

KENTUCKY Kernel

an independent student newspaper

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University of Kentucky
Lexington, Kentucky



Die(ing) for a ticket

A festival atmosphere takes over Memorial Coliseum each Sunday as students gather for basketball ticket distribution. Students are becoming experts at finding time-consuming projects that while away the hours of waiting. Above, Bill and Anla Richardson (right) contemplate the dice during a game of Yahtzee with Barbara and Jimmy Brannon. Anla is an Education senior. Jimmy is a sophomore in the College of Business and Economics.

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Student tickets for the UK-Florida and UK-Auburn basketball games to be played Feb. 4 and Feb. 6 respectively will be distributed today in the West Concourse of Memorial Coliseum between 9 a.m. and 4 p.m.

today

inside

EVERYTHING YOU'VE ALWAYS wanted to know about hermit crabs, but never bothered to ask, is explained by Assistant Arts Editor Nell Fields. See page 4.

state

THE ARMY CORPS of Engineers Sunday began efforts to break up a dangerously high ice gorge which was hindering attempts to reopen the Markland Dam on the Ohio River. Seventeen barges and one towboat have slammed into the Markland Dam, in Gallatin County, causing one of the worst blockages on the Ohio River in 15 years. Five more barges have rammed the McAlpine Dam at Louisville and at least a dozen unrestrained barges and one floating marina were heading Sunday toward Candenton Dam, about 90 miles downriver from Louisville.

The ice buildup has prompted the Coast Guard to close a 30-mile section of the river—from Aurora, Ind. to Carrollton, Ky.

STATE POLICE POSTPONED their search Sunday for a man they said jumped from the Ft. Booneshore bridge into the Kentucky River. A police dispatcher at the Richmond post said river conditions did not permit any police Sunday.

State Trooper John Walker said police received several calls about the man Saturday and a cruiser was sent to the scene. Walker said

he tried to talk to the man, but "he just began leaning over the rail and kept leaning until he slipped over the rail."

nation

CONTRACT TALKS IN the increasingly bitter 54-day coal strike collapsed again Sunday after the United Mine Workers union rejected the industry's latest settlement proposal.

Dedicate efforts to put together a settlement fell apart when union and management negotiators were unable to narrow their differences over wages and other economic issues. Should the strike last one more week—and it appears it will—it will be the longest walkout in the history of the union's relationship with the coal operators association.

world

BLACK SOUTH AFRICAN leader Gatsha Buthezi told a throng of 10,000 blacks Sunday they have "reached the crossroads" in the fight for equality in white-ruled South Africa.

Buthezi is the chief of the Zulus, South Africa's largest black tribe. He is the most vociferous government critic within the country who has not been jailed. "We owe it to the founding fathers of the African National Congress, now banned, and their successors, some deceased, some exiled and some incarcerated, to uphold the tradition of this Titanic struggle for liberation," said Buthezi.

PRESIDENT ANWAR SADAT'S upcoming trip to the U.S. appears to have a three-fold purpose: to ask U.S. leaders to put political pressure on Israel, lobby Congress for arms aid and sell his negotiating position to the American public.

Sadat is scheduled to meet with President Carter at Camp David, Md., on Saturday and Sunday.

In a joint statement Saturday, the Egyptian parliament's national security and foreign relations committees called for "more decisive and effective" U.S. pressure on Israel.

ISRAELI DECIDED SUNDAY to resume military talks with Egypt, giving new push to Middle East peace negotiations.

The military talks in Cairo between defense ministers are expected to resume early this week. But there was no indication after Sunday's regular Israeli cabinet meeting when the parallel political negotiations in Jerusalem might resume.

weather

Increasing cloudiness with light snow beginning Monday afternoon and continuing into Tuesday. Snow accumulations of one to two inches. High Monday in the low to mid 20s. Low Monday night from 10 to 15.

From Associated Press Dispatches

For 5 years Curci gets new contract, football ticket costs rise

By DAVID HIBBITTS
Sports Editor
With AP reports

UK football coach Fran Curci received a vote of confidence during last Wednesday's Athletic Board meeting, where it was announced he has signed a new five-year contract. In other action, the Athletic Board decided to raise the price of season football tickets next season. Athletic Director Cliff Hagan said the price increase was necessary to avoid future budget deficits.

The terms of Curci's contract were not disclosed, but President Otis Singletary said both parties were more than satisfied with the agreement. "Our research involved

taking a good look at what major college coaches in the rest of the country were being paid," Singletary said.

"I think he (Curci) is well-pleased and understands we're appreciative of the job he's done," added Singletary. "I must admit he did a much better job this year than I anticipated."

The job Curci has done since coming to Kentucky five years ago has exceeded the expectations of nearly everyone involved with the university and the football program. Through five years, his record stands at 31 wins, 24 losses and one tie for a winning percentage of .564. He led the Wildcats to a Peach

Bowl win in 1976. The team finished with a 10-1 record and sixth place national ranking last season. The coaching of Curci and his staff was a determining factor for a team that suffered constant injuries and was thought by many to lack depth at the start of the season.

"My family and I are looking forward to the future," Curci said. "The University of Kentucky is a great place to work and the people of Kentucky are tremendous football fans."

"I certainly appreciate the confidence Dr. Singletary and the Athletic Board have shown in me as a result of this new contract. I strongly believe that continuity and



FRAN CURCI

longevity, with respect to the coach and his staff, are key ingredients in a stable and successful football program such as we have at UK." The last two years of Curci's 1977 contract were canceled so the new agreement could start Jan. 1 of this year.

Continued on back page

Apartments open up UK vacancy rates ease

By RICHARD McDONALD
Kernel Staff Writer

For the first time in several years, UK students do not face any major housing difficulties at the beginning of a semester.

According to Anna Bolling, assistant dean of students, only five freshmen women have not been placed in dorm rooms. Bolling added that any male applicant could get a room immediately. She said there are two spaces for upperclass women.

In addition, the vacancy rate in Lexington apartment complexes is at its highest point since the beginning of 1974. Eric Karnes of Commonwealth Property Management, who has been making apartment vacancy surveys since 1972, said the rate in January is 4.0 percent.

Only 2.4 percent of the apartments in the surveyed complexes, those with 25 or more units, were vacant last January, said Karnes.

Karnes said he thought one reason for the increased vacancy rate is the slowdown in UK's enrollment growth. In addition, he said, many students are staying in Lexington year-round, so landlords are now less reluctant to rent to students. Jean Lindley, UK housing director, said she didn't think more

students were moving into off-campus housing, however. "Increasing numbers of students are applying for campus housing," she said.

There were 100 students on the waiting list for dorm rooms at the beginning of this semester. There were 700 students on the list at the beginning of the spring semester last year.

Bolling said one reason for the

small waiting list is better planning. "In the past," she said, "we've taken a look at the number of applications and panicked. This year we stayed calm and made accurate projections of our needs."

Despite the relaxed housing situation, it is still difficult for students to break housing contracts. Bolling said students are allowed to break the contracts only in "extreme situations."

Lindley said UK is also discontinuing sorority and fraternity transfers. She said these actions are being taken to protect the people living in the dorms.

She explained that the housing service budget is based on near-full occupancy for the whole year. If an unexpectedly large number of students broke their contracts, the housing service budget could run a deficit.

Called 'bad project'

Criticism, financial woes kill note-taking project

By MARY ANN BUCHART
Kernel Staff Writer

Anyone hoping to use the lecture notes sold by Student Government (SG) instead of going to class this semester should make other plans. The service was not continued because of financial problems and complaints about its quality.

According to Jim Newberry, SG president, the main reason for discontinuing the service was that it

was losing money. He also said that some people did not like the idea of SG selling notes for classes.

Newberry said a definite decision to stop the service was never made. He explained that the service fell under the jurisdiction of the chairman of student services, Mark Benson. Benson, Newberry and Donna Louyons, the SG finance director, discussed the service and agreed that it was a bad project. As a result, it was decided that if the note-taking service was not brought up for discussion at the first SG meeting of the semester, it would be dropped.

Newberry said that it is not the SG's responsibility to go to class for students. "It is the responsibility of the individual to go to class, and that's just the way I feel. I'm sure that a lot of people don't feel the same way that I do."

Nancy Dye, a history professor, did not agree. "I didn't care whether the notes were sold or not, but I would have preferred it if they had been good notes. They were not beneficial as they were." The notes for her History 109 class (History of the U.S. Since 1865) were not worth using, according to Dye.

"I feel like it's up to the students as to whether or not they want to

come to class," Dye said. "The notes provided could have been useful as a supplement to class if they had been good. I was kind of appalled at the quality of the notes."

Dye added that she had not heard any comments from other professors about the notes.

Dean of Undergraduate Studies, John Stephenson, said he had heard of professors with legal questions about their rights to lecture material. "There were a lot of debates about the selling of notes when the service first began about six or seven years ago, but I really haven't heard anything about them recently."

SG provided notes, taken by paid students, for some biology and history classes last semester. One student in each class was paid two dollars per class hour to take the notes, type them, and take them to the SG office. The notes were then stenographed and copied. According to Newberry, this cost SG 75 cents per page. The notes sold for five cents per page.

"Another problem," Newberry added, "was that it was difficult to obtain note takers, and we would only have one set of notes per class. These were not even guaranteed."

Deadlines remain unchanged, too late to add classes

If you have not enrolled in a class already, it is too late, according to Jack Blanton, UK vice president of business affairs.

And if you haven't paid your fees, today and Tuesday are the last days students will be allowed to pay without being assessed a \$50 late charge.

The add-drop, late registration and fee payment deadlines are

unchanged despite the canceling of classes on Thursday and Friday. As of last Tuesday, approximately 5800 students (more than one-fourth of the student population) had not paid the required fees.

Payments may be made at the Service Building, which, said Blanton, will mean long lines for students.

Fees cannot be paid after Feb. 16.

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Patience and cooperation keys to winter 'survival'

The severe winter storms that swept most of the midwestern and eastern United States took their toll on Lexington and UK. Despite the fact that conditions seem to be easing a bit, though, the winter is far from over.

Classes are resuming this week and, with any luck, the University will be able to conduct its business for this semester without further interruption. But quite a few problems created by the storms will remain with us for some time.

Of those problems, the most significant will be traffic.

University officials estimate that, despite several days of plowing and shoveling, the University is still without some 35 percent of its available parking space.

In addition, the still-hazardous roads will not permit any sort of reasonably swift flow of traffic, which will keep Lexington's streets tied up.

Therefore, University officials are urging all commuting students and faculty and staff members to do as much as they can toward helping to alleviate the inevitable jam-ups.

During the past weeks, when the combination of repeated class cancellations and severe weather kept most of the dorm-bound students inside their buildings, and had roads made travelling improbable at best, many of the University's Food Service and Physical Plant employees worked double shifts to keep operations going smoothly and to see that the

"dormies" were fed and cared for.

For many of those employees, the hours they were forced to keep necessitated their sleeping here on campus—most in the residence hall lounges. Understand, those employees could just as well have found their ways home to stay when the weather first began to turn ugly; no one could have faulted them for retreating to the warmth and safety of their homes. No one would have forced them to stay and work.

