

Sagebrush

THE UNIVERSITY OF NEVADA AT RENO

Vol. 84, No. 33, Feb. 3, 1978



Ravage of western landscape

page six

News

Language prof dead at 54

Dr. Charles V. Wells, UNR professor of foreign languages and literatures and former chairman of the foreign languages department, died Monday at the age of 54.

A student who talked with Dr. Wells in the hospital recently asked what advice he would like to give to students. Dr. Wells told of recently visiting one of his own former teachers who was also dying. He realized that he was probably the last of the teacher's former students to visit him. Dr. Wells said that if a student really appreciates what a professor has done and is happy with his education, the best thing he can do is keep in touch with his teachers. He suggested that students should at least write teachers and let them know how things are going.

Dr. Wells served as chairman of the

department of foreign languages for eight years and for three years was assistant dean of the College of Arts and Sciences. He was appointed to the university in 1960.

Dr. Wells received his bachelor's degree in German from the University of Minnesota, and a master's degree in French and a doctorate in romance languages from the University of California at Berkeley. He also studied at the Sorbonne in France and spent a sabbatical research year in Paris in 1966-67.

He is survived by his widow, Jean; a son, Conway; a daughter, Robin; his mother, Doris; and two sisters, Uralea Koenig and Delva All.

A memorial service is planned for a later date.



Photo courtesy Conway Wells

To the Editor

Freedom for evil

It seems that every society down through the ages have had their share of "misfits." Some more, some less. The more idleness and deprivation in a society from the highest to those in the lowest brackets, the more misfits it generates. When a system of society is in a process of decay all kinds of evils spring forth, naturally.

Homosexuality, lesbianism and pornography, let alone crime and corruption, have a field day every day along with teenage prostitution and venereal disease.

I do not subscribe to a breakdown of moral values in pursuance of freedom. Some people make the issue of freedom paramount. Freedom for good as well as freedom for evil. A healthy society needs some form of regulation for the tender years of its people.

In Hartford, Conn., during the war (the big one), many of the city's utility poles along the sidewalks, especially those near bus and trolley stops, had placard signs on them reading, "Fight Venereal Disease." Recent reports state that venereal disease is still our number one problem and that most cases are not reported.

Right now the more vocal homosexuals are making the biggest noise, clamoring for equal protection in our capitalist society. These people don't seem to have any quarrel with any other phase of our society. At present they say, it is just to live in peace in their little world outside of closets. This is only to get a foot in the door.

Their immediate goal is legal protection to pursue their special "pastime" unmolested. They would like to operate out in the open and get around to "educate" the uneducated among the youth under the guise of freedom. There will be no stopping them after getting legal protection. When it comes to agitation and propaganda, they are bolder and more brazen than the Communists ever were in their field.

Public parades as a rule demonstrate the purpose of the parade since a parade is a public spectacle. These people like to parade and flaunt themselves.

In North Central India, on the outside of the walls of what are called the "Temples of Khajuraho" (some 22) sculpture, almost life-size, in stone depict some history of their people from a by-gone age. Among the figures are many groups in orgies involving men, women and animals.

For many years these temples were closed to the outside world as being embarrassing by the British. Now in recent years they have become a tourist attraction.

On this subject of homosexuality most people do not like to get involved even remotely for fear of being "clobbered" by those who now run with the pack. But when a secret vote can be taken, as in the Anita Bryant crusade in Florida, many of the timid will come forth to vote.

But the goal of these people is really no goal at all for labor. I cannot see where this way of life has any connection with any labor movement. And for labor unions to take part in supporting their demands will create more harm than good for the labor movement as a whole.

Labor honors the working woman whether in the

home, factory or elsewhere. This "Homo" activity is an insult to women. For people to get involved in this sort of activity is an unhealthy state of mind.

Frank Singewald
Norwalk, Conn.

Round two

Ladies and gentlemen, round two of the great debate is about to continue. In this corner we have Don LaPlante, (with his editor standing by him) and in this corner we have crazy Blundell (who may have sustained head injuries in a car accident several weeks ago which might help to explain all of this nonsense).

Point number one. I never disagreed with the handling of Cardinali's report in LaPlante's article. What I disagreed with was the lack of handling of the comments from, to and concerning LaPlante, and his remarks about the Open Meeting Law. There was a right punch to the Sagebrush's jaw.

Point number two. You are correct when you say that no charges have been filed against ASUN. Crazy Blundell gets two sharp slaps on the wrist from Sagebrush and a fact error from Professor Metz. LaPlante did write a letter to Larry Lessly, deputy attorney general for the University of Nevada system, asking for his opinion on the matter. He also sent a copy of the letter to Att. Gen. List, President Milam and President McCaskill. He left out Dear Abby.

Point number three. You stated in your answer that, "We do not accept Mr. Cardinali's view as being of particular importance, however." Who does? But I do consider Larry Lessly's view and Steve Coulter's view on this matter to be very important. Especially Mr. Coulter's, since he was a co-author of the open meeting law. Mr. Cardinali was not expressing his own view in his report, but rather the views of Lessly and Coulter. Crazy Blundell delivers a left hook to the hind end.

Point number four. I am glad that you pointed out that I was the one who requested the emergency action during the Publications Board meeting. You should know all about it because you attended that meeting and voted for my emergency action. Crazy Blundell lets loose with a swift kick to the editor's pride.

Point number five. I realize that we have had a lot of time to sell *Artemisia* ads. But very few people want to buy *Artemisia* ads. So, getting desperate for money, we thought of selling space to students and we thought of this idea two weeks before deadline for *Artemisia* ads. Thusly, making it an emergency. So poo poo on you and a slap to your wrist.

Point number six. I think that it is great when the paper goes after ASUN. Tear us apart. Write exposes. Tell about our illicit affairs and clandestine relationships. Let the students know if we are doing a bad job. But do it right. Don't have your reporter make accusations during the board meetings, especially when he doesn't have all of the facts. A reporter is there to report.

I can't vision Pat O'Driscoll or Phil Barber making comments to the school board or police department about parliamentary procedure. They are there to report

on those events. If they don't agree with what is going on, they say so in their reporting, not during the meetings.

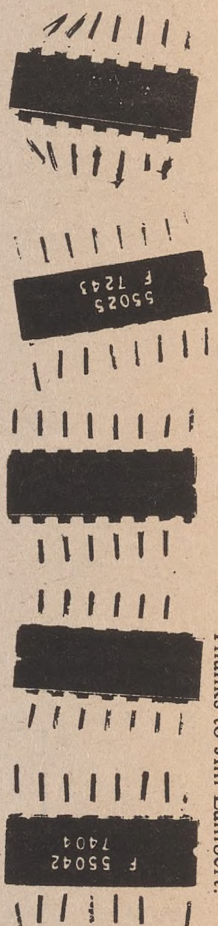
So, I feel that I must repeat what I said in Tuesday's Sagebrush. LaPlante can either report on student government or be involved with student government, but he can't do both. Or, at least he can't do both well.

Becky Blundell
Arts and Sciences Senator

Sagebrush

THE UNIVERSITY OF NEVADA AT RENO

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Senate accepts reapportionment

DON LaPLANTE

The ASUN Senate passed a reapportionment plan Wednesday night, but only after it appeared the proposal had been defeated and the Judicial Council would have had to reapportion the senate.

The senate had passed a plan last Wednesday that would have taken one seat from agriculture and given it to engineering. However, Gary Brown, the ASUN manager, discovered the next day that the plan did not conform to the ASUN constitution's requirement that the plan approximate as closely as possible one person, one vote.

Under the plan submitted by Brown this week arts and sciences lost one seat, for a total of six, and business administration gained one seat, giving it four. Under the plan, agriculture, education and medical sciences will have two seats, and engineering, home economics, mines and nursing will have one each.

During the debate, Jon Hamel, engineering, and Mike Cirac and Heidi

Waterman, arts and sciences, said they were opposed to the plan.

The debate also drifted into a discussion of the work of the constitutional committee. Senator Gregory Neuweiler, business administration, suggested that in the new constitution now being worked on the size of the senate be increased from 20 to 21 so that each senator would more nearly represent the same number of people.

When the vote came, the reapportionment received 12 yes votes, and four no votes, but failed because the ASUN constitution requires the reapportionment to be passed by a two-thirds vote of the senate, or 14 votes.

After the vote, Peggy Martin, ASUN administrative secretary, and Senate President Dave Ritch told the senators that, because the senate had failed to reapportion itself, the matter would go to the Judicial Council, as provided for in the constitution. Ritch said he was certain

the council would adopt the plan that had been defeated since it conformed to the requirements of the ASUN constitution.

At that point it was suggested that the senate reconsider its action, but that was found to be improper until the next meeting. At that point, Neuweiler asked that a roll call vote be taken on the reapportionment plan, since the previous vote had merely been a hand vote. On that vote two senators, Hamel and Cathy James of education, switched their votes and the measure passed with the minimum number required, 14-2. Cirac and Waterman both voted no. Senators Sherrill Conley, home economics, Don Kennedy, agriculture and Keith Kullby, arts and sciences, were absent. Ritch is allowed to vote only to make or break a tie.

In other business, the senate was told of a problem that has developed with the plan for computerized vote counting in

the coming elections. The Washoe County Board of Commissioners turned down the ASUN's request to use its computer and program to count the ballots. The problem now is to find a way to modify the county program to fit the university computer in time for the elections.

The elections also now have the first declared candidate. Under the constitution, the senate may specify up to three senators who would be reelected to the same board upon their re-election. At the meeting, Senator Kevin Melcher, education, asked to be reelected to the Activities Board, in effect declaring his candidacy for re-election.

The senate also approved appropriations by the Finance Control Board of \$696 to the Pep Band, \$221.87 to the Hong Kong and Chinese International Students Association, and \$210 to the Society of Professional Journalists, Sigma Delta Chi.

No investments for ASUN funds

Although the ASUN has received approval from the university attorney and the administration to invest some of the surplus ASUN monies in stocks and bonds, the Finance Control Board decided last week not to purchase any at this time.

Nick Rossi, vice president for finance and publications, and Gary Brown, ASUN manager, told the board they were informed by a bank trust officer that the bond market was not good at this time and that the ASUN would actually lose interest by investing now.

Brown said that ASUN is currently earning about eight percent on time certificates in banks and the best that could be made on bonds at this time was about seven and a half percent, with an additional charge by the bank for the trust account.

Rossi recommended that no investments be made until the market improves. He also said he would like to try to write some investment guidelines so that the next board will not have to start all over again on the project.

Faculty needs extra meeting on regulations

The Faculty Senate will meet again Thursday at 1:30 p.m. to consider a number of items that were not acted upon at the senate meeting yesterday afternoon.

The senate will act upon the administration response to the bargaining regulations proposed by the senate last May. The regulations would have instituted a system of binding arbitration in wage and other disputes.

At the meeting yesterday, the senate heard reports on the 1978-79 work program, the spring 1978 enrollment and two task force reports.

It also voted 10-9, with three abstentions, to request that the summer session salaries be increased each year to reflect the increase in the consumer price index.

Marching band studied

DON LaPLANTE

An ad hoc committee met for the first time Monday and decided to work to try to reestablish a marching band for UNR.

The committee, along with a similar group at UNLV, was established in response to inquiries from members of the Board of Regents about the interest in a marching band on both campuses.

Nearly all of the persons attending the meeting were in favor of the establishment of a marching band, but all expressed concern about the cost of establishing and sustaining the group. The last marching band at UNR was disbanded in 1969 in a dispute over funds between the Finance Control Board and band director John Carrico, and since then the uniforms and instruments of that group have disappeared.

ASUN President John McCaskill said he thought most of the students would be in favor of a marching band, but that the students would have a lot of questions about where the money was going to come from.

Richard Trachock, UNR athletic director, said that people in the community were definitely in favor of a band.

"I can honestly say that I have had over 200 phone calls asking why we don't have a marching band," he said. "I'm getting more complaints about not having a marching band than about cold hot dogs at the games."

The committee was presented some estimated costs, which were prepared by A. Graydon McGrannahan of the music department. The estimates showed a first-year investment of about \$67,000 and a second-year cost of about \$48,000. McGrannahan said at the meeting that the cost for future years would probably be less than the initial costs. The major costs the first two years would be for new uniforms and instruments.

The committee decided to name Joanne Elston, a teacher at Echo Loder School, as the interim chairman. The committee agreed that it would be willing to try to raise the funds necessary to start up the band, but that continuing funding would probably have to be provided in the university budget.

The only opposition voiced to the band concept was from Jim Hattori, a music student, who said that a number of students in the department are not in favor of the idea. He said some were afraid they would be forced to participate

in the marching band or lose their music scholarships. He was also concerned that a marching band might cut down on the number of scholarships available to string instrument or vocal music students.

However, McGrannahan told the group that the music department was supportive of the proposed marching band, so long as it is in addition to the present program and not intended to replace certain parts of the program.

The group will examine the possibilities for university funding and private fund raising before meeting again to plan a timetable. There is hope that a marching band can be in operation by this fall, but the time required by uniform and music equipment companies means that the decision will probably have to be made within a couple of months.

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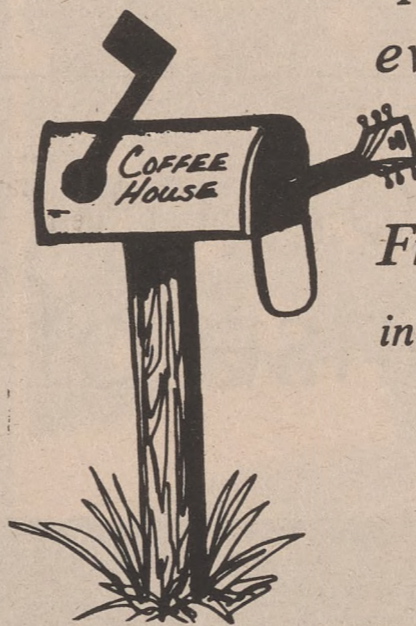
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'Fashion' chosen

Nevada Rep in regional competition



Joan S. Hambacher, Mary Van Kirk and Jerry Reinhardt in a scene from the Nevada Rep production of "Fashion."

RANDY EBNER

Fifteen members of the Nevada Repertory Company will be in Stockton today through Monday to stage "Fashion" as part of the American College Theater Festival 10.

Nevada Rep will be competing against five other university theater companies from northern Nevada, northern California and Hawaii at a four-day regional festival held at San Joaquin Delta College. Up to ten productions entered in 13 regional festivals, in which more than 400 colleges and universities will participate, including one of the six entered in the Stockton competition, will be selected to appear in the national festival at Kennedy Center in Washington, D.C., in April.

