

# the tiger

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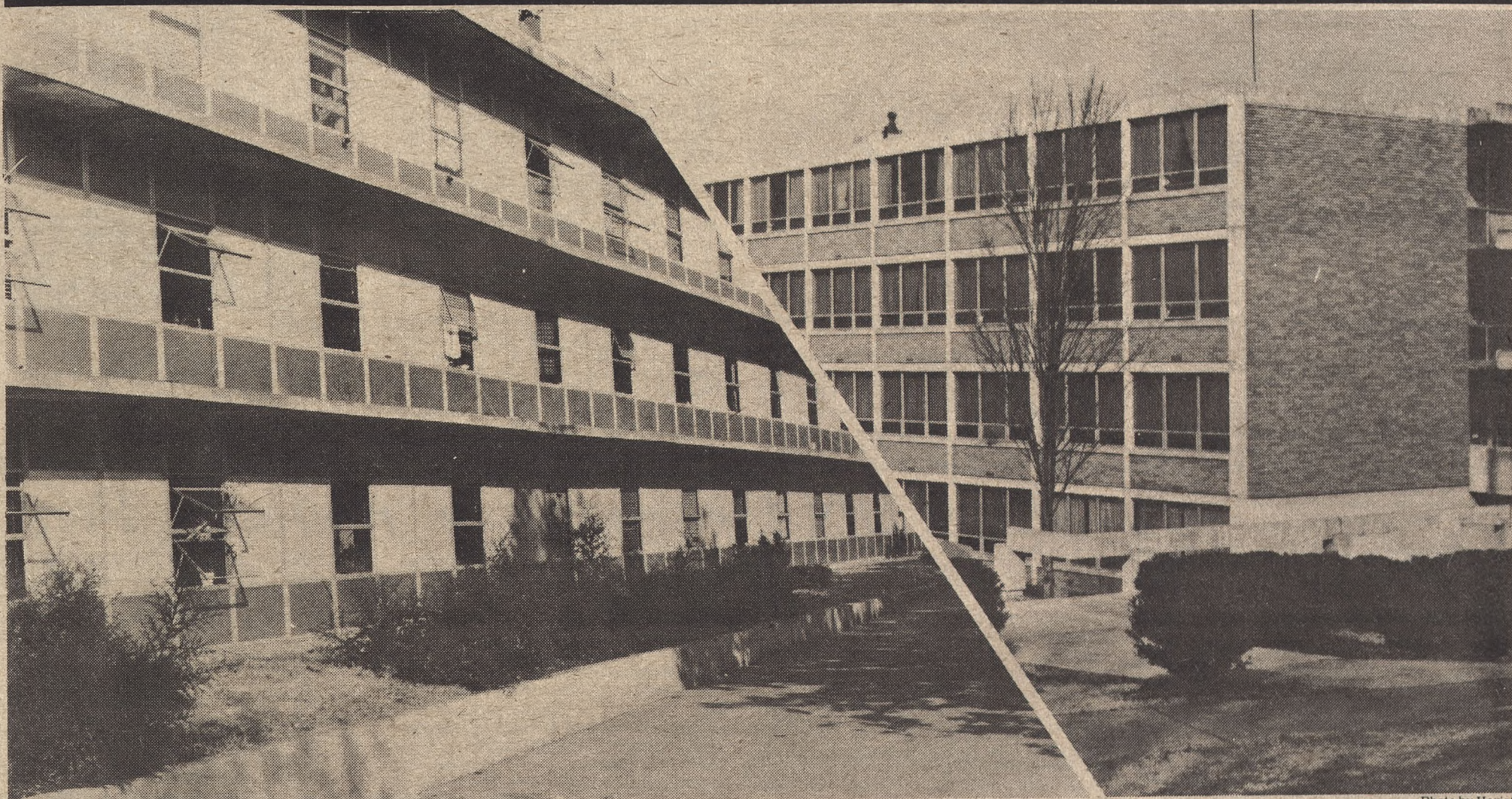


Photo by Heriot

## Dorm switch to place co-eds in Johnstone Hall

By Jim Denning  
Asst. News Editor

On-campus housing will see a shake-up next year as females will be housed in Johnstone A-section and its annex, while men will be housed in Cope Hall.

The change came about as a result of recommendations made by Manning Lomax, director of the housing office. As Lomax explained, "It became obvious last week that we were not going to be able to accommodate all the women to whom we had made commitments." Lomax referred to the Feb. 10 deadline for rising freshmen to apply for on-campus residency.

Several options were available to the housing office in solving the problem, according to Lomax. "The first option was to fill study rooms and utility rooms, use YM-CA rooms, and perhaps use area hotel rooms."

A second option was to "use a lottery system where some continuing students would not get housing, but we ruled this out because continuing students get first priority in housing."

A third option which was available was to "convert Lever to female occupancy, but this would have created the undesirable effect of making east campus almost totally female. The final option open to us was to redesignate some housing facilities."

"Presently we can accommodate 650 incoming women students. That limit will be exceeded by at least 100 next year." In addition to applications received, Lomax also pointed to enrollment figures for

justification.

"In 1968, we had our highest number of males housed on-campus, with 4000 men living in campus residences. Next year, out of 10,300 students, only 3200 males will be living on-campus. At the same time, we expect to accommodate about 2500 women."

Lomax added, "Right now there are 160 vacant beds in men's housing, while at the same time, there is still a waiting list for women."

After choosing redesignation as the best solution to the problem, it was decided to switch utilization of Johnstone A-section and Cope Hall. "The primary factor in deciding to use Cope — as opposed to one of the other shoeboxes — was security. We felt that better security could be provided by maintaining a security guard for the upper two shoeboxes and the lower two."

Security considerations also played a large part in the assignment of women to Johnstone. A control desk will be placed at the main doors behind Tillman Hall between the old and annex sections of "A." Other doors will be replaced "by the self-locking type now used in the rear of the shoeboxes."

Lomax stated, "We can secure Johnstone as well as any other dorm on campus." Stairwells will be patrolled by security guards. Lomax did not think the addition of an elevator would be necessary because "there is freight elevator which could be used at the beginning and end of the year for unloading."

According to Lomax, by taking advantage of the reassignment, "Women will give up 148 beds, but will gain 126 beds in the same type rooms through the annex. In

addition, another 270 beds, for a total of 396 beds, will be available in Johnstone. This means the women will see a net gain of 248 beds."

Men, in Lomax's opinion, are not receiving a bad deal either. "The men will be giving up 126 beds of popular space in A-annex, but they will get 148 beds of the same type as in the annex, in Cope. So all the men are really giving up is old A-section."

The implications of this change will not mean that everyone will have a dorm room, however. Lomax admitted, "We will probably have to house men in study rooms, the YMCA, and Fike Field House. We cannot guarantee that we won't put some women in study rooms, either. It will all depend on the number of girls requesting housing."

## Students protest change

By Tisha Barnhill  
News Editor

The planned change of A-Section of Johnstone Hall into a girls' dorm, with the change of Cope Hall to a men's dorm, has met with much student concern.

Petitions have been circulating, committees are being formed, and dorm meetings are being planned as part of this reaction.

Mike Baxley, student body president, said about the decision: "The communications between the administration and the students were poor. I found out (about the decision) Thursday afternoon. Dean

Lomax emphasized at a Monday night meeting with the residents of Cope that there is no one (girl) on campus right now who will have to live in Johnstone against her will."

A housing office memorandum, sent to the P-Plant Tuesday for a cost estimate, details the interior improvements proposed for Johnstone A. Among the changes recommended by housing officials are installation of "stall showers and dressing cubicles," plus "hair-washing sinks".

Electrical outlets for ironing boards would be installed in a storage room of each floor. A final major addition would be the modification of Johnstone clothes lockers by adding another set of clothing rods and supplying sliding doors or curtain rods to cover those closets and shelves.

(Walter) Cox agreed that communications have been poor. He had no argument there."

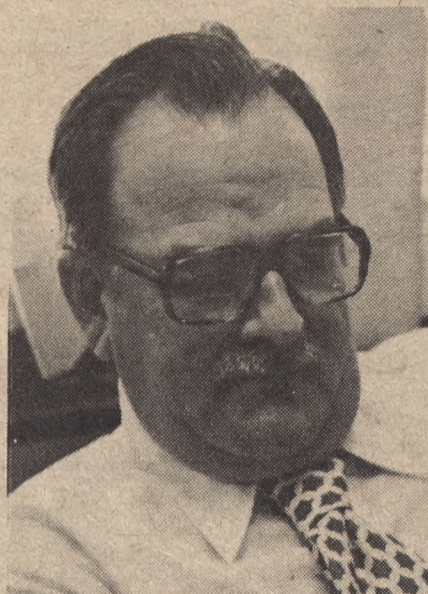
Baxley feels the change would have gone much smoother had there been some student input into the decision. "I think the concept is good, but I'm sorry the people in Cope Hall and A-Section are going to be moved."

Because he feels the men and women are being put closer, he said, "I would call Johnstone Hall a coed dorm. It's really a psychological thing, though."

(Continued to page 3)



# Department representatives to debate treaties



FERNANDEZ

Photo by Heriot

By Susie Pringle  
News Writer

A debate and public forum concerning the Panama Canal will be held Monday, Feb. 20. Representatives from the

departments of history, political science and languages will participate in the debate in room 200, Hardin Hall, at 7:30 p.m.

The Panama Canal and the treaties, which have insured United States sovereignty in the canal zone, have been the subject of much controversy beginning with the riots of 1964, continuing through the presidential campaign of 1976, to President Carter's term in the White House. According to President Carter, the new treaties, formulated in 1977 and presently before the U.S. Senate, will improve relations with Latin America in general, and specifically with Panama.

The purpose of the debate is to address certain basic questions concerning ratification of the 1977 treaties. Is ratification in the national interests of the United States and Panama? What will be the consequences of ratification for the U.S. and Panama? What will be the larger international consequences of ratification?

According to Michael A. Morris of the political science department, "By addressing certain matters, we will try to directly confront the main problems that arise out of the Panama situation. We will concentrate on hitting the

highlights and avoiding secondary things."

Joseph Arbena of the history department will introduce the debate with a history of the canal from the treaty of 1903 through the 1977 treaties. The 10-minute introduction will be "at best, a very impartial historical outline," stated Arbena.

Following Arbena's opening statements, Morris will present the argument favoring ratification of the 1977 treaties. The third speaker, arguing against ratification, will be Gaston Fernandez of the department of languages.

"Besides insuring the solution of the immediate problems facing both the U.S. and Panama, the treaties give a sufficient guarantee of U.S. access to the canal," explained Morris, organizer of the debate. Morris feels that the effects will be detrimental if the treaty is not ratified.

Fernandez is "generally against ratification of the 1977 treaties." He feels that the treaties will not solve the problems which face the U.S. and Panama. "In fact, I detect several loopholes in the treaties which will create problems," stated Fernandez.

The combined opening statements of



MORRIS

Photo by Heriot

Arbena, Morris and Fernandez will be followed by a public forum. "We hope to answer any questions from the audience so that a clear view of the situation will emerge in the people's minds," said Morris.

## Model UN Delegation to represent Peru

By Doug Barfield  
News Writer

Twelve members of the student body and Dr. Ed Coulter will leave March 13 to attend the Model United Nations to be held at the Statler Hilton and the United Nations Building in New York City.

Several conferences are held each year in various locations such as Harvard, Princeton and New York. According to Melissa Jamieson, president of the group, "The best meetings are held in New York."

The Clemson delegation will represent Peru at the conference, which is a simulation of the actual procedures of the United Nations. The group submitted names of several countries, but the final decision was made by officials of the Model United Nations.

Jamieson indicated that those participating will be prepared to take part in the activities with a knowledge of the policies and the attitudes of Peru in international affairs. According to Jamieson, "Peru is a member of the developing Third World nations. The Third World forms a large bloc in the United Nations."

"In international affairs, Peru has a strong interest in the laws of the sea, and the group will be prepared to participate in activities on this topic, in addition to many other areas of discussion."

Each participating institution is represented on various committees. Members of the committees introduce resolutions during committee meetings. The committee members vote on each resolution, and those which survive the committees are placed before a plenary session of the conference. Peru will be represented on 11 committees.

The participants will be judged according to performance. At the Harvard meeting a "best delegate" was picked in each committee, and four delegates in each committee received honorable mention. Also, five top delegations are selected. The Clemson group placed among the top five delegations at Harvard.

Elaine Huff, a member of the delegation, stated, "While attending the conference, you become the country you represent. The other participants don't know you by name. You are called by the name of the country you represent."

The group is presently seeking new members. Jamieson said, "I would like for anyone who is interested in participating next semester to call me. We represent a cross-section of Clemson University. Come by now and get a foot in the door. It is a real opportunity and we need people. It is not hard; it is fun. We are the only college from the South that participates regularly."

The Model United Nations program is a co-curricular activity. Students sign up for the program just as they do for particular courses. Students receive one hour of credit upon completion of the program.