Rather, what kept them on the job was an understanding that, as one University official put it, "Those kids had to eat and the dorms had to be kept warm, and if they didn't stay and do their jobs, no one else would."

It is just that spirit of cooperation that we are going to need if we are to survive with our sanity intact this second consecutive arctic winter. Those students and staffers who have been accustomed to driving to the University are urged to find some other means of making it to campus: double up, form ad hoc carpools, walk if at all possible. There simply isn't going to be enough space for everyone to park, and unless some of us make some small sacrifices here and there, this winter could turn into a huge headache for all of us.

Granted, weather like that which we've been experiencing is an inconvenience, but if each of us exercises a measure of patience and consideration for one another, we'll all come through the winter quite well, ready to enjoy the spring that lies in the not-too-distant-future.



Party? No, thank you, I'd prefer to be alone

LOS ANGELES—I tried to spend New Year's Eve alone last year, and spent most of this year trying to live it down.

I was finally lured out shortly before midnight for Guy Lombardo and champagne by some dear friends within walking distance who shared the almost universal misconception that being alone on New Year's Eve is the pox of loneliness.

I went more for the sake of their peace of mind than for my own because, believe it or not, I was having a wonderful time, stone sober, alone at home on New Year's Eve. Next year, no amount of guilt or goading will draw me out.

The decision to stay in had not been an easy one to make. I had even braved the teeming aisles of my local supermarket that morning for my share of the potluck dinner I planned to join. But sometime in midmorning I sat down with *The Ascent of Man* by Jacob Bronowski. I thought it might put me in a fit mood for the new year by bolstering my fading pride in my species. By midafternoon I was filled with ideas and the contagious delight that Bronowski brought to them. The air was full of Bach and I felt un-naturally content.

I soon began to wonder why I planned to go out that night. Granted, there were friends I wanted to see and a few new people I wanted to meet, but that would entail mixing with a drunken mob, probably drinking to excess myself, facing the kamikaze New Year's traffic, and wondering all the while why I wasn't warm and happy at home, celebrating the New Year with a conservative gesture instead of a decadent one.

These thoughts plagued me until I finally took a walk. In my mind the myth of loneliness clashed with my desires, trying to persuade me that I wouldn't regret staying home as the evening wore on. It came down to a choice between what I wanted to do and what I was expected—and what I expected—to do. I chose to stay home.

That would seem a simple enough decision, but I underestimated the power of the loneliness myth. There were a few strategic friends to whom I wanted to wish a productive coming year and whose invitations I would have to decline. I found myself tongue-tied when I tried to explain why I preferred staying home alone to celebrating; my explanations seemed more like excuses.

"When you get lonely," said one, "don't be too proud to change your mind and come on over."

"There will be people here your good time," said another, "you'll have a good time."

"Do you feel depressed?" asked a third. "Staying home will only make it worse."



I thanked them for all their concern, but told them I just couldn't muster the energy to go out. I felt too much at home. I also felt somehow guilty.

But I had made my decision, I had made my apologies, and I had resigned myself to having to make awkward explanations throughout the month of January. By February, I hoped, the question "what did you do New Year's Eve?" would've faded from the national lips.

So I sat, reading Bronowski, listening to Bach, and considering how 1977 would differ from 1976—how I would make it differ. I uttered my habitual vows of increased discipline and confidence. I felt optimistic.

There were a few more phone calls during the evening, and each one became more of a burden. My friends seemed bent on making me feel guilty, lonely and depressed. I finally agreed to walk to my nearby friends' house for the Big Moment, just to get them off my back.

I went out as a gesture to the world, as if to say, "Look at me being with people at midnight! I don't have to be alone if I don't want to be." The sad irony, of course, was that I did want to be. But my resistance had been worn down. So I shared a glass of champagne for 10 minutes then walked back home. Though I had broken down, I didn't feel defeated—I had merely taken a break.

This year, however, is different. There has been no drawing me out. I have put my foot down—alone. I have accepted no invitations, and merely tell everyone I have other plans. If pressed, I admit that I'm staying home alone, but since this is my second year of it I call it a tradition. Thus, I have an excuse: "I do it every year," I say, "I've grown to enjoy it."

Abrupt school closings are tough for us as well

Lots of people have been asking whether the Kernel is published when classes have been canceled.

As a general rule, we don't print except during regular school days. But lately, it's been pretty hard to tell when there will be school. Cancellation has often been on short notice, which leaves us with an editorial and advertising nightmare.

The decision to cancel classes on Friday, Jan. 20 came at 6 a.m., long after the pages had been finished. We were anxious to put out the first issue, though, and distributed to residence halls, Greek houses and several other points.

Last Thursday, classes were again called off in the morning, because of blizzard-like snowing and icy roads. We had already printed Thursday's paper, but because of the hazardous conditions and canceled classes, we did not distribute. Other Kentucky papers had similar difficulties.

Like many businesses, newspapers find winter storms tough going. Advertising revenue declines, circulation is difficult to maintain, and the coverage of news loses continuity. With five of the first eight class days canceled, it's been an uneven month for our staff. We're as eager for spring thaw as anyone.

One man's struggle . . .

This is a personal narrative about one man's struggle with a local power monopoly. Who else could I be referring to but Columbia Gas Company, which only wants the best for its customers?



ken kagan

I got a gas bill for \$45.65 (remember when it was that warm?) and I sent a check to the gas company. Then I went to my bank, Bank of the Bluegrass, to cover the check. For some reason, the deposit wasn't recorded, and my gas check bounced.

Truly pissed, I went to the bank. They apologized, and promised to call Columbia and straighten it out. The bank did call, but Columbia told them it was too bad; they had a bounced check and Mr. Kagan will have to make it good.

The bank let me know, so I called Columbia Gas Co., again really pissed. I talked to some flunky, who told me he would get in touch with the bank and straighten it out.

Nothing happened. Then it began to get colder. One morning, while I was shoveling scrambled eggs and toast (whole wheat english muffins, in fact) into my mouth, there was an insistent pounding on my door.

Holding back my snarling Labrador puppy, I opened the door to find an undersized gas man, clipboard in hand, demanding entrance to turn off my gas for non-payment.

"Wait," I said, "I paid my bill. What's the trouble?"

The flunky re-checked his clipboard and said, "485 W. Second Street, right? My orders here say I gotta turn off the gas. These are my orders."

"The hell with your orders," I snapped. "I'm going to call the company and get this straightened out. Wait here."

The little man nervously asserted that his orders also prohibited his standing around waiting for customers to make phone calls, and he demanded entrance. And to show how respectable I've become, and I loathe myself for it, I let him in and took to the phone. In my younger, more obnoxious days, I would have sneered at him, told him to get a court order, and slammed the door in his face. But I didn't.

I called Columbia, spoke to Mr. Jerry Crouch, the credit manager, who told me a notice was sent informing me of the cutoff date. I told him I hadn't received it, and besides, it had been straightened out with the bank. Right?

"I'm sorry, sir," he droned, "but we don't deal with banks over returned checks. We can't straighten out every single one we get. And because you chose to ignore the notice we sent you, we had no choice but to discontinue your service."

"But I didn't receive any such notice," I insisted.

"Sir, I can't tell you how many times I hear that everyday," he replied sarcastically.

He then told me I'd have to pay the bill in cash, plus an \$8 fee to turn it back on. I'm a reasonable person, and I thought that I could go down to the office and reason with him, because I was sure my sincerity would impress him.

So I went to see him. A big fellow greeted me, asking if he could help me. No, I said, I want to see Mr.

Crouch. He ducked into an office, then came and told me Mr. Crouch would see me. He then whispered to Crouch that he'd be right outside if he needed help. Do I seem like the violent, hysterical type?

"Mr. Crouch," I began sweetly, "I've done all that was in my power. I explained about the unrecorded deposit, I've made lots of phone calls. I'm not one to ignore notices. What I'd like is for my service to be turned on, and for you to waive the \$8 fee."

"I'd like to help you, Mr. uh, Kagan. But we can't be hunting down every returned check. And how are we to know that you didn't receive our notice?"

I suggested they could send out a second notice, but he dismissed it as impractical and too expensive. I told him I was very unhappy, and he said he was sorry, because Columbia wants its customers happy.

"The damnable thing is," I said, "I can't take my business elsewhere. There is no other gas company. So you people can be as snotty and inconsiderate as you want."

Here's the beauty of it all. Crouch said, with real glee, I think, "No, sir, you did have a choice. You moved into a gas-heated home. Why, in Lexington, there hasn't been a gas-heated home built in the last five years. You could have moved into a new home, or you could move now if you don't like our service."

Well, that's it. This column will not change Columbia Gas Co. or Jerry Crouch, and it won't get me back my \$8, but I feel better. And for those of you who wish to complain about the gas company, remember, you didn't have to move into that house, it was your choice.

Ken Kagan is a senior; his column will appear monthly, on Mondays.

Letters Policy

The Kentucky Kernel welcomes letters and commentaries submitted for publication. Articles must include the signature, address, phone number and year and major if the writer is a student. Commentaries should have expertise or experience in the area their article pertains to.

The Kernel editors have final decision on which articles are published and when they are published. The editors reserve the right to edit submissions because of unsuitability in length, grammatical errors, or libelous statements. All letters and commentaries become the property of the Kernel upon delivery.



arts

Lonely Florida hermit finds a friend at UK

By NELL FIELDS
Assistant Arts Editor

Got the crabs? Bach does. Bach is rather shy and doesn't like to talk about himself much. He also has brownish black eyes that are irresistible—that is if he will let people get near to him.

His story is a rather sad one. He was abducted at a very early age from his natural milieu just south of the Florida Keys. At the hands of his captors, he was forced to live in a small enclosure until someone came to claim him.

Lucky for Bach, someone did—but that was only temporary. As the story goes, not everyone in his new home welcomed him with open arms. Instead of contending with the problem, his friend said, "So long, kid."

Things looked bleak for Bach, that is until he met up with Lyne Adams. Adams, a special education freshman, took one look into those protruding eyes and decided that Bach was the one that she had been looking for.

There doesn't seem to be a problem keeping Bach in Donovan. He sleeps quietly in the middle of the room and tries to get along with Adam's roommate, Donna Schumann. Schumann personally doesn't mind having a man around the house, but she can't care for Bach like Adams does. After all, these long claws that extend from his body aren't very inviting.

His features don't bother his new owner though. "Bach is a lot of fun," Adams said. "He keeps me occupied and he stays happy as long as I feed him."

For breakfast, lunch and dinner, Bach eats fruit cocktail. A can usually lasts him two months. He also likes peanut butter, and on occasion he likes to take a nibble off people's fingers.

But of course, that is only for desert.

Bach is a weird little fellow, but he has every right to be. He is a hermit by birth, and he along with thousands of other hermit crabs have been swept into America's never ending saga of collectible paraphernalia and crazed fads.

In other words, the hermit crab has joined the ranks of the tarantula, alligator, and finally the infamous pet rock and pet sand.

Although hermit crabs have been sold to tourists in the Keys for years, the fad was originated by former Walt Disney and Ringley Bros. photographer, Dan Sheffer. As a result, the Great American Crab Inc. (GAC) was launched last April.