"Fashion," selected for the regional festival by the screening committee of the American College Theater Festival last October, will be staged at 8:30 this evening in the Tillie Lewis Theater on the San Joaquin campus. Tickets will be available at the box office and cost \$2 and \$3.

The original cast from the October 1977 production of the five-act melodrama by Anna Cora Mowatt, directed by Jim Bernardi, will be on hand in Stockton among them 13 present and former students of UNR: Robert F. Oakes, Jerry Reinhardt, James McNickle, Gregg Thomas Stokes, Dave Anderson, Noreen Nicholson, Sandra Zatinsky, Laurette Cronin, Joan S. Hambacher, Clemencia Arias, Sue Stowell, Bruce Goff and Wes Parker Olson. Also participating will be Mary Van Kirk and Jim Cashell.

Fifty theater workshops will also be offered at the festival, along with a performance by Esther Rolle of television's "Maude" and "Good Times" and lectures by Joan Fontaine and Clive Barnes, theater and dance critic for the New York Post.

Sagebrush file photo

Ad foundation award winner to offer defense of advertising

SHARON ZADRA

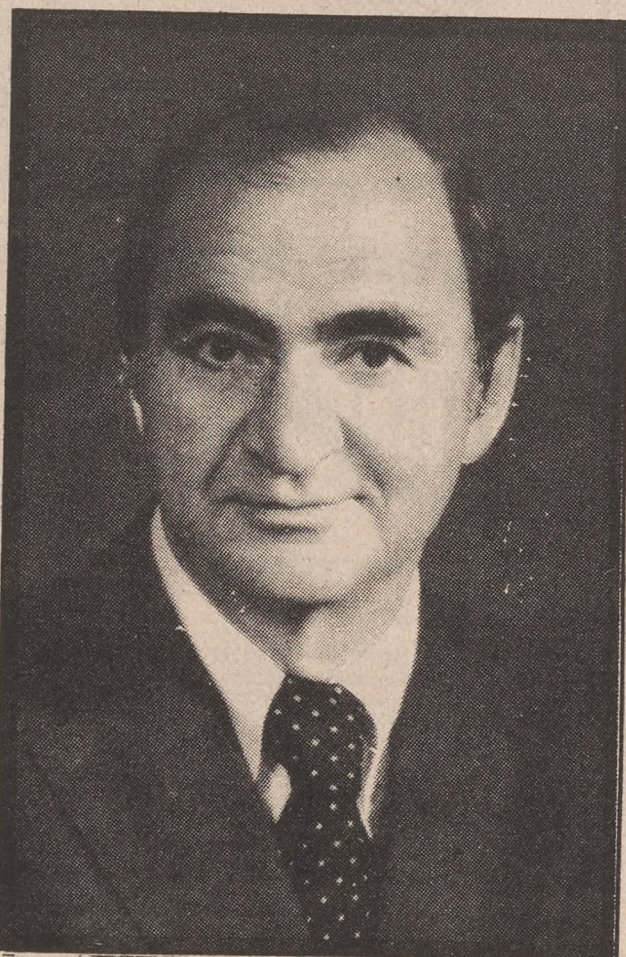
An economic defense of advertising will be presented to students and educators in the Jot Travis Student Union Feb. 9 by Louis T. Hagopian, chairman and chief executive officer of one of the world's largest advertising agencies, N.W. Ayer ABH International, New York City.

Hagopian will receive the Reno Advertising Club Foundation's "award for excellence in advertising" at the dinner, paid for by the foundation, during which Hagopian will also offer his thoughts on poor taste in advertising.

Neal W. O'Connor, who preceded Hagopian as Ayer chairman, will accompany Hagopian to Reno from New York. O'Connor is now chairman of the agency's executive committee in charge of international operations.

Ayer's list of more than 200 clients, in the United States and abroad, includes the Bell Telephone System, General Motors, DuPont, Bell and Howell and Cannon Mills.

The foundation offers to pay out-of-pocket expenses and an honorarium to its annual "award for excellence" selection, but Hagopian volunteered to make the trip at no expense to the Reno organization.



Louis T. Hagopian

Hagopian will also speak to the ad club Feb. 8 at Harrah's. His dinner talk will deal with recent changes in consumer desires and lifestyles, and how marketers must adapt to them.

Before joining Ayer in 1960, Hagopian was advertising director of Chrysler's Plymouth Division in Detroit. Plymouth's advertising agency was Ayer. John Garberson, now a UNR journalism instructor, was at that time manager of Ayer's Detroit office.

Hagopian and O'Connor will meet with a journalism advertising class at UNR Feb. 9.

All interested persons are invited to attend the Harrah's dinner and LaRue Gilleland, journalism department chairman, said students, educators and others who wish to attend the campus dinner Feb. 9 can be accommodated up to the Student Union room's capacity of 150.

Inquiries about reservations for either dinner should go to Darlene Ford at Harrah's, 786-3232, or the Journalism Department, 784-6531. Admission cannot be assured for persons who do not make reservations.

Show damages cut into fund

CHRISTOPHER WINSLOW

The ASUN concert fund will be reduced approximately one-fourth because of \$1,278 in damages caused by two separate thefts during the Firefall and Outlaws concerts. There is about \$5,600 in the concert fund at this time.

The damages will not be covered by the university's insurance because there is a \$1,000 deductible clause. The university's insurance would have paid for any expense greater than that amount. However, the amount stolen in each of the two thefts was less than \$1,000.

According to Gary Brown, ASUN manager, a normal concert costs about \$1,200. Accordingly, the damages will substantially limit the number of concerts ASUN will be able to sponsor.

The thefts occurred when the equipment storage room in the gym was broken into. Athletic equipment and a projector were stolen. However, the new concert plan approved by the ASUN Senate will help to cover most of the expenses caused by similar damages during future concerts.

Under this proposal, the promoter of a concert to be held in the gym must post a \$1,000 bond for the clean-up of the gym and "any damages to the gym incurred in relation to the concert."

The promoter is also to "supply a certificate of insurance" before the day of the concert. The insurance must have a minimum \$500,000 liability.

Periphery



Chinese New Year welcomed

A Hongkong Week, organized for the purpose of promoting international friendship and understanding, will be presenting by the Hongkong and Chinese International Student Association Feb. 6 through 9 at the Center For Religion and Life.

The production is cosponsored by ASUN, the Hongkong Tourist Association and the Hongkong Trade Development Council, and will include such events as a traditional Lion Dance from 11.30 a.m. to noon on Monday, a series of four Chinese cooking demonstrations at 8:30 p.m. all four nights, a nightly exhibition from 7 to 10 p.m. and a movie

each night beginning at 8 p.m. The week will culminate with a showing of two movies, "Threshold of Terror" and "Mission in Hongkong," at the Thompson Auditorium, 7 p.m., Friday, Feb. 10.

All of the events, including the special doorprize of an authentic Hongkong one cent bill issued by the Hong Kong government are presented free to all interested persons. The opening ceremony, with an introduction by ASUN President John McCaskill, will take place Monday, Feb. 6 at the Center which is located at 1101 N. Virginia St.

More scholarships

Applications are now available for Tri-Delta Service Projects scholarships. At UNR one 1978 award of \$200 will be made to a full-time undergraduate woman. The recipient of this award is automatically eligible for one of the national awards of \$1,000, with no additional applications or procedures.

Academic record, contribution to campus or community life, promise of service in the major field and financial need are among the criteria considered.

Application forms are available from Cecilia St. John in the Alumni Relations Office or from Val Vold, service projects chairman for Tri-Delta (323-0784, 845 N. Sierra St.). Completed applications must be returned by March 1.

Skiing events

All Winter Carnival events scheduled for Mt. Rose will begin promptly. All entrants are reminded that they must check in with a committee member prior to each event to ensure that they have been officially registered for competition.

The management at Mt. Rose has predicted a 15-20 minute wait at lift lines during the weekend. This will cause severe delays in running all the events. Therefore, all entrants should be prepared to either walk or side-step back up to starting positions.

Scheduled for today are men's giant slalom at 9 and 11:30 a.m., women's giant slalom at 10:30 a.m., a beer slalom at 2 p.m. and a wine and cheese party from 4 to 6 p.m., all at Mt. Rose, and men's and women's cross country at 2 p.m. at Squaw Valley.

Tomorrow there will be men's special slalom at 9 and 11:30 a.m., women's special slalom at 10:30 a.m. and 12:30 p.m., innertube races at noon, alumni giant slalom at 2 p.m., snow sculpture judging at 3 p.m. and awards banquet at

each night beginning at 8 p.m. The week will culminate with a showing of two movies, "Threshold of Terror" and "Mission in Hongkong," at the Thompson Auditorium, 7 p.m., Friday, Feb. 10.

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4:30 p.m. all at Mt. Rose.

Special jumping competition will be at Squaw Valley Sunday at 10 a.m.

Self-hypnosis class

Bengston, master hypnotist who gave the fans their money's worth last Tuesday night in the Jot Travis Lounge, has offered to teach a self-hypnosis class on the UNR campus.

So many students have already expressed interest in signing up for the \$25 course that a sign-up sheet has been placed with ASUN secretary Peggy Martin.

The course (starting date yet to be announced) has been scheduled for one night per week, three hours each night for three weeks.

If you would like to sign up for this class or need more information please contact Peggy Martin in the ASUN Office. Telephone: 784-6589.



Chicken loses watch

One of the champion volunteers on stage for the Bengston performance Tuesday night lost his wrist watch when he was trying to avoid being hit by the

flying chicken with the eight-foot wing span.

If you are still concerned about such mundane affairs as keeping time under glass, your watch is being cared for by Peggy Martin in the ASUN Office.

'Animal Farm' shown

The film "Animal Farm," based on the novel by George Orwell, author of "1984," will be shown tomorrow at 7 p.m. in the Thompson Auditorium.

Sponsored by the Hong Kong and Chinese International Student Association.

Prowess shown

Nevada high school students have the chance to show off their math prowess and win cash prizes in UNR's 22nd annual Nevada Prize Examination in High School Mathematics, scheduled Feb. 8.

The competition, open to all students in the state, is administered in school math classes. A \$100 prize is awarded to the student who has the highest grade in the state. Students with top scores in each of five geographical areas receive prizes of \$50.

Prof. Donald Pfaff, UNR Mathematics Department, has organized the competition since 1963. He explained that the purpose of the exam is "to promote interest in mathematics and to give recognition to high school students who excel in the subject."

For further information about the competition, contact the UNR Mathematics Department or local high school math teachers.

Dance a freebie

Problems between the Winter Carnival Committee and Blue Key have been worked out and no admission will be charged to ASUN students for the dance tomorrow night at the National Guard Armory.

The students will have to present a student ID card at the door to be admitted without charge. Non-students will be charged \$2 for admission. Beer will be sold for 50 cents a cup.

The dance will be from 9 p.m. to 1 a.m. and there will be two different bands performing during the course of the evening.

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Work and other perverted values

An unbalanced economy, an unjust tax structure and poor civic leadership contribute greatly to the problem of unplanned, virtually cancerous growth in many Western cities. However, these political and economic factors alone could not wreak as much damage as we now see being visited on our environment. The rate at which our Western landscape is being ravaged is accelerated by the acceptance by too many individuals of false or perverted values, one of which is Work for Work's Sake.

Work for Work's Sake is a perversion of the idea of the American work ethic. The latter concept is far too vague and hence subject to abuse by self-styled moralists, but at least it used to mean, more or less, careful labor in the performance of honorable tasks ultimately useful to the community. However, work has gradually been turned into an unquestioned absolute, something which has to be created and pursued without reference to ends or purposes. The scare of the 1974-75 recession is partly at fault for the strengthening of the doctrine of Work for Work's Sake, but factors which were always present in America's social and religious background are also responsible.

The first such factor is America's Calvinist tradition. Because of it many religious leaders overquote St. Paul's stipulation in his letter to the Thessalonians (3:10) "that if any would not work, neither should he eat." This biblical quote out of context is probably responsible for much of the emphasis on "hard work," a pernicious concept which implies that work has to be unpleasant and "practical" to be worthwhile and further that one has to devote oneself to it with a monomaniacal fury that excludes all other objects or goals from one's attention. In "O Pioneers" Willa Cather, in describing one of the novel's main characters, gives a very good example of the operation of this attitude toward work in an individual:

He was a man of powerful body and unusual endurance; the sort of man you could attach to a corn-sheller as you would an engine. He would turn it all day, without hurrying, without slowing down. But he was as indolent of mind as he was unsparing of his body. His love of routine amounted to a vice. He worked like an insect, always doing the same thing over in the same way, regardless of whether it was best or no. He felt there was a sovereign virtue in mere bodily toil, and he rather liked to do things in the hardest way.

Also responsible for the doctrine of Work for Work's Sake is the Puritan injunction against "idleness," a word too often taken to include humanistic pursuits and contemplation within an academic environment.

Although most Americans are unconscious of the fact, Marxist thought, which dangerously parallels Calvinism in too many ways, reinforces and makes even more pernicious the emphasis on Work for Work's Sake. Richard Hofstadter, in his book "Anti-Intellectualism in American Life," quotes Thomas Sladden, a prominent member of the Oregon International Workers of the World around the turn of the century, as seeing an inevitable opposition between the proletarian and the academic.

Like the instinct of the brute in the forest, his vision is clear and he is ever on the alert, his hearing is keen, his nature suspicious, his spirit is unconquerable . . . With one swoop he will tear away your puny intellectuality, your bogus respectability and as a master of all he surveys he will determine what is right and what wrong.

This is the proletarian . . . He has little education, no manners, and little care for what people think of him. His school has been the hard school of human experience. (p. 291)

The word "workers" as used by Marxists and their allies implies that others whose efforts may be quite difficult—students and intellectuals—are not working and therefore are actually frivolous, useless people, parasites on a society made possible by the working class. In Canada and the United States many students from the upper middle class join Marxist-oriented movements out of guilt over their economic station and their privilege to study. Not a few seek out blue collar work to validate their status as "proletarians" in the face of Marxist historical inevitabilities.