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Date	Company	Interested In:
Mon., Feb. 27	Fieldcrest Mills	BS/TC with analytical interest, Text Sci, TT, IM for manufacturing mgmt trainee positions.
	Economic Labs	Any BS in Agri or Chem or Micro interested in Chemical Sales to food processing industry.
	Mitre Corporation	BS/Math (CpSc), Math, Econ, ET, Engr Anal BS, MS/ECE; MS, PhD/Syst. Engr.
	Forest Continental Industries	BS/Physics; BS, MS, PhD/Chem, ChE (1 or 2 openings R&D facility)
	FAA	BS/ECE
Tues., Feb. 28	Hewlett-Packard	(Summer Jobs) BS/ChE, ME (oil field roustabouts in La.) BS/ECE, ET; MS/ECE (Design, devel., tech sales, support field service of HP measuring instruments, calculators, & computer systems). See Monday.
	Fieldcrest Mills	BS/Acct, AM, Econ, FM, IM, ECE & CE for mgmt trainees
	First National Bank	BS/Math (CpSc) for Programmers
	Cities Service	BS/ChE for Chem Process Engr (50% time in field work)
	Liberty Life	BS/Math (CpSci) for Programmers
Wed., Mar. 1	International Business Machines	Sales or Systems Engineering assignments. Same as Data Processing Division
	Data Processing Division	BS/Math & CpSci for programming assignments BS, MS/ECE for Systems Communications
	General Systems Division	BS, MS/ECE for Engr. assgmts. BS, MS/Math & CpSci & ECE for programming
	Systems Communications Div. (Raleigh, N.C.)	BS, MS/ME for Engr. assignments
	Systems Products Division	BS, ME/ECE for Design & Lab Engr work.
Thu., Mar. 2	General Products Division	
	Systems Communication Div. (Kingston, N.Y.)	
	Blue Bell	BS/AM, Econ, IM, TS, TT, Chem, Math, ME, EA, ET for Manufacturing management & industrial engr tng.
	Stone and Webster	BS, MS/CE, ECE, ME (Positions in Cost & Scheduling)
	Champion International	BS, MS, PhD/ChE, ECE, ME
	Wachovia National Bank	BS/Acct, AM, Econ, FM - Retail Mgmt Trainees, Corporate Banking Trainees, Accounting, Personnel, Administrative positions
	Corning Glass Works	BS & MS/ME, ECE, ChE & CrE for Engineering Process & Production Engineering

For more information on recruiting procedures come to the Placement Office or call 656-2152.



# Candidacy announced for government positions

Mike Ozburn and Bruce Gulko are the official candidates for student body president in the upcoming student government election. The elections, which are scheduled for March 7, will include the offices of president, vice-president, and court.

According to Jan Kendall, elections chairman, Jerry Boyer, who also turned in a petition for presidential candidacy, is ineligible for academic reasons. Ozburn, a junior, is from Athens, Ga., while Gulko is a junior from Silver Spring, Md.

Two students have petitioned for the vice-presidency. They are Mark Foster, a junior from Jacksonville, Fla., and junior Steve Wright of Easley.

Sixteen students will be in the running for the eight student court positions available. The juniors who turned in petitions are Gregg Anderson from Aiken, Ben Burroughs of Conway, Frank Conrad of

Greenville, Kathy Dunn of Dunwoody, Ga., Jim Dyer of Summerville, Katherine King of Easley, Greg Martin of Conway, Cindy Poole of Raleigh, N.C., and Alan Raflo of Leesburg, Va.

The five sophomores running for election are Linda Blackmore from Spartanburg, John Clayton from Charleston, Cyndi Hardin from Lakeland, Fla., J. Wesley Sexton from Laurens, and Curtis White of Loris.

Hal Erskine of Mooresville, N.C., and Mike Crapps of Lexington, freshmen, are the final candidates for student court.

Others who petitioned for court candidacy are Kevin Conrad, a sophomore from Greenville; Teddy Lesesne, a sophomore from Mt. Pleasant; Bruce Mathis, a junior from Ft. Bragg, N.C., and Susan Ramsey, a freshman from Spartanburg.



Photo by Toulmin

ADMINISTRATORS MET last Thursday to announce and discuss plans for doom redesignation, involving Cope Hall and A-Section of Johnstone.

## Protest

(Continued from page 1)

Kenny Port, chairman of the student senate residence halls committee, was also upset about the decision. He said that Lomax had taken full responsibility for not contacting students. "The excuse Lomax has given is that because of the way the decision was made, they did not have time to contact the students. I must say I totally disagree with that statement," Port said.

Port added that Lomax knew something was going to have to be done by last Tuesday. He feels that the student government officials should have been told of this plan.

Thursday morning, the plan was approved by the cabinet.

That afternoon, an informative meeting was held for student government officials. These students were called about the meeting during the period after the cabinet meeting.

"They didn't have time to contact us in six days, but they found time to contact us in four and a half hours for the meeting after the decision was made," Port said.

"That leaves me with the assumption that my opinion was not worthy enough to be consulted last week; so I don't think my opinion's worthy enough to be stated this week. I haven't gotten any smarter since last Thursday," he said.

Port also said that this plan was looked at as an alternative to Equal Benefit Housing. If the students had shown support in the coed dorm, this plan was one compromise his committee would have been willing to make.

According to Port, the committee decided not to use this plan, though, because it thought the plan would cost too much and that the girls would not want to live in Johnstone. He said that things have changed, though.

"They (the administration) forgot about whether the girls want to live in Johnstone or not. They're just going to put them there."

A petition stating that students want a voice in this plan has been circulated by some of the girls in Cope Hall. JoAnne Provost, the senator from Cope, said that Rette Stegall called Baxley when the announcement was made. She said that Baxley suggested a petition.

After starting a petition in her dorm, Provost said she and her friends called the other dorms, asking the students to begin their own. "As far as I know, almost everyone in Cope has signed ours," Provost said.

According to Baxley, student government, in cooperation with Lomax, planned a meeting with the girls in Cope. At the meeting, Lomax explained the changes, the construction that would be done, and the procedure for reserving rooms. After he spoke, he answered questions and listened to suggestions from the girls.

Port said that all of the requests on the housing office memorandum, except for the tile and curtain rods, seem necessary for security and female needs.

Port said that student government is upset with plans to spend \$150,000 on A-Section and new A-Section for improvements and that they do not plan to spend any money on Cope's improvements, such as raising the showers. "Lomax said he would look into it," Port said.

James Allen, a dorm council member in A-Section of Johnstone, said a meeting has been planned in A-Lounge for Thursday at 7 p.m. "Everybody wants to find out if there's anything they can do. I'll just have to see what we can find out. It seems that students should have a voice in it (the decision) somehow," Allen said.

Provost said a committee of five girls had been formed to meet with Baxley next week. "We want to take some kind of positive action, not to offend the administration, but to try to get something done," she said.

About the meeting, Baxley said, "We're trying to get as much communication as we can between Lomax and the students who are involved."

As petitions are circulating, committees are being formed, and plans are being made concerning the change, Allen summed up the thoughts of many students who are being forced to move. "I'd really like to be able to stay myself," he said.

## Debate team places fourth

First-time participants of the Forensic Union's intercollegiate debate team placed fourth in a tournament including 27 teams from eight schools last weekend.

"I'm really pleased," commented Dr. Chuck Montgomery, debate team advisor. "They're all novice people and some teams are a lot more experienced than we were. They were up against the best teams in the country."

"It was good to get in the quarterfinals," remarked Mike Dempsey, debate team member. Dempsey contends that preparation greatly aided the success. "We knew what kinds of attacks to expect."

Gary Compton and Mike Dempsey, Jon Josey and Nancy McMillan, and Waring Howe and Don Kay each defeated four teams, while losing to two opponents in preliminary rounds. Bob Shepard and

Doug Jennings won two debates and lost four. The team received three trophies and two certificates as awards.

Compton, Josey, Howe, McMillan and Dempsey placed in the individual debaters' competition.

"It was a learning experience," claimed Jennings. He explained that participants are allowed to see the judges' comments and gradings after the competition is completed, so that each discovers which areas of debate are his weaknesses.

Montgomery believes that inexperience is the major disadvantage of the team. "We graduated all our seniors last year, and recruited mostly seniors this year, but a couple of (undergraduates).

"We practice twice a week, and then the week before a tournament, we have longer practice sessions," he said.

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## Redesignation: the only solution

Let's play musical dorms. Around and around the students go, where they'll stop, only housing knows.

If only it were as simple and funny as that. But it's not. Another decision, much like the plans for renovation of the amphitheater, has been made with little, if any, input from students. Again, we have to face an issue which had already been decided for us. Only this time, there's a bright side. The administration made the right decision.

The number of girls desiring to live on campus for the past several years has been dramatically increasing. At the same time, males have been leaving campus for other dwellings at much the same rate. This has created a surplus of dorm space in Johnstone, coupled with a continuing waiting list for female rooms.

Several solutions were considered. We would have to reject immediately any suggestion to use more study and utility rooms as temporary housing. No one should have to live in something built to store mops in.

Another option was to set up a lottery method by which room allotments would be "drawn" for. This would result in some continuing students being completely denied housing, and therefore is unacceptable.

It was also suggested that Lever Hall be converted into female housing. This would not only take away the "best" housing presently available to men but it would also turn east campus into a virtual convent for women.

The final option was to redesignate Johnstone and Cope.

The decision has met mild resistance from quite a few students. However, most of the students adamantly opposed to the switch are either residents of Cope or Johnstone Hall.

We can sympathize with these students who are going to be forced to move. They happen to be the one's whose luck ran out on this decision. But it must be remembered that no student here owns his or her dorm room. The administration has the ultimate responsibility and option of designating dormitory space.

There was really no other choice. If Clemson is to continue admitting male and female students on an equal basis, it had to find somewhere to house the freshman girls they had accepted for next fall. Redesignation is as logical a solution as was available.

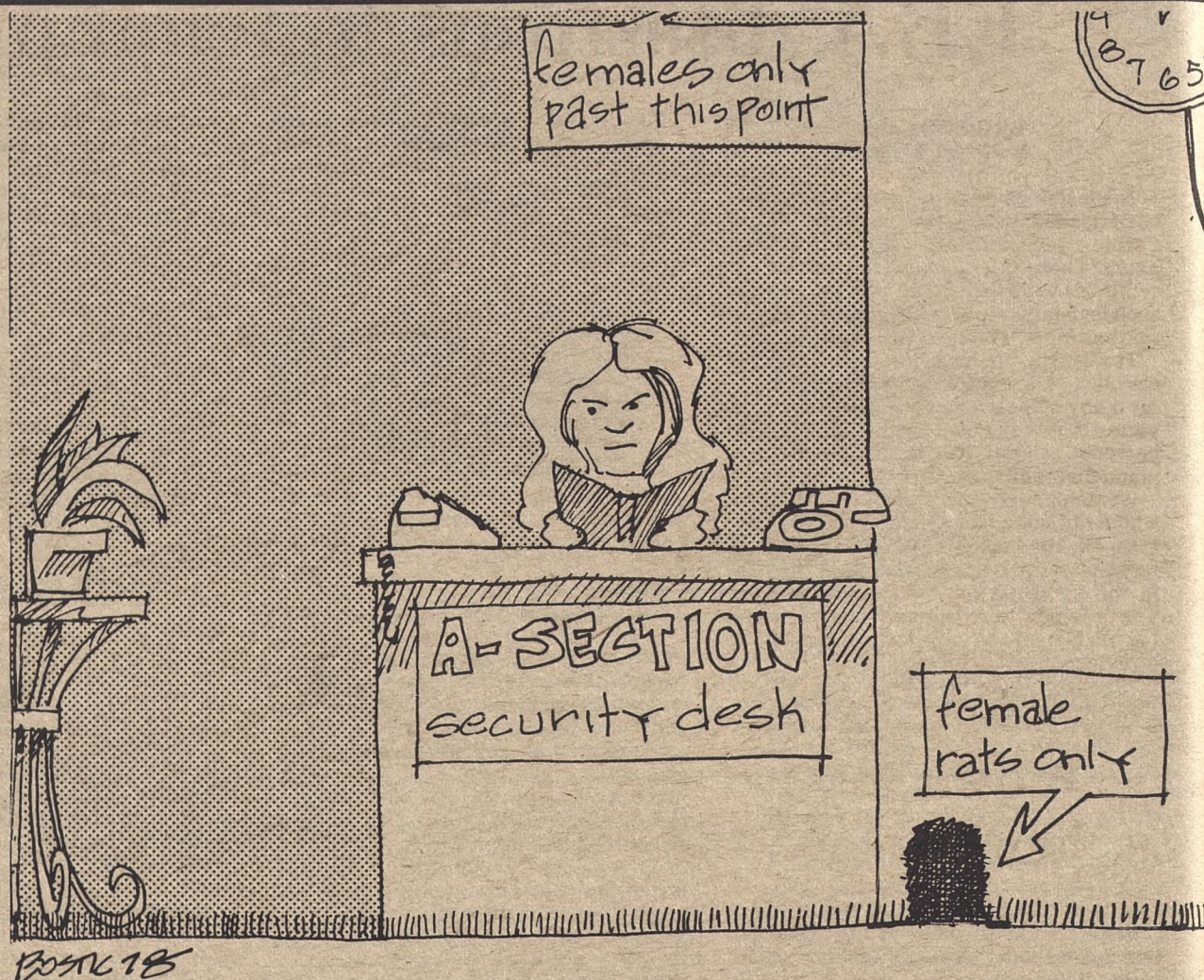
Although we agree with the decision concerning the switching of dorms, we object to the method by which the decision was reached.

There was no student input whatsoever in the actual decision-making process. None. "But we didn't have time," complains the housing office.

That's a feeble excuse at best. How much time would it have taken to pick up the phone and round up several students to give us a token voice in the process? After all, Sikes Hall is surrounded by 10,000 of them every day.