What started as a local operation, GAC sold 750,000 crabs last year and plans on selling more than a half million in '78. Currently it cost GAC 25 cents for each crab and the crabs retail for \$3.00 at pet stores.

GAC has big future plans for their crabs. With an idea that began in the Carribeans, GAC is planning a regional crab race in May. This summer hermit crab racing is being nationally televised with ABC supposedly carrying the gala event.

Crab racing involves about six or seven crabs during one race. The crabs are held in a holding area and on cue they scamper to the large disc that is twenty feet from the starting gate. After the call to the post, the trigger is pulled, and, "they're off!"

About 15 years ago, America was hit with the turtle craze. Practically everyone who was ever anybody had at least two little two inch green turtles floating around in glass bowls or bathtubs. The talk of the town was always about turtles.

Disgusting phrases like



Lyne Adams, special education freshman, exchanges a few friendly words with Bach.

"Are you a turtle?" echoed all times. Watching a hermit crab coming out of his shell is like watching a cat give birth to kittens: a real educational experience. Probably the biggest reason was because after three weeks of sheer fun with the turtle, the poor little animal was found doing the dead man's float in the bowl.

But the hermit crab is a different story. They are three inches, not two, and live about 15 years in captivity. One problem is trying to get the crab out of his shell. Blowing gently on his back has been fairly effective. The only real major problem involved is the crab's natural habit of growing out his shell.

Every six months, or sooner for the mature elite, the hermit crab climbs out of his shell and runs around like a chicken with his head cut off until he finds a new home. That is why it is suggested to have an extra shell on hand at

all times. Watching a hermit crab coming out of his shell is like watching a cat give birth to kittens: a real educational experience. Actually it is their unusual characteristics that make Bach and his friends so appealing. After a few weeks the hermit crab gets accustomed to voices and responds the best way he knows. "Scratch, scratch."

In fact, after a while the hermit crab learns to heel. They even do a great roll over and play dead routine.

Besides being conversation pieces and something to talk to, hermit crabs are animals that don't take their daily conditionals on the oriental rugs or sharpen their claws on grandmother's Hep-plewhite. They take care of themselves and more importantly, they never talk back.

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UK Theatre plans spring season plays

The University of Kentucky Theatre Spring season will be getting underway in March, with a world premiere production of Lee Pennington's Appalachian Quartet.

The production is a collage of plays directed by J. Robert Wills. Two of the short plays were commissioned by the UK Theatre for the production.

Pennington, recently nominated for the Pulitzer Prize in Poetry, will be in residence during the production.

The season continues with the spring "open space" production, Robert Patrick's Kennedy's Children. To be directed by Theatre Arts graduate, Mary Beth Kopsky, Patrick's play deals with life in the '70's for children of the early 60's. The play opens March 31.

Actor's Theatre of Louisville will stage two shows of the classic *The Lion in Winter* on April 6 and 7. The performances are part of the continuing ATL-UK program.

The UK Theatre University season concludes with James Thurber's *A Thurber Carnival*. To be directed by Wallace Briggs, the production combines favorite Thurber stories into an evening of song and story for the stage. Production dates are April 26-29.

In addition, the theatre will produce a fourth All Night Theatre Festival in April. The program is designed to begin about 10 p.m. and last until dawn. It will include short plays presented continuously throughout the night with breakfast served for survivors. Short plays will be presented on Tuesdays during the season of part of the continuing 'at-random' series. Specific times, dates and titles will be announced later.

U.K. Student Center Board Concert
Committee presents

with Paul Craft

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Kentucky Kernel

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HARRIS SEMICONDUCTOR



sports

UK bows, 92-90, 'deserved better'

By **BRIAN RICKERD**
Kernel Staff Writer

"We deserved better than that," a dejected Kentucky guard Debbie Mack said as she stared at the Memorial

Coliseum floor moments after the Lady Kats had dropped a 92-90 double-overtime decision to Tennessee Saturday afternoon.

UT was ranked third in the

nation with a 14-2 record, including victories over Delta State 92-72, number one LSU 72-63 and N.C. State 70-65 (three of women's basketball's top 10 teams).

"I'm really upset, but I don't know why," UK forward Maria Donhoff said. "They're third in the nation, and it took them two overtimes to beat us."

The reason Donhoff may have been looking for is that the Lady Kats had so many chances to win. UK led 76-70 with two minutes left in regulation and 84-80 with 22 seconds left in the first overtime.

They couldn't hang on, however, against the Tennessee press and All-American forward Cindy Brogdon, who hit key shots when they counted most. Kentucky maintained a slight edge through much of the first half behind balanced scoring and a tight 1-3-1 zone. But late in the half Kentucky appeared to tire and briefly lost some of the spirit and abandon which characterized its early play.

Brogdon and guard Holly Warlick led a surge which put the Vols ahead 42-39 at the intermission.

For most of the second half, neither team led by more than four points before a three point play by Mack and five points from center Liz Lukschu gave the Lady Kats a 70-64 lead with 5:11 to play. The first of several crucial

plays came after forward Pam Browning's layup made it 76-70 for UK with just 2:05 remaining in regulation. After a Kentucky foul, UT failed to convert the front end of a bonus situation. But Lady Vol forward Zandra Montgomery grabbed the missed free throw and hit a layup.

A layup by Montgomery made it 76-74 after another UK turnover. Browning then missed the front end of the bonus and fouled Brogdon. Brogdon, who couldn't miss during the stretch, converted the free throws to tie the game 76-76 at the end of regulation.

The Lady Kats still had one surge left. A free throw by Oden and four points from Edelman gave Kentucky a 84-80 edge with 26 seconds to go in the first overtime.

Once again, Brogdon took over. First she connected on a 22-footer to make it 84-82 with 21 seconds left. Tennessee then stole still another errant pass and Brogdon converted two free throws to tie it 84-84 after one overtime.

The Vols looked primed to clinch the win when they jumped ahead 89-88 midway through the second overtime. Another frustrating sequence for Kentucky followed, however.

With UK down 91-90 and

only 40 seconds left, Lukschu missed a short jumper and the Lady Kats put up three more shots from close range, which wouldn't fall.

And with two seconds remaining, Geri Grigsby's 15-footer rolled around the rim and came off—the final straw.

"We wanted it so bad; we're mentally drained," Grigsby. "But we know now that we can beat these top teams."

Yow said missed free throws and the loss of Donhoff and Debra Oden to fouls hurt Kentucky the most.

"We didn't hit the free throws (16 of 29), and great teams don't make errors like that," she said. "But keep things in context. They're third in the nation, and for us to stay up with them makes me very happy. The girls showed a lot of guts."

UT coach Patricia Head admitted it was a hard game. "We knew Kentucky would come out and play that kind of an emotional game," she said. "They were well prepared."

The Lady Kats were led in scoring and rebounding for the third consecutive game by Oden who had 19 points and 16 rebounds. Lukschu also had 19 points and grabbed 10 rebounds.



Gary Hancock

With Tennessee's Debbie Groover (52) defending, Lady Kat forward Debra Oden (51) falls back after scoring during her team's 92-90 double-overtime loss to UT Saturday. Oden and center Liz Lukschu (53) tied for UK scoring honors with 19 points apiece.

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Georgia measures UK's comeback ability

By **BOB STAUBLE**
Assistant Sports Editor

The sometimes brilliant troops of the University of Georgia invade Lexington's Rupp Arena tonight for a 7:30 contest against once-beaten Kentucky.

For Georgia, it's been an up and down season. After whipping Ohio State and Louisville on consecutive nights to win the Holiday Classic at Louisville's Freedom Hall, the Bulldogs have dropped enough conference games to lose sight of the SEC leaders. They own a 3-5 record in the league.

Mostly, the game will measure UK's comeback ability since its upset loss to Alabama last Monday. Another snowstorm last week forced the postponement of Saturday's Tennessee game,

so this will be the game which decides whether the Wildcats can get back on track. Kentucky still clings to its one-game conference lead with a 6-1 slate.

On its swing through Nashville before coming to Lexington, Georgia lost to Vanderbilt, 64-56.

"I think Alabama's three-guard strategy against Kentucky was excellent,"

Georgia head coach John Guthrie said. "They caught UK at an opportune time in the season, but I don't really think there is a good time to play Kentucky."

Guthrie said that his Georgia team is close to turning the corner (to be a consistently winning ball club), but "we haven't arrived yet."

Continued on following page

Education majors

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UT postponement is a first

Associated Press—Despite a disheartening loss (at Alabama) and a subsequent week of uninspired practice sessions, Kentucky coach Joe Hall was less than pleased Friday when hazardous weather forced postponement of Saturday's game (the first in UK history) against arch-rival Tennessee.

"You've always disappointed when you have to cancel or postpone or reschedule a game," Hall said. "It kind of upsets your continuity. We certainly needed to come back and play after a loss."

"Maybe we need a little more time to reorganize and get ourselves together. I think they wanted to play very badly just to redeem themselves and get back on a win. You always suffer a little on a loss until you get back and have a win."

Tennessee was to have departed Knoxville by bus at 1 p.m. Friday, according to sports information director Haywood Harris. However, Harris said, university officials were told roads in some areas of Kentucky were to all vehicles except cars equipped with tire chains during daylight hours.

The contest was rescheduled for Feb. 15, a Wednesday night, meaning the Wildcats will play three games in five days.

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THE KENTUCKY KERNEL, Monday, January 30, 1978



Athletic Board members rise after announcing a five-year contract for football coach Fran Curci at Wednesday's meeting. Members include former Gov. A.B. "Happy" Chandler (left), UK President Otis Singletary (right) and Athletic Director Cliff Hagen (in rear).

Curci gets 5-year contract

Continued from front page
 "When you look at it soberly," said Hagen, "there are not many better coaching situations in the country. The football coach is a pretty important figure, and he (Curci) realizes that."
 The Athletic Board also decided unanimously to raise the price of football season tickets to \$10 a game.
 "Coming off a Peach Bowl season and a 10-1 season is a good time to raise the price," Hagen said. "The only alternative is to cut back on some of our programs."
 Singletary added, "The projection of the present

operating cost shows a deficit if the price remains the same. We may face that (cutting back programs) in the future."
 Another topic of discussion was the International Basketball Tournament to be played in Rupp Arena April 9, sponsored by the UK Athletic Association. Teams from Cuba, Russia and Yugoslavia will join the United States in the round-robin format.
 Four UK seniors—Jack Givens, James Lee, Mike Phillips and Rick Robey—are leading contenders for berths on the U.S. squad, which will be composed of college

seniors and certain underclassmen, according to Hagen.
 Tickets for the tournament will cost \$5 and \$7, with a \$1 handling charge for mail orders. Sales begin February 10.

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 Thanks
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Little change in freshman marks

By GIL LAWSON
 Kernel Reporter

A look at freshman grades over the last few years shows that they have remained about the same.

Although high school grades have increased, many consider that shift due to "grade inflation." The better grades do not mean that students are getting smarter, officials agree, but may be because of easier grading systems.