On the University of Nevada campus Marxist and Puritan attitudes exist only at the sub-conscious level in all but a few cases, but they operate effectively nevertheless. One can, for example, observe evidence of the counterfeit brand of Western masculinity. It involves a stupidly menacing stare and a kind of walking that borders on stomping. Paradoxically, the supposedly independent modern Western man, presumably "one of a kind," is abjectly dependent on the opinions of others to validate his opinion of his masculinity and on an unhealthy, artificially prosperous economy to provide him with the type of "practical" work he needs after class, during the summer, and after graduation. An observer can also notice the proliferation among the male student population of caps formerly worn only by salesmen of heavy diesel equipment. Are these men so uncomfortable in their role as university students that they must align themselves by some signal with heavy equipment operators, in effect subordinating their individuality to the service of the products of America's heavy industry? Do they feel compelled to indicate support for an overgrown construction industry that is destroying so much of our environment? A person may also notice the current fad to wear painters' overalls. Is this representative of a subconscious desire, inspired by Marxism somewhere along the line, to indicate solidarity with proletarians?

It is also regrettable that during this dismal, overly practical decade so many UNR students rush off campus right after class to some kind of job, effectively destroying a sense of community on this campus, and seriously harming the whole idea of the life of a university. Because of this phenomenon it is almost

of having a job itself. When he does not have ideas about what an ideal city should be, he at least wants an affordable house in a livable community. However, with the reinforcement of Work for Work's Sake in the 70s, there is a dangerous dependence on physical work to satisfy Puritan guilts and more importantly to keep up an artificially expanded, growth-oriented economy. As a result many workers and construction union leaders in Reno and other Western cities are exclusively concerned with having "a job," regardless of what happens to the environment.

A revealing episode occurred last fall when Rowland Oakes, secretary manager of the Associated General Contractors, appeared before the Reno City Council to pressure it to approve yet more construction projects. He wanted the council to change its proposed system of allocating sewer permits according to a ratio of 80 percent for residential building and 20 percent for commercial construction to an even fifty-fifty ratio. According to the *Nevada State Journal* (Sept. 27, 1977), "Oakes pointedly reminded city councilmen that his group helped get them elected." In support of Oakes' remarks before the council, Dan Carruthers, secretary treasurer of Labor Local 160, said, "I'm for the 50-50 split. We have to have a certain amount of housing, but we have to have work for the people already here. You have to take care of you own first, don't you?"

The gentlemen needn't have worried. The city council is continuing to approve commercial construction by means of various ruses, illusory restrictions and intentional failures to act. But it is revealing that these gentlemen, despite their very good ideas on the need for cheaper houses which working people can afford, seemed to regard the council chambers as a kind of office that provides for local make-work projects. During the first two years of his administration, Richard Nixon discussed the idea of "work-fare"—i.e., providing by some means artificial jobs for able-bodied recipients of public assistance—as either a replacement of or an addition to the current federal and state welfare systems. Hard-hat workers usually have contempt for welfare recipients, but Mr. Oakes and Mr. Carruthers seem to regard Reno City Hall as a kind of work-fare, welfare office

The city council is continuing to approve commercial construction by means of various ruses, illusory restrictions and intentional failures to act.

impossible to organize even such a simple and innocent a thing as a foreign language conversation club. In some cases the cause for this is beyond a student's control because he comes from an economic background which forces him to work to support himself in college. But in too many cases students are rushing off to work in order to provide for payments on unnecessarily new cars or hideous four-wheel-drive "macho" trucks with mag wheels which aid greatly in the current decade's destruction of the environment. Or they work to make possible expensive dates which inevitably include those barbarous discos that constitute a growth industry in the seventies. In addition, too many students view their university careers as a mere means to the end of a "practical" job: they experience no joy in knowing or contemplating truth.

In the community the situation is much worse. The average worker is probably still honorably concerned with the goals of his work as well as with the mere fact

that will keep construction workers provided with work no matter how many ill-conceived hotel-casino projects have to be approved, regardless of how much the local environment deteriorates, and no matter how much pasture and farmland disappears beneath asphalt.

Some people observe that if growth is artificially maintained for too long there grow up communities and cities where growth unnaturally feeds on itself. If a city thus becomes a mecca for construction workers and construction-related industries, it will eventually reach a point of no return where to shut off or even to limit growth will cause catastrophic unemployment rates like 20 or 40 percent. This kind of situation is a result of allowing too much of the local economy to be devoted to construction.

In a future column I will further describe the problem of Work for Work's Sake and propose changes in the economic system of this country and in personal attitudes which would go far to solve it.

Sports

Pack jumps back on top of WCAC

STEVE MARTARANO

While talking to KOLO radio's Dan Gustan last night after his team raggedly defeated Pepperdine 60-50, UNR basketball coach Jim Carey suddenly became a very happy man.

It wasn't the Wolf Pack's erratic play that caused Carey to start tossing kisses to heaven. No, what caused the joy was the results of a WCAC ballgame some 500

Skiers are victorious

DEAN CHURCH

The UNR ski team proved again last week that it is a team to be reckoned with. Against several teams from California, including Stanford, Berkeley and Davis, the Pack scored an overpowering win, and, in the words of Coach Monfalcone, "completely destroyed our competition."

The win at Heavenly Valley should be a good indication of the team's chances against the tough competition on tap at the Winter Carnival. In the men's Giant Slalom, Felipe Anguita placed first; Grant Wells, second; Roger Lancaster, third; and John Talbott, fourth. Anguita also finished first in the slalom, with John Talbott placing second. In the cross-country race, Borre Fosli took first and Matt Lavin was second. Fosli also took first place in the jumping competition, while John Talbott scored another second place finish.

Talbott also won the Ski-Meister Ski Award for the best overall performance in all four events.

"We've been looking forward to the Winter Carnival," said Monfalcone. "I feel we've been steadily improving and our individual times prove it. With the home slope advantage, I think the team really wants it."

miles north in Portland, Ore.

The Portland Pilots, whom UNR soundly thumped in Reno last Saturday night, had done the impossible and upset the Wolf Pack's counterparts with the WCAC lead, the USF Dons 101-87.

That little bit of heartening news, plus the fact that Santa Clara and Seattle now have three losses apiece, thrusts UNR back into sole possession of first place with a 6-1 WCAC mark.

The game last night could hardly be called artistic, but a win is a win just the same. UNR had humiliated Pepperdine Jan. 14 in Malibu 83-50 so the victory here was expected.

The 60 points the Pack tallied was way below the team's average of 83.8 a game.

But Edgar Jones fouled out with 9:18 left in the game with only six points.

It was the guard duo of Johnny High and Mike Gray that paced the Pack. Gray shot only 33 percent from the floor but still managed 17 points while High finished with 14.

The fact that UNR would win it was never questioned as the Pack led the low-scoring affair 33-22 at the half as Pepperdine shot a paltry 23 percent. Using a slow down offense much of the second half, UNR only shot the ball 11 times making seven of them.

After UNR's unexpected defeat by Seattle last week, the Pack's chances of a conference title appeared slim to none.

But since USF has now been upset, things are definitely a bit more rosy. The Dons are now 5-2 in WCAC.

The Pack, now 15-4, has matched the win total amassed all of last year when they ended 15-12. Local fans will be able to see the Pack tonight for the last time in over a month.

Loyola will be in town sporting a 3-4 WCAC mark. UNR beat them in Southern California 71-58 Jan. 13. After tonight's contest, UNR will travel to St. Mary's, Portland, Seattle, Santa Clara and finally San Francisco before returning home March 5 to host St. Mary's.

Women triumph in slalom

PAULA JEAN EISENBARTH

Patti McMullan, a UNR sophomore, won the Skimeister Ski Award last weekend at Heavenly Valley. A member of the UNR women's ski team, she participated in the three major events of the Vanderbilt Cup and produced the best overall time.

In Friday's Giant Slalom, McMullan took first place followed by teammates Lisa Tuffanelli in third and Lacy Anthony in fourth place.

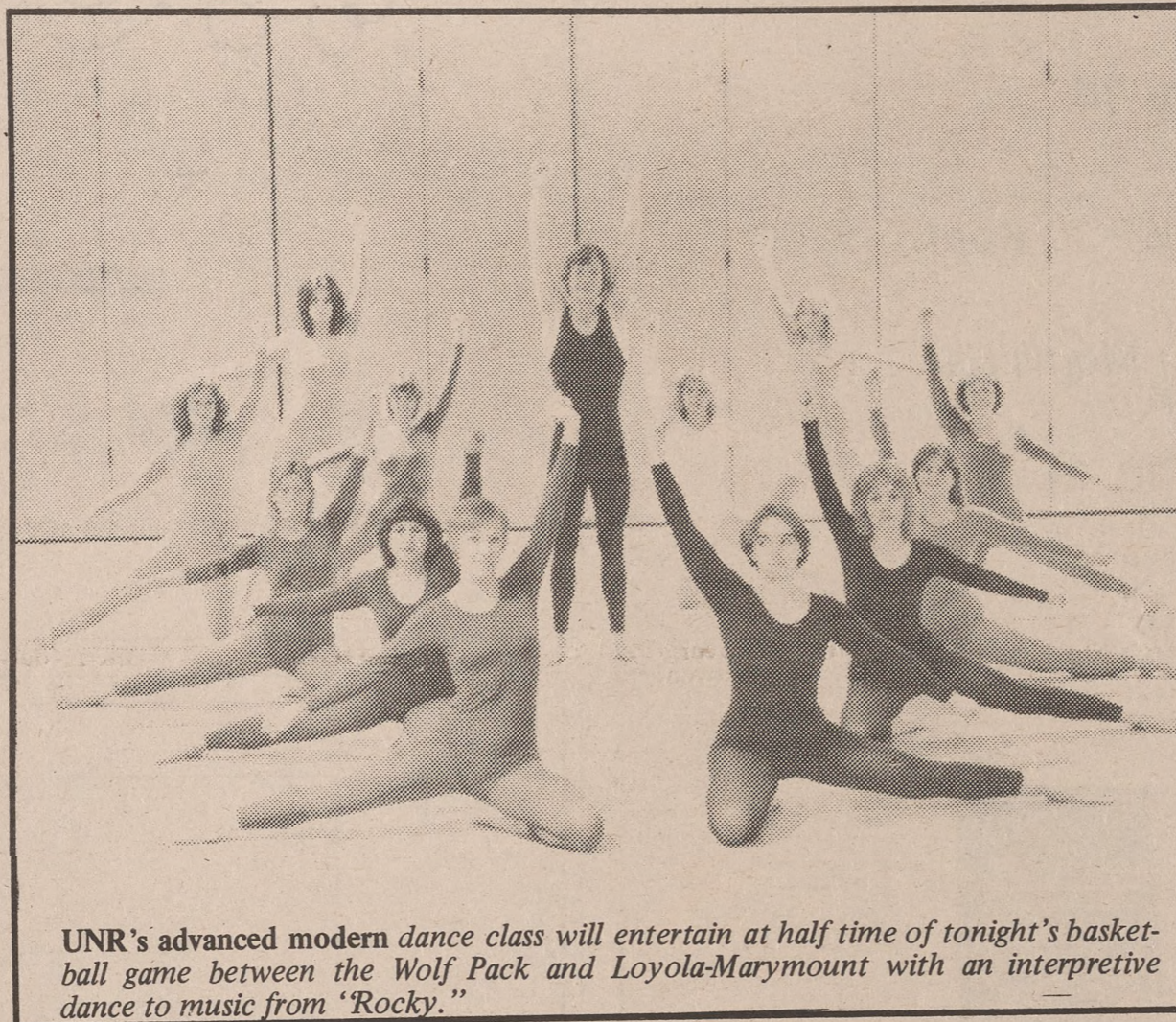
Competing against teams from almost a dozen other schools—such as University of California at Berkeley, Davis and San Jose the women continued their triumphs in a slalom on Saturday night. Racing under the lights, McMullan again took first place and Tuffanelli third while Anthony came in fifth.

Also contributing was the women's cross-country team with Tandy Lavin leading in first place, Cathy James in second and Patti McMullan in third.

This weekend finds the women's team facing even more challenging competition.

"We have high expectations for the women this weekend at the winter carnival," said coach Lori Brusati.

The team will begin skiing on Friday at 10:30 a.m. in the Giant Slalom at Mt. Rose followed by the cross country in Squaw Valley at 2 p.m. Saturday's events begin at 10:30 a.m. with the first run of the women's Special Slalom and at 12:30 p.m. the second run.



UNR's advanced modern dance class will entertain at half time of tonight's basketball game between the Wolf Pack and Loyola-Marymount with an interpretive dance to music from "Rocky."

Photo by Bantz

Track Coach promises depth

DAVE YEARY

Spring is just around the corner, and so is another track season. This year's team promises to be the strongest since coach Jack Cook joined the staff in 1968. "If we keep healthy this should be our best team we have had since I've been here," said Cook, who led this year's cross-country team to the West Coast Athletic Conference championship, and a No. 12 ranking in the final Division I poll.

Cook has only seven returning lettermen, but he recruited some of the top talent in the western United States. The returners are Dave Corthell, a 15'-3" pole vaulter, who will also be a decathlete this year; Neal McIntyre, who holds the UNR record in both the 100- and 220-yard dash; Hans Menet, a member of the cross-country team and a steeple-chaser and 5,000 meter man; Jan Mikaelson, who has thrown the javelin 230 feet and is expected to better that mark this year; Larry Moss, the team's No. 1 shot putter; Rudy Munoz, another member of the cross-country team who should break the record in the steeple-chase this year; and Tom Wysocki, who finished fourth at the NCAA national cross-country meet. He will run the 5,000 and 10,000 meters.

The recruits include Swedish Jorgen Eiremo and Charles Engstrom. Eiremo is a 5,000 meter steeple-chaser, while

Engstrom runs the 880 in 1:50.8. Other transfers and freshmen include Jeff Jones, hurdler and triple jumper; Jim Landeros, a 4:15 miler; Cyril Lewis, a sprinter from Trinidad; Rick McDonald, a shot putter; Kay Ostorany, a weight man from Iran; Joe Tipton, a miler and two-miler. Also UNR basketball stars Edgar Jones and Steve Hunter may join the team again this year in the long jump.

"This is the most depth we've ever had," said Cook. "The other teams are going to have to beat us, because we won't be giving anything away. All of the distance runners were on the cross-country team, so they will be in shape and we don't have to worry about injuries."

Also the attitude is the best we've ever had," he said. "This team looks like it is going to be as good or better than the team we had two years ago. I'm really excited."

The team will open its season on Feb. 18 against Chico State at Mackay Stadium. Chico has not beaten UNR in a dual meet in eight years, but Cook said that Chico always provides good competition.

The toughest teams the Pack will face are the Air Force Academy, Boise State and Weber State. UNR has never met Air Force before, but the Falcons have one of

the better teams in the country. Boise State is always tough, according to Cook, and Weber State has three runners from the Mexican national team. Also, this year will be the first meetings between UNR and Southern Colorado and Western (Colo.) State.