The housing department, along with the rest of the administration, was probably afraid they would come up with student representatives as closed-minded and selfish as many of the ones fighting the new proposal. Sure, there's going to be some inconvenience for some. But if we are going to continue to build a better and stronger Clemson, we all have to realize that some of our old, traditional ways may have to change.

Clemson has an amazing history of adapting to change. First, there were civilians on an all-military campus, then coeds, and the blacks. Now we've grown into a major university creating and producing some of the most advanced changes within our state. Somehow, we'll survive women in Johnstone Hall.



## Letters policy

The Tiger welcomes letters from its readers on all subjects. Please type letters, triple-spaced on a 65-space line.

All letters, 200 words or shorter, will be published after unquestionably routine editing (for grammatical and spelling errors), except in those cases in which a letter is blatantly obscene or potentially libelous.

In these special cases, if a majority vote of the Editorial Board of the Tiger deems it necessary, a letter will be withheld in part or in full.

Authors of letters should sign their letters, with their address and phone number included. In cases in which a letter has been composed by more than one person, all authors should be listed, with their addresses and phone numbers.

What's Your  
Viewpoint?

Write to

the  
tiger

## footnotes

"Well, we got our coed dorms." —Student body president Mike Baxley at meeting to announce Cope and Johnstone hall redesignation.

"There was a certain amount of fumbling the ball on our part." —Housing director Manning Lomax, addressing Cope dorm meeting.

"My opinion was not worthy enough to be consulted last week, so I don't think my opinion's worthy enough to be stated this week." —Kenny Port, chairman of the student senate residence hall committee, when asked about the Cope and Johnstone Hall redesignation.

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# viewpoint

## ERA disastrous to feminine advancement

By Cobb Oxford  
Editorial Writer

The last few weeks the newspapers have been loaded with news from the South Carolina legislature that ERA had failed again. There is an obvious reason why it continues to be turning down. The need for such legislation to be added to the constitution has faded with the years.

The senate and house members of South Carolina are constantly being criticized for many of their actions because it always seems that they vote to improve their own personal benefit. This time, though, I applaud their action.

Women are now accepted in many areas which did not accept women before ERA. Title IX, the controversial balance of sex in the classroom act, has put girls and boys in the same physical education classes. The boys now take home economics, while the girls play with small motors in industrial education courses.

Engineering and business management fields have opened up to the females in the

matches could become common place.

This may sound strange, but women are being recognized in the world of sports. Although they have not achieved full equality, this is a step in the right direction for the pro-ERA supporters.

For a local example of women's rights, the Johnstone and Cope Hall switch is good material. If ERA is passed, this type of dorm movement will become more frequent in the future because women should not be robbed of the "luxury" of Johnstone first 10 years and women are becoming more knowledgeable about the world outside of the kitchen. Women often can sell a product better than a man, because they deal with men and can use their female persuasion.

In a recent ruling, an Ohio judge stated that girls and boys could compete on the same athletic teams. This means that, if a girl can and wants to play on a boys' athletic team, she cannot be barred from doing so. This means that, in the future, girl wide receivers and mixed wrestling Hall. In the future, when ERA supporters complain about there being no privacy, the only ones they will have to blame is themselves.

Only three more states need to pass this resolution for it to become the twenty-seventh amendment to the constitution of the United States. I, for one, think passing this resolution would be a mistake that would take its place along side prohibition.

The women who are for it are generally single and they have not opened their eyes to a married woman's point of view. It is a selfish, self-centered measure that would do nothing but take up space in our constitution.

Women are reaching equality—suffrage in 1920 to possibly the first woman astronaut in the 1980's ERA would hurry things up, whereas with a little time, women could gain a greater acceptance by themselves.

The South Carolina senate did not act as a pen full of male chavins pig, but rather as a tree full of wise owls with a view of the future.

## Writer should improve skill

After reading the article "Senate tables ERA, proves itself again," I am convinced that your staff is actually hiring 10-year-olds as ghost writers. I admittedly know little about the proposed ERA amendment; therefore, I will refrain from comment on this amendment. I suggest the alleged writer of the article follow my example in the future unless he can substantially improve his journalistic skills.

The writer tries to correlate two out-of-context comments given by some "on-lookers" to backwards thinking on the part of S.C. legislators. His logic is virtually irrational, again leading me to believe there is a ghost writer involved.

The personal mudslinging tactics that the writer indulges himself in against Senator Horace Smith completely convinces me that anonymous 10-year-old should get his or her just recognition for a job not too badly done.

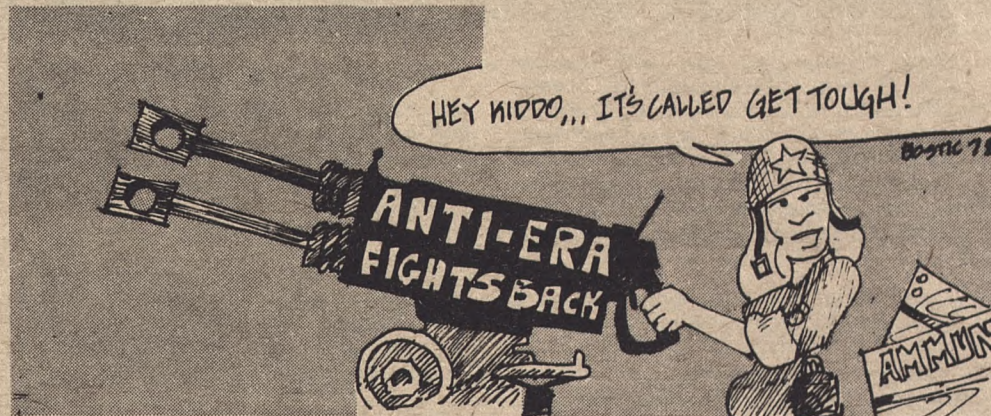
David B. Hughes

## Writer takes 'cheap slap'

After reading your article "Senate tables ERA, proves itself again," I must say that I agree with its author when he states, "It is amazing ... how many normally rational people are driven to such stages of idiocy by the mere proposal of guaranteed equality ..." He must have been in one such stage when he wrote the article.

Not only has he used the article as an opportunity to take a cheap shot at an elected representative (Senator Horace Smith), but he also seemed to imply something that is not true (that our state is the only one having problems with ERA). Both of these actions lead me to believe that he was acting irrationally and was not of sound mind.

I agree to a certain extent with what Thom Taylor is trying to say; however, by implying that South Carolina is such a



backward state and suggesting that we must vote yes for ERA or forever be lost, he comes close to insulting the readers' intelligence. It is true that our legislators sometimes drag their feet in getting certain legislation passed, but in some cases, this is good because it gives the representatives—as well as the people—more time to think about the issue and not be rushed into a decision that later may have to be changed.

For instance, I understand that one or two states which have already ratified the ERA are currently trying to get the issue recalled so that they may have another chance to vote on it. I hope that, in the future, Taylor will use other means to stress points besides the ones demonstrated in this article.

As for the ERA itself, I am not informed enough on the many aspects that it covers to make a rational decision about being for or against it. There is, however, a certain poem that demonstrates my philosophy about equality of the sexes, and even though some may say it shows signs of sexism or starry-eyed innocence, I would like to quote it anyway.

Woman was created from the rib of man.  
She was not made from his head to top him,

Nor out of his feet to be trampled upon.  
But one of his side, to be equal to him,  
Under his arm to be protected,  
And near his heart, to be loved.

—UNKNOWN

Thank you.

Michael Rollins

## letters

### Profs blast constitution

A proposed Constitution of the Faculty of Clemson University has been circulated recently to the faculty for its consideration. We wish to use this letter to call to the attention of our colleagues some unsettling features of that proposal.

Recognizing many desirable changes in this draft from the present constitution, we commend the faculty senate's effort toward increasing the effectiveness of faculty participation in the affairs of the university. However, we believe that flaws are also present in sufficient number and in degree of severity to warrant a rejection of this proposed constitution.

Among the objections which we have to this proposal are the following:

(a) Those with the academic rank of Instructor would no longer be classified as faculty.

(b) Reference is made to the by-laws, but no by-laws are contained in the proposal, nor is there provision for formulating by-laws.

(c) Department heads and deans would be disenfranchised faculty.

(d) The detailed specifications in sections 4-11 of Article II of the faculty senate more properly should be contained in by-laws rather than in the constitution proper.

(e) The wording of Article III on amendment is misleading in that a proposed amendment may be brought before the faculty by either of two methods.

We also object to the requirement of a simple majority vote of the faculty for approval of the proposed constitution. Our present constitution calls for a 2/3

vote for amendment. It would seem that calling for a simple majority vote to approve a considerably different constitution violates the spirit of our present one.

We wish to recommend that the faculty attend the college and university meetings on the proposed constitution and reject this proposal, urging the faculty senate in its next draft to consider the points raised by the faculty.

E. P. Stillwell  
M. J. Skove  
W. E. Gettys  
H. W. Graben  
M. G. Miller  
R. C. Turner  
P. B. Burt  
E. M. Lander  
Alan Schaffer  
J. L. Arbena

### Dr. Caffrey praises efforts

I would like to thank the students of Clemson University for their kindness in contributing to the benefit held for me at Edgar's on Friday, Feb. 3. I needed no further proof of the fact that the Clemson students care since many visits, phone calls and

cards from students have helped to brighten up the days of my illness and rehabilitation.

I hope to be back in the classroom and office where I belong as soon as possible, but until and long after that happens I will appreciate the thoughtfulness of the greatest people in the world, the Clemson students.

Bernard Caffrey

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## Medical University donates equipment for research use

By Lynn McCracken  
News Writer

The Medical University of South Carolina has given Clemson University medical equipment worth almost \$200,000. Most of the equipment is either obsolete or retired.

Much of the equipment is repairable and reasonably up-to-date. And some of it is perfectly usable, though it was considered outdated, according to the standards of the Medical University.

The Medical University has been working cooperatively with this university in research in clinical engineering. Through this research, Thomas Hargest, in the division of clinical engineering at the Medical University, knew what purposes the equipment could serve here. Much of the equipment would have otherwise been placed in storage.

Eight graduate students in engineering are currently working with the equipment. One of the students in clinical engineering is presently setting up a system of taking inventory. As a part of his education, it will be his responsibility to run the equipment room like a clinical engineering department, and to develop a preventive maintenance schedule.

According to Dr. Fred Sias, Jr., associate professor of electrical engineering, having the equipment will give these students very practical training for their careers. Some of the students are in elec-

trical engineering and some of them are in clinical and bioengineering.

A person who studies bioengineering may go into research or work for an industrial firm which makes medical equipment and supplies.

A person who studies bioengineering differs from a bioengineer in that he is specifically trained to work in a hospital. Sias says, "He will be responsible for the safety of both electrical and mechanical equipment used. He will see that it is functional properly. He also could, in a larger hospital, be in charge of preventive maintenance."

In running a simulated clinical engineering department, the students in mechanical, electrical and bioengineering can work with the equipment for some of their projects.

Some of the supplies they will be using include temperature-monitoring equipment and a radiation-monitoring device which is obsolete. There are several beds which the students will be testing for electrical malfunctions. There are also some respirators from the intensive-care unit and isolettes for babies born prematurely.

There is an artificial kidney which is perfectly usable, but which is considered obsolete by the Medical University.

One piece of equipment, a defibrillator, is used for patients whose heart stops or is not pumping properly. This device is used by emergency medical crews.

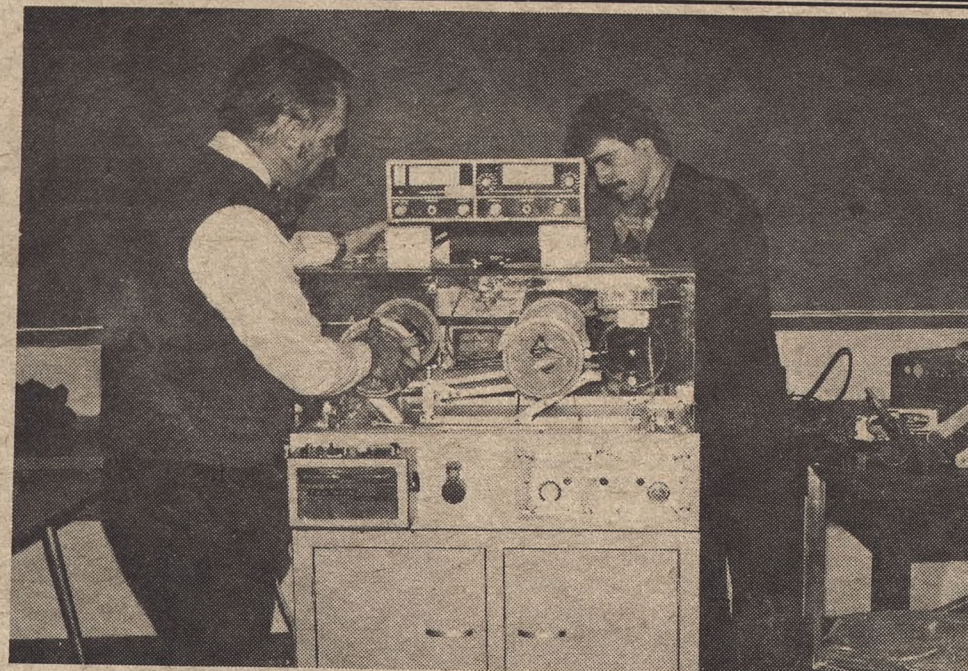


Photo by Brabham

DR. FRED SIAS (left) and Jay Smith work on some of the medical equipment received from the Medical University of South Carolina.

