of the student can be increased. To reduce this fear this ski school uses a psychological approach called "inner skiing." They are one of the few ski areas in North America to use this type of approach. "Inner skiing attempts to integrate ones thoughts, feelings, and experiences so that the mind can help the body perform.

The approach and principles of "inner skiing" kept coming up at other areas besides Copper Mountain. A number of areas are starting programs in the field and it lends itself very well to the classes I teach at Mt. San Antonio College.

### Snowmass

Snowmass is an excellent ski area for the intermediate skier. It is well known for its long, curving slopes. Its top is 11,808 feet and is serviced by twelve double chairs and one triple chair. This area can handle approximately 13,000 people per day. I spent the day with Ron Wong, a ski instructor, discussing their teaching methods. They use what they call the "sliding technique" for their beginning classes. In this method the skier allows his skis to slide into the turn. Edging is taught until the person can make a turn by the sliding method.

This ski school was unique in that they did not use the GraduatedLength Method for the beginning skier. Instead, they felt that the person should learn on long skis since this is what they will be using once they have learned to ski. Another of their teaching techniques is to have the person stand more upright over the skis, thus allowing more freedom to maneuver the legs and hips.

### Aspen

Aspen is one of the older ski areas in Colorado. The

ski terrain on this mountain is more for the expert skier. The snow conditions on the days I visited this area were terrible, so I did not have a chance to observe classes in session. Curt Chase, head of the ski school, explained that they basically use the American Teaching Method. The sliding snow plow method is what they teach in their beginning classes.

On one day I visited the Aspen Athletic Club to see their facilities. They have an extensive program in physical conditioning for the skier. They have approximately twenty exercises they recommend for a complete program. Many of their exercises I already use in my classes but I am going to add the "wall sit" into my program. This exercise develops strength in the quadriceps muscles of the leg.

#### Buttermilk Mountain

Buttermilk Mountain is near Aspen. Its terrain is gentle with 49% of its slopes suited to the beginning skier. Therefore, this ski area concentrates on teaching the beginning student. I talked to instructor Betty Grauge and observed a beginning class. They use the American Teaching Method in their curriculum. They also emphasized a more upright position over the skis with a slight variation in the sliding snowplow technique.

I also had a chance to observe an intermediate class. This class worked mainly on skiing the moguls. I received some good ideas on teaching in this area. One point that was significant was the idea of bringing the knees to the

chest as the person starts over the mogul, then driving the legs forward as the skis went down the other side of the mogul. I am going to add this technique in my classes.

Colorado University at Boulder

I visited the Physical Education Department and investigated a number of courses that I teach at Mt. San Antonio College. Among these were physical conditioning, golf, first aid, and skiing skills. The latter are taught through adult education because of the many ski areas close to the school.

The University first aid classes are advanced with certificates offered in cardio-pulmonary resuscitation. The golf facilities were very good with an area enclosed for instruction during inclement weather. The facilities for the physical conditioning classes were excellent. They had separate classes for men and women and also classes that were coeducational. The coeducational classes seemed to be the most popular.

I was very impressed with their recreation program. They have a recreation center on campus that provides excellent facilities for instructional, individual, and/or group activities. They have approximately thirty sports activities, including a large intramural program, continuously from 7:00 a.m. until 12:00 p.m. This center also contains two swimming pools, an ice skating rink, handball courts, squash, and racquetball courts, a large gymnasium for gymnastics, fencing, dance, badminton, a combative gymnasium, excellent exercise and

weight rooms for both men and women, and a first aid and therapy room with two dry saunas.

#### Winter Park and Mary Jane

These ski areas are next to each other. They offer a diversified program in ski instruction. Winter Park's terrain is more for the beginning and intermediate skier, while Mary Jane caters to intermediate/advanced skiers.

Winter Park is well known for its extensive programs for the handicapped. I interviewed Tom McKeown, who is in charge of this program. According to Mr. McKeown, the resorts have special instructors that teach only the handicapped person. One of their ski runs and lifts is set-up to accommodate the blind. It is a very impressive program.

At Mary Jane I spoke with Sandy McKensie. This area uses the Graduated Length Method in their beginning classes and the American Teaching Method for their intermediate and advanced classes. Their basic teaching technique is to keep the skis approximately six to eight inches apart, allowing for more stability in the ski stance. They feel this gives the skier an easier base in which to make their turns.