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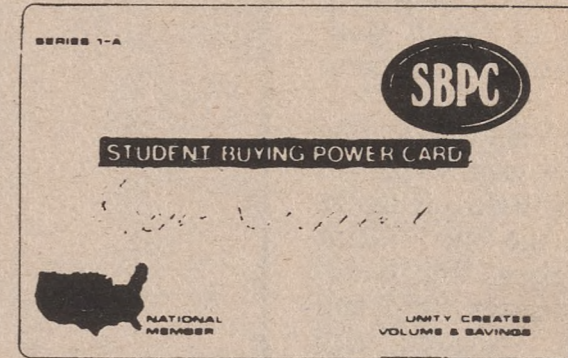
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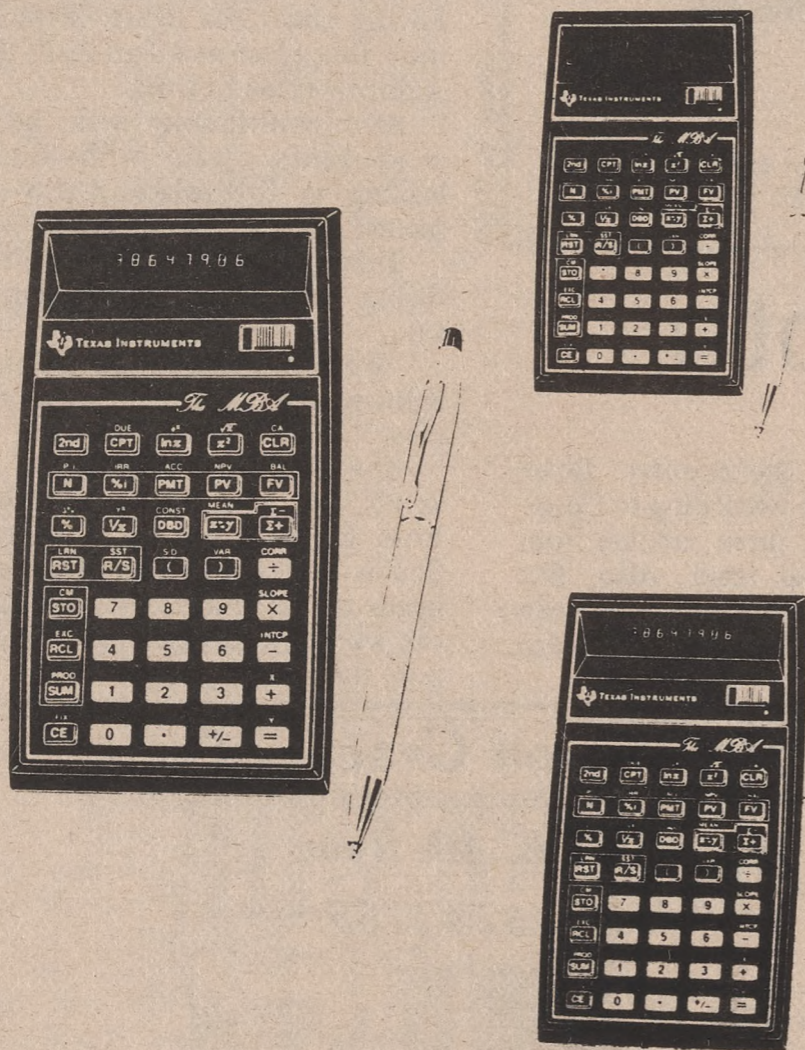
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Insider

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The articles that follow cover everything from why study formulas don't work to a creative test-taking strategy to an unorthodox introduction to paper writing. We've thrown in a new look at an old phenomena—cramming—and a consoling view of six successes who weathered academic crises. And, given the intensity

of the grade game for so many students, we give special attention to coping with text anxiety.

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Good reading!

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Magical Memory Tour

The Unending Quest for a Study Formula That Works

by PATRICIA WESTFALL

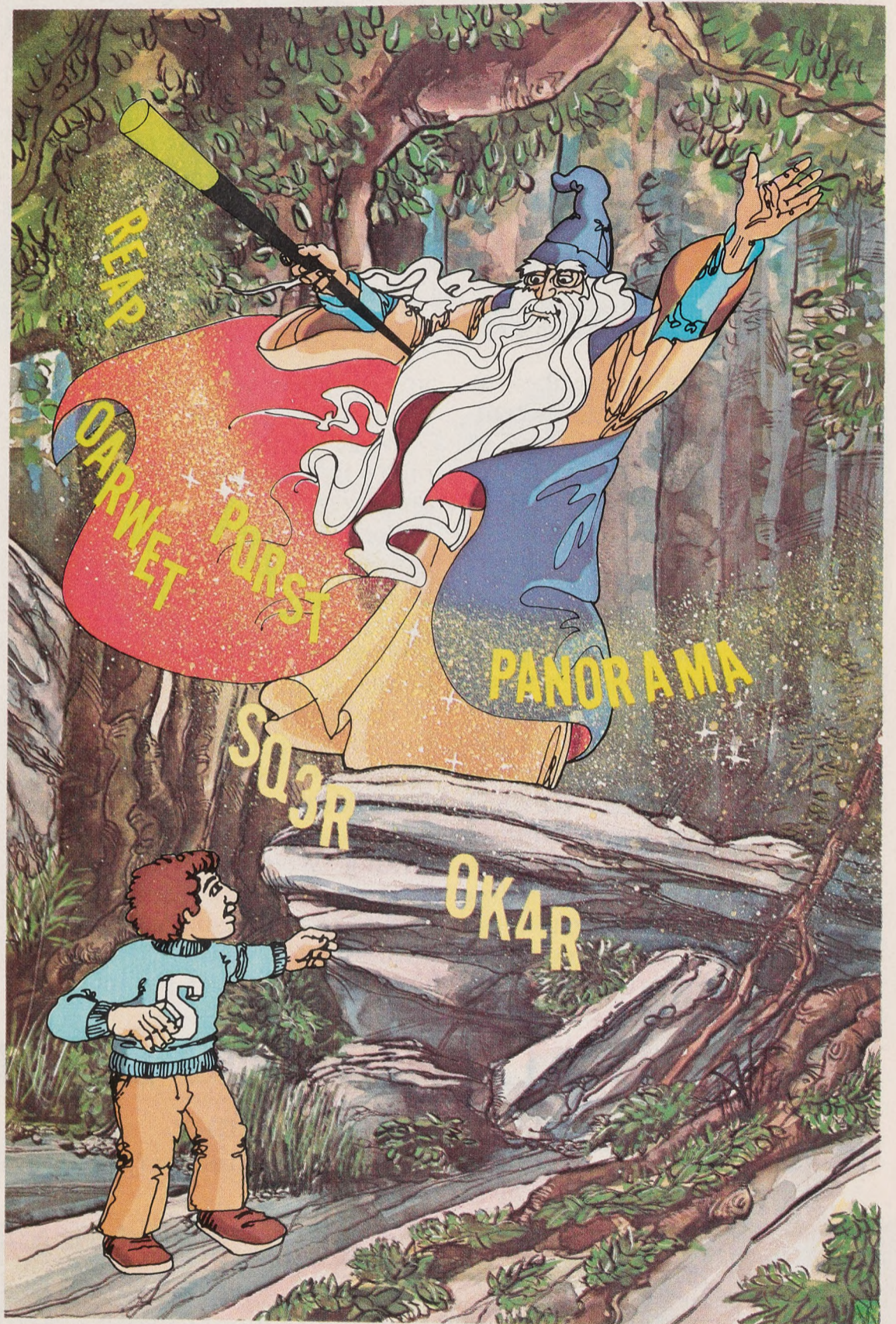
Thought, not memorization, is the soul of learning. Every professor says this. What teacher would claim *not* to be teaching students to think?

But just try and pass a test by thinking. Every student who has forgotten the year Thomas Aquinas died knows that thinking ability is not what gets tested. Memorization—dictaphone style—is the ability in question. Thinking won't derive the seven phyla or reveal the eighth wonder of the world. Only memorization counts in the crunch, and students who wish to survive had better master the skill. But how?

"Perhaps the most basic thing that can be said about human memory, after a century of research, is that unless detail is placed in a structural pattern it is rapidly forgotten," said Jerome Bruner in *Process of Education* in 1960. Bruner's concept, the importance of structure, lies in one form or another at the root of all how-to-study methods.

In the Beginning . . . Was SQ3R

The first and most famous of the foolproof, try-it-you-can't-fail study formulas was Frank Robinson's SQ3R method published in 1946. The acronym stands for "Survey, Question, Read, Recite, Review." The method, still taught today in a great many college how-to-study courses, works this way. First, **survey** the structure of the chapter, reading paragraph headings and summaries; this helps your mind get a firm grasp of the whole assignment before you read.



Next, turn those paragraph headings into **questions** which must be answered by the text. Then **read** (the first R) to find those answers. Robinson stresses that reading must be an active process; you should be searching for answers, not just passing your eyes over the type.

Every so often (every other page, in fact) you should stop, close the book and try to **recite** what you have just read. This is the step that is supposed to fix the information in your memory. Finally, after you have read and recited the complete assignment, take

a few minutes to **review** what you've just learned before calling it a night.

The Confession

Robinson's sure-fire thoroughly-tested formula was preached passionately by academic counselors until the student population boom of the 1960's. That's when new how-to-study formulas began to pop into print at a rate second only to sex manuals—and volumes ahead of diet books. Most of these were variations on SQ3R.

OK4R by Walter Pauk—meaning Overview, Key ideas (find them he meant), Read, Recall, Reflect and Review—was published in 1962. Next came Space & Berg's 1966 PQRST (Preview, Question, Read, Summarize, Test), followed by OARWET in 1968 (Overview, Ask, Read, Write, Evaluate, Test). The champion entry was the 1973 PANORAMA which stands for "Purpose (think about why you are reading your text); Adaptability (adapt your reading speed to the difficulty of the material); Need to question (an obvious and painful stretch for the acronym); Overview; Read and relate (that is, relate the main ideas to personal experience); Annotate; Memorize; and (if you still care at this point) Assess."

Walter Pauk—the OK4R man—finally called for an end to this acronym olympics by daring to put into print what everybody had known all along: despite proof that these formulas work, no sane student ever bothers to use one. In an article knocking PANORAMA as silly ("you're reading your text because your professor told you to"), Pauk wrote, "There is no question about the value of converting a title into a question, but I can honestly say that I have never met a single student who has ever used the technique even though he knew about the textbook system incorporating this step."

A shocking confession from a man who has been teaching how-to-study courses most of his academic career.

Student indifference hardly stifled the acrolympics, however. REAP was published in 1976. REAP was different though. REAP looked as if it might have something to do with how people actually study.

Undaunted, Our Heroes Press On

How students actually study is something few researchers have bothered to study. How one *should* study, yes—advice abounds. But *do* study? No. In 1976 Robert Szabo published a sketchy survey (not study) of practices followed by successful students on his campus. Even that survey—incomplete as it was—showed how far from students the acrolympics have been.

For example, most of the top students preferred studying in cycles—working hard for three or four days, then goofing off entirely for the next three or four days. So much for the "study a little bit each day" platitudes vouchsafed by the formulas.

Students also preferred to work in four- and five-hour stretches, kayoing

the formula emphasis on one-hour study sessions. All the formulas stress the importance of frequent rest breaks, but good students say the breaks interrupt concentration.

Like Pauk, Szabo found no student using a formula. He found this meant students rarely remembered the main ideas in a text, remembering instead trivial details and facts. Yet, noted the rueful Szabo, "They manage to obtain acceptable grades."

Did Szabo and colleagues consider this a hint that maybe they should abandon the quest for a perfect formula? Never. Szabo concluded his article with a ringing cry to press on to new acronyms. "We must find a method that reaches students where they are," he said.

R Is for Read

REAP might be the method Szabo was calling for. Published by two University of Missouri professors, it is, first, simpler than all the others. The R stands for read. That's it. No Survey, Question, Preview or Overview. Just sit down and read. That's what students do anyway, so for the first time in a generation the first step of a formula makes sense in human terms.

The next step, E—Encode, is equally simple. Using any method you want, simply close the book and try to phrase what you've read into your own words. Section by section? Chapter by chapter? Book by book? That's your choice. The only requirement of the method is that you actively rephrase the material *immediately*. The other two steps, Annotate and Ponder (upon which the authors elaborate at length) are just refinements of Encode: write down your encoding (for later review?) and then think (think?) about it, they say.

When one examines REAP, it's not so different from earlier formulas in that it calls for an active engagement with the material to be memorized. It is different in that it throws away the hoopla and rigid rulesiness of earlier formulas and states the meat of the matter: *Successful study requires taking time to put things in your own words immediately. Repeat, immediately.*

The Forgetting Curve

Why does study require an immediate Encoding (or Recalling or Reciting or Evaluation or Call It What You Will)? The answer to that is suggested in some classic early research on memorization, such as the 1913 nonsense syllables study by

Ebbinghaus (ah yes, the one you had to memorize for Introductory Psych, remember?). In the Ebbinghaus study, subjects studied a list of nonsense syllables and then were tested repeatedly. After 20 minutes they had forgotten 47 percent—almost half. After a day, 62 percent were forgotten; two days, 69 percent; 31 days, 78 percent. The results were clear: the bulk of forgetting takes place within minutes after study and then tapers off.

A similar study by Spitzer in 1939 which used meaningful material came up with similar numbers—46 percent of the material was forgotten after a day; 79 percent after 14 days. Forgetting is an immediate thing. By tonight you will have forgotten almost 50 percent of this article—unless you try to encode it or put it in your own words the minute you finish.

Spitzer proved that encoding works to counter the brain's awesome and instant forgetting power. In another study he conducted, some subjects merely studied (i.e. read) materials while others recited the information in their own words immediately after reading it. Seven days afterwards, those who had recited remembered 83 percent of what they had read. The others only remembered 33 percent. This shows that encoding works, but for the why of that working you'll have to return to Bruner's concept about structural patterns. Encoding apparently makes you create memorable patterns. It works.

Note-taking, Like Love, Requires You Listen Dearly

Assigned readings are not the only material you must commit to memory. You will also be tested on lectures. Studying lecture notes is a lot like studying a text. First you read, then you encode. But before you can read or encode you must take notes, and that requires listening.

It is a subtle skill, perhaps because it's so human a skill. Professors are not textbooks; they're humans who do not organize themselves into easy-to-grasp chapters and headings and who often talk rapidly, slowly or monotonously.

But listeners are fallible, too. They listen in monotone, racing like a dictaphone to capture every word. Most students listen to a lecture as if every idea had equal weight. Not so. In an hour-long lecture, there will be at most only six or seven main points that you are expected to remember.