The Medical University also gave Clemson some reasonably up-to-date monitoring equipment which could be used in a coronary care unit of intensive care. It has an electrocardiogram and also monitors blood pressure.

One of the main uses for the equipment, Sias says, "will be to set up a demonstration intensive-care unit using this equipment and to have bioengineering students develop projects as a part of it."

The students will have a good chance to get practical training because of the

cooperation between Clemson and the Medical University. Tom Hargest, who arranged the transfer of the equipment this fall, says, "The state likes to see cooperation between state agencies, and I think this is a good way to get extra mileage from the collars spent on that equipment."

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# Israeli consul says peace in Middle East close

By Steve Matthews  
Managing Editor

An Israeli diplomat speaking in Clemson Monday said peace in the Middle East is closer now than it has been in 20 years.

Meir Romem, consul of Israel for the southeast United States, attributed the greater chance for peace to Egyptian President Anwar Sadat's peace initiative.

Romem, sponsored by the political science department, spoke to two classes while at Clemson.

Negotiations between Egypt and Israel are stalled, but Romem said the stall was likely only temporary.

Romem said Sadat's trip to Jerusalem last fall was "a tremendous breakthrough." The trip was followed by a visit to Egypt by Israeli Prime Minister Menachem Begin.

"Such events would have seemed incredible only five months ago."

The official listed three incentives for Sadat's initiative.

"Firstly, Sadat and the Arabs realized after the 1973 war that it's impossible to destroy the state of Israel."

Secondly, he said, "Sadat has realized that it's impossible for Israel to withdraw from occupied territories unless a full peace agreement is reached."

"Thirdly, Sadat has realized that this is the time to begin to solve the economic problems of Egypt." Military spending has wrecked Egypt's economy, he said.

Peace talks are now stalled because of inflexibility by Sadat, according to the Israeli consul.

"Israel cannot accept an ultimatum, especially when the issue is our life."

Romem outlined concessions Israel would make in an eventual settlement.



Photo by Brabham

ISRAELI CONSUL Meir Romem spoke to political science classes last week.

Israel would give back to Egypt "98 per cent" of the occupied Sinai desert, but would keep "a military presence" in the remaining area for security purposes, he said.

Another concession would be the granting of self-rule to Palestinian Arabs in the Gaza Strip and along the west bank of the Jordan. Again, Israel would want to retain troops in the area.

Sadat and other Arab leaders have demanded that Israel return all land it gained in the 1967 war. The Arabs have also demanded an independent secular state for the Palestinians.

Romem asserted that giving self-rule to the Palestinians "is beyond what we have to do" and that "good fences make good neighbors."

The Israeli consul also argued that "Jordan today is, in fact, Palestine." Romem noted that most Jordanians are Palestinians.

Part of the city of Jerusalem is occupied territory that Sadat demands Israel return to Arab rule.

A compromise proposal that Jerusalem be made into an "international city" under United Nations jurisdiction has also been suggested.

Jerusalem is Israel's capital city, but no major nations of the world recognize it as such.

Romem said Israel would be unyielding on the issue of Jerusalem. "It is more important to us than it is to any other nation."

"There is freedom of worship in Jerusalem," he said. "Moslems, Christians and Jews all enjoy free access."

Regarding the U.S. role in the Middle East, Romem said America acted as a "mediator" between Egypt and Israel and as a "good friend" of Israel.

"The United States and Israel are very good allies, although there are differences in point of view."

U.S. Secretary of State Cyrus Vance complained last week of illegal Israeli settlements in the Sinai.

Romem said such criticism hurt the chances for peace. "If the United States continues to want to be mediator, it should not take sides," he said.

The issue of settlements can be solved, he said. "In all these settlements we have only 10,000 people," Romem noted.

Although the U.S. role is basically promoting peace, the role of the Soviet Union is basically blocking peace, Romem said.

"The Soviet Union is one of the main obstacles. The Soviet opposition to the Sadat visit shows hypocrisy."

On other related issues, Romem said: "I really don't know" if Israel holds nuclear weapons or not, and there is no reason for his nation to sign the nuclear nonproliferation treaty.

Talk of Israel's friendship with South Africa is propaganda. "We are against apartheid, and they know it very well."

King Hussein of Jordan should join the Sadat-Begin peace talks. "Hussein does not translate his moderation into action."

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## Club to display project

By Carol Wyatt  
News Writer

The Clemson University Horticulture Club will attend the **Southern Living Show** at Charlotte, N.C., beginning Feb. 25. The club will display an elaborate indoor garden at the show.

Work began on this project approximately four months ago, according to David Meyers, who designed the garden. Meyers says, "The club has been collecting lumber from both South and North Carolina to complete the project." Club members are also forcing the plants to bloom out of season. They have been using the P & A greenhouses in order to do this.

The **Southern Living Show**, which is being held at the Charlotte Merchandise Mart, is the "second largest showing in the Southeast," according to Tom

Randall, who is in charge of the entire project. This is Clemson's first year in the show. N.C. State will also participate in the competition.

Arts and crafts exhibits are next door to the show, along with nursery exhibits. A swimming pool and water falls can also be seen at the show.

Anyone can attend this showing by contacting Fred Quattlebaum at 656-8441. Quattlebaum is selling tickets at \$3 for students and \$2.50 for senior citizens and children.

Approximately 110,000 people are expected to attend the showing, which continues until March 8. The horticulture club will begin construction on the wood portion of the garden this weekend. Some 30 members are expected to attend.

Fred Biggins, president of the club, invites new members at anytime.

## Lomax talks to senate; officers begin new duties

By Charles Bochoz  
News Writer

The student senate met Monday for the first time under its new president, Todd Lankford, and his staff. Lankford opened the meeting by introducing Manning Lomax, director of housing, to discuss the recently announced dorm changes involving Cope Hall and the A-section of Johnstone.

After a brief talk, Lomax fielded questions from the students. Several senators expressed their displeasure towards the housing administration because the decision was not discussed with the students. The senators were also concerned about breaking the unity among hall members and destroying enjoyable living conditions. Lomax assured the students that he and his staff would try to alleviate such problems.

Following Lomax's address, the Student Alumni Council announced the addition of

four new committees to its constitution. Each committee will represent a class from the university. The purpose for the addition is to motivate more student involvement in the council.

The senate unanimously passed a bill from the organization and affairs committee which will clarify procedures for organizations applying for funding from student government.

The senate also passed two resolutions from the traffic and grounds committee. The first resolution provides for two types of resident parking stickers: one type for Clemson House residents and the other for all other residents. The second resolution involves a reduction in \$4 and \$6 traffic tickets if they are paid within seven days.

The judiciary committee introduced a bill before the senate to establish guidelines by which judges will serve. This bill was also passed. Finally, the senate recognized the Cornerstone Ministries as a nonfunded campus organization.

## Class councils to be organized

The organizational meeting for class committees will be held Wednesday, Feb. 22, at the Alumni Center.

The purpose of this meeting is to organize four class committees which will work with the Student Alumni Council in promoting pride and awareness in Clemson University through Clemson students, alumni, potential students and the Clem-

son community, according to Keith Hutto, president of the Student Alumni Council.

Hutto said that the purpose of the committees was to get more representation on the council and to create some class pride.

According to Hutto, the four class committees will meet at the following times: freshmen at 6 p.m., sophomores at 7 p.m., juniors at 8 p.m., and seniors at 9 p.m.



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# College dean named Man of Year

By Leslie McMahon  
News Writer

Dr. Luther P. Anderson, dean of the college of agricultural sciences, has been recognized as Man Of the Year in Service to South Carolina for 1977. Anderson was awarded the honor by **The Progressive Farmer** magazine.

As dean of the college, one of Anderson's major goals is to "pull our resources together across the five divisions of the college." One of the concepts he uses to accomplish this goal is an inter-disciplinary, or "team," approach.

Anderson has organized various lay advisory councils which serve the department heads. "We're always looking to the future. Sometimes we're so close to our work that we don't see the problems," said Anderson. The advisory councils study research, extension, consumer protection, and teaching programs which provide feedback to the college.

"We want students to be current with, or beyond the state of, agricultural affairs," said Anderson. "The advisory councils serve to keep up to-to-date."

Members of the council represent areas beyond the agricultural community, as well as the agricultural society itself. According to Anderson, the agricultural and non-agricultural worlds can no longer be separated. "At one time you could split rural and urban, and agricultural and non-agricultural," he said. "But now it is so mushed together that you can't think of one without the other."

"At Clemson, we have a diverse responsibility which gives us the opportunity and need to reach all the people in the state. We are an interforce between agriculture and the populace."

Anderson also said that Clemson is the "unbiased source of agriculture in South Carolina. We're qualified to evaluate any agricultural situation. There's no way we can escape our involvement. Clemson is the only university or college in South

Carolina which offers an agricultural degree. We're responsible for this and for research. We're responsible for the extension service. We're responsible for reaching the people."

During his career in agriculture, Anderson has been instrumental in progress both at Clemson and in South Carolina. In addition to receiving the Man of the Year Award, in 1975 he was recognized by the Federal Land Bank and the Federal Intermediary Banks of Columbia for outstanding contributions to agricultural progress in the state. In 1977, he served as president of the Southern Association of Agricultural Scientists.

As dean of the college of agricultural sciences, he has helped establish the Agricultural Foundation. The purpose of the foundation is to work within the Clemson Foundation to provide a means by which people interested in agriculture can contribute to agricultural programs. This allows for programs not included by state funds.

In 1969, as a Clemson extension service agronomist, Anderson helped to organize the South Carolina Soybean Association. According to Anderson, "The group is unique in that it is the first commodity group that has ever helped itself by implementing a marketing order."

Earlier in his career, Anderson helped promote the widespread use of soil tests. He also took an active part in programs designed to increase the use of herbicides in cotton production.

Anderson has been with Clemson since 1950 when he started as an assistant county extension agent. Since then, he has supervised the extension agronomy effort and served as head of the agronomy department.



ANDERSON

Photo by Johnson

Since 1972, when he was appointed dean of the college of agricultural sciences, the student enrollment in that college has increased by almost 100 per cent. Also, the college has added several academic programs, both on the graduate and undergraduate levels.

"There was a time when most of our students were from rural or agricultural backgrounds," said Anderson. "During the last five or six years, the enrollment has grown. Our students now represent both rural and urban backgrounds. We are also having students outside the college come to our classes for general educational purposes."

Anderson stated, "Although agriculture is depressed nationwide, there is a worldwide need and the United States is the leader in agricultural progress. Our students have a challenging opportunity in front of them."

## Council plans Careers Day

The Agricultural Council will sponsor the annual Agricultural Careers Day Wednesday, Feb. 22. During that day, students and faculty interested in the many facets of agriculture will have the opportunity to view exhibits and presentations.

According to Cat King, a council spokesman, many university clubs and organizations will participate in the day-long exhibit. Additionally, several companies with interests in agriculture will be attending. "So far, we've got Elanco, Pet Milk Co., Farm Credit Banks, S.C. Land Resources Conservation Commission, Union Carbide and the Campbell Soup Company," said King. "But there may be more."

"Many of the companies will have their own exhibits," commented King. "And they will also be talking to students who

may be interested in working for them."

Agricultural Day will begin at 9 a.m. on the grounds around the P and A Building. Luther P. Anderson, dean of the college of agriculture, will give the opening address. University President Robert C. Edwards will also be on hand to give the invocation.

Several high schools throughout the state are sending representative groups of students. "We've heard from high schools as far away as Myrtle Beach," commented King. "There will also be students from several technical and vocational schools."

The clubs and organizations which present exhibits will be in competition with one another. A panel of five judges will select the best display.

Wednesday night, a dinner will be held at the Holiday Inn where awards will be presented.

## ALPHA EPSILON DELTA

an international premedical honor society extends an invitation to all students who are interested in pursuing a career in medicine, dentistry, nursing, or any other allied health profession to a meeting on Tuesday, Feb. 21, at 7:30 p.m. in the student senate chamber. AED sponsors many guest physicians and professionals, and presents films in current medical topics. Tours of local hospitals and medical schools are also arranged.

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## Lectures probe modern society

By Judy Seawright  
News Writer

Dr. O. B. Hardison presented a lecture, "Science as Culture," Monday, Feb. 13. This lecture was the first one of the three-part Liberal Arts Lecture Series held this week.

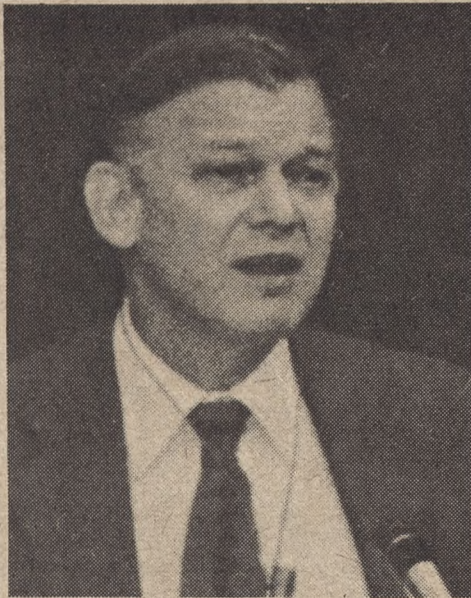
Hardison is the director of Folger Shakespeare Library in Washington and has been called one of the nation's top teachers by *Time* magazine.

In his series of lectures, "Disappearing Through the Skylight," Hardison examines the tension between scientific and traditional culture on our modern society.