#### Steamboat Springs

Located in the Northern part of Colorado, Steamboat Springs is an excellent intermediate area. They have one of the few ski jumping hills in the United States. The height of the hill varies from five meters for beginners to

ninety meters for the expert. I was fortunate that the United States Junior Nordi Ski Team was practicing on this hill during my visit.

I had an excellent visit with Loris Werner, ski school director for this area. He gave me a tour of the facilities and one of their instructor's teaching manuals. We discussed his philosophy about teaching skiing. They adapt much of their teaching techniques to the type of skiing terrain this mountain has to offer.

Loris introduced me to Bill Wiegard, one of the ski instructors, and I spent the next day on the mountain with Bill observing their classes and implementing some of their ideas on the ski slopes.

The instructors use a variation of the weighting and unweighting method. They feel the feet should be hip width apart with the weight equally distributed and joints slightly flexed.

#### Mammoth Mountain, California

This is one of the largest ski areas in North America. Its top elevation is 11,053 feet with a vertical drop of 3,100 feet. The mountain is serviced by 19 double chairlifts, two T-bars, two pomas, and two gondolas.

Max Good, the ski school director, has over 200 full time instructors under him. I consider them to be one of the best teaching schools in North America. Their approach to



skiing is "safety first" for the skier. They use the Graduated Length Method and emphasize the wedge technique for the beginning skier. They have an extensive racing program for all ages and all levels of ability. I was also very impressed with their children's program. Their philosophy regarding children is to teach them safety awareness, wilderness appreciation, and fitness through skiing.

#### Lake Tahoe, California and Nevada

Heavenly Valley - This is a unique ski area in that its boundaries are in two states. Its top elevation is 10,100 feet with a vertical rise of 4,000 feet. It has one of the longest continuous ski runs in North America, over seven miles long.

Peter Duke is the ski school director. They use the American Teaching Method and emphasize the "snowplow" for the beginning student. They also have a good program in teaching freestyle skiing. Their basic technique in this area is to allow the feet to steer the skis.

Squaw Valley - This mountain has an elevation at the top of 8,900 feet with a vertical drop of 2,700 feet. It is serviced by 21 double chairlifts, one tram, and one gondola. It has a lift capacity of 26,300 skiers per hour.

Jean Pierre Pascal is the ski school director. They use a modified Graduated Length Method in their beginning classes and emphasize the sliding wedge technique.

One of the unique aspects of this mountain is the development of a special ski area for small children.

Kirkwood - This mountain has excellent skiing terrain for the beginning skier. It has predominately open bowl skiing terrain, thus allowing much more freedom for the beginning student. It has a top elevation of 9,800 feet with a vertical drop of 2,000 feet.

Peter Brinkman is the ski school director. They use the American Teaching Method and emphasize the "snowplow turn" for the beginning skier.

## COURSES COMPLETED

### University of California at Los Angeles

Principles of Exercise. What is fitness? This is the question this class attempted to answer. Lectures were related to the importance of exercise and its relationship to fitness. This included the mechanical and physiological adaptations of exercise to fitness.

Emphasis was placed on the evaluation of many of the types of cardiovascular exercise programs offered in the schools and in the private sector. Discussion centered on some of the injuries resulting from jogging, aerobic classes, and sports related activities.

Developing programs using exercise as a means of stress management, weight reduction, and weight control were also discussed and evaluated.

Dynamics of Self-Esteem. This class explored sources of current dynamics of healthy and impaired self-esteem. Everyday life experiences, including work, school, and recreational activities were used as elements for developing positive self-esteem.

Conflicts arising from relationships with family members, co-workers, and peers were discussed as ways that can lower self-esteem.

Finally, ways of developing positive self-esteem were explored.

The knowledge that I received from this class will help

me in the development of a class I am initiating, "The Psychological Aspects of Exercise."

New Views on Nutrition. Increasingly, research in the area of general health is focusing on nutrition, diet, and exercise. As an example, this class discussed new ideas about the role of cholesterol in heart disease, how exercise can reduce the amount of serum cholesterol in the blood, and the types of foods accounting for a high level of cholesterol.

This course also examined the use and misuse of vitamins. Many of the fallacies about taking vitamins were discussed along with a report on the controversial drug laetrile.

The area of weight control and dieting as a means of preventing disease such as cancer was also looked at. Many of today's "fad" diets lack enough nutritional value to meet the average daily needs of the individual. A proper diet with a program of exercise is considered the best method in the area of weight control and disease prevention.

Five Senses of Exploration through Art and Movement. This class looked at our five senses and how they provide us with a vast amount of information to expand our imagination and creativity. We used art and movement as a means of developing skills and new techniques for intensifying our visual, auditory, olfactory, gustatory, and kinesthetic perception.