The rest of the information is detail, colorful anecdotes, relevant tangents or side dressings of opinion which the

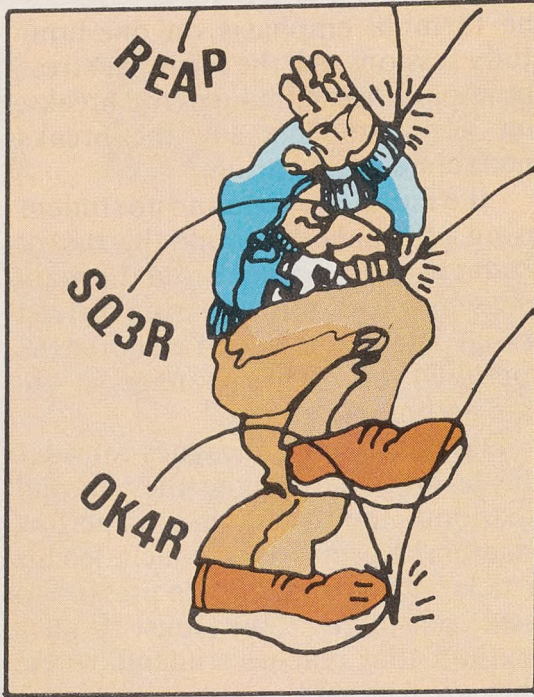
professor has included to clarify the main points for you. He hopes the extra information will tease you into greater awareness of those main points. He would be horrified to realize that most of his students *miss* those main points and remember the details instead.

You can pick out the main points by listening for cue phrases. Sometimes cues are very simple: "Our topic for today is..." the professor will say. But other times he will bury his cue in elaborate rhetoric, and you will have to figure out where the rhetoric ends and the main point begins: "Picture the day Lincoln arrived at Gettysburg in his dark top hat and cape, his shoulders stooped," the professor intones, and you wonder if this lecture is about Gettysburg, Civil War fashion, or curvature of the spine. Keep listening. He'll drop a cue eventually.

Cues for related subpoints can be very brief and are easily missed if you're not listening hard. Phrases like "on the other hand," "another way of looking at that," "next in importance," "turning now to," can signal a new point. Sometimes a single word—"however," "therefore," "but"—may introduce a point. You have to think as you listen, learning to differentiate the trivial from the important.

Encoding Follows Naturally

Once listening is mastered, note-taking becomes absurdly simple. All you have to do is write down the main points, adding just as much detail as you care to for your own entertainment or clarification. Studies have been made of different note-taking styles, and the studies are, frankly, inconclusive. One study comparing four note-taking styles—a formal



outline method, a two-column format, the "Cornell three-column format" and "no special method"—revealed that none of the methods had any merit over the others. There were no differences in student grades attributable to note-taking methods.

But a study that compared students who did not take notes with those who did, revealed that note-takers always make better grades. It's not "how" but "whether" you take notes that counts. Why? None of the researchers ventured any answers, but it may be that note-taking is a form of encoding. Lectures make you select what's important (because you don't have time to get *everything* down), and they make you put the information down in your own words (because you don't have time to put it down in the professor's words). In lecture you become an encoder in spite of yourself. You're forced to do there what you should do for texts. No wonder so many students feel they learn more in lectures. A text ought to be more

valuable than a lecture because it's better organized, more comprehensive and less likely to mumble. Yet a text can't force you to encode.

Ah, But What of It?

One autumn when students returned to campus, a professor named E. B. Greene gave them the same exams they had taken the spring before. Even "A" students had forgotten 50 percent of all they had successfully memorized the term before. Another professor, E. T. Layton, found that students lost two-thirds of their algebraic knowledge after a year.

What's the use? Even with the best study habits, you will eventually forget what you've learned. You will get through tests, but what of it if it's all gone by next term? Memorizing, dictaphone style, seems to all students a pointless exercise.

In a 1932 book called *The Psychology of Study*, Cecil Mace wrote, "If the student has any compensating merit, it lies in being something more than a mere recording machine." That something, he argued, was thinking ability. You are doomed to forget most of what you learn; the only merit in all this is that somehow because of it, or at worst in spite of it, you learn to think.

But what is thinking? The best Mace could do in 30-odd pages of essay was suggest that free association might be involved. Hundreds of other thinkers have struggled with the question, and among them the most honest might be Walter (OK4R) Pauk who has said that thinking, despite all the thinking done about it, remains largely a private matter.

So how is memorization related to this private skill? For an insight into that we can go all the way back to a letter the not-yet Saint Thomas Aquinas wrote to a Brother John: "Since you have asked me how one should set about to acquire the treasure of knowledge, this is my advice to you concerning it: namely, that you should choose to enter, not straightway into the ocean, but by way of the little streams; for difficult things ought to be reached by way of easy ones. . . . Do not heed by *whom* a thing is said, but rather *what* is said you should commit to your memory. . . ."

Victor White, commenting on this letter, has written: "Note how careful St. Thomas is. Brother John is to commit what is said to his *memory*; he is not straightway to commit his *intellect* to it. He is not at once to swallow everything that is said; let him remember it in order to test and examine it, but not at once to assent to

Two Unlikely Learning Techniques

Teaching Others

It's true. Teachers learn more from a course than the students. If you try to teach material to someone else, you are forced to grasp it in new ways, to express it in terms the other person can understand. This helps you remember. Tests at one university had a group of students study material using the SQ3R method. Another group also used the SQ3R method but was required to teach the material to other students. The student teachers did significantly better on tests than the control group. The catch in this technique is finding a "student" who is willing to learn biology or psychology or economics from you. But if you can talk someone into being your student,

you may learn more than you ever have before.

Mapping

Some people are just visually minded, so transforming a text or lecture into a picture or "map" might be the best way for these people to learn. To draw a map, put down the key idea first. This becomes the "buried treasure" on your map. Then draw in secondary or supporting ideas around the buried treasure. Lastly, draw in the critical details. Why this works is that you have to *find* the secondary and supporting ideas before you can draw them. In doing that you learn them. Mapping, as its author, M. Buckley Hanf, says, "is thinking." And the best way to learn mapping is to do it.

it. Suspension of judgment is one of the first things a learner has to learn: we have to learn how to entertain ideas without promptly either affirming them or denying them. Here again it is a matter of that difficult business of restraining the mind's own native impetuosity, the natural desire of the reason to be unreasonable. We want to jump to conclusions before we have reached them; to take sides, make a stand, vehemently affirm or deny

before we have considered, examined, tested, proved."

St. Thomas Died in 1274

Memorization may seem more worthwhile to you if you perceive it, like Victor White does, as a tool of dispassion. Memorization is not commitment. It's just a way to hold onto thoughts as you sift through sometimes frightening new ideas looking

for the ones you will come to live by. Remember that—even if you can't remember when St. Thomas died. Meanwhile, you can be sure researchers will press on, looking for a memorizing formula you can live with. ■

Patricia Westfall, a contributing editor for Insider, spends snowed-in Iowa winters searching for the ultimate in study methods.

To Each His Own Study Method: Four Scholars Describe Theirs



No Time for Calculation

Chemical engineering senior Devon Clausing does everything she can to save time when studying for her classes at University of Cincinnati.

The president of one engineering club and active in two others, Clausing is forced to use what little study time she has very efficiently in order to maintain her 3.7 grade average.

"My freshman year I did all my homework every night," she said. "As I got more involved in activities, I didn't have time to do all of it. That's when I started finding short-cuts."

Most of an engineer's study time is spent working problems, she said. To save time, Clausing sets up the equations to solve the problems and makes sure she understands them, but she stops short of doing the actual calculations.

For non-engineering courses, Clausing will read assigned material before a class only if she expects the teacher to call on her for an answer. Otherwise, she prefers to read the material as time permits after the professor has lectured on it.

Clausing keeps books for non-engineering classes in the bathroom "by the john," and is "able to keep up pretty well that way."



Ready, Set, Write

For most students, writing papers at the last minute is a final act of desperation. For Katherine Donnelly, University of Chicago sophomore, it's just good strategy—one that produces "A"

work.

When Donnelly has a paper to write, she reads over the relevant material two or three times and thinks deeply about her topic. Then she waits.

The night before the paper is due, Donnelly arranges her notes and books on an isolated library desk and sits down to write. The words pour out quickly and steadily, racing against the clock. When the frenzy subsides, Donnelly proofreads the paper she's created and tosses it into a folder, to be turned in the next day.

The California native says the best papers she's written have been produced in a last-minute flurry of activity.

One epic effort—a comparison of the themes of freedom and authority in *King Lear*, Kant, *Paradise Lost*, *The Federalist Papers* and Plato—was written in a fast four hours.

The last-minute papers almost always earn "A's," says Donnelly. Papers she writes over a long time period come

out sounding stilted and usually receive "B's." "When I'm under pressure to do it and I'm tired, I just say exactly what I want to say and get it over with," she says. "You don't have time to overthink."

Although her last-minute method has proven itself over and over again, Donnelly—a very conscientious student—has reservations about using it:

"I don't always trust it. Something inside me says, 'Don't leave it until the last minute.'"



Booking It

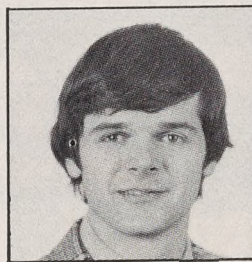
Roberta Rusch, a senior at St. John's College, won't have any tests this year, but she often spends six hours a day studying in the library—for the fun of it.

This self-motivation is typical of students at the small school in Annapolis, Maryland. The demanding St. John's curriculum emphasizes traditional liberal arts, such as grammar, logic and rhetoric. The reading list includes most of the "great books" of Western tradition.

There are no tests at St. John's, but grades based on papers, homework and class participation are recorded on each student's transcript. More important than grades, however, is the "don rag"—an annual oral evaluation of each student's progress.

Without the threat of impending exams, St. John's students must discipline themselves to study regularly, says Rusch.

"You've got to form habits. Once you're into the habit of regular study, it becomes a part of you." She adds, "I think basically people here like to study. We're interested in the books."



In the Swim

Yale University senior Dan Ortiz finds that swimming every day helps him study better.

"Keeping in shape and having that mental relaxation is good," he said. "It gives my mind an hour or so to rest."

"If I don't swim I start feeling heavy and fatigued. I begin fading out around 10 o'clock."

Ortiz, an English major whose grades earned him entry into Phi Beta Kappa honorary society, tries to break his study time into two- or three-hour blocks. He says he can't concentrate much longer than that. He also enjoys changes of scenery when he studies.

For writing, which he finds difficult, Ortiz holes up in "a rather sterile engineering library." He doesn't know many engineers, so he's not distracted by friends interrupting.

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A Compendium of Study Aids & Advice

by VICKI DENNIS

Grades are not necessarily synonymous with intelligence. Often the best students are the ones who have learned the tricks of the trade. Here are six study tips that could make the difference for you.

Use the Necessary Tools

Any tradesman needs special tools, and the college student is no different. The first tool is a good dictionary, such as

Get Acquainted with the Library

Don't wait till you have a big project to learn how to use the library. For starters, find out how the card catalog works. It consists of small wooden drawers full of alphabetical listings of all the library's holdings—arranged by author, title and subject headings. In the upper left-hand corner of each card, you'll find the "call number," which tells you the location of the book in the library. You should also become familiar with the reference room where encyclopedias and other general reference materials are located, including *The Reader's Guide to Periodical Literature*, a multivolumed listing of magazine articles grouped by year of publication; indexes of newspaper articles; and specialized indexes on subjects such

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Determine Your Best Time

Are you a day person, ready to start studying as soon as you wake up from bed? Or do you find yourself in the middle of the night the best for intense learning? Keep a log or chart of your reactions to study for a week or so. Record how you wake up and how you feel (lumpy, full of pep?). During the week, write down the times when you feel tense and when you feel relaxed; when you are running at high energy and when you start to get tired. Soon you'll see a pattern developing. You can then plan your study day around your ups and downs (known as biorhythms). For example, plan study times for when you are most alert and don't do any heavy mental work during your very low energy periods.

Learn from Your Midterms

If you're alert, what you learn from a midterm can help you through the rest of the term and the final. For instance, the midterm lets you know what kinds of questions—and answers—the instructor prefers. Armed with this information, you can more easily isolate what you should learn for the final. In addition, a midterm lets you double-check your own study habits and note-taking skills. If you missed important points or found your notes impossible to comprehend, you can fine-tune your study technique or note-taking for the rest of the course. Finally, the midterm can tell you a lot about your test-taking skills. Did you run out of time? Were you calm or frantic? Were you able to organize your thoughts? Analyze your strong and weak points and work to improve your test performance before the final.

Check Out These Self-Help Study Guides

- *Study Tips: How To Study Effectively and Get Better Grades.* William H. Armstrong. (Woodbury, New York: Barron's Educational Series, Inc., 1975) \$2.25. A guide to organizing your study time.
- *Surviving the Undergraduate Jungle: The Student's Guide to Good Grades.* Kathy Crafts and Brenda Hauther. (New York: Grove Press, 1976) \$3.95. Teaches freshmen the art of collegiate self-defense.
- *How To Succeed in College: A Student Guidebook.* Joshua R. Gerow and R. Douglas Lying. (New York: Charles Scribner's Sons, 1975) \$4.95. A collection of advice and suggestions compiled by two college counselors after years of listening to students' complaints and problems.
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- *How To Take Tests.* Jason Millman and Walter Pauk. (New York: McGraw-Hill, 1969) \$2.95. Written by two nationally known authorities on tests and test-taking.
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Vicki Dennis collected study tips (and index cards) during graduate school.

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Get Acquainted with the Library

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Budget Time Effectively

Do you always need just a little more time to study for tests? Do you find yourself pulling all-nighters to finish term papers? Your problem isn't really lack of time; it's making good use of the time you do have.

Time management experts, such as Alan Lakein, author of *How To Get Control of Your Time and Your Life*, maintain that the key to budgeting your time is a daily plan. Each morning list all the things you must do for that day. With nonroutine things like studying, be specific. Make notes about what you will study, such as "Chemistry, Chapter 12. Read and take notes." Schedule your time realistically. Don't set aside a block of 10 hours to study for your English test when you know that you'll never find that many hours together during your day. Instead, plan ahead: schedule two hours each day for five days to study for the test.

One caution: most experts say that people tend to spend too much time on unimportant routine tasks and never get to the important ones. To avoid this time trap, evaluate each item on your list according to its priority and constantly review those priorities during the day.