Dr. Harriet Rose, director of the counseling center says there hasn't been that much difference in freshman grades the last three or four years. "The grades (high school) in the seventies went up slightly as the ACT went down," Dr. Rose said. The ACT is a standard entrance examination required of all entering freshmen.

Rose said that grades seem to improve after the student's first year. The reasons for this are that students begin to adjust to new patterns of

living and overcome "culture shock." Because of this, spring semester grades are usually higher.

She also pointed out that the student goes into more interesting courses and the less able students drop out.

Ken Davis, director of freshman English, commented on the problem of grades. "It's hard to tell how much change is in the student or in the faculty." Grades for freshman English courses have remained nearly the same since 1971.

In 1974, two students in every English class of 25 received an 'A.' That figure was the same for 1976.

Keller Dunn, associate dean in the registrar's office, says he has noticed a significant change in freshman grades over the past ten years. "I used to run a profile of an entering freshman class and see how they did. The mean grade point average

(GPA) was always around 2.1," Dunn said. The GPA has climbed to 2.4 in recent years, he said.

Dunn said that the average high school grade had jumped from 2.85 to 3.0. "That's a significant change for several thousand people. But I wouldn't get into why, all I know is that more students are getting nigner grades than they used to."

The overall freshman GPA for last year was 2.38. For the year of 1973-74 it was 2.4. Here are GPA's for three freshman classes for those two years,

showing higher scores in two courses:

1973-74	
ENG 101	2.24
MA 113	2.46
CHE 110	2.31
1976-77	
ENG 101	2.35
MA 113	2.81
CHE 110	2.17

Dr. Rose said that proof of grade inflation lies in the fact

that the ACT scores were lower, while high school grades became higher. A national survey by a University of California professor, she said, has shown that there are more students getting higher grades in high school.

Grade averages for the fall semester have not been announced, but several officials expect them to be somewhat lower than normal.

Alumni solicit for nominations

The Alumni Association is once again soliciting nominations for its 1978 Great Teacher Awards.

Nomination forms are available from the King Alumni House, the King Library, Room 209 of the Student Center and the

Complex Commons Library. Students should return their nominations by Feb. 24 to Room 575, Patterson Office Tower.

Each year up to six teachers from the UK system are selected for this alumni

award which carries with it a monetary gift for exceptional talent and effort. Characteristics considered in the selection of teachers for this honor are knowledge of the subject matter, effectiveness of presentation and interest in students.

Story brings honors

Journalism junior Richard McDonald has been awarded a \$250 scholarship by the William Randolph Hearst Foundation for his writing ability. The School of Journalism was also awarded \$250.

McDonald's award was given for a Kernel article that was published last semester. The story described the life and experiences of a male prostitute in Lexington.

McDonald, who is also a

Kentucky Kernel copy editor, is a pre-medical student and a 1975 graduate of Bryan Station High School, where he was a member of the school newspaper staff.

The Hearst awards program is open only to students of accredited journalism schools and departments. The writing competitions are judged by outstanding news figures in the country.

Films depict civilization

The Kenneth Clark's Civilization Film Series is being presented on Tuesday and Thursday nights through March 7 in White Hall Classroom Building Auditorium E at 7 p.m.

The 13 episode series review Western cultural history from the Greco-Roman world to the skyscrapers of modern New

York City. Each episode, narrated by Clark, is filled with the works of sculpturers, artists, architects, philosophers, poets, authors and composers of the era.

The next episode, to be presented Tuesday night, is entitled "Romance and Reality."
 The series is free and open to the public.

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PHI BETA KAPPA

The Membership Committee of Phi Beta Kappa is now receiving nominations for membership. The preliminary requirements which must be met in order for a student to be eligible for consideration for election are:

- (1) Over all grade point average of at least 3.5;
- (2) At least two 400-500 level courses outside the major;
- (3) At least 90 hours of "liberal" courses;
- (4) At least 45 hours of classwork taken on the Lexington campus;
- (5) Have satisfied, or will have satisfied by the end of the semester, the lower division requirements for the BA degree in the College of Arts and Sciences (exceptions to this may be made for students enrolled in the Bachelor of General Studies Program). In particular, the "Translation and Interpretation" requirement must be completed.

Should you know any individual who you believe meets these requirements, then we would appreciate you urging that person to come to the office of Dr. Raymond H. Cox, Chairman of Phi Beta Kappa Membership Committee, College of Arts and Sciences, 249 Patterson Office Tower to pick up an application packet.

In order to be considered, nominations must be received no later than Friday, February 3.

PLEASE NOTE: It is entirely appropriate to nominate yourself and, in fact, if you believe that you meet the criteria necessary for election it is expected that you will come to the above office for further information.

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Tower window shatters

Employees struggle in 'unusual' days

By THOMAS CLARK
Assistant Managing Editor
"They were days full of unusual circumstances."

That's how Director of Public Safety Tom Padgett assessed the four days last week that found the University covered with ice and snow. The weather forced the cancellation of classes last Thursday and Friday.

Last week's shutdown brought the total of canceled days to five. Only three of the first eight class days this year were held.

University Physical Plant Division (PPD) at the time was still heavily involved in snow removal when the ice storm began Wednesday night, said Jim Wessels, director of PPD.

spreading cinders, salt and sand, in addition to the snow removal. PPD employees worked "at least one and a half shifts, sometimes two," said Wessels.

He said PPD employees are waiting for the temperature to rise before tackling ice-over parking lots. "There isn't anything we can do to break up the ice when it's zero degrees."

Some employees spent nights in the Service Building, where PPD is located, Wessels said. "We had some every night until last night (Sunday), with as many as 10 on Wednesday." He said he expected two or three would stay Monday night in view of predictions for more snow.

PPD also had to contend with maintenance problems in addition to snow removal during the shutdown.

Last week water pipes burst in several buildings, including the sprinkler system in Alumni Gym and gusting winds shattered a window on the sixth floor of the Patterson Office Tower.

The broken window was in the office of Constance Wilson, professor of social professions. Wilson said her first reaction was a wall of "Why me?"

"It looked like a tornado had hit," she said. "Books and papers were everywhere. I don't know what went out the window and what stayed in. All I can say is it put me a month behind."

The window had been boarded over by a piece of plywood, said Wilson, until PPD employees replaced the window yesterday. UK Food Services was faced with the task of feeding the dormitory

population while food supplies dwindled. Alan Reiman, director of food services, said critical shortages developed in milk and fresh fruit supplies.

Louisville-based Sealtest Dairy, which supplies the cafeterias with dairy products, was unable to make its usual deliveries because of road conditions. Reiman said cafeterias posted signs on Thursday informing students that only a one-day supply was available and asked for student cooperation in rationing.

Reiman said the supply gave out at the Friday dinner. A delivery was made on Saturday morning.

The cafeterias also ran out of fresh produce on Friday evening, but the first delivery was not expected until yesterday. Two of food services' usual suppliers were unable to make deliveries because of road con-

ditions and a third, based in Lexington, had no goods to deliver.

The problems of the dorm cafeterias were magnified by the closing of the Student Center dining halls and campus grills. "They were all in one place and came to dinner at the same time," said Reiman.

Food Service employees also spent nights on campus, staying in Blazer and Dovovan cafeterias and the Commons TV room.

Transportation was also a problem at the University Medical Center. Campus police and National Guardsmen operated a taxi service transporting doctors and other employees between their homes and the hospital.

Debbie Kaiser, spokesman for the hospital, said besides the taxi service, the four days were "nothing out of the normal routine."

Kaiser said as far as she knew, no employees stayed over at the hospital as they did during the last snowfall.

Padgett said the police taxi service also transported food service and other UK employees between home and campus.

The College of Agriculture Farm Management personnel "kept the campus open," said Padgett. "They came through with three or four large pieces of equipment and unselfishly donated their trucks and employees."

Padgett also gave credit to the on-campus population. "They held up very well. We didn't have to spend any time at all with problems of vandalism and harassment by students. If people driving onto campus will show the same kind of maturity, we might get through this."



After a scramble for the ball by Kentucky, UK forward James Lee is fouled on this drive as he scores over Georgia forward Lucius Foster. Foster played only 13 minutes, fouling out in his team's 90-73 loss last night at Rupp Arena.

Cats gain in SEC, Slash Georgia, 90-73

By DAVID HIBBITTS
Sports Editor

Last night at Rupp Arena, Kentucky reasserted itself as the dominant team in the Southeastern Conference with a 90-73 win over a talented Georgia basketball team.

The win widened UK's bulge over the rest of the SEC to two games in

the loss column as the second place teams, Alabama and Mississippi State, were sent reeling to defeat at Florida and Auburn, respectively. Kentucky won last night's game in the first 13 minutes, at which point its defense and patience against Georgia's swiftness zone defense had stormed the Wildcats to a 37-14 lead.

UK kept its lead in this week's AP poll, which does not include last night's games:

Team	Record	Points
1. Kentucky (15)	14-1	926
2. Arkansas (4)	19-1	728
3. Marquette (5)	15-2	664
4. Notre Dame (2)	14-3	649
5. UCLA	14-2	582
6. North Carolina	16-3	562
7. Michigan State (4)	15-1	560
8. Kansas	16-2	264
9. Louisville	12-3	242
10. New Mexico	15-2	210
11. Virginia	14-2	188
12. Texas	16-2	187
13. DePaul	16-2	139
14. Georgetown (D.C.)	15-2	118
15. Florida State	15-2	115
16. Providence	16-2	105
17. Duke	15-4	97
18. Syracuse	14-3	89
19. Illinois State	18-2	38
20. San Francisco	15-4	28

UK guard Kyle Macy scored eight of his 18 points for the game during that stretch. Three field goals came from 20 feet or more, with the other two points coming on his patented free throw shot.

"We weren't standing around as much as we have been," Macy said, explaining how the UK offense was able to arouse more movement against the Georgia defense than it had at Alabama. "We showed a lot of desire, especially in the first ten minutes."

Even with the vast improvement in applying pressure on the ball and clogging up the inside of the Georgia offense, Kentucky still had difficulty in blocking out on the defensive boards. "They (the Georgia big men) depend on their leaping ability," UK forward Rick Robey explained.

Continued on page 3

By LYNNE FUNK
Kernel Staff Writer

A second blustery January has redefined the word "winter" for UK students who call Lexington home during the academic year.

The city's central location in a so-called Southern state used to mean winters that were gray, wet and nondescript.

But Fayette winters were never supposed to bring knee-deep snow, ice-locked roads, rivers of slush and subzero wind chills.

How are students reacting to this new breed of winter, which closed UK for five of the first eight school days this semester? Students at the classroom building gave these responses.

Joe Sivewright, a journalism sophomore who lives off campus, admitted to spending the long weekend "partying and sleeping." The weather caused no major calamities for Sivewright, who complained of frozen windshield wipers and a lack of cleared parking spaces.

Every day and every night was part time for nursing sophomore Janet Jarboe, who lives on campus. She is glad to be back in school and hopes classes are not called off again because "I don't think I could study."

Fee deadlines near

Today is final day to add classes

By CRAIG DANIELS
Kernel Staff Writer

If you're interested in adding a class for this semester, today is the last day to do it.