In his first lecture, Hardison referred to three passages written by three scientists to illustrate his reasoning that science is culture.

Darwin, the first scientist Hardison mentioned, thought that he had no talent for writing and that his work was "dry material" for other scientists. Hardison stated, "At the same time he is a scientist, he acts like a creative writer shaping the language."

Darcy Thompson patterned the underlining surface of things by applying a mathematical basis to all living things. "He was not a great mathematician, but he had great ideas. Mathematical laws discovered in nature seemed astonishing and beautiful to him," Hardison said.



HARDISON

Photo by Chamblee

Equally creative is the science of today, according to Hardison. Particle physicists are successful in creating paradoxes in numbers. "Do quarks exist? Whether or not quarks exist, modern scientists have a great deal of knowledge about them."

What is happening to modern culture in a society of technology? Hardison feels that humanity is being drawn closer and closer to abstractions in an endeavor to explain nature.

Hardison also spoke Wednesday, Feb. 15, on "The Culture of Science" and Thursday, Feb. 16, on "The Poetry of Nothing." A final lecture on Wallace Stevens' poetry can be heard Friday, Feb. 17, in the first-floor lounge of Strode Tower.

## Fraternity to raise funds for Heart Association

By Susan Keasler  
News Writer

In an effort to raise funds for heart research, the National Heart Association annually sponsors Heart Month during February. The Theta Chi fraternity is aiding the Clemson Heart Association in the local campaign.

Members of Theta Chi will be soliciting donations at the intersection of 123 by-pass and College Avenue tomorrow and Feb. 25. "If it rains, that means we'll have to move back to the shopping centers," commented John Smiley, Theta Chi president.

Theta Chi has assumed assistance as "its yearly kick to humanity" since 1968. The brothers are in charge of balloon and tag sales each Saturday.

"People have given us a great deal of response," said Smiley. Colonel Frank Fife of Fife Realty acts as a captain of the Theta Chi volunteers.

The fraternity designated no certain sum as a goal for solicitation, but "we like to get in four figures," the Theta Chi president continued. "We're headed there."

"What we're involved in is one facet of the whole project," Smiley explained. The association sponsors golf tournaments and pledge walks throughout the year. Special projects are occasionally considered, and donations are always accepted. Members who contribute at least \$100 annually receive a small gold plaque, Smiley noted.

Feb. 26 has been selected Heart Sunday. Manning Garren, Clemson Heart Association director, explained the event. The organization sends leaflets to churches, promoting Heart Sunday. During the afternoon volunteers go door-to-door taking donations and pledges.

"Our goal is about \$7,350," commented Garren. "This association, nationwide, has the lowest percentage of administrative costs." Goal money is contributed to the state fund.

The theme for the '78 fund raising campaign is "We're fighting for your life." Localities of the Clemson Heart Association include Central, Clemson, Pendleton and Six Mile.



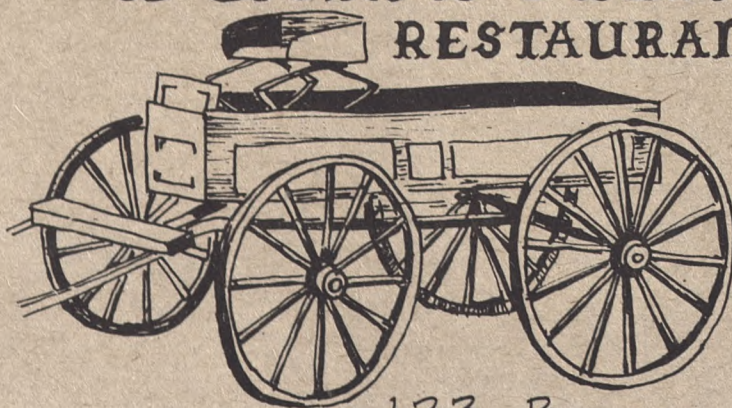
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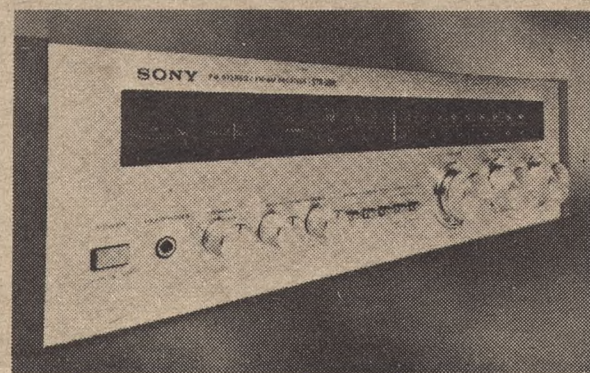


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## *It's more than a pageant*



By Thom Taylor  
Editor in Chief

It's more than just a beauty contest.

And for the 38 girls who participated in the Miss Clemson pageant Tuesday night, it was more than just an honor. It was the chance to become one of the most recognized coeds on campus. It was the chance to be selected as the most beautiful and poised girl on our university. It was the chance to become Miss Clemson University 1978-79.

Those who watched the pageant Tuesday night saw 38 girls who had practiced walking, standing and smiling over and over and over. But practice is never enough. For when the time comes to actually walk out on the stage and introduce yourself to over 1,000 people who are examining you like some piece of merchandise, practice means nothing.

By that time, the two days of practice are behind you. There will not be a stage manager to tell you to "stop at the taped line, because if you don't, you'll fall into the audience." This time you'll have to look straight ahead, into a blinding spotlight as you attempt to negotiate the three "highest" steps in the world. This

time you're all alone, with all eyes in the house following your every movement.

By now, the interview is all behind you. Did I say the right things? Was I able to explain what I want to do with my life adequately? What other duties could I have listed for a Miss Clemson? Did they think I was too anxious, or too at ease? What difference does my favorite television show make?

If the girls could have asked the judges questions, these would probably be just a few of them.

But they couldn't. So they sat in front of Mr. and Mrs. Bryan J. Perry, Jr. and Mrs. C. E. Littlejohn hoping they'd be able to express themselves clearly and concisely.

But again, all of the practice, the interview and the waiting is over as you step out on the stage into the spotlight.

You aren't worried anymore, you just make up your mind that you are going to do the best you can. And before you know it, the judges have gone to select 10 finalists.

You talk nervously with the 37 other girls who you've gotten to know awfully well in three days. You know that someone here, some lucky girl, is going to soon be the winner.

Somewhere in the back of your mind, selfishly hope it might be you, but you know it doesn't really matter.

You've done your best and you just wish the best for others.

All of the sudden it's time. The judges are back with their decision. What seemed like a long break for the crowd, only seems like a matter of seconds to you.

And back on the stage you go, wait momentarily for the list of the 10 finalists. Then, seemingly in a matter of a few seconds, the judges are back again with the name of the winner.

Then, suddenly, it's all over. You rush forward to wish her good luck and congratulate her. But you know that she's not the only winner. All 37 of your new friends and you have gained from the experience. It was worth it.

This year's Miss Clemson University is Barbara Kelp, a sophomore from Birmingham, Alabama. First runner up is Sheryl Day, a junior from Spartanburg. Second runner up is Donna Cox, a junior from Greenwood.

There were 35 other winners, also.

(Photos by Toulmin.)





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## Local artist performs with comedy, guitar

By Barbara Pinder  
Features Editor

According to Kier Irmiter, professional singer who will appear in Edgar's Feb. 24-25, performing for an audience eventually becomes like everything else after the novelty wears off. But, he added that it is "still an artistic experience."

A Clemson native, Irmiter began singing when he entered the talent show at Daniel High School his senior year and wound up in second place.

Irmiter also went to Clemson for his freshman year where he majored in "pre-music" and took voice lessons under the direction of Dr. Robert W. Hill of the English department. Irmiter was also active in the chorus.

During the winter of his freshman year, Irmiter participated in an audition for a music scholarship to go to Winthrop College in Rock Hill. "I had to do an Italian aria and I won the 'Voice Performance' scholarship which is awarded yearly."

"In order to get the scholarship back, you had to excel, and I didn't exactly excel, so I dropped out of Winthrop after my first year there." Irmiter added that part of the problem with Winthrop was the "old, stuffy people who wanted students only to study classical music. Everyone there thought I didn't take it seriously enough."

"After I had been at Winthrop a year, I knew that my music had come around and I was ready to perform. My music didn't coincide with the classical studies... I became disillusioned. Then I started thinking that I could get paid for doing something that I really enjoyed doing."

After winning the talent show, Irmiter went on to sing at weddings in the Clemson area. "I sang at one wedding and the whole thing snowballed. Now, when I play somewhere, someone usually comes up at the end and asks me to sing with him."

Irmiter feels that playing and singing at university inns and coffee houses is a stepping stone to other things. "I'm gaining good experience. Eventually, I want to be in a studio cutting records of the songs I sing and compose."

When asked what type of music Irmiter composes and sings, he replied that his song-writing style is changing. Although it used to take him one to four hours to write a song, his music is now "more crafted. It now takes me up to two weeks to compose a song."

Although Irmiter said he has written approximately 60 songs over a three-year period, he has only been composing seriously for the last year and a half. "About half are worth performing."

Making a commitment to go professional in the spring of 1977, Irmiter said that he has played in Statesville, N.C.,



Photo by Brendel

KIER IRMITER, a local professional artist, will be featured in Edgar's nite club Feb. 24 and 25 at 8 p.m. Irmiter, who has studied voice for two and a half years, was formerly a Clemson student.

Winthrop College, the Stage Door in Columbia, S.C., and private parties, one of which was in Washington, D.C.

One problem Irmiter has come up against is the "hometown folks who won't allow you to break out of the mold. They are almost cynical. They expect all kids to be engineers and teachers. I can't see myself working for a living."

Irmiter makes fun of the big wheels in Las Vegas. He added that his act consists of a lot of ad-libs and light comedy which college students like.

Dan Fogelberg and Jackson Browne have played a big influence on Irmiter's music. "I don't want to be in the mainstream, as I hate top 40 and disco music."

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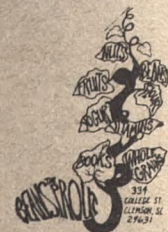
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## Coed wins Elks award

By Sue Shaffer  
Features Writer

The Charleston, S.C., Elks Club has awarded a \$500 Most Valuable Student Scholarship-Leadership Award to Clemson senior Carolyn Helena.

This is the third year Helena has won the award. Because she had not won the award in 1976, Helena was "very surprised" when she was notified Nov. 19 about the 1977 scholarship.

Helena was judged on the basis of her academic achievements, youth-leadership activities and other extracurricular activities at Clemson.

She also submitted an essay explaining how her education related to her future plans. Helena is a member of Pi Delta Phi (French), Sigma Tau Epsilon (Liberal arts), and Mu Beta Psi (music) honor societies.

She represented North Charleston in the Miss America preliminary contests in 1976-77, and was also a finalist in the Miss Clemson Homecoming Pageant in 1974, 1975 and 1977.

This year Helena tutors French for the athletic department and for Sigma Tau Epsilon. She also teaches free weekly lessons in conversational French to local high school students under a program



HELENA

Photo by Davies

sponsored by Clemson's department of languages.

When she graduates, Helena will be certified to teach French and history.

However, she hopes to get a job as an international airline stewardess. Meanwhile, the \$500 scholarship has been put towards her tuition for this semester.

## Yale professor lectures on solar techniques

By Rene' Sullivan  
Features Writer

Monday night, Feb. 13, Don Watson, an advisor to the American Institute of Architecture's Research Cooperation Solar Advisory Board, gave a lecture and slide presentation concerning solar architecture. Watson's talk was held at Lee Hall and was sponsored by the Clemson Architectural Foundation.

In his lecture, Watson discussed passive climate-control techniques by the utilization of windows, roofs, attic space, rock beds, insulation and sun rooms.

Watson talked about how these various techniques may be used effectively in building homes which are moderately priced and have low energy bills.

He also reviewed several problems that need to be dealt with when building with solar techniques in this area. He then offered solutions to these problems.

Concluding his lecture, he stressed the importance of today's architects meeting the energy needs of the people.

From Connecticut, Watson is a graduate of Yale University. Presently, he serves on the Council on Environmental Alternatives and the Energy Task Force of New York City.

One of his many books is *Designing and Building a Solar House*, published by Garden Way Publishers. *Building Design*, also one of Watson's books, is now in press and will be published by McGraw-Hill this year.

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# Sailors navigate towards Spring Break trip

By Deby Seth  
Features Writer

Contrary to popular belief, the Clemson Sailing Club is not only for the few who wish to compete in regattas. According to team captain Cathy Chrisman, the club is also involved in recruiting and teaching new members the fine points and the pleasure aspects of sailing.

The new member is allowed to sail on his own when he completes and passes a safety requirement test. The potential sailor must be able to swim 100 yards. Other requirements include his knowing terminology and procedures for righting an overturned boat. Chrisman said these practices are basically for safety.

"We also teach the correct way to tie different knots," Chrisman explained. "If a person ever needs to be rescued by people in a motor boat, he will be able to show them how to tie a certain knot around the trouble sailboat."

The new members are given informal instruction until they have passed all the requirements. It is up to the individual when he decides to start sailing.

"On weekends, we have sail days at the Y Beach. Even the inexperienced sailor can go out on any of the club's nine boats as long as he is accompanied by a fleet captain, officer, or sailing team member," said Chrisman.

In preparation for regattas, the team practices three times a week. Non-team members are not excluded from the sailing activities. "Even if the team is at a regatta on the weekend, club members are at the Y Beach to help new members and non-sailors learn about the sport," Chrisman stated.