Determine Your Best Study Time

Are you a day person, ready to tackle studying as soon as you spring from bed? Or do you find the middle of the night the best time for intense learning? Keep a daily chart of your reactions to events for a week or so. Record when you wake up and how you feel (grumpy, full of pep?). During the day, write down the times when you feel tense and when you feel happy; when you are running at peak energy and when you start to slump. Soon you'll see a pattern developing. You can then plan your day around your ups and downs (known as biorhythms). For example, plan study times for when you are most alert and don't count on doing any heavy mental activity during your very low periods.

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How To Play the Test Game—and Win

by DON EASTMAN

In his keynote address to the delegates at the annual meeting of the American Council of Education last summer, Ernest Boyer, the U.S. Commissioner of Education, related how his five-year-old son had become testwise.

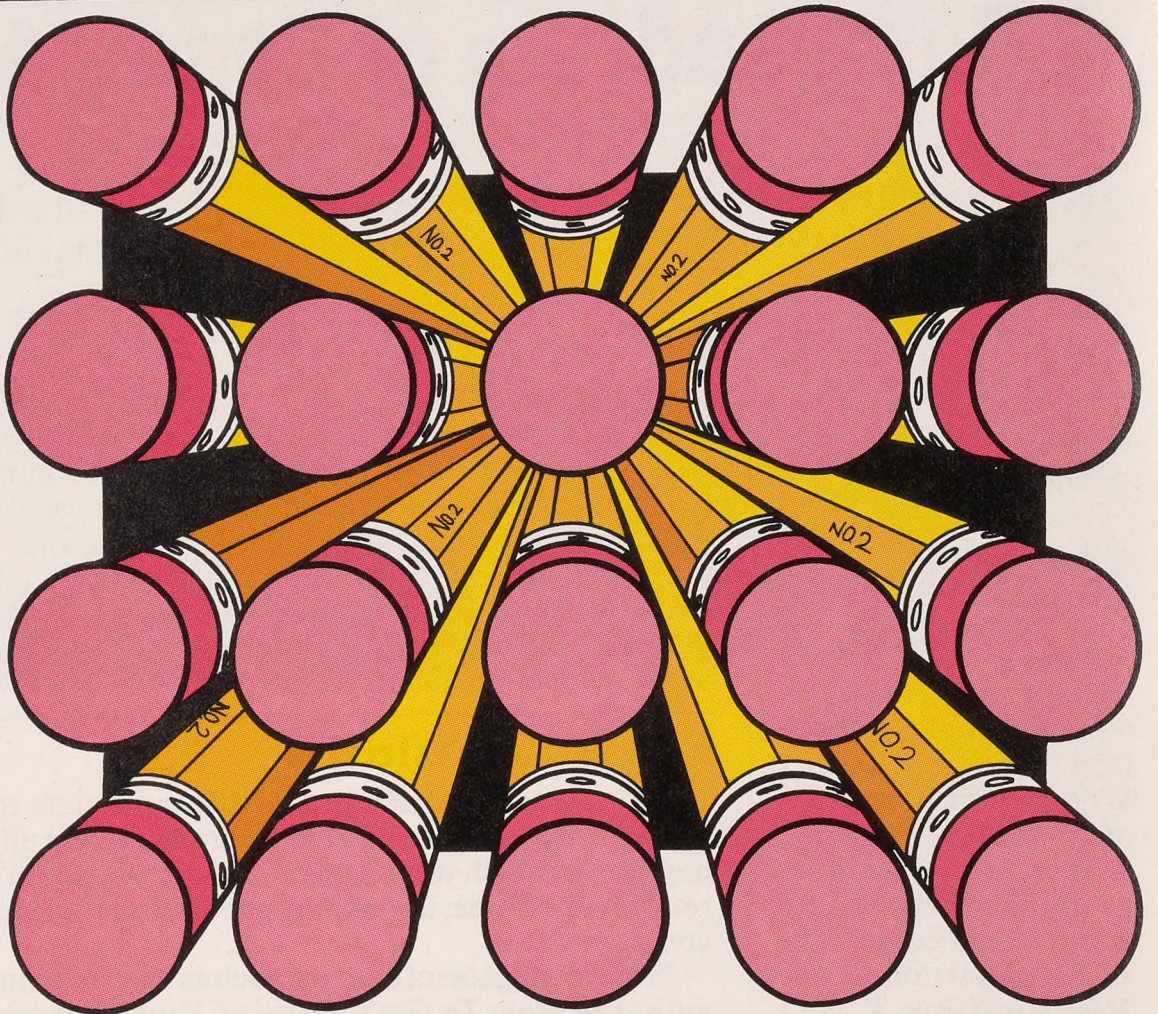
The boy had been attending kindergarten less than a week when, instead of saying his nightly prayers, he launched into a recitation of the alphabet. "I realized the educational implications of this recitation," said Boyer, "and was filled with fatherly pride at my son's accomplishment."

Embarrassed by his father's praise for learning the alphabet in less than a week in kindergarten, the boy confessed, "I actually learned it on *Sesame Street*, but my teacher thinks she taught it to me."

"Ah, then I was doubly proud," said Boyer, "for he had not only learned the alphabet, but he had learned the system as well."

Like most educators, Boyer understands that American education consists of two distinct parts: there is learning, and there is the game of learning.

No one is quite sure whether testing and grading, which occupy a remarkable portion of time and energy in the American educational system, measure learning—or simply the ability of students to make grades and pass tests. It is clear, however, that students who know how to play the game of education—that is, who know how to take tests and make good grades—quickly achieve a favored status in our society. The testwise



student knows and uses the rules of the game; whether he is actually learned or not, he is the declared winner in the educational sweepstakes.

The first matter to consider, and to come to terms with, is the quite obvious fact that formal education is

American education consists of two distinct parts: there is learning, and there is the game of learning.

not a monolithic, unified, univocal experience, but a series of courses taught by individuals. The act of taking a course is quite similar, for good historical and psychological reasons, to a brief apprenticeship. What one is asked to do in taking a course is to see the particular subject matter through the eyes of the instructor. You may have, or may develop, additional perspectives as well, but what the course is about, *and what you will be graded on*, is your ability to see the subject matter from the instructor's perspective.

Once this notion is understood, we can forget all those silly arguments about how five different English teachers will grade the same theme in five different ways, which is supposed to be an argument against the validity of testing and grading. *Of course* they are all different: nobody knows what

the truth is. All anyone, including English teachers (*especially* English teachers), has to go on is *a* truth, that is, a single, limited, individual version of what the truth might be. Truths, like grades and tests, are a thoroughly individual matter.

Obviously, the educational system, particularly higher education, depends upon the student having a goodly number of these brief apprenticeships. Each apprenticeship provides a different perspective—a view from a different angle. The result, if the student is lucky and reasonably industrious, is what Matthew Arnold called the ability to "see life steady, and see it whole."

The first rule of the test game, then, is: *Identify the perspective of the instructor.* What are the key issues and the key approaches to the subject according to Professor X? Do everything you can to discover that perspective: look up old tests at the fraternity house; consult test files in the University Center; look up students who have taken the course before and grill them for clues; ask the instructor for copies of old tests—"just for practice"; badger the instructor repeatedly to be as precise as possible about what kind of tests will be given and what issues or problems will be covered. You may even want to attend class from time to time to pick up organizational hints.

Having determined as definitively as possible the kind of test that will be given, you are ready to apply Rule Number Two: *Make up all the answers in advance.* When the test is to

be short answer, multiple choice, fill-in-the-blanks, true-false or "machine graded," concentrate on developing thematically arranged lists of the bits and pieces of the subject on which such tests depend. If the test will consist of problem-solving questions, devise representative hypothetical problems and prepare model solutions. If the test is an essay in form,

What you will be graded on is your ability to see the subject matter from the instructor's perspective.

prepare sample essays on an appropriate variety of the topics to be tested and drill yourself on the important points and illustrations for each.

The key to these exercises is practice, practice, practice. You want to take aim on a test the way the football team prepares for a game: run the plays you think will work until they become almost automatic. Then, when the time comes, use what you've practiced if at all possible. Particularly in the case of essay tests, it is frequently possible to revise or redirect the question to fit the answer you came prepared to write. If you have prepared an adequate sample of answers to a reasonable guess about what the questions will be, it is more than likely that many of those answers, with their finely tuned arguments, comparisons, illustrations, observations and conclusions, can be employed to advantage.

While you're at it, try a team approach. Though some amount of individual reading and study is unavoidable, frequently the most productive way to prepare is to form a team with one or two other students in the class. The team approach not only provides a division of labor for writing sample essays or making lists of key facts, dates or formulae, it also prevents you from becoming locked inside your own head and requires the kind of objective expression and discussion that the test will require later. Frequently, students who study alone develop a deceptive kind of inner monologue: they hear the material in their head, think they know it, but come test time they are unable to verbalize it.

The team study approach can offer a way out of the box of solipsism (particularly when employed during the entire course) and is perhaps the surest way to respond to Rule Number Three of the test game: *Don't fool*

yourself about what you do and don't know. The opportunity to discuss and criticize the sample answers is an excellent way to assess your grasp of the subject matter.

Rule Number Four is a corollary to Number Three: *Know what you can and cannot say about a subject in a given period of time.* (Obviously, this rule applies primarily to essay and discussion tests.) How many paragraphs can you write in 10 minutes, 30 minutes, and 60 minutes? Essay answers consist of an opening paragraph to state the problem (as you think it ought to be stated), a concluding paragraph to display how you have dealt with the problem in a significant way, and a variable number of intermediate paragraphs depending on the time allotted and your own particular writing speed. Again, a little practice with sample essays will tell you a lot.

Once the test itself has begun, most of the rules of the test game are common sense:

Rule Five: *Read the directions and test questions very carefully.* Make sure you understand the kinds of answers expected, and how they will be scored. Ask the examiner for help when you do not understand the directions.

Rule Six: *Budget your time.* Always take a watch to the test so you can periodically check to make sure you are working rapidly enough to answer all the questions. Try to save a few minutes to review your answers at the end of the test—so you can make corrections and add details. Remember that most tests attempt to evaluate not only your knowledge of the subject matter, but also your ability to organize that knowledge quickly and efficiently.

Rule Seven: *Answer the "easy" questions first.* If you go through the entire test answering those questions for which you are best prepared, you may be able to budget more time for the questions which will require more reflection and labor.

Rule Eight: *Answer every question.* You should attempt at least a partial answer even to those questions which draw a blank (except in the case of some machine-scored tests which penalize "guesses").

Many students give up too soon on questions which do not elicit an immediate response. Reread the question with care, and wait (briefly) for something to come. Visualize the place where you studied for this test: frequently you can find a clue stuck on the wall above your desk, or recall an irrelevant image that will provoke a more useful thought or impression.

Rule Nine: *There is a difference between a correct answer and a best answer.* It is on this difference that many multiple choice questions depend (e.g., D. H. Lawrence was (a) a poet (b) a novelist (c) a sex fiend (d) the British author of *Sons and Lovers*, *Women in Love* and *Lady Chatterley's Lover*), but essay tests also exploit this distinction to discriminate between varying levels of comprehension (e.g., "What were Monet's primary contributions to Impressionism?").

Take care to select the *best* answer from those which are available.

Rule 10: *Write legibly and clearly.* There is no truth to the widespread rumor that graders give the student the benefit of the doubt on answers they cannot read. Answers should be double-spaced, with wide margins, and should employ the most concise, straightforward syntax possible.

The last two rules are less obvious than the others, but no less important:

Rule 11: *The proper response to a test is not a mechanical reissuing of information, but a performance.* Many students regard tests as cruel and unusual punishment to be endured as stoically and passively as possible, or as a kind of machine-like exercise in which they are required to regurgitate (the image illustrates the attitude) in a routine fashion the same material the teacher recited to them.

It is almost impossible to perform well on tests with such an attitude. A negative or, at best, neutral approach is inherently self-defeating.

The test must be viewed as a performance in which knowledge (the subject matter) is shaped according to demand (the test questions) and necessity (the time limits).

View yourself as a performer who is ready and willing to display your wares, to argue vehemently and passionately, to match wits with the test,

Take a lesson from the football team: practice the plays you think will work until they become automatic.

and to take on all comers. This is essential for three reasons: it will sustain your efforts to prepare adequately; it will provide you with persistence and energy to assemble an answer to a difficult test question that you didn't anticipate; and it will kindle the alertness and determination needed to do your best.

continued on page 14



Left: A futuristic conception of travel in another time. Ford Aerospace & Communications Corporation, a Ford subsidiary, is not involved in this type of spacecraft, but is building another type—Communications Satellites for use in our time.

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A dramatic combination
of styling and technology
for 1978...and beyond.

Here is a car for the automotive future. With dynamic styling inside and out. Comfort for five passengers, yet fuel and cost efficiency for the years ahead. A car realistically priced for today. The new Futura. Before you consider any other car available today, read on...

**Scheduled Maintenance
50,000 miles about \$150.***

A startling fact: Futura has been engineered to hold down the costs of maintenance in the years ahead. Ford estimates that with automatic transmission and standard engine, 50,000

miles of scheduled maintenance will cost only about \$150. (*Based on Ford labor time standards, a \$14.50/hr. labor rate and Ford's suggested parts prices in effect Aug., 1977.)

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Futura's EPA mileage estimates—with 2.3 litre engine and manual 4-speed—are the highest of any car in its class. Of course, your actual mileage may vary depending on how you drive, your car's condition and optional equipment. Calif. ratings are lower. Futura is also available with 3.3 litre 6-cylinder and 5.0 litre V-8 engines.

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FORD DIVISION

continued from page 11

The logic and psychology of this rule are simple: students who view tests as punishment, and those who view tests as performances, each get what they are looking for.

Rule 12 is a relatively new one: *When shafted, appeal*. Unfortunately, many professors are like St. Augustine, who prayed, "For so it is, O Lord my God, I measure it; but what it is I measure, I do not know." There is

an extraordinary amount of inept testing: a recent book published by *Change* magazine entitled *The Teaching and Grading of Students* delivers a wholesale indictment of testing practices in higher education.

The bad news is that most professors are enormously unsophisticated about constructing tests; the good news is that many of them admit this openly. When presented with a convincing argument that a particular

test question is ambiguous, misleading, inaccurately worded or simply unfair, many professors will attempt to make some kind of adjustment. Most professors do not consider themselves experts in testing and cognitive measurement. Professors are (or consider themselves to be) primarily experts in a particular academic discipline—physics, or history, or accounting, or whatever—and are only secondarily (and for many, begrudgingly) responsible for measuring student performance. If you believe you have been tested or graded unfairly, you should not hesitate to discuss the complaint with the course instructor. Frequently, such conversations will be productive: the instructor will alter the grade or discount the question, or you will learn your error.