Officials in the registrar's office and in the office of the vice president for business affairs have announced that the deadline for adding classes has been extended through today. Interested students should go to the dean's office of their college.

Students also may late register through today in Room 5 of Miller Hall.

Fee payment periods also have been extended. Students who advance registered or completed

registration at Memorial Coliseum by Jan. 16, may pay registration fees today between 9 a.m. and 3:30 p.m. at the Student Center Ballroom.

If these students do not pay their fees today, they will be assessed a \$50 late payment fee.

Students who late registered between Jan. 17 and today should pay their fees either this Thursday from 9 a.m. to 3:30 p.m. in the Ballroom, or on Friday in the Billings and Collections Office at the Service Building.

These students will have to pay a late fee of \$50 if they do not pay their registration fees by the close of business on Feb. 8. The registration of any student

who hasn't paid registration and late payment fees by the close of business on Feb. 16 will be canceled. There will be no reinstatements.

Questions have been raised concerning whether the semester will be extended to make up for the five class-days missed in the last two weeks. Dr. James P. Chapman, assistant to the vice president for academic affairs, said, "At this time, as far as I know, there will be no extension of the number of class days this semester."

Chapman said that, unlike primary and secondary schools, the University has no set number of days to complete. Dr. Paul Oberst, chairman of the

University of Kentucky
Lexington, Kentucky

During 'new' winters, killing time is important

A sudden rainstorm—indoors—surprised John Burnley, a Communications junior who lives off campus. When the snow on the roof of his apartment began to melt and leak into the stereo, it ended his blissful days of listening to records and reading when classes were canceled.

Getting around without a car was a challenge for Burnley, who walked and rode Lexington buses while his car was in deep freeze.

Nelle Dawahare, a Spanish senior living on campus, spent Thursday and Friday painting a room in her sorority house. Her car was dead, but she still managed to go out to eat and see a movie over the weekend. "I enjoyed the break from classes," Dawahare said. "But it's time to get things going now. I don't want our spring break taken away."

Watching a car slide into a van in front of his apartment was the main excitement over the weekend for animal science freshman Phil Geoghagan. Geoghagan also did some spelunking in Carter, Ky. and a little socializing in Lexington.

Lifting weights, sleeping and playing hockey were snow day activities for Charles Jackson, a Business freshman living on campus. He was glad to be back to classes "in a sense," although he

had a good time "shooting a little ball."

Jackson has an explanation for the unusually cold weather in the Bluegrass. "I heard the snow freezes deep down. I believe the ice age is coming back."

Perhaps "God is trying to tell us something," suggested Eli Simpson, journalism freshman from Cynthia. Simpson, who is partially handicapped, was concerned that poor maintenance on snow-covered UK sidewalks would be dangerous for handicapped persons.

"I must have fell 3 or 4 times. Guys in wheelchairs—it really makes it hard for them."

Most students thought the administration was justified in calling off Thursday and Friday classes, but were glad to be back and hoped it wouldn't happen again.

All agreed that classes should not be made up through additional class days, except Tom Ranieri, a toxicology graduate student. Ranieri, also a former UK football lineman, spent his free days working in a lab. Ranieri had his own explanation for the cold weather that is gripping the Bluegrass.

"It's a cycle," he said. "We're at the end of a 22 year period when the sun spots disappear and take the heat with them."



JANET JARBOE
Has trouble studying



JOHN BURNLEY
Water leaked on stereo

today

inside

BASEBALL COMMISSIONER BOWIE KUHNS rejected the trade of Vida Blue to the Cincinnati Reds yesterday. Details on page 4.

local

A 56-YEAR-OLD WOMAN WHOSE BODY WAS FOUND in snow behind the Veterans Administration Hospital on Leestown Road apparently died of exposure, police and coroner's

officials said yesterday. The woman, Barbara Ann Lesky, was last seen about 5 p.m. Sunday. Her body was discovered at 12:35 a.m. Monday.

Hospital officials said a search party was formed of hospital employees when Lesky was discovered missing and searched through the night until her body was found.

nation

PRESIDENT CARTER SAID YESTERDAY at a news conference he favors an agreement with

the Soviet Union to prohibit the launching of low-flying satellites carrying radioactive materials.

He said such a pact should be permanent unless a failsafe system can be devised to prevent recurrence of the episode in which a Russian satellite plunged back into the atmosphere over northwestern Canada.

THE RISKS FROM DYING OF INFLUENZA are 1,000 times greater than the risks of dying from vaccination, a government health official said Monday.

Disease Control made the assertion to a panel of experts considering whether to recommend a mass inoculation campaign against the Russian flu, a new flu strain that recently broke out in Cheyenne, Wyo.

weather

CHANCE OF LIGHT SNOW DIMINISHING on Tuesday. Accumulation of an inch or less. Highs Tuesday around 20. Lows Tuesday night 5 to 10.

From Associated Press Dispatches

We goofed

Yesterday's Kernel reported incorrectly that there are no extensions of drop-add, late registration or fee payment deadlines.

Today is the last day to add classes, with late registration held at Miller Hall. Advance-registered students may pay fees in the Student Center Ballroom. Late-registered students may pay in the Ballroom Thursday and at the Service Building Friday.

KENTUCKY Kernel

editorials & comments

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Bob Stabile
Managing Editor

Thomas Clark
Assistant Managing Editor

Charles Main
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Appointment law should be followed

A decision on the importance of a state law concerning appointments to the University's Board of Trustees is needed.

The law, which requires members of the board to have no "direct or indirect" interest in business decisions with the University. It was clearly violated with the appointment of William B. Terry, who was recently named to the board by Gov. Julian Carroll.

If the law is important enough to be enforced, and it should be, then Terry should not belong on the Board, and future appointments must be made with better judgment.

Terry is board chairman of Blue Grass Coca Cola Bottling Co., which currently has contracts to provide soft drink products to UK. As such, he would clearly have a business interest whenever the Board discusses renewing that contract, or looks for a new supplier.

The Coca-Cola contract is a trifle in the business world, involving expenditures of only a few thousand dollars. To suggest impropriety in Terry's appointment purely because of the dollars at stake would be absurd.

But the principle of impartiality is important. The state law is meant to keep larger deals, such as million-dollar construction contracts, as impartial as possible. Whether Terry would make a good trustee is not as important as the

danger of potentially prejudiced votes.

Terry's appointment would therefore establish a poor precedent. Not only would it contradict existing law, but it would leave open this question: How much conflict of interest is permissible?

Terry requested, through attorney, an opinion from state Attorney General Robert Stephens last week on the matter. Though not legally binding, Stephens' finding will have great influence on the official interpretation of the law.

Strict enforcement of the law might reveal conflicts with present Board members. Because of their stature in the local business world, some trustees could hold some conflicts of interest in an indirect sense. For example, a supplier of building materials could help a contractor obtain a job by supplying him at lower-than-usual rates; all for a lucrative kickback, perhaps.

The incidence of major interest conflicts is not frequent, but can happen easily. Three years ago, Lexington banker and trustee Garvice Kincaid, now dead, was forced to sell insurance stock because of his business interest in a Board decision.

The company, Commonwealth Life of Louisville, had won a contract to provide group employee insurance to UK, which then-Attorney Gen. Ed Hancock said was a conflict of interest.

To prevent such conflicts from undermining University decisions, the present law should be followed and enforced. If it is impossible to eliminate all direct or indirect interest from the Board's business decisions, then a system of

disqualifying the biased votes should be used. But the best way to keep conflicts of interest from surfacing is to check the candidate carefully, something that Carroll's appointment of Terry did not do.

Office tower blues Professor gets revenge

Student evaluations are inherently unfair because they never give the teacher a chance to respond. For ten years I've read these forms, hoping they will offer some insight into my semester's labor. I've agonized over them, grated my teeth when someone hated, noted the discriminating intellect of some who praised. At times I've wondered if the students and the teacher actually occupied the same classroom.

Looking for where I went wrong, I once developed a lecture about those famous literary sex scandals, thinking I would finally startle the sleeper in the back of the room into wide-eyed wonder. Most of the students thought it was great, but his eyelids never budged. I now believe that some students have a permanent listening disability, a kind of electrical short that has fused together the muscles of the ear and the eye, causing both to droop at the moment of entrance into the classroom.

Professors would have more sympathy if the incidence of these contagions did not escalate in direct proportion to the approach of a class deadline. It usually leaves a bad taste: We become cynical about what we are asked to swallow.

Finally, to that student who felt the teacher was "opinionated": you are correct. The teacher has spent years acquiring information so that his or her opinions will be informed. There is an obligation to permit the student to express opinions, but there is no obligation to honor them if they reveal a basic ignorance of the facts. Important novels were written prior to 1960. Irving Wallace will not win the Nobel Prize this year. Rod McKuen is a very uninteresting poet.

Last semester I confronted a young woman who had worked her Algebra assignment during my literature class. She was outraged when told to leave the math book closed next time. She explained, "I have the kind of mind which can concentrate on two things at once." I appreciate honesty, expect courtesy, admire hard work, and respect informed judgment. Most students exhibit such qualities, and most offer sincere evaluations that help make us better teachers. A few don't.

Professors are human. They can't decide if this says more about the quality of instruction in Math or English.

Second, to that student who thought we should "get rid of William Faulkner" in the modern novel course. Mr. Faulkner is one of the great novelists of the 20th century. If you can't see this then you should plan a career that will relieve you of intimate contact with the English language.

Third, to that student who could not take the mid-term because his grandmother died, who failed to hand in his paper because his favorite uncle went berserk, who missed the final because he was hospitalized until his malaria subsided, yet who felt the teacher was "untrusting": some students attract disasters like New Circle Road draws junk food franchises.

Robert Hemenway teaches English at UK and drives a VW bus with 142,000 miles on it. His column will appear monthly on Tuesdays.

robert hemenway

But I've never had the chance to evaluate the evaluators. Sure, I've given grades, but a grade has nothing to do with what the professor really thinks about the person he has shared a classroom with for 16 weeks. I've given A's to real creeps, E's to some of the nicest souls around.

So what follows is my chance to fire back. Any resemblance to UK students, living, dead, or status uncertain, is of course purely coincidental.

For that student who felt the class was "as boring as Farrah Fawcett's Majors' hairdo": Nothing can be that tiresome. Also, if you spent less time reading the Kernel and writing letters to high school cheerleaders back home, your comment would be taken more seriously.

I used to think a student's attention reflected how boring I'd become, and would spend hours



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PHI BETA KAPPA

The Membership Committee of Phi Beta Kappa is now receiving nominations for membership. The preliminary requirements which must be met in order for a student to be eligible for consideration for election are:

- (1) Over-all grade-point average of at least 2.5;
- (2) At least two 400-500 level courses outside the major;
- (3) At least 90 hours of "liberal" courses;
- (4) At least 45 hours of classwork taken on the Lexington campus;
- (5) Have satisfied, or will have satisfied by the end of the semester, the lower division requirements for the BA degree in the College of Arts and Sciences (exceptions to this may be made for students enrolled in the Bachelor of General Studies Program). In particular, the "Translation and Interpretation" requirement must be completed.