We practiced developing our five senses through movement investigation. This included body fundamentals, locomotive

movement and shaping the body through exploration of space, time and force. We also focused on our senses by doing creative art work related to our emotions, feelings, and perceptions during our movement experience.

Through exercise, dance, and art one can increase the awareness of one's senses and thus be more effective in communicating one's ideas, feelings, and desires.

#### University of California at Riverside

Holistic Health: Self-Care and Self-Healing. This was a survey class of holistic health principles and practices. Emphasis was placed on the interrelationship of mind and body, and on the individuals responsibility for his or her own health maintenance.

Topics included: disease prevention through a unique interaction of body, mind, and spirit; a program of exercise for fitness as a means of maintaining one's health; a complete understanding of disease for the purposes of self-diagnosis and self-treatment; a way of reducing the amount of stress on the individual and the impact this stress has on maintaining health; and a program of nutrition with an emphasis in the reduction of salt, sugar, and caffeine.

Effective Listening: The Key to Successful Communication  
This was a practical experiential class focusing on the techniques and knowledge necessary to maximize listening capabilities. The following topics were discussed: the benefits of good listening; assuring accurate understanding of what is

being said; reading and understanding body language; deciphering and responding to sensitive feelings of others you are communicating with.

The class practiced what we had learned by participating in group discussions, by listening to others speak while observing their body language, and by developing ways of understanding what was being said by the speaker.

I feel this class will certainly help me to better communicate with my students and colleagues.

Wellness: The Nutritional Approach. The concept of wellness is multidimensional. It includes a positive program of exercise, mental attitude, and diet.

This class was primarily concerned with diet and the nutritional value of foods in relationship to wellness of the individual. Discussion included food and its relationship to illness such as cancers; the brown fat theory and the correlation it has with obesity; the story behind brain food and how these foods influence our thinking process; how a proper diet can help to reduce stress and heart disease; how certain foods contribute to many of our allergies; and finally, the value of foods during exercise for wellness and sports related activities.

MT SAN ANTONIO COL  
 1100 N GRAND AVE  
 WALNUT CA 91789

UNIVERSITY EXTENSION, UNIVERSITY OF CALIFORNIA, LOS ANGELES

STUDENT NAME

STANLEY GONTA



STUDENT IDENTIFICATION

557-54-2

DEPT.	COURSE NO.	COURSE TITLE	DATE BEGAN			DATE ENDED			GRADE	UNITS
EDUC	X 324.95	MVMNT EXPERIENCES TO IMPROVE TCHG TCHNQS	03	28	81	04	04	81	A	1
PSYCH	X 475.2	THE DYNAMICS OF SELF-ESTEEM	04	02	81	05	21	81	P	2
KNSLGY	X 418	PRINCIPLES OF EXERCISE	04	22	81	06	10	81	P	2
PUBHLT	X 408.1	NEW VIEWS OF NUTRITION	05	02	81	05	02	81	P	1

Courses taken prior to 9/1/66 are in Semester Unit Credit. Courses taken after 9/1/66 are in Quarter Unit Credit. In converting Semester Unit Credit to Quarter Unit Credit, 2/3 of a Semester Unit equals one (1) Quarter Unit.  
 Course Numbering System: 1-99, Lower Division; 100-199, Upper Division; 200-299, Graduate; 300-399, Teacher Training and Education  
 Professional credit for career advancement: Courses do not yield graduate credit); 400-499, Professional Courses other than Education; 800-899 and Unnumbered Courses, non-credit.  
 XL courses - courses equatable to regular session courses at UCLA  
 XLC courses - UCLA regular session concurrent courses  
 CEU - Continuing Education Units (non-credit units) awarded for satisfactory participation in certain 800 series courses. (Note that quarter units of credit earned for X300 and X400 series credit courses with a beginning date on or after June 1, 1974 are convertible to CEU on a one-for-one basis.)  
 Grading System: A-excellent; B-good; C-fair; D-barely passed; F-not passed; Option: P-passed (C or better); NP-not passed; NFC-not for credit; I-incomplete; W-withdrew