For students who remain unsatisfied following their initial conversation, many institutions have developed in recent years a grievance procedure for handling formal grade appeals. These appeal routes are usually available to any student who lodges a charge of unfair, arbitrary, capricious or discriminatory treatment. Many institutions also employ an "ombudsman" to help students resolve both personal and academic problems and complaints.

College students have traditionally retained a healthy skepticism about the ultimate value of testing and grading. Like most educators, they realize (perhaps unconsciously) that no one really knows what the exact relationship between tests, measurement and learning is or ought to be. Observing the 12 rules of test-taking described above will not make the poor student a superior one. They are, however, a set of practical guidelines which will assist most students in performing on tests according to their true abilities.

Finally, while testing is indisputably a game, don't discount the fact that it is a challenging and endlessly fascinating game played for reasonably high stakes, and quite capable of teaching you at least as much about solving life's problems as the most rigorous course in Transactional Analysis or Sino-Soviet Relations. The kind of thinking required for rapid organization and performing well under stress may, in the long run, be of greater importance than the particular details of any course of study. Such thinking may be, in fact, what a college education is all about.

Don Eastman, an experienced test-taker, claims he enthusiastically applied every rule in this article with much success.

A Concise Guide to 12 Kinds of Tests

Demonstration. In lab courses, you may be expected to show the instructor that you can perform certain basic operations, such as preparing a microscope slide. The only way to study for this is to practice the operation regularly in class until you're certain you are doing it correctly.

Essay. The first thing to do on an essay exam is to read each question carefully—watching for words like *explain, compare, describe, analyze, contrast*—and be sure you understand what you're being asked to do. If the question says to *compare* two items, it won't do to simply *describe* them. Then work your way from the easiest questions to the hardest questions, being careful to think through each answer before you write it. An effective technique is to use as many specific names and references as you can. If the professor gives your answer only a surface reading, these buzz words may make your answers seem that much more credible. If you run out of time, write outline answers.

Fill-in-the-Blank. Sometimes called "completion" exams, such tests require you to provide the correct word or phrase that completes the statement. One way to study for this type of test is to organize the material into definitive statements as you go.

Identification. You usually find such tests in the lab sections of science courses. You're shown a collection of specimens which you have to identify and provide information about. The way to prepare is to memorize several distinguishing characteristics for each item. Another type of identification test provides the name of a person or place and asks you to supply as many facts about that person or place as you can.

Matching. The task here is to associate an item on one list with its complement on another list—for instance, matching people's names with their accomplishments, words with definitions and the like. Obviously, you should first match the items you are most sure of and then, unless there's a penalty for guessing, match the remaining items through the process of elimination. Check the instructions before you start: can any of the "answers" be used more than once?

Multiple Choice. Theoretically such tests should be easy because the answer is one of the alternatives and through elimination you should be able to figure out which one. A common mistake people make is to choose the first statement that seems right without reading the rest—the object of many such tests is to choose the *best* answer from more than one correct statement.

Open Book. Most open book exams are constructed in such a way that you cannot readily find the answer in the textbook. For example, you may be told to analyze the facts or interpret them in some way. Nonetheless, the book can help you recall buzz words and phrases.

Oral Exams. These are probably the hardest of all exams because most people are better at padding their writing than their speech. Do not attempt to bluff your way through a question you're not prepared to answer. Instead, when a question is asked, consider for a moment what you *can* talk about with some assurance and then proceed with such enthusiasm that the professor is reluctant to redirect you.

Problem Solving. The best way to study for such exams is to work practice problems until you are confident that you understand how to work the formula in all cases. When you finish each problem on the test, recheck each step of the answer to be sure you haven't made a mistake. Then label your answer to help the grader find it.

Short Answer. This kind of test requires you to answer each question in several sentences rather than the longer answer required on an essay exam. You study for it much as you do for an essay exam.

Take Home. This type of exam is really a series of short themes which you prepare outside of class, using whatever resources you want. Profs usually set a limit on the amount of time you are to spend writing the exam, but students who score high often exceed this time limit considerably. The professor expects you to produce well-crafted answers when you're working with both books and time in the quiet of your own room.

True-False. You read a statement and pronounce it true or false. It's as simple as that. Don't try to interpret a statement too closely—most true-false questions are clearly stated—but do look out for words like *always, never* or *only* which usually indicate that the statement is false.

Ins and Outs of Cramming

Europe's first universities appeared in the 12th century. The final examination originated at about the same time, and no doubt, the first students to take finals were also the first students to cram for them.

Both the final exam and cramming retain some of the flavor of their medieval origins: the final bears obvious resemblances to the Inquisition and the torture rack; the all-night vigil evokes images of burning the midnight oil, and candles at both ends.

Though the preponderance of professorial opinion and scientific study through the centuries has been anti-cramming—and occasionally scholars express wonder at the persistence of the custom—the purpose of cramming is quite obvious. Without it, student life as we know it today could not exist. Cramming separates the diligent from the casual student and enables the latter to have fulfilling and amusing college careers, while the studious consistently make the grades.

Even conscientious scholars cram occasionally—or at least, they claim to be cramming, even though everyone knows they have been reading two chapters a night since the first day of class and typing their lecture notes onto 3 x 5 cards. "Cramming" means different things to different folks.

Let's define the terms. *Cramming* refers to any last-minute, last-ditch effort to master an abundance of new material. The word "new" is key. For the purpose of this treatise, cramming is different from *final reviewing*, any last-minute, last-ditch effort to organize and brush up on previously learned material. An *all-nighter* is any last-minute, last-ditch effort of studying or term-paper writing, as a result of which the effortee sleeps less than four hours. (For our purposes, you need not actually see the rosy-fingered dawn to qualify; it's the thought, or lack of it, that counts.)

Now with a firm grasp on the definitions, let us state unequivocally the facts of the matter:

1. Cramming, despite its usefulness as a social institution, is useless as a means of passing final exams.
2. Final reviewing, on the other hand, is an extremely useful study tool that works with moderate to high success.
3. All-nighters are a common and harmless tool for writing term papers, but all-nighters and exams go together like oil and water.

If you insist upon cramming, as

The more you
learn,
the more you
forget.

The more you
forget,
the less you
know.

So why study?

by DON AKCHIN

defined, we offer you no encouragement, only a sincere "good luck" and a prayer that your departure from the university will be as painless and trauma-free as possible, under the circumstances. Sorry, kid, it just doesn't cut the mustard. Here's why.

The Mechanics of Memory

The brain seems to have two memory systems, short-term memory and long-term memory. Information in short-term memory has this nasty habit of dissolving into nothingness in 24 hours or less. Also, short-term memory has a space shortage. When some new information comes in and there's no room, some of the old information gets bumped out, never to be seen or heard from again.

Cramming information into short-term memory obviously won't do. The more you learn, the more you forget. The more you forget, the less you know. So why study?

Your only hope is to arrange a fast transfer from short-term memory to long-term memory, a permanent storage vault with unlimited space capacity. The way to do that, apparently, is to rehearse the information several times. This labels it as something you intend to keep. But if you're pushed for time, the transfer may not reach long-term memory in time. The scientific evidence indicates it takes a while for long-term memory to consolidate new input. Some of the evidence suggests that sleep helps the consoli-

dation (a point which has a bearing on the wisdom of all-nighters). Some scientists theorize that dreams are the transfer itself—instant replays of the day's short-term memory holdings, broken down in smaller bits and on their way to cold storage in long-term memory.

Most cramblers never get the material past short-term memory; it may or may not hang around there long enough to do any good on the test.

Several other facts about learning work against cramming. One is the problem of interference—when you learn something new, it may cause you to forget something old. If you study all night and then stop to talk to a friend on your way to class, the conversation is new input that may interfere with what you just memorized—especially if it's still bouncing precariously in short-term memory. Another fact is that it's far easier to relearn something you already knew once than to start from the beginning.

For many students the difference between a cram and a review is a good set of lecture notes. Even if you don't look at your notes until just before tests, the concentration and effort you exerted to listen and then write down what you heard—in your own words—means you learned it. Every word may not be in long-term memory, but a large chunk of it probably is, just waiting for you to pluck it out.

The most "scientific" way to study, then, would be to review your notes and books the very last thing at night. Then go directly to bed (no interference) and "sleep on it." That should consolidate the new information into long-term memory. In the morning recite once or twice to be sure it's all there.

The professorial wisdom on cramming is summed up by this advice from a campus psychologist: "I'm for cramming at the beginning. If you really want to learn well, read the material three or four times at the start of the quarter. If you learn it well then, you'll only have to review it."

In the best of all possible worlds, every student would follow this sage advice. But then, in the best of all possible worlds, every college student would study for the pure joy of seeking knowledge and final exams would be unnecessary. ■

Staff writer Don Akchin had a successful college career and promptly forgot everything.

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Do you worry about exams weeks in advance? Have trouble concentrating when you study? Before, during and after exam week, do you show such signs of stress as rapid heartbeat, nausea or dizziness? If so, you just might have a condition known as "test anxiety."

College psychologists studying this phenomenon over the past few years estimate that 20 percent of all college students have moderate cases of



until the last possible moment, because studying only reminds you how much you have yet to learn.

If you are having problems studying or taking tests, you should seek help from your campus counseling center. Don't waste valuable time trying to study harder; if test anxiety is your problem, more studying won't help.

Putting Your Anxiety Test

most popular technique for easing test anxiety called "systematic desensitization." This is a form of behavior modification originally developed by Joseph Wolpe, a psychiatrist at Temple University to treat phobias. Systematic desensitization helps students unlearn a destructive thought pattern and replace it with a constructive and beneficial one—or in some cases, to replace their negative reactions with relaxation and calm. The program consists of several steps: the first step is to relax deeply and completely; next, through "gradual construction" and systematic desensitization itself, students are taught to reproduce deep relaxation in situations that normally cause anxiety.

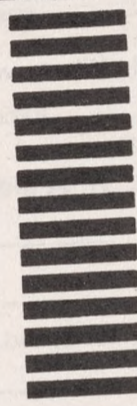
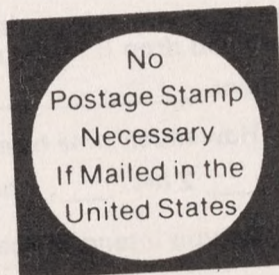
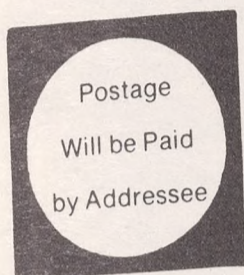
The first step, muscle relaxation, is effective for the simple reason that a person cannot have incompatible responses occurring simultaneously. You cannot be tense and relaxed at the same time.

This step involves isometric-like tensing of muscle groups (biceps, shoulders, chest) followed by relaxation of these same groups. Another part of the relaxation training is rhythmic breathing; taking slow, deep breaths helps replace tension with feelings of calm and control. All of these exercises demonstrate the contrast between tension and relaxation, making students more aware of physical tensions and better able to defuse tension before it builds up.

Once the student can successfully relax his muscles at will, he is ready for the next step: learning to deal with conditions which trigger feelings of anxiety.

The student is instructed to use his relaxation skills while a threatening

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Dr. Carol Schneider of Colorado University's Student Health Center puts it this way, "If you don't have enough anxiety, you don't study. If too much, you perform badly despite good preparation."

What causes test anxiety? As with many stress-related conditions, the causes are varied: your teachers and parents may expect too much, you may be an over-achiever, you may have an excessive need to please people or too much fear of failure.

Lower-than-expected grades and occasional panic are not necessarily indicators of test anxiety. For example, suppose you came from a small high school where the academic demands were relaxed, where you were number one without having to try very hard. Suddenly, you find yourself in a college environment where your classmates are the pick of big-city high schools, where the courses are tough and faculty demands high, where competition is

great and grading is hard. You find yourself struggling to get "C's" instead of the "A's" you were used to. Your lower grades may or may not be attributable to test anxiety.

However, you might be among the test-anxious if you display some of the following symptoms:

- Midway through a test, you find yourself looking around, wondering how other people are doing, worrying about failing the test and wondering what will happen if you do.
- When you read test questions, the words are meaningless. You have to re-read the questions two and three times to comprehend them.
- During tests you are plotting ways to escape—sneaking out, turning in a blank test, fainting.
- You often wish you were out of school and working—especially just before tests.
- You panic as time runs out during a test.
- You postpone studying for exams

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College psychologists studying this phenomenon over the past few years estimate that 20 percent of all college students have moderate cases of test anxiety—enough to lower their grade point averages by one full point. As many as half of these students may have anxiety serious enough to require treatment in the form of behavior modification.

One psychologist who pioneered in the diagnosis and treatment of test anxiety is Dr. Richard M. Suinn, head of the Department of Psychology at Colorado State University in Fort Collins and psychologist for the U.S. Olympic Ski Team.

Suinn is quick to emphasize that some degree of anxiety is good. "Moderate anxiety can facilitate maximum performance by leading to increased motivation, heightened alertness and greater concentration," he says.

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Fear and Trembling at Exam Time

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Putting Your Anxiety To Rest

The most popular technique for easing test anxiety is called "systematic desensitization." This is a form of behavior modification originally developed by Dr. Joseph Wolpe, a psychiatrist at Temple University, to treat phobias.

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image or cue is presented, such as: "You're taking your exam. As you're looking over the questions, you can feel the tension in the pit of your stomach. Your eyes are wandering around the room and your thoughts are jumping from place to place."

The group leader presents from 12 to 20 of these scenes, arranged in order from least tension-provoking to most tension-provoking. The first scene may be hearing about someone else who must take a test. The scenes progress to announcement of a test in your class in two weeks, studying for it, walking to the test site, seeing a question you don't know how to answer, seeing other people finish while you are still working, and finally talking it over with classmates afterwards.

In the final step of the program, students are exposed to the entire range of images, all the time exercising new-found powers of relaxation.

Those Nagging Doubts

Desensitization basically works by controlling the physical response to anxiety—muscle tension. Anxiety has mental and emotional responses as well, and some new treatment programs are appearing on college campuses which focus on the "worry" component of anxiety. (Most of these programs incorporate desensitiza-

tion into their sessions, too.)

One example is a "cognitive modification" program developed by Dr. Michael Weissberg, director of the counseling center at Grand Valley State College in Allendale, Michigan. Weissberg combines desensitization with "cognitive restructuring," a therapy which confronts and disarms irrational thoughts that feed anxiety.