Should you know any individual who you believe meets these requirements, then we would appreciate your urging that person to come to the office of Dr. Raymond H. Cox, Chairman of Phi Beta Kappa Membership Committee, College of Arts and Sciences, 249 Patterson Office Tower to pick up an application packet.

In order to be considered, nominations must be received no later than Friday, February 3.

PLEASE NOTE: It is entirely appropriate to nominate yourself and, in fact, if you believe that you meet the criteria necessary for election it is expected that you will come to the above office for further information.

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sports

UK victory pads SEC lead

Continued from page 1
"We were more intent defensively tonight. Our defense really won the game. We got back to doing the things that got us where we were before the Alabama game."

"It was kinda like a dogfight out there (in practice this past week)," Robey, who celebrated his 22nd birthday with the win, added. "We really got after each other and went home sore each night."

Despite having their inside game shut off by the UK defense and forward Luctus Foster's foul trouble, the Bulldogs closed to within 12 points in the second half behind the brilliant outside shooting of guard Walter Daniels, reserve forward Ron Webb and forward Curtis Johnson.

Kentucky was led in scoring by forward Jack Givens with 19 points, 11 of which came at the free throw line. UK hit 26 of 37 of its free throw attempts for the game. "Their shooting kept them in the game," Givens offered. Tied with Macy for second in scoring honors was forward James Lee, who surpassed his usual offensive dynamics repeatedly. Midway through the first half, Kentucky guard Jay Shidler lost control of the ball. Givens alertly dove for it and rolled it back to Shidler, who fed Lee on the baseline. Lee drove for an apparent slam dunk, but flipped the ball through the front of the hoop and was fouled on the shot. "Everything was working for me," Lee said. "They (the UK offense) hit me when I was open."

However, UK coach Joe Hall still found kinks in the Kentucky machine. "I thought we played hard," he said. "We just didn't execute well. "We certainly played better than at Alabama. We played real well the first 10 minutes. That was the best man-to-man defense we've played in a long time. It was a real hard, gutsy effort."

Kats 'topped' by Western

BOWLING GREEN, Ky.—Behind the hot first half shooting of guard Brenda Chapman, the Western Kentucky Lady Toppers defeated UK's women's basketball team, 84-82 last night.

OPRYLAND 78 PRODUCTIONS

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- ARC REGISTERED Doberman puppies, 1 female, 9 weeks old, show & breed. \$25-275.
- 1976 SPYDER, convertible and hard top, good body, not running, best offer \$77-775.
- STEREO RECEIVER, 16 watts, good condition. \$60. Call Richard 253-2826, extension 218 or 275-6225 pm.
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- ACUSTIC GUITAR amplifier for sale, \$130, located, call 251-117 after 5pm. \$627.
- ARC DOBERMAN PUPPY, red female, one cropped, call 275-7000. \$627.
- FOR SALE: GOOD YEAR 8 HOURS 1200 sq. ft. one, 1000 or best offer. Call 251-29-7821. \$627.
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- FOR SALE, Nihonmat 7FN, 30-30-125 mm, started close-up equipment. 1200 \$65-253.
- SNOW LION ultralight sleeping bag, good shape and very dependable. \$75 \$75-275.
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- HELP WANTED: student with typing skills to attend School Age Child workshop except Thursday 2:30 to 4:30 pm. Light typing. \$ per hour. References required. Call 275-8175 evenings. \$627.
- THE LEXINGTON Herald has three outstanding morning radio openings. These rates vary in time from 1:15 hrs per morning. Pay is \$200-400 per month depending on time of broadcast. Openings are in the Columbia Ave. Woodland area, Henry Clay Liberty Rd. area also a \$400 per month Lexington 7 a.m. route. We also have one opening in the River Park Gateway area. Call 275-4231 for details. \$627.
- WANTED: \$200 or more each week in your spare time. Enthusiastic sports-minded male and female applicants wanted. Call 251-2523 for appointment. \$627.

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- ARC WHITE German shepherd pups \$25-175.
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- WANTED: \$200 or more each week in your spare time. Enthusiastic sports-minded male and female applicants wanted. Call 251-2523 for appointment. \$627.

wanted

- WANTED: CIRCULATION people will be responsible for circulating Kentucky Kernel (Monday thru Friday 8:30am-11:30am) Must have car will train see Gary, Box 214 Journalism Bldg. 250-2971 for information. \$627.
- WANTED: TICKET to Georgia and Tennessee games over level. Phone 277-4465 will call. \$627.
- LOST PAIR of brown blind glasses please call 297-1213. \$627.
- LOST FOUR month black labrador, white star or chest band on campus 25-2627. \$125.
- LOST MALE PUP brown with white chest all having black with white black collar. Call Brent at 251-1475 80 Howard way class completed. \$627.

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- ONE BEDROOM APT. in Ochs 128 duplex. \$120 includes stove, refrig., water and trash. Call. Block part Civic Center on W. Maxwell 253-2225. \$627.
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- FURNISHED ROOMS 25 Transylvania Park off Bldg. paid close to UK 253-7874. \$175.

misc.

- LOST: Personalized lunch bag: 15 for \$1.50 plus 20 cents paid hand plus first name. Uniquities 812D NYC 10000. \$629.
- SOLAR ENERGY Seminar, Tue, Jan. 31, 8:00am-12:00pm. Registration, Call Sue 260-7626. \$627.
- WORK IN JAPAN! Teach English overseas. No experience, degree, or Japanese required. Send long, stamped, self-addressed envelope for details. Japan-100, 61 W. Center, Columbia, WA 98021. \$627.
- THE HIGH STREET YMCA will be starting a Red Cross advanced blooding class on Feb. 1. The class will meet Tuesday and Thursday mornings through March 22. 2nd-class will begin Tuesday, Jan. 31. For more information call the YMCA at 250-2621. \$627.

services

- TYING Ties, jackets, blouses, disarranging, manuscript, etc. Fast, Professional Service. Phone 266-7700. \$627.
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personals

- KATY: HERE'S a happy 700. I love you Marion. \$175.
- COORIE: HAPPY 31st! We'll celebrate your way! Love, Lisa. \$175.
- GLADY: YOU are special not only in Special Collections. Happy Day! \$175.

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- ROOMMATE WANTED: 1 bedroom, furnished \$120 to share house with 3 others. \$900 per month. Call UK phone 253-6108. \$627.
- TWO PERSONS to share bedroom, utilities, living room, bath. Close to campus. \$60-70. \$627.
- TWO MALE ROOMMATES wanted (grad student or professional) 3-bedroom apt. English, heat, water furnished. \$75 plus electric \$20-40. \$627.
- FEMALE GRAD STUDENT large RCT dormhouse with kitchen, prob. water. References 254-7963. \$627.

memos

- TYVE BIBLE study tonight 7:00 pm Student Center Rm. 112. Newcomers and old members are welcome to join us in looking at God's Word. \$175.
- SPECIAL MEETING of the S.O. Student Society tonight, Tuesday Jan. 31, 7:00 pm Room 363 Student Center. All seniors and interested students please attend. \$175.
- PHI BETA LAMBDA business meeting tonight 7:30-9:00 pm Room 160 Taylor Administration Building. Everyone welcome. \$175.
- 100% DANCE club meets every Tue. 8:00-11:00 pm in Warren Gym of South Academy building. Welcome. All dances taught. \$175.
- STUDENT GOVERNMENT is sponsoring a small dance club meeting. Feb. 2nd from 7:30 pm in Room 200, Student Center. \$175.
- LOVE MACHINE—Run Ballroom who is a national tour from Ocean Drive with hours on The Great American Lane Motel. Tuesday 8:00 pm in CE 208 \$175.

Kuhn nixes trade of Vida Blue

New York (AP)—Baseball Commissioner Bowie Kuhn rejected the trade of Vida Blue to the Cincinnati Reds yesterday, but urged the two clubs to restructure the transaction.

The decision, announced by his office after Kuhn had left for Boston, was precipitated by the \$1.75 million that the Reds had paid Oakland A's owner Charles O. Finley for Blue, a three-time 20-game winner.

Finley and Reds President Bob Howsam spent two days

testifying at hearings called by the commissioner earlier this month. There was an attempt at a compromise that would have sent other Reds players to Oakland and reduced the cash involved in the transaction. But when that could not be worked out, the commissioner stopped the deal, then suggested that the two clubs renegotiate during the second interleague trading period that runs from Feb. 15 to March 15.

Blue was to join a Cincinnati staff already

bolstered by the addition of Tom Seaver last season. The Reds open spring training in 25 days in Tampa, Fla.

Kuhn vetoed the deal on the grounds "that it would be unfair" for Cincinnati to make the sort of deal that other clubs have been deterred from making.

Cincinnati Reds Manager Sparky Anderson said that he isn't disheartened that the deal fell through. He said the setback "won't affect us. We'll win it anyway."

It marked the second time that Kuhn has refused to allow Finley to move Blue to another team. Nineteen months ago, the commissioner blocked the sale of Blue to the New York Yankees for \$1.5 million. He also disallowed sales for \$1 million each of outfielder Joe Rudi and relief pitcher Rollie Fingers to Boston.

IM calendar (Jan. 31-Feb. 6)

Today	Monday
No activities planned.	3:45 p.m.—Bowling begins at Southland, Bowling Lanes.
Tomorrow	
No activities planned.	
Thursday	
6 p.m.—Five-person basketball begins at Seaton Center and Alummi Gym.	Squash begins at Seaton Center. Times will be announced.
Friday	
No activities planned.	Coed racquetball begins at Seaton Center. Entries are still being accepted. Times will be announced.

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DREAMING TRAINING
AT 1:30 & 7:30

KENTUCKY Kernel

The Kentucky Kernel, 114 Journalism Building, University of Kentucky, Lexington, Kentucky 40506, is mailed five times weekly during the year except holidays and exam periods, and weekly during the summer session. Third class postage paid at Lexington, Kentucky 40511. Subscription rates are mailed \$3 per year or one cent per year non-mail.

The RUSH is ON

Now's the time to sign up for Spring Open Rush.

Register at 575 Patterson Office Tower, or call for information at 257-2651

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The University of Kentucky **APPALACHIAN CENTER**
hosts a two-week visit by
ARCHIE GREEN

Internationally known folklorist; author of "Only a Miner"; scholar of Industrial and Labor Relations; widely recognized folk music authority; instrumental in passage by Congress of the American Folklore Preservation Act.

A

A NON-CREDIT MINI-COURSE WITH ARCHIE GREEN
Monday, Wednesday and Friday
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3 p.m. Classroom Bldg. 306

Topics covered in these seven informal seminars will include Folk Art, Folk Music, Coal Mining, Politics, and Values of Appalachia.

B

TWO EVENING TALKS BY ARCHIE GREEN

1. February 7
"Folk Music Depicted in American Art."
A slide talk to be presented in the Student Center, Rm. 206, at 8 p.m.

2. February 14
"Country Music Looks Outside."
A slide talk to be presented in the Classroom Bldg., Rm. 110, at 8 p.m.

Students and faculty in Music, Art, Folklore, and Appalachian Studies may especially want to take advantage of these opportunities to hear and exchange ideas with Mr. Green.

Register now by calling 258-4852 or by dropping by the Appalachian Center Office, Patterson Office Tower, Rm. 651.