OCT 12 1981

*Matthew S. [Signature]*  
 REGISTRAR, UNIVERSITY OF CALIFORNIA, LOS ANGELES

UNIVERSITY OF CALIFORNIA EXTENSION  
TRANSCRIPT OF RECORD

Gonta, Stanley Lewis  
1100 North Grand Ave.  
Walnut, Ca. 91789

Student's Day Phone: 594-5611

Social Security Number: 556-54-2514

Course and Number	Date Began	Date Ended	Grade	Units
PubHlth 876	5-8-81	5-9-81	---	1.0CEU
Psych X 416.23		5-6-81	P	1
Psych X 460.18	5-4-81	6-8-81	A	2
Wellness: The Nutritional Approach				
Effective Listening: Key to Successful Communctions				
Holistic Health: Self-Care and Self-Healing				

MT. SAN ANTONIO  
COLLEGE  
1981 OCT -5 PM 4: 09  
PERSONNEL OFFICE

Student History Record — UCX RDI 7/80 10M

Attest: Glenda Bilderbach  
U C Extension, Riverside

By *Glenda Bilderbach*  
(Deputy)

Date October 2 1981

Courses are in Quarter Unit Credit. In converting Semester Unit Credit to Quarter Unit Credit, 2/3 of a Semester Unit equals one (1) Quarter Unit.  
 Number System: 1-99, Lower Division; 100-199, Upper Division; 200-299, Graduate; 300-399, Teacher Training and Education (Post-Graduate, Professional credit for career advancement); 400-499, Post-Graduate, Professional Courses other than Education; 800-899 and Unnumbered Courses, non-credit.  
 XR — Courses equatable to regular session courses at UCR; XRC — Regular session concurrent UCR courses.  
 CEU — Continuing Education Units (non-credit) awarded for satisfactory participation in certain 800 series courses. (Note that quarter units of credit earned for X300 and X400 series credit courses are convertible to CEU on a one-for-one basis). One CEU for ten contact hours of participation; less than ten hours are shown as fractional CEU.  
 Grading System: A — excellent; B — good; C — fair; D — barely passed; F — not passed. Option: P — Passed (C or better); NP — not passed; NFC — not for credit; I — incomplete; W — withdrew.  
 Note: If University of California Extension courses were taken prior to Sept. 18, 1967, records are on file at University of California Extension, Los Angeles, CA 90024.



## BENEFITS DERIVED

The courses I completed at the University of California at Los Angeles and Riverside gave me additional information for the development of new courses at Mt. San Antonio College. This was especially beneficial for me as a member of two of our Division's committees, the curriculum committee and the future directions committee.

One new course we are in the process of developing is the "Psychology of Exercise." This course will be team taught by the Psychology and Physical Education departments. The courses I completed in Holistic Health and Dynamics of Self-Esteem were relevant to this new course's content. For example, using exercise and sports activities as a means of improving one's health will contribute to the improvement of a positive self-esteem.

The future directions committee is also designing a five year plan for our Division. One area I feel our Division can make a contribution to the College is the establishment of an assessment center that would measure one's physical well being. This center can be used by the entire population at Mt. San Antonio College. It would serve several needs. For instance, according to the literature, a proper diet plus a good program of exercise improves the performance of the individual in both physical and mental activity. Assessing the individual's needs and teaching this person a proper course of exercise and diet would certainly improve their

performance. This course could be developed to serve not only the student but the certificated and classified personnel on this campus.

The Division's curriculum committee is now in the process of developing guidelines for new course requests, and updating existing course outlines. Using the information I have received in the courses I completed will enable me to help our Division in this area. I certainly feel that one of our objectives in physical education is to develop a "holistic health" attitude in our students.

The time I spent discussing individual teaching techniques and the teaching philosophy of each ski instructor has increased my insight into what is necessary for successful skiing. The practical experience I received with the instructors on the ski slopes will help me when I demonstrate individual ski techniques to my classes.

I plan to use the philosophy of "inner skiing" in my ski classes. This will certainly help reduce the fears of many of my beginning students. Since this philosophy of "inner skiing" also emphasizes relaxation and concentration as a means of improving performance, it will also help improve the performance of the intermediate skiers I have in my classes. Relaxation and concentration have always been important mental attributes needed toward improving one's performance and reducing the possibility of injury.

A new class I am in the process of developing is advanced

skiing. The philosophy of "inner skiing" will be used in this class because it allows the person a chance to discover a whole new awareness of their body and self. This new awareness helps the skier to overcome their doubts and at the same time release their innate skills. I will also introduce the teaching techniques I learned in skiing moguls and steep terrain.

In conclusion, this sabbatical has been an excellent, worthwhile experience for me. I have come back refreshed and eager to implement the knowledge and skills I received while attending school and visiting people and places.