Weissberg's program makes students aware of the thoughts and worries they are experiencing while taking tests and studying for them. Anxious students tend to worry about everything. They are quick to blame themselves when things go wrong. They often feel a strong need for others' approval, and link their performance with winning or losing that approval. They also tend to see grades and test scores as measures of their personal worth; doing badly means to them that they are worthless as persons. They fear that failure will bring dire consequences.

In Weissberg's program, students focus on their thoughts. The truth is separated from gross exaggeration, the rational from the irrational, the useful from the self-defeating. Then students are given "coping thoughts" they can use to counter irrational thoughts when they reappear.

"I think everybody has these kinds of irrational thoughts," says Weiss-

berg, "but a majority of people are able to cope with them. People without coping thoughts—thoughts that build up their self-esteem—continue to be anxious and get more upset and more down on themselves."

Both desensitization and cognitive restructuring have proved very effective in reducing anxiety. Interestingly, though, such programs by themselves do not improve the grades and test scores of students who complete test-anxiety sessions. For unknown reasons, most test-anxious students also have poor study habits. A test-anxiety program combined with counseling to improve study habits, however, has consistently improved student grades.

For everyone facing exam week, and especially for those with a bit of test anxiety, Dr. Suinn has some suggestions on how you can help yourself to do better:

1. Learn to be comfortable with your reasonable anxiety. If you have a fearful attitude, you can precipitate harmful anxiety in yourself.
2. Do not schedule stressful situations just before exams. Stay away from people who irritate you.
3. Get to the examination place a few minutes early: relax, clear your head and think calm, relaxing thoughts.
4. Talk to someone who settles you down, makes you feel good about yourself. ■

Just when everything is going well, you have that dream again. The one where someone hands you a test paper. Biology 202 Final Exam. Biology 202? You've never been to that class before!

You pull out your dog-eared class schedule and there it is—Biology 202, 12 p.m. to 1 p.m., Monday through Friday. How could you have forgotten to go to the class for a whole term?

But you have, and now you're staring at 50 true-false questions. The people around you are hunched over their papers, furiously scratching out answers. They've finished the first page already.

The questions swim in front of you. You check your brain's file folder on biology. It's empty. Boy, this is going to look great on your grade report—two "A's," three "B's" and an "F." Your eyes dart about, frantically searching for the nearest exit. You've got to get out of this nightmare!

"Don't leave!" says psychologist and dream expert Patricia Garfield. Stay in that dream classroom and cope with the test. If you run away, the nightmare will only sneak back

The Power of Positive Dreaming

to haunt you again.

According to Garfield, test-related nightmares strike many people—nonstudents as well as students. Even Freud relived biology and chemistry finals in his sleep.

These nightmares can leave you aching and anxious the next morning, she says. But with a little bit of effort, you can create a positive ending for the nightmare that will make you more confident and capable in waking life.

Garfield, author of the book *Creative Dreaming*, says the most important element in controlling bad dreams is to "confront and conquer" the frightening situation presented in the dream.

"Before you go to sleep," she advises, "repeat to yourself, 'I will not wake up or try to get out of my bad dream. I will stay there and face it.'"

Successful behavior in a dream carries over to waking life, Garfield claims. If you cope with a tough

exam in your sleep, you will wake up sure you can do it with both eyes open.

"Our dreams are behavior practice," according to Garfield. "And when we are practicing behavior of 'confront and conquer,' we are practicing coping with a real-life situation."

If, in your dream, you feel guilty about skipping Biology 202, perhaps you're neglecting something equally important in waking life. If getting an "F" in a dream bothers you, ask yourself what you're worried about failing in real life.

The next time you have an exam nightmare, don't panic and run for the nearest exit. Face the test. Cope with it. Perhaps in your dream you can arrange with the teacher to take the test later. Or have someone breeze through the door to tell you it was all a terrible mistake, and you don't have to take the test after all. If you put your mind to it, your dream can have a happy ending.

And when you wake up, think about what the dream was trying to tell you. The late, late show in your mind may give you an interesting perspective on your daily life. ■

Sooner or later it happens. The professor announces, "There will be no final exam." You smile. He adds, "Instead, prepare a 16-page paper—on a topic of your choosing." Your smile dissolves.

You sit, denied the modest rigors of an exam, asked instead to confront two of man's most intimidating achievements: language and libraries. On a topic of your choosing.

Choosing. Ever watch people in Baskin-Robbins 31 Flavors? First pacing in front of the cases, next urging their friends to choose ahead of them, finally in almost a panic blurting out a choice: "Jamoca Almond Fudge with—uh—Blueberry Cheese-cake—no—Pistachio in a cone—dish—cone."

Most people choose term paper topics the same way, in a panic with much changing of mind. The best way to choose flavors in Baskin-Robbins is to walk in confidently, rule out *firmly* the flavors you don't want, and then demand taste samples of the ones you think you do want. Taste before you choose. The same principle applies to term papers: rule out the areas you definitely don't want to write about and then read around in the areas you are interested in before choosing. Take time to find a topic you will like.

Limiting. When you feel you're getting close to a topic, think narrow—really narrow. Sixteen pages may sound like a lot but it's less than most *Sports*



How To Write a Paper in 1,000 Easy Words

Illustrated articles. Last summer the article "Make Way for the Sultan of Swipes" (August 22, pp. 24-30) had about 3,900 words in it. This is nearly as long as your 16-page paper, yet the topic of the *Sports Illustrated* article was very narrow: one man, Lou Brock; one achievement, base-stealing.

Most students tend to write on topics too broad for the length assigned. Writing your paper will be easier if, before you begin, you zero in on one tiny aspect of a subject and stick to exploring that. Write about the history of one slang expression, not the history of slang. Explore the development of one rock musician, not the evolution of rock. Consider the consequences of one biology experiment, not the whole DNA issue. Then ask yourself if you've limited the topic enough.

Limiting is probably the most important thinking task facing you. Writers can never say all there is to say about a topic and must force themselves to leave out some good material. Take this topic. There's no room for the story about the legendary dangling modifier or for a discussion of stylistic devices. In fact, there's not even room for the topic. Although the assigned topic was "how to write a paper," the assigned length was only 1,000 words. The library had 13 shelves of books on writing. The six books selected as sources for the article had 2,192 pages total—not counting indexes. The word "limiting" hardly describes what was done to squeeze 2,192 pages into 1,000 words.

Research. At this point in how-to-write-a-paper articles, it is customary to advise students to approach reference librarians and ask for their willing help. It's time someone warned you about the ego-thrashing you can get from otherwise well-meaning reference librarians whose every gesture,

Your Term Paper Mission

Term papers are written for an audience of one—the professor. As you sit down to write, think of your audience and take pity. Your teacher would probably rather spend his nights doing something more creative. Instead, this sentinel of academe must sift through reams of white bond paper, hundreds of thousands of black type-written characters in double-spaced lines blurring together. Your assignment: to write a paper that stands out from the rest and says, "The rest may be incoherent drivel, but I'm different. I'm going to at least make your evening bearable."

every smile seems to be saying, "You dummy, you mean you don't know about *Bacon's Publicity Checker*, the ERIC Clearinghouse, the *Miscellany of Popular Antiquities*, *Topicator* or the National Union Catalog?"

Reference librarians don't mean to make you feel stupid, but they can. So swallow your ego and throw yourself at their mercy. Or look it up yourself: basic books like Shore's *Basic Reference Sources*; Bates' *Guide to Use of Books and Libraries*; Murphy's *How and Where to Look It Up*; and Winchell's *Guide to Reference Books* are all helpful reference book references.

Organizing. Another custom of how-to-write-papers articles is to stress the importance of the outline in preparing a paper. This is true. Outlines are important, but they're useless unless you understand why you're doing one. The why of outlines has to do with William Randolph Hearst's formula for writing.

His formula (roughly) was as follows: "First you tells folks what you're gonna tell 'em; then you tells 'em; then

you tells 'em what you told 'em." In writing, the easiest approach is to announce your topic, present details which flesh out your point of view (or thesis), then wrap it all up by reminding people what the topic has been. An outline helps you remember to do this. A paper must have a beginning, middle and end to be understood by readers.

A short paper—say 1,000 to 2,000 words—may not need an ending as much as a longer one simply because there's less time for a reader to get confused. But with a longer paper, a reader needs help from the writer to get through. A beginning where you tells folks, a middle where you tells 'em again, and an ending where you tells 'em yet again, is only fair.

Language. The trouble with following the Hearst formula too literally is that the paper will begin with the phrase "This paper is about," and end with an identical sentence, tenses amended. This is dull. And this is why writing is scary. Approaching a library and choosing a topic are fearsome enough. But wrestling with language often squashes any zest people might bring to writing. Anybody can jabber happily on a phone for an hour (speaking maybe 3,000 words in the process). But when asked to write the same number of words, the witty, jaunty telephonist becomes the perpetrator of "This paper is about" sentences—in a word, dull. Why? Because written language means Rules and Rules kill all the fun. Rules make you Self-Conscious.

Try not to be hamstrung by Rules. Your ear knows more than you think. Remember the old high school bug-aboo about sentence fragments? Look again at the third paragraph of this article. Every sentence in it is a fragment, but your ear probably accepted that. Fragments are not an ironclad taboo, and any good grammar book will say so (in small print). Fragments that offend the ear are wrong, but musical fragments for stress or color are acceptable even in formal writing.

Let your ear do the writing and fragments, dangling clauses, tenses, most of your rhetorical pitfalls will probably cure themselves. Read your paper aloud, listen to yourself as you write. Thinking of language as sound will not only improve your grammar, but also make your writing less dull. If you feel you need a greater understanding of language, read a grammar text sometime leisurely when you are *not* writing a paper. But when you *are* writing, set aside self-consciousness and simply tell people what you have to say. On a topic of your choosing, of course. ■

Coming in April:

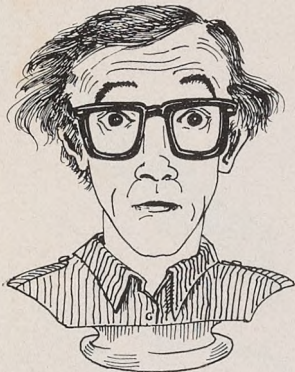
Insider

on Music of the '70's

**Another in Ford's Continuing
Series of College Newspaper Supplements**

Famous Failures

Education is replete with examples of people who failed academically in one way or another but who achieved excellence and recognition nonetheless. So when your next paper is returned pulsating with four different colors of ink and you fail miserably on a midterm, console yourself with these anecdotes.



Comic Relief

Woody Allen claims he never did a lick of homework. He spent all his spare time writing jokes. This artistic dedication went unappreciated by his teachers, who called his parents to school so often his former classmates still recognize them on the street.

The homely comic attended both New York University and City College of New York, but was quickly kicked out of both schools.

"I never actually failed a college course," Allen has said. "It was always a very indefinite 'D.'"



Thrown Out With Style

Buckminster Fuller would have been a fifth-generation Harvard man had he graduated. But he soon grew to loathe the closed social systems of

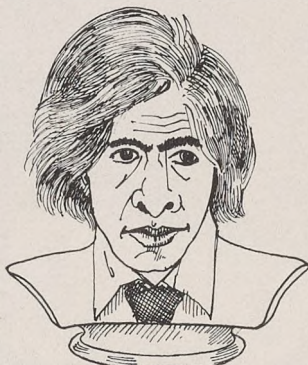
Six Convincing Examples That Grades Aren't Everything

by LISA GREENBERG

the ivy-covered institution.

Fuller wanted to leave the university, but with style. Merely flunking out or withdrawing would have been too mundane.

While his classmates sweated over midyear exams, Fuller left for New York with his tuition money. He attracted the attention of several Ziegfeld showgirls by sending champagne and flowers to their dressing room, and treated the ladies to a lavish dinner that far exceeded the price of tuition. When word of his exploits and unpaid bills reached Harvard, Fuller was promptly expelled for "irresponsible conduct."



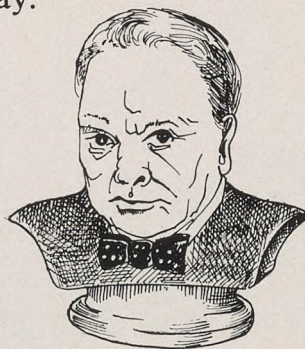
Easy Essays

Essay exams may have gotten *Washington Post* reporter Carl Bernstein through high school. He was a terrible student in everything but English.

"The only thing I could do was write," he once said. "I'd pass the essay exams and flunk the true-false."

Bernstein, who broke the Watergate story along with *Post* reporter Bob Woodward, rated homework low in priority. At 16 he spent all his free time working as a copyboy in

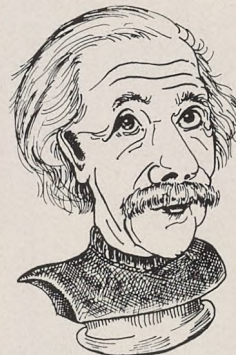
the *Washington Star* newsroom, waiting eagerly for even the smallest writing assignment to come his way.



Remedial English

Sir Winston Churchill, famous for his eloquent oratory, did not always have an impressive command of the English language. The late British prime minister flunked grammar in primary school. He credited his later mastery of the tongue to the help of an excellent remedial English teacher.

Churchill also had trouble passing his army entrance exam. Aided by a mathematics "crammer" (tutor), the late statesman passed the test on his third try.



Rebellious Attitude

Albert Einstein hated high school and was asked to leave because his "rebellious attitude" had a negative effect on other students.

The independent thinker

found it meaningless to memorize facts and grammar rules, so he lagged behind his classmates in most subjects. But he was light-years ahead of them in math.

After dropping out of high school, Einstein applied to a technical university. But he flunked the entrance exam, doing badly in everything but math. University officials suggested he attend a less confining high school where he could brush up on other subjects. Upon graduation from this school, Einstein was automatically admitted to the university.



A Late Bloomer

Some great thinkers get off to an early start. Others, such as business philosopher Peter Drucker, are more subtle about revealing their mental talents.

Drucker was a painfully slow learner in primary school. His third grade teacher found him especially frustrating and announced to the class one day: "Peter Drucker is both stupid and lazy."

Today, Drucker is a popular lecturer and consultant, as well as the author of 10 highly respected books on business, management and economics.

He once said he is glad his frustrated third grade teacher had to keep him in class. "Today the same teacher could move the child to a slow track," he said. "Once you are in that slow track you don't get out."

Lisa Greenberg hasn't failed anything yet except her first driving test.

"All work and no Mustang
sounds like a pretty dull life style."



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