During home regattas, club members, not participating in the event usually sit on the dock or in the "Ark," the club's dinghy, to view the races. Chrisman explained, "By watching us, the new members can learn something about racing techniques and other sailing tactics used in a regatta."

The Clemson club belongs to an inter-collegiate racing association, an organiza-

tion comprised of clubs all over the United States and Canada. Locally, the sailing club is a member of the South Atlantic Intercollegiate Sailing Association (SAISA). Other schools involved in this regional division are from South Carolina, North Carolina, Georgia, and Tennessee.

"The Clemson Sailing Club sails during the entire school year, unless the weather is extremely cold or windy," said Chrisman. Last weekend the sailing club traveled to Georgia Tech to participate in that college's regatta. Other schools taking part in the event were the College of Charleston, USC and the Citadel.

The club does a good deal of traveling to various schools' regattas. Two semesters ago, as second-place champions of the

SAISA division, Clemson had the right to choose a "distinguished" regatta in which to sail. The team chose Chicago's. Although they came in 15th place out of 20 schools, Chrisman viewed the event as a "very good experience for the team." This semester the club will send its team to Boston for competition.

Aside from traveling to regattas, the sailing club members will enjoy a vacation in the Bahamas this spring break.

To join in the sailing club's events, Chrisman extended this invitation: "We encourage new members to join the club and learn about our sport and activities. Meetings are held every other Thursday night in M-101 Martin Hall and everyone is invited to attend."

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# arts / entertainment

## Movie adaptation lacks successful directing

By Mark Charney  
Entertainment Editor

Thus far, the 1970's have been labeled the "decade of the director." An actor's worth depends no longer on his acting ability, but, rather, upon the ability of the director to shape him. Take, for instance, the varying performances of the highly popular Barbra Streisand. Under the direction of William Wyler, Streisand proved to be an excellent actress ("Funny Girl"), but under the direction of newcomer Frank Pierson ("A Star Is Born"), Streisand received disparaging reviews.

This directing effort is the major problem with the movie adaptation of Robin Cook's bestseller, *Coma*. Genvieve Bujold, Richard Widmark, and Elizabeth Ashley have all previously proven themselves to be proficient actors. Under Michael Crichton's relatively inexperienced hand, however, these performers never approach their true potential.

Michael Crichton, author of such bestsellers as *The Andromeda Strain*, adapted the screenplay from Cook's bestseller, as well as directed the movie. His screenplay literally butchered Cook's suspenseful novel, and his amateurish directing job resulted in yet another poor and stereotyped horror flick.

The plot of "*Coma*" involves Susan Wheeler (Genvieve Bujold), as a young independent nurse, in a determined struggle to discover the mystery behind the causes of several unexplained comatose victims. Bujold finds herself not only in an internal struggle to discover who "she really is," but also an external struggle to discover the reason behind death of her best friend.

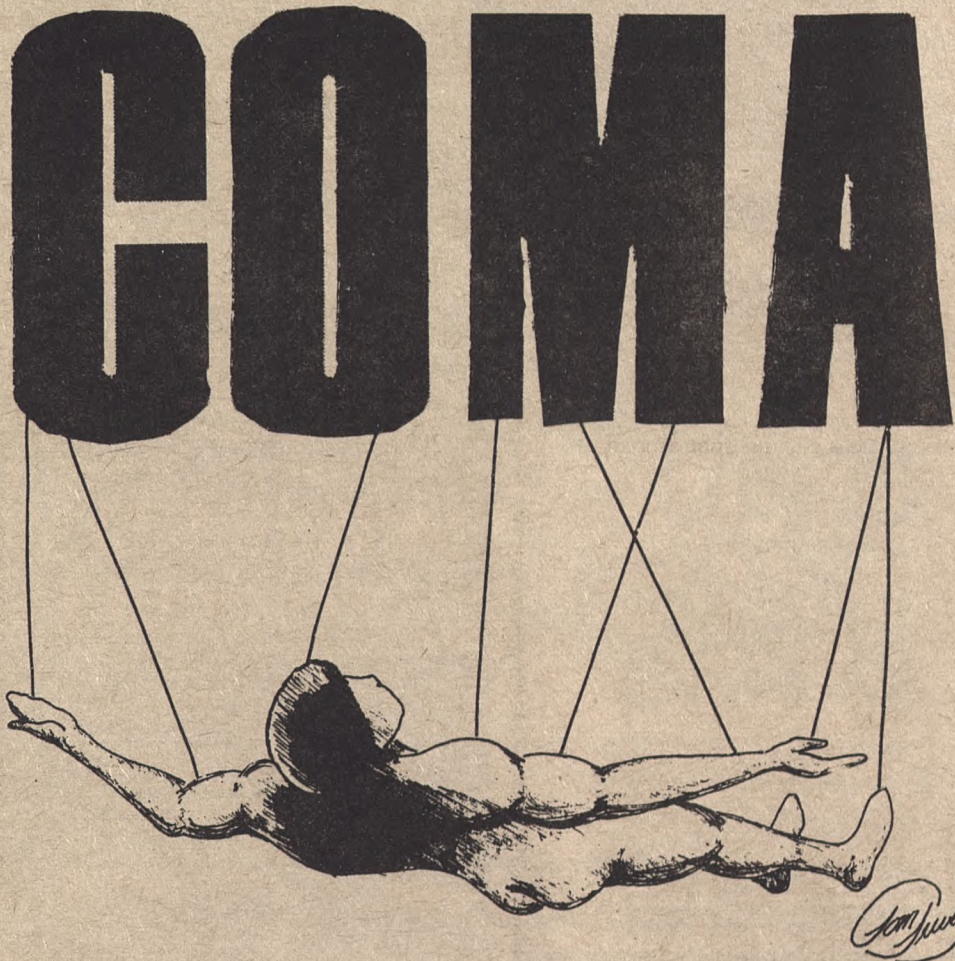
At times, Bujold seems a disgustingly independent woman's libber, while at other times, she proves herself to be no more than a whining child. Crichton provides no transition for Bujold's constant change in characterization, making Bujold's character appear shallow and unbelievable. This makes it difficult for the audience to sympathize with her "desperate" situation, and, in turn, makes the movie less realistic. She, unfortunately, is the best of the lot.

Kirk Douglas' son, Michael is obviously living off of his father's fame, for he is the poorest actor in the entire cast. In one cruel but understanding moment, Douglas pleads with Bujold in an ineffective manner. He has no motivation, and his movements, in turn, are stiff and amateurish.

Both Richard Widmark and Elizabeth Ashley, two fine experienced actors, are presented as the average "stereotyped shady characters," out to destroy all good for a simple profit. Ashley, at least, serves to make the audience shudder. Widmark makes them laugh.

There is no ray of light in an examination of the technical aspects, for they are generally as bad as the directing. The camera is moved about so disjointedly, it makes the audience yearn for the perfection of home movies. Goldsmith, music director for "*Coma*," is the only one who creates any amount of suspense, for the audience is more likely to jump at his musical discords than at Bujold's pitiful yelps.

In short, "*Coma*" is a movie without a backbone upon which to stand. It falters, drags, and creates no intellectual stimulation—sort of a comatose rendition of some poor 1930's "*Son of Son of Dracula*."



## Student exhibits Serigraphy in loggia

By Jim Stovall  
Entertainment Writer

Serigraphy, a display of prints by Steve Black, is on exhibition at the Student Union Art Gallery in the loggia. Serigraphy is commonly known as silkscreening, a printing process where the ink is pressed through a specially prepared screen that carries the design.

Black's work is an exploration of the inter-relationships of shapes and lines in conflict and in concert. His juxtaposition of hard, straight lines and torn edges sets up

a kind of tension that attracts the viewer's attention, while his use of color provides balance to stabilize the compositions. An example of this is found in the "Sunset" series, especially "Sunset IV," the most active, interesting print of that series.

It is unfortunate that the set of prints on display is the last of a 50-print series, and there are some areas that did not print clearly.

Several of Black's other pieces deserving mention include the portrait "Chief Joseph;" "Your Yard," a study in cool greens; and "Sky at Twilight," the largest piece in the show.

The most arresting prints in the exhibit are titled "Decay Warning," "Decay Symptoms," "Decay Terminal," and "Decay Destruction." They examine a progressive sequence of change, in a manner that is almost cinematic. The suggestion of drops of liquid and the receding edges of burned paper instills a sense of motion of the entire series, though it is not so strong in the individual prints.

The Student Union Art Gallery is available for the works of the students, staff and faculty of Clemson University. For information, see Bill Mandicott, assistant program director of the student union.

## this week

### FRIDAY, FEBRUARY 17

Superstars competition; sign up at the information desk

Local talent in Edgar's, 8:30 p.m.; \$.50

### SATURDAY, FEBRUARY 18

Local talent in Edgar's, 8:30 p.m.; \$.50

Basketball (men), N.C. State

Basketball (women), Francis Marion, 5:15 p.m.

### SUNDAY, FEBRUARY 19

Free Flick, "A Day at the Races," 8 p.m.  
Clemson Rugby vs. Atlanta, 2 p.m., rugby field

### MONDAY, FEBRUARY 20

Spanish film, 315 Daniel, 7:30 p.m.  
Trustees Medal final, Daniel Aud., 7 p.m.

Videotape: Heart, Southside Johnny, thru Feb. 26

Short Courses: Dulcimer-making; ballroom dancing; furniture refinishing; macrame

### TUESDAY, FEBRUARY 21

Local talent in Edgar's, 8:30 p.m.

Concert Series, Buffalo Philharmonic Orch., Coliseum, 8 p.m.

Short Courses: CPR; bridge; first aid; marriage; camping gear

### WEDNESDAY, FEBRUARY 22

Basketball (men) at Duke

Magic

### THURSDAY, FEBRUARY 23

Basketball (women), SCAIAW State Tournament (thru 25)

Gallery Exhibit: Janis Rogainis, Stills of Vienna, thru March 3

Short Courses: Journal-keeping; freelance writing; square dancing; memory systems

Trivia contest

### FRIDAY, FEBRUARY 24

Kier Irmiter in Edgar's, 8:30 p.m., \$.50

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# Sanford-Townsend Band: an exciting concert

By Jim Stovall  
Entertainment Writer

Tillman Auditorium was the place for musical entertainment Saturday night, when the Sanford-Townsend Band appeared for an exciting, fast-paced concert. Also appearing was Michael Marlin, a juggler.

Marlin opened the show with tricks of the theater and the circus before an audience of about 600 people. A skilled juggler and showman, he kept the audience amazed and applauding with fast tricks and funny jokes.

He performed such traditional feats as juggling balls, Indian clubs, double-blade axes and even fire-eating, as well as the not so traditional but equally funny slow-motion scarf juggling. Marlin is a fine showman, and the audience loved him.

The Sanford-Townsend Band took a few minutes to set up, then blew a fuse, but got that repaired in short order, and the con-

cert was underway. With a flood of light and a wall of sound, the band stepped out with "Move up to Paradise," a song reminiscent of Gino Vanelli's harmonies and rhythms.

Continuing with "Headin' for the Night" and "Soul Love," then changing the mood to the mellow side with "Squire James," to the jazzy "Sin City," the band demonstrated fine musical control, sure harmonies and an aggressive, driving energy.

Changing things a bit, Ed Sanford and John Townsend took the spotlights, singing and playing in duet from what they call the "Sunshine" songs. In "Sunshine in My Heart Again," Sanford left the keyboards to display his skill at vocals and playing the harmonica, accompanied on the piano by Townsend. Other selections the duo sang included "Mississippi Sunshine" and "Ride to the Sun."

Rejoined by the rest of the band, the tempo faster and the music louder, Sanford and Townsend played the funky "Shake It to the Right," followed by their new single, "The Eye of my Storm." The finale was their current hit, "Smoke from a Distant Fire." They returned for a single encore, recalled by audience applause.

The CDCC deserves credit for putting together a fine concert and carrying it out smoothly. The show started on time, and the entertainment was great. Hopefully, we'll have more concerts of this caliber (and better) in the near future.

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**Tuesday, February 21, 1978**  
**8:00 pm**

**Littlejohn Coliseum**  
**Clemson, SC**



# 'The Cartoon Show' brings favorite dreams, fantasies

By Jim Stovall  
Entertainment Writer

ZOWIE! VOOM! WHAM! PLOP! SPLATT! POW! ZAP! The comics have come to Clemson! Holy funny pages! Beginning Feb. 20, the Lee Hall Gallery will be featuring an exhibit entitled "The Cartoon Show: A History of Comics from 1898 to the Present." The show consists of over 150 original works by many of America's greatest cartoonists.

Taken from the personal collection of Jerome K. Muller, it features four major categories of original work: syndicated newspaper strips, magazine cartoons, comic book pages, and animation art. A series of mini-exhibits will run concurrent with the show, highlighting the drawings of Kate Palmer, George Chastain, Frank Ozerecko, Peter Bramley and Brad McMillian, as well as gallery coordinator Tom Dimond's collection of cartoon spin-off products, including dolls, drinking glasses, and other novelties.

A reception is planned for the opening of the show, to be held in the gallery from 8 to 10 p.m., Monday, Feb. 20.

Comics are a unique form of popular culture that combines elements of literature and art. The first comics as we know them today appeared in 1896 in James Swinnerton's "The Yellow Kid." Competition from others arose quickly, many aimed at the waves of semi-literate immigrants who had difficulty communicating in their new American environment, but who could readily understand the broad, gut-level fare they found in their daily newspapers.