ALL EVENTS ARE OPEN, FREE OF CHARGE, TO UK STUDENTS, STAFF AND THE GENERAL PUBLIC.

Archie Green's visit to UK is made possible by a grant from the National Endowment for the Humanities.

U.K. Student Center Board Concert
Committee presents

Friday, February 3 8 p.m.

Student Center Ballroom

tickets \$5: **NOW**
on sale Rm. 203 Student Center

Campus Calendar

Contemporary Affairs:
Dr. J. Allen HYNEK
Feb. 2 S.C. Ballroom 7:30
UFO Expert
FREE ADMISSION

Concert Committee:
J. J. CALE
in concert with Paul Craft
Feb. 3 8 p.m.
tickets \$5 on sale rm. 203 S.C.

TOURNAMENT OF GAMES
deadline for entry Friday, Feb. 3
Student Center Gameroom
Feb. 4
Billiards, Table Tennis, & Chess
PRIZES!!

SCB Cinema

Jan. 31 7 & 9
gentlemen prefer blondes

Feb. 1 & 2 7 & 9
aguirre, the wrath of God

Feb. 3, 4 & 5 6:30 & 9
marathon man

Feb. 3 & 4 11 p.m.
wild seed

Feb. 6 6:30 & 9
the tenant

JANUARY

31 TUESDAY

- SCB Movie—"Gentlemen Prefer Blondes." SC Theatre, SC, 7pm and 9pm. Adm. \$1.00.
- School of Music presents—Collegium Musicum, Recital, Church of the Good Shepherd, 8:15 pm.
- Focusing on Solar Energy Number 5, Camahan House Conference Center.
- Name and Address Listings available to Deans and those offices presently receiving this information.
- Last day a student may pay tuition fees for Spring 1978 Semester in order to avoid cancellation of registration.
- Students may pay tuition fees in the Student Center Ballroom.

3 FRIDAY

- SCB Movie—"Marathon Man." SC Theatre, SC, 6:30pm and 9pm. Adm. \$1.00.
- UK Opera WORKSHOP: "Barber of Seville." Opera House, 8pm, Feb. 3-5.
- Placement Service—1) Westvaco Corporation (Kentucky), 2) Westvaco Corporation (Virginia).
- SCB Concert—J.J. Cale in Concert with Paul Craft, Student Center Ballroom, 8pm.
- SCB Movie—"Wild Seed." SC Theatre, SC, 11:15pm. Adm. \$1.00.
- Students may pay tuition fee at the Service Bldg., rm. Billing and Collection.

4 SATURDAY

- SCB Movie—"Marathon Man." SC Theatre, SC, 6:30 pm and 9 pm. Adm. \$1.00.
- Home Basketball Game—UK vs. Florida, 7:30 pm.
- Placement Service—1) Central Foundry, Division of General Motors 2) Inland Steel Company.
- SCB Movie—"Wild Seed." SC Theatre, SC, 11:15 pm. Adm. \$1.00.

5 SUNDAY

- SCB Movie—"Marathon Man." SC Theatre, SC, 6:30 pm and 9 pm. Adm. \$1.00.
- Lexington Art League: Exhibit, Harold Collins, Doctor's Park, Feb. 5-March 3.

6 MONDAY

- SCB Movie—"The Tenant." SC Theatre, SC, 6:30pm and 9pm. Adm. \$1.00.
- School of Music presents—John Lindsey, Lucien Stark, Recital, Memorial Hall, 8:15pm.
- Home Basketball Game—UK vs. Auburn, 7:30pm.

7 TUESDAY

- SCB Movie—"Zardoz." SC Theatre, SC, 7pm and 9pm. Adm. \$1.00.
- Clinical and Classroom Evaluation Techniques Conference, Carnahan House Conference Center, Feb. 7-10.
- Placement Service—1) Children's Hospital of Norton Children's Hospitals 2) Commercial Shaying—Mining Engineering (BS), 3) Dayton Public Schools-Vocational Business ED., Junior High ED., Special ED., 4) Herrmann Hospital Nursing (BS,MS), 5) Providence Hospital, 6) Saint Anthony Hospital-Nursing (BS), 7) Saint Joseph Infirmary-Nursing (BS), 8) Shell Companies, 9) Westinghouse Electric Corporation.

8 WEDNESDAY

- SCB Movie—"Chinatown." SC Theatre, SC, 6:30pm and 9pm. Adm. \$1.00.
- ASH WEDNESDAY
- Central Christian Church: James Good, organist, Noon Lenten Series.
- Placement Services—1) AMAX, Incorporated, 2) Corning Glass Works, 3) FMC Corporation-Chemical Group Chemical Engineering (BS, MS), 4) Illinois Central Gulf Railroad, 5) The Procter & Gamble Company, 6) Sears Roebuck & Company, 7) UK Outdoors Club—Meeting, Seaton Center, rm. 213, 7:30pm.
- Community Health Orientation, Student Center, rm. 214, 7pm-10pm.

9 THURSDAY

- SCB Movie—"Chinatown." SC Theatre, SC, 6:30pm and 9pm. Adm. \$1.00.
- Placement Services—1) B.F. Goodrich, 2) John Hancock Life Insurance Company, 3) Island Creek Coal Company-Mining Engineering (BS), 4) Oscar Mayer-Business Administration (BS), 5) The Mead Corporation, 6) Montgomery Ward and Company, Feb. 9&10, 1) Allied Chemical Corporation, 2) Ashland Oil, Incorporated.

10 FRIDAY

- SCB Movie—"Macbeth." SC Theatre, SC, 6pm and 9pm. Adm. \$1.00.
- SCB Movie—"Rosemary's Baby." SC Theatre, SC, 11:30pm. Adm. \$1.00.
- Broadway Nights "Villains Still Pursue Me." Opera House, 8pm.
- The Gallery Series Wind Music by the Faculty Woodwind Quintet, King Library North, 12 noon.
- Placement Services 1) Amoco Chemical Corporation, 2) Chemin Procter and Gamble Paper Division, 3) Halliburton Company, 4) Rexnord, Incorporated, 5) West Clermont Schools Teachers in all fields, 6) General Electric Company.

11 SATURDAY

- SCB Movie—"Macbeth." SC Theatre, SC, 6pm and 9pm. Adm. \$1.00.
- SCB Movie—"Rosemary's Baby." SC Theatre, SC, 11:30pm. Adm. \$1.00.
- Men's Varsity Swim Meet UK vs Eastern Kentucky University, Memorial Coliseum, 7pm.
- Away Basketball Game UK vs LSU 7:30pm.
- Placement Services 1) General Electric Company, 2) Fayette County Schools, 3) Tennessee Valley Authority, 4) Westinghouse Electric Corporation.
- Broadway Nights "Villains Still Pursue Me." Opera House, 8pm.
- Folk Dance Party "Valentine Jubilee: A Family Night" Student Center, Ballroom, 7:30pm-11pm.

12 SUNDAY

- SCB Movie—"Sundays and Cybele." SC Theatre, SC, 6:30pm and 8:30pm. Adm. \$1.00.
- LINCOLN'S BIRTHDAY
Youth Concert Orchestra Opera House, 7:30pm.
- Student Tickets from Mississippi State and Alabama games distributed at Memorial Coliseum from 2pm-6pm.

Management Skills for Women Supervisors, Hospitality Motor Inn, Feb. 6-8.

Vocational Teacher Education, Student Center, Feb. 9-10.

Broadway Nights "Villains Still Pursue Me," Opera House, 8pm.

Insider

FORD'S CONTINUING SERIES OF COLLEGE NEWSPAPER SUPPLEMENTS



**Tactics and Strategies:
An Exam Planner**

Economy with kicks. The 1978 Ford Pinto.



Pinto 2-Door Sedan with Rally Appearance Package

Who said economy cars have to look cheap?
Pinto is loaded with style—dazzling colors, options, and performance that really steps out.
See your Ford Dealer for the economy car with kicks.

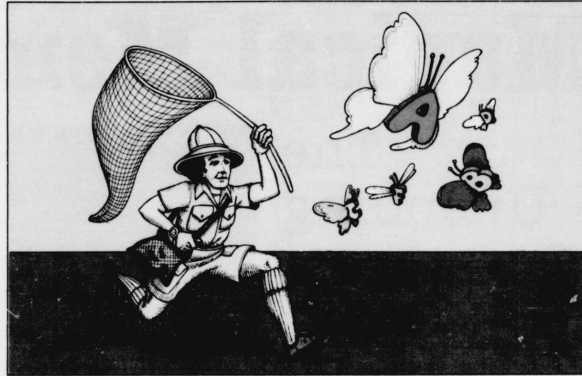
35 mpg highway	25 mpg city
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Based on EPA estimates. With 2.3 litre engine, manual transmission. Your actual mileage will vary depending on your vehicle's condition, optional equipment and how and where you drive. California and wagon ratings differ.

FORD PINTO
FORD DIVISION

75th ANNIVERSARY

In Pursuit of the Elusive "A"



You don't have to like—or believe in—the whole college grading system. But we don't have to tell you that you'd better get serious about grades anyhow. If you want to enter graduate or professional school, you know that a high G.P.A. is in order. And looking ahead to the tight job market that many college grads now face, it's easy enough to see that grades count there as well.

Tactics and Strategies: An Exam Planner isn't like any study guide you've ever seen. We don't pretend to offer you definitive advice on how to study or how to psyche out your professors or how to ace an exam. We've put in our years on campus, and we know better than to spout words of wisdom that

you can never hope to follow—and wouldn't even if you could.

What *Tactics and Strategies* offers is a laid-back look at the testing scene that may help you better put together your grade game plan—or offer some helpful insights you haven't before considered—or at least give you some interesting reading for an afternoon.

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.

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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 readingspeed 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

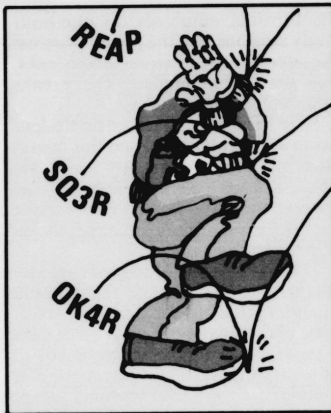
professor has included to clarify the main points for you. He hopes the extra information will tease you into greater awareness of those main points. He would be horrified to realize that most of his students miss those main points and remember the details instead.

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.

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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 shortcuts."

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.

INTRODUCING EUROPE'S MOST SUCCESSFUL* NEW CAR IN HISTORY.

**The new Ford Fiesta. It's outsold every new car nameplate ever introduced in Europe, based on a comparison of sales in the first six months. It's assembled by Ford in Germany, now available in America for the first time. Fiesta was engineered to give an exciting level of automotive performance.*

With front-wheel drive for traction. With rack and pinion steering and Michelin radials for precise control. And a 1.6 litre engine for quickness: 0-50 MPH in an average of 8.8

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46 MPG*
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*EPA estimates. Your mileage may vary depending on your car's condition, optional equipment and where and how you drive. California ratings are lower.