Many of the comic strips still popular today made their debut in the early 1900's. "Mutt and Jeff," "The Katzenjammer Kids," "Popeye" and "Little Orphan Annie" all appeared before 1925.

"Krazy Kat" also began during this intensely creative period. Though it was probably one of the most amusing, fantastic works of comic cartoon art produced in America, it was never extremely popular, its appeal apparently too sophisticated for a mass audience.

The late twenties and thirties saw the rise of many of the adventure strips. "Buck Rogers," "Tarzan of the Apes," "Dick Tracy," "Mandrake the Magician" and "Flash Gordon" all fed America's appetite for excitement and deeds of daring-do.

Also during this period Chick Young's "Blondie" began, launched in 1930 and later to claim the largest circulation of any comic strip — 1600 papers worldwide.

One of the most universally known and loved cartoon characters, a big-eared mouse named Mickey, made his first appearance in American newspapers in the thirties.

In speaking of the far-reaching influence of American comic art, Alain Resnais said, "The pencil point touching paper is the most magical point in the world."

From there the artist goes on to create anything he wishes.

"The Cartoon Show" more than adequately demonstrates this fact, bringing to us once again our favorite dreams and fantasies, as well as a glimpse of ourselves.

College basketball isn't a game, it's a business.

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### GAMES & REC—"Trivia Contest," Feb. 21

From 7:00-9:00 and it is free. Limited to 20 teams of three people each team. Competition in 3 categories: movie and T.V., comic book, and sports. Reference books will be on hand. Sign up in teams of three.

### "Superstars Competition"

Feb. 17. Obstacle course of games-25¢ admission. Compete against other individuals in pool, foosball, bowling, pinball. Prizes awarded.

### OUTDOOR RECREATION COMMITTEE

Cross Country Skiing-February 18-19, 1978. Sponsored by the Good Earth and Clemson University Union.

\*\*Limit 15 people (no experience necessary and all equipment is provided.)

Ice Skating at The Omni in Atlanta-February 25, 1978. We apologize to those persons not able to visit the Omni with us on January 28, 1978.

Starting on February 7, 1978-a short course on Do-It-Yourself Camping Gear. Details at the Info Desk.

## High Pinball Game Of The Week

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### DID YOU KNOW?...

That colleges and universities, formerly exempt from liability for copyright fees on music, now have to pay for royalties? This includes concerts, radio station, university band performances (even at ball games) background music and more. Royalty fees will be covered by license agreements with the three major music licensing agencies (BMI, ASCAP, and SESAC). The licenses, still being negotiated, could cost Clemson as much as \$5,000 for 1978.



### In Edgar's...

#### Monday

-Happy Hour all night  
Beer: 25¢ and 30¢

#### Tuesday

-Local Talent  
Free Admission  
Ladies' Night

#### Wednesday

-Men's Night

#### Friday and Saturday, Feb. 17 and 18

"Calliope"-a group that plays Bluegrass and unique country rock. Included in their repertoire are old time fiddle tunes and songs by Nitty Gritty Dirt Band and Jackson Brown. Admission 50¢, 8:30 p.m.

Anyone who still wants to audition for Local Talent should stop by the Union Info Desk and leave your name and number.

There are open dates for anyone wishing to put an exhibit in the Union Art Gallery. See Bill in the Program Office details.



# campus bulletin

## Announcements

There will be an important Block-C meeting Tuesday, Feb. 21, at 8 p.m. in the Mauldin Hall lounge. All members are urged to attend.

The Clemson Young Democrats will meet Wednesday, Feb. 22, at 6 p.m. in room 207, Daniel Hall. Plans will be made to attend the South Carolina Young Democrats Convention in March. All interested persons are urged to attend.

Gymnastics meet will be held in Fike Field House Friday at 7 p.m. against The Citadel.

Students are reminded that there are two home basketball games left, (Feb. 18 & 25). All cars must be moved to the old rugby field by six hours prior to the game.

Do you need exercise and excitement? If so, come and play frisbee with the Clemson Frisbee Club, Fridays and Sundays at 3 p.m. behind Jervey Athletic Center.

Spanish tutoring available for first- and second-year courses. Individual sessions can be arranged on campus anytime. Call 654-6163 and ask for Jeanne.

Maybe you've never considered basic research or clinical science in the fields of pharmacology and medicine as a career. Or maybe you have intended to go to a Biochemistry Club or Microbiology Society meeting and never got around to it. Dr. Ervin Bagwell from the MUSC Department of Pharmacology will be the speaker when the Biochem and Micro Clubs meet together Feb. 22 in the Student Senate Chamber at 7:30 p.m. Come and see if there's something new for you to consider, either in what the clubs offer as campus activities or in what pharmacology offers for your future.

Winter Warmup: Dance workshop to be sponsored by the Clemson Dancers Feb. 17 & 18 in Fike from 12 p.m.-6 p.m. It will include ballet, modern jazz, choreography and international folk.

Interested in dancing and tuning up your body for spring? Then come to the Clemson Dancers meeting Feb. 21 in 415 Daniel at 7 p.m. There will be Kinetic Collections slide show and election of new officers. Please come! Everyone invited.

Artists/Craftsmen—display and sell your works at the Book Cellar. No commission. Call 654-3603 or come by 101 Earle St., downtown.

The Microbiology Society has started a university pandemic. For the purpose of establishing a permanent award in the name of Mr. John H. Bond, a Fred Stutzenberger Roast will be held Friday, March 3, at 8 p.m. with a Disco Dance to follow at 10 p.m. All proceeds from this infectious event will go towards establishment of the award. For information, call 654-2007 or go by room 131 or 125 Long Hall.

Alpha Epsilon Delta will meet Tuesday, Feb. 21, at 7:30 p.m. in the student senate chamber. Plans for the AED Convention will be discussed.

Ever wish you had someone to talk to, but you just couldn't find the right person? Well, every night from 8 p.m. until 8 a.m., we have someone ready, willing, and able. Call us at 654-1040. We're here to listen to you. Anyone interested in listening too, give us a holler. We need new student volunteers.

Loosen up your flipper finger, 'cause we're almost ready. Each week we are awarding an original, limited-edition master of the flipper machine in the game room. Brought to you by your friendly Union. We'll start Feb. 20 at 8:30 a.m.

## Classified

For sale: 1971 Triumph TR-6 convertible, excellent condition, low mileage, new convertible top, reasonable price. Call after 6 p.m.: Jeff Stocks at 654-5222.

Female roommate needed: Please contact Anne Walters, 656-3059, before 4:30 and 654-4643 after 4:30.

For sale: 1973 Fiat 128 SL, performance & economy. AM/FM cassette, Michelins, extras, 34 mpg, student needs money. Call 656-7819 or 656-8177.

Lost: Silver necklace with cross and diamond in the center. \$5 reward. Call 656-8663.

Female vocalist wanted to sing with Goldsmith. Top-40 style music. Should have good vocal range and stage appearance. Call 654-4671.

Found: A pair of eyeglasses in Harcombe, Feb. 10. To claim, call 7888 and describe.

One pair of eyeglasses found in an orange case near Jordan Hall. Call George at 6068.

Lost: One Clemson varsity letter jacket with the name Frederick J. Meilin stitched in the right-hand pocket. If found, call 654-2241. Reward offered.

For Sale: 1969 convertible Mustang, good gas mileage, perfect condition. Asking \$1600. Call Paul at 7789.

Lost: An ID packet around the Harcombe dining area. If found, call Robert Coker at 7743.

Delta Dawn, Happy Late Valentine's Day to the Queen of Hearts. Love, Tony the Tiger.

Dear Fling. So sorry you lost to John in ping pong. Better luck next time—if there is one! Love, your roomies.

J.R., why don't you ever run the cross-country course any more?

Valentine, where are my seventeen? EYHCR


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Weiner King Special with mustard, onions, cheese, chili	69¢
Slaw dog with mustard, onions, and slaw	66¢
Kraut dog with mustard, onions, chili, and slaw	66¢
extra condiments: cheese, slaw, chili, kraut—add 5¢ each on reg. hot dog add 10¢ each on frankfurter and Big Frank	
King Burger Deluxe-mayonnaise, lettuce, tomatoes, pickles, and ketchup. onions, 1/4 lb. patty; cheese 8¢ extra	99¢
Corn Dog with mustard	56¢
Onion rings	59¢
French Fries	55¢
Apple or Lemon Pie	40¢
Drinks:	
Pepsi, Dr. Pepper, Orange, 7-UP, 15 oz.	40¢
Coffee, milk, hot chocolate	30¢

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# sports

## NCAA contact regulations: who can define or enforce them?

By Chick Jacobs  
Sports Editor

A story is often told of former Tennessee coach Bill Battle when he was being interviewed for the job as head coach. The interviewer said, "Mr. Battle, before you are accepted, I want you to know that at Tennessee we do everything according to the rules of the NCAA."

Battle then asked, "Does that include the three-contact rule?" When informed that the rule would be followed, he replied, "Then there's no way that Tennessee football can be competitive." The school would be so restricted that it would be unable to compete as a major college.

The question of what the NCAA has called "an unenforceable rule" has risen again in the wake of allegations against Clemson and several other colleges.

### TRAILING THE



The entire story raising the issue is a complex, though apparently a common one. A very talented player, heavily recruited by several colleges, signed with one. Then he signed with another—and another—and still another. By the time the recruiters were finished, the player had signed with no less than five schools.

While the schools were trying to reach some sort of agreement, up popped another individual. A recruiter for a school, which apparently was one of the few who didn't get a letter of intent (Winston-Salem State) released a statement that just about every school involved (including Clemson, as well as UNC and Maryland) had restored to illegal practices while recruiting.

"Illegal recruiting" immediately conjured up visions of under-the-table dealings, free cars, and other such alluring enticements. However, this case involved nothing more than a charge of violating the NCAA's ruling of allowing a recruiter three visits per prospect. Tales of recruiters chasing the poor athlete down the halls in his school—or trapping him in his home—abounded.

The schools, for the most part, either ignored the allegations, or issued terse denials. None of the three ACC schools had any official comment on the matter at all. "We haven't done anything wrong," an official source at North Carolina stated, "so we don't have anything to say."

Clemson coach Charley Pell said what apparently everyone thought about the incident. "It seems that a third party, acting on his own opinion and interpretation, indicated six schools concerning a rule he did not thoroughly understand."

The question now asked is: Who, if anyone, does understand the NCAA's contact rule? Once a regulation designed to protect prospective athletes, the contact rule has dissolved into a mass of confusion that even the NCAA cannot adequately decipher.

On the surface, the regulation seems clear and simple—a school is allowed three visits by either coach or booster per prospect. Included in these visits are arranged meetings at home, lengthy meetings at school, or, according to NCAA spokesman Bob Minnix, "any period of contact between the prospect and school representative."

Clear and simple. Any more than three visits is a violation of NCAA rules, right? Wrong. Included in the contact rule is a slight loophole—a loophole that can all but negate

the regulation itself. It's called the "bump."

The bump's official definition is much less concise than the contact rule. It is defined as a "chance meeting" between recruiter and prospect. All that is supposed to happen during the bump is that they meet, exchange pleasantries, and pass on.

The pleasantries, though, may last for some time, and often contain more than would be considered a normal greeting. Few people, for example, consider, "Hey, there! We have more training equipment than other schools," as a typical greeting. Yet, schools often try to pass such meetings off as bumps.

"There's a great abuse of the rule," Minnix noted. "There's no doubt about it. Some people are like that, but I think most recruiters try to stay honest. There just isn't any way for us (the NCAA enforcement division) to keep up with very recruiter."

The "great abuse" of the rule could lie in the amorphous wording of what constitutes a bump. A school can stretch the rule to the limit, dropping all sorts of information into the "chance" meeting. When called to explain, the school is justified in staying all it did was legal under bumping.

Possibly, there is no such thing as a violation of the bumping rule. With such a vague definition, what constitutes a bump may well be up to the individual recruiter. Some may have a more limited idea of the concept than others. As a result, their activities will be more limited.

Indeed, if the NCAA can't even clearly distinguish the difference between a short visit and a long bump, why should recruiters be expected to? Minnix noted that the NCAA has experienced "a lot of difficulty" with enforcing the contact rule. It isn't surprising—with everyone following the rule as he sees it, someone is bound to feel that someone else has gone too far.

Therefore, it is entirely possible that the mass condemnation in the Winston-Salem State accusations may be entirely correct—in his view. He saw what he felt were violations, and apparently his definition of the violation was just as valid as anyone else's.

The entire situation is reminiscent of the period of the Judges in the Old Testament. There was no king, and everyone did what was right in his own eye. While there is a king, the NCAA—and he does delight in handing down rulings on other matters—anything short of a gross contact violation is ignored.

If the NCAA can be as picky as it is in other areas, it could just as easily crack down on recruiting contacts. However, it would be wiser for the enforcement division to set up a loose, clear definition of what does or does not constitute a bump. There is no need to limit the number of bumps, as long as they are defined well enough for everyone to know the rules they are operating under.

Neither Clemson, nor any other college, believes that it broke the rules—and it's probable that none of them did. There was no real rule to break. A clear definition would change that.

It makes one wonder, though—how many schools have been convicted of violations they didn't know were viola-

## Bostic retires from wrestling team

By Lynn Jarrett  
Sports Writer

Joe Bostic, star football player, has ended a short return to wrestling. The former state high school wrestling champion from North Carolina decided to give up wrestling for good after three collegiate matches.