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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 *Webster's New World Dictionary of the American Language* (Cleveland: William Collins + World Publishing Company, Inc., 1977), \$10.95. A thesaurus is another handy aid when the right word won't come. The standard version is *The New American Roget's College Thesaurus* (New York: New American Library, 1962), 95 cents. A new revised edition will be coming out in 1978. To help your writing, buy a copy of *The Elements of Style* by William Strunk, Jr. and E. B. White (New York: Macmillan Company, 1977), \$1.65. This little book is packed with information on word usage and composition, as well as matter-of-fact tips on writing style.

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 as art, education and psychology.

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.

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.

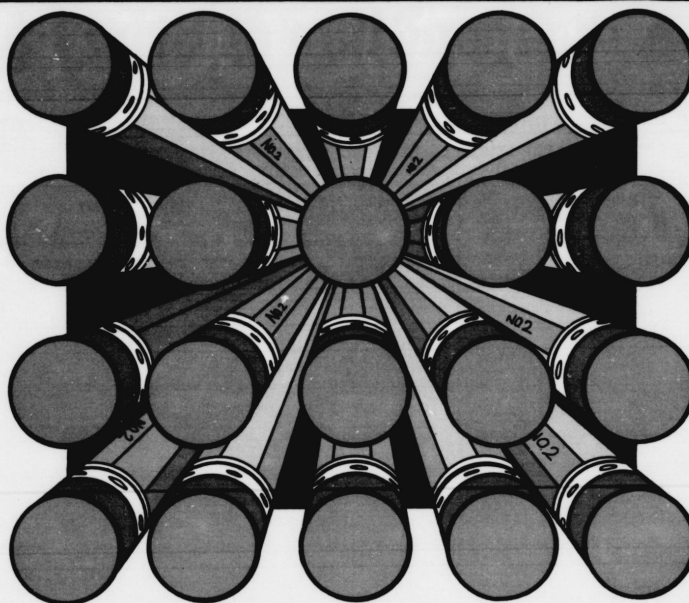
Check Out These Self-Help Study Guides

- *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.
- *Good Memory—Successful Student! A Guide To Remembering What You Learn*. Harry Lorayne. (New York: Stein and Day, 1976) \$1.95. Written by a well-known expert in memory techniques.
- *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.
- *30 Ways To Improve Your Grades*. Harry Shaw. (New York: McGraw-Hill, 1969) \$3.95. All the way from "Uncovering Your Attitudes" to "Improve Your Test-Taking Methods."

Vicki Dennis collected study tips (and index cards) during graduate school.

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

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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.

Ford introduces
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Here is a car for the automotive future. With dynamic styling inside and out. Comfort for five passengers, get into and look out the way for the work ahead. A car made for the price of today. The new Futura. Before you consider any other car available today, read on.

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 Futura's EPA mileage estimates, with 2.3 liter 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. CAFE ratings are lower. Futura is also available with 3.3 liter 6 cylinder and 5.0 liter V8 engines.

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 The new Futura. Visit your local Ford Dealer for a personal test drive. And find out what's ahead for 1978...and beyond.

**FORD FAIRMONT
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 FORD DIVISION S. ANN ARBOR

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 performance, each get what they are looking for.

Rule 12 is a relatively new one: *When shuffled, 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. Describing the 12 rules of test-taking observed 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 you 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, reread 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.

Table Home. This type of exam is really a series of short themes which you prepare outside of class, using whatever resources you want. Prof's 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. *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 awhile for long-term memory to consolidate new input. Some of the evidence suggests that sleep helps the consolida-

tion (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 crammers 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 pick it out.

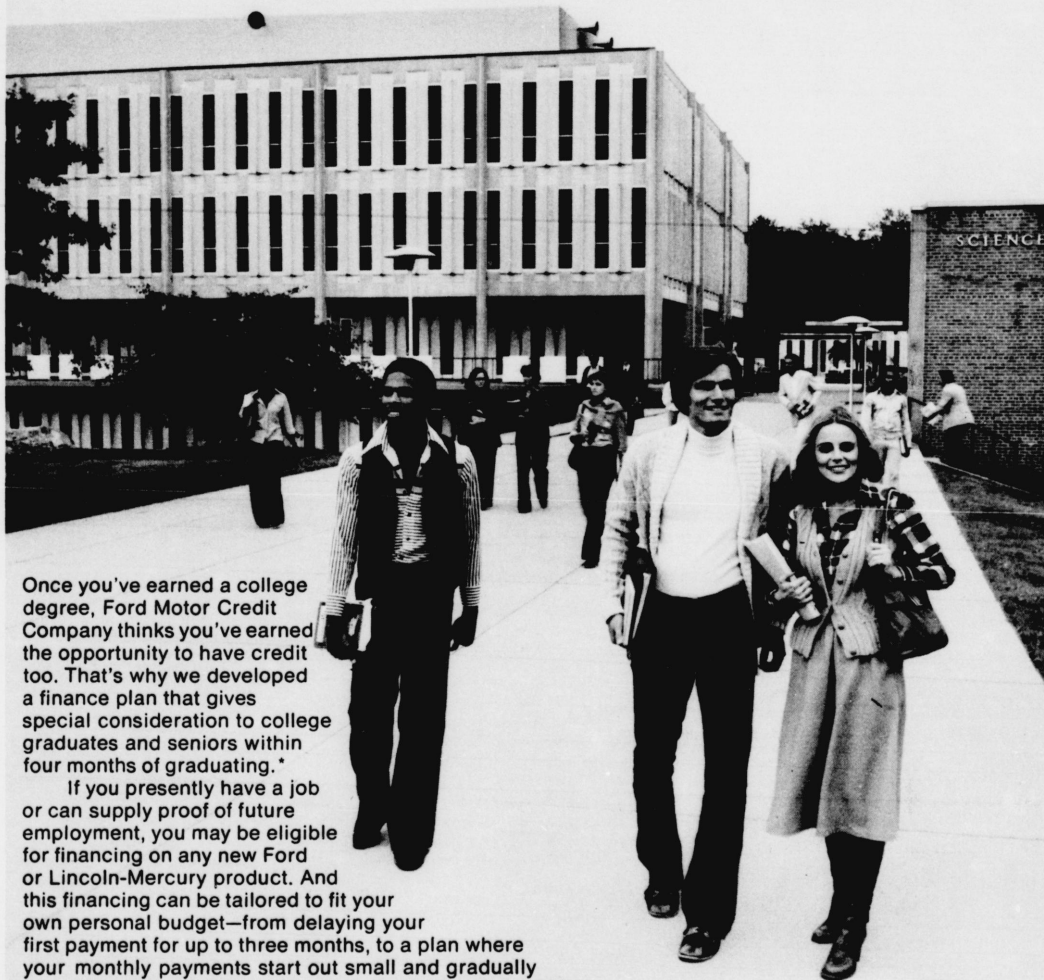
The most "scientific" way to study, then, would be to review your notes and books the very last thing at night. Then go directly to bed (no interference) and "sleep on it." That should consolidate the new information into long-term memory. In the morning reread once or twice to be sure it's all there.

The professional wisdom on cramming is summed up by this advice from a campus psychologist: "In 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 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.

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



Fear and Trembling at Exam Time

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

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 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.

Desensitization helps students unlearn a destructive behavior pattern and replace it with a constructive and beneficial one—or in this case to replace their anxiety reactions with relaxation and calm.

The program consists of three steps: the first step is learning to relax deeply and completely; next, through "hierarchy construction" and desensitization itself, students are taught to reproduce deep relaxation in situations that normally arouse 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 situation occurs. *continued on page 20*

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93 out of 100 of all Ford Trucks registered over the last 12 years are still on the job. (Based on data as of July 1, 1976.)

continued from page 17
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. ■

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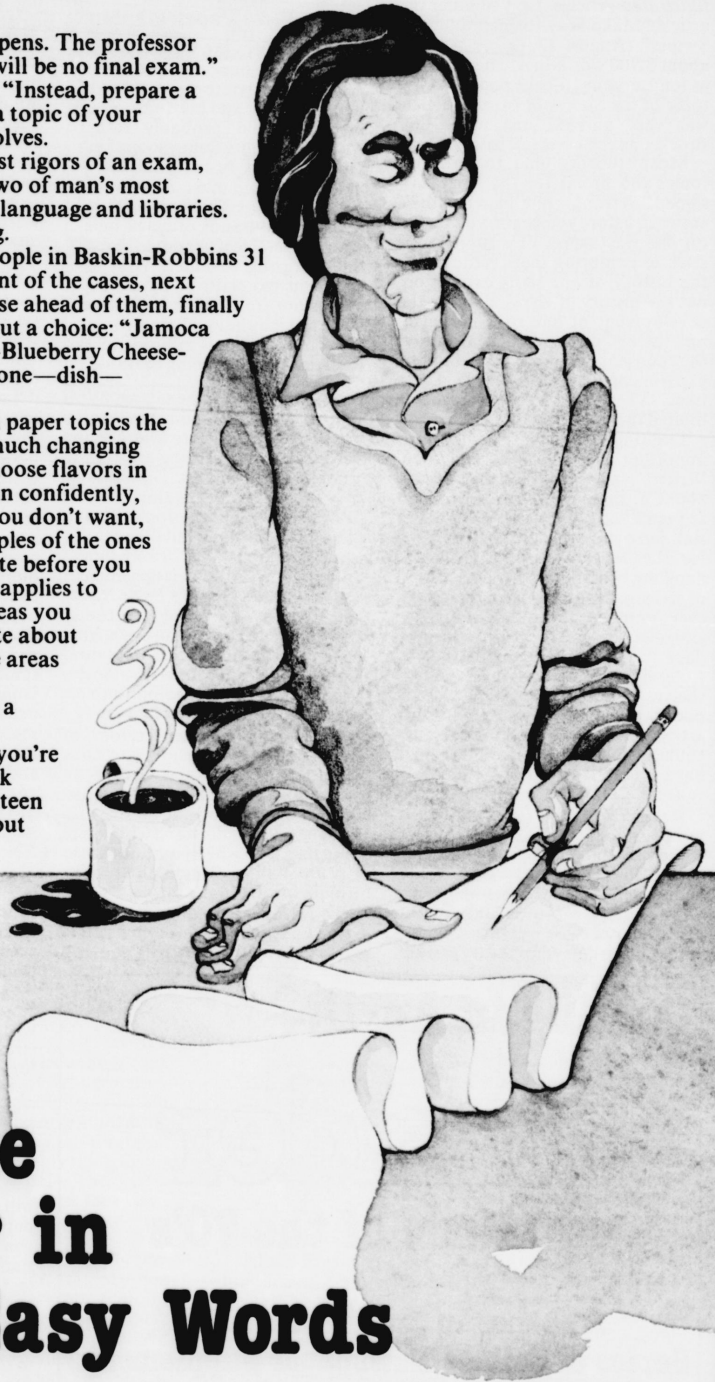
Sooner or later it happens. The professor announces, "There will be no final exam." You smile. He adds, "Instead, prepare a 16-page paper—on a topic of your choosing." Your smile dissolves.

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: "Jamaica Almond Fudge with—uh—Blueberry Cheesecake—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 bugaboo 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. ■

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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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