Bostic said he needs to spend more time working out for football. His football coaches think both wrestling and the football weight program are good, so they left the decision up to Bostic.

The football player, a third-string All-American, thinks he benefited from wrestling by getting in better shape. However, he "didn't like practice every day." Weight matches were another part of the wrestling program unpopular with Bostic. He enjoyed the spirit of competition.

"I was glad to get back and see

how I could do," stated Bostic. "But the practices, two-and-a-half hours a day, plus a lot of road trips, took up too much time. I hope my leaving will not have any ill effects on the team."

"They have another football player, Bob Goldberg, who is good. I liked the guys, but I just don't have the time," he added.

When Bostic left, he felt wrestling coach Schalles understood he was on a football scholarship, and therefore, football came first. "The time I spent wrestling was a gift to myself so I could see what I could do and to the wrestling program," reflected Bostic.

He continued, "I like the football program because it is run first-class. We don't ride on buses and we have the crowd."

Bostic predicts that, with his skill as a coach, Schalles will have the Clemson Tigers in the number-one

position in the ACC within a year or two. With this success, he foresees Clemson's wrestling program improving and granting more scholarships.

"If anyone is going to beat Clemson, he'd better beat us this year. Clemson beat Maryland, a team that has lost only eight times in the last 28 years, and Virginia, the defending ACC champions. I think the team has a good chance to win the ACC tournament," Bostic predicted.

He also noted that the top six wrestlers on Clemson's team are freshmen who "will get tougher as they get older."

"Even though the wrestling program has a lot going for it, I think that I'm at a point in my life where I should be playing my best football. If I'm going to be good, it will be now, so I have to spend my time working out with weights," said Bostic.

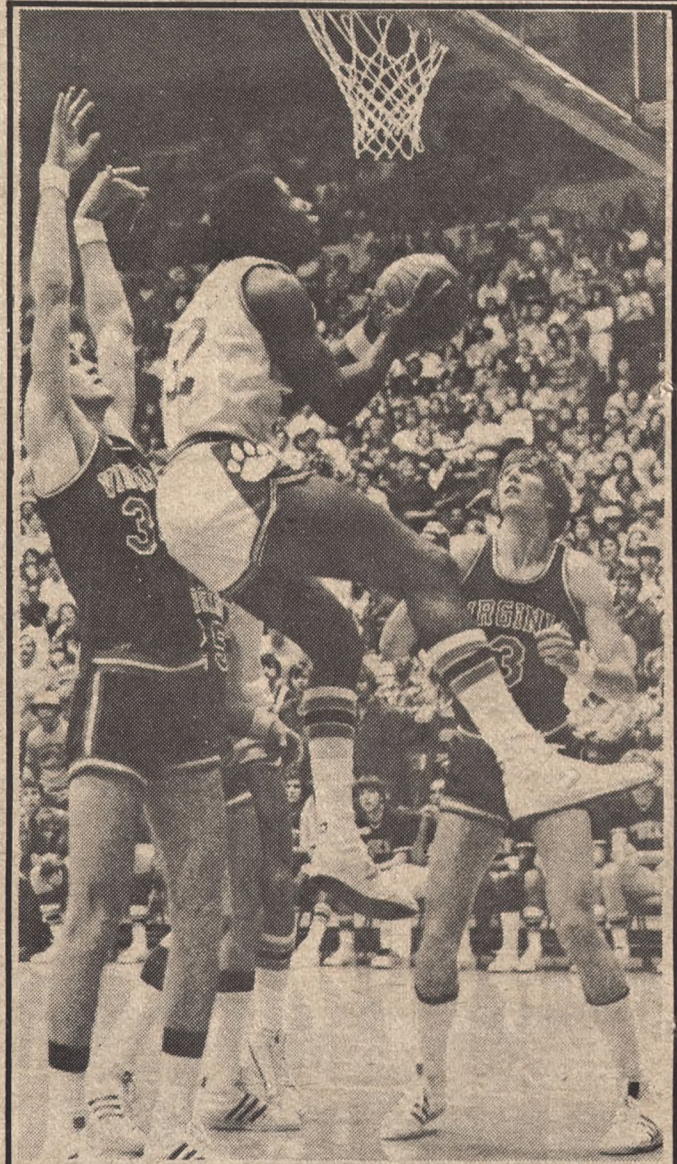


Photo by Heriot

**CHUBBY WELLS WASN'T** feeling well, and Stan Rome was thrown out of the game for taking a swing at Marc Iavaroni, but the Tigers still picked up their third ACC win of the year. Clemson beat Virginia 63-55 for their first conference win on the road.



## Fencers pick up ninth straight, whip State

By Hugh Hunsucker  
Sports Writer

The Clemson fencing team took a victory over N.C. State last week by the score of 19-8. The win was the first ever by a Tiger fencing team over State.

The team was led by Frank Ceva, Dan Fletcher, Joe Baker and Jim Heck. All had perfect 3-0 records in their events. Other top scorers included Dal Posten with a 2-0 record, and Dave Jacobsen, who was 2-1 for the day.

*"We came close to beating them before, but this time we annihilated them. Our chances are as good as they've ever been in the tournament."*

—Coach Poteat

Head coach Charles Poteat noted that they got the win while without the services of their All-American Steve Renshaw. He further stated, "We came close to beating them before, but this time we annihilated them."

N.C. State was not the first team Clemson has beaten this season for the first

time. Earlier, the Tigers took a match from defending champion North Carolina to mark the first time they have ever beaten UNC. The fencers now have a 9-2 record, with nine wins in a row. Those nine wins make a school record for consecutive victories.

With only one match left before the ACC tournament, the Tigers seem to be hitting stride at just the right time. Their next match is against UNC at Chapel Hill this Friday. The tournament will be held at Clemson next weekend. Competition will start at 8:30 a.m., Saturday, the 25th.

Says Coach Poteat, "Our chances are as good as they ever have been in the tournament." Noting that no one has ever won the ACC tournament except UNC, Poteat added, "I feel fairly certain that it won't be North Carolina again. It will probably be between Maryland and us." He remarked, "Several of our people have chances of taking individual titles in the tournament."

According to Poteat, three members on the team have chances of breaking their individual records at the N.C. State match. Steve Renshaw, an All-American last year, has a 22-3 record this year. Renshaw, as well as Jim Hells who has a 23-5 record, and Frank Ceva at 24-5, could all break their own season records.

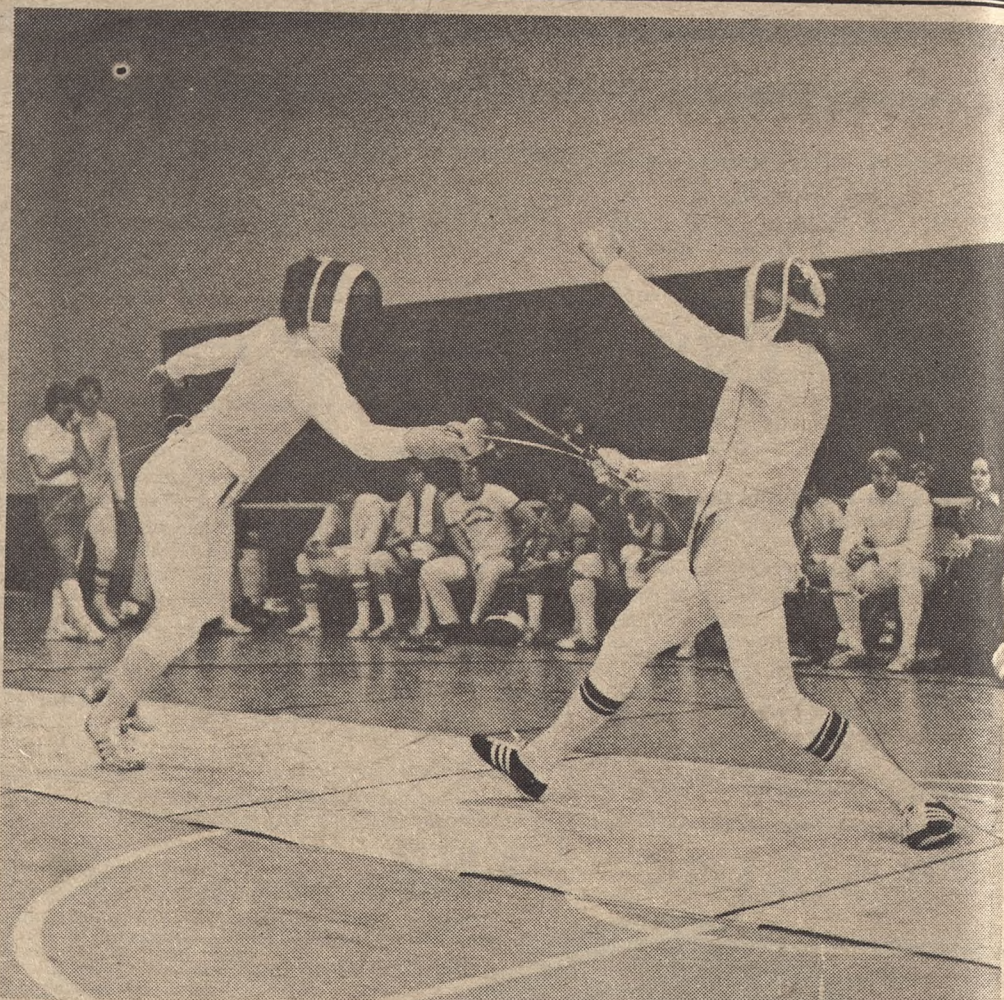


Photo by Stieglitz

THE FENCING TEAMS, under Charley Poteat, made the Wolfpack their ninth straight victim of the year. It was the first victory ever for the Tigers over State.

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# FIRST BAPTIST CHURCH clemson, s.c.



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# Swimmers finish second, third in Southern meet

By Richard Brooks  
Sports Writer

Two tired but happy Clemson swimming teams returned from the SIC tournament in Athens, Ga., last weekend. Both the men's and women's teams had very fine outings against top national competition in the grueling, three-day meet.

The men's team finished third in a field of nine teams which included Auburn, Florida, and the host team, Georgia. According to Tiger coach Bob Boettner, this was by far the best showing of the season for the men.

Boettner said that everyone who made the trip swam well, with Richard Bader,

Ted Byrd, Bob Buresh and Lou Benedetto having a particularly outstanding meet.

The women's team had an outstanding weekend against such teams as Alabama, Auburn, and South Carolina; all are ranked in the nation's top 15 teams. Clemson's second-place finish behind Alabama (ranked number nine in the country last season) was the best showing ever for the women's team in an important meet of this type.

The Tiger swimmers actually outscored 'Bama by 97 points to take an early lead. Alabama, however, won big in the diving competition; not because of any lack of skill on the part of the Clemson divers, but because Alabama had so many people entered in the diving.

Boettner was very pleased with the performances of all the girls, stating that every girl who made the trip contributed by scoring in at least one event. He pointed out that Janet Ellison, Collene Falbo, Chris Daggett, Lindley Peterson, Terry Traynor and Cindy Holmes had particularly impressive showings for the weekend.

Coach Boettner was satisfied with his team's performance in this, the last important meet before the ACC championships next weekend at Virginia. Due to increased emphasis by conference schools on recruiting, ACC swimming has been improving rapidly in recent years and this season is no exception.

This year's conference tournament features a closely matched field. North

Carolina State is favored to take first place with a close fight for second between Clemson, Duke and North Carolina.

After the conference championships, the next event on the swimming schedule is the women's AIAW national championships at Durham, N.C. So far this season, seven women and all the women's relay teams from Clemson have qualified for the nationals.

## Ruggers tagged with first loss of the year

By John McManus  
Special to the Tiger

The University of Georgia has again thwarted Clemson's rugby club from a chance at a perfect season. Last Saturday, Georgia defeated Clemson's "B" side 8-6. The Tiger "A" side remained undefeated, crushing Emory University 26-4 on Sunday.

The Georgia defeat was hard to swallow for two reasons. Georgia accounted for the "B" team's lone defeat in the fall season and, as last season, Clemson had to borrow Georgia players to begin the game.

Although a full side of 15 players left Clemson, Saturday morning, one driver got lost, and four players arrived in time only for the second half. The miscue broke up one of the strongest "B" sides the Tigers have fielded, a team which was expected to avenge easily last season's loss.

Sunday was happier for the Tigers, who completely dominated a relatively inexperienced Emory rugby club. In fact, Emory's only score was disputed, since a Clemson player was first to fall on a loose ball in the end zone. The referee, however, awarded possession and the try to Emory.

Clemson's attack was led by the passing of Jimmy Howard and the running of

backs Frank Graziano and Bill Northern. It was the scrum, however, which began the scoring when Lew Riley slammed through a cordon of Emory tacklers on a five-yard run.

This Sunday Clemson entertains the Atlanta Rugby Club at 2 p.m. on the rugby field below Jervy Athletic Center. As always, admission is free.

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## Lady Tigers third in ACC, eye state tourney

By Peter O'Leary  
Sports Writer

The Lady Tigers are back from their first ACC tournament after losing to Maryland in the second round. "I wasn't disappointed by our efforts," stated Tiger head coach Annie Tribble.

"I think we came into the tournament well-prepared. We had played some tough teams before we left. But our freshman players weren't mentally ready for the Maryland game."

The Tigers played well against Virginia in the first round. They started the second round by playing well against Maryland during the first 15 minutes of the game. The Tigers had a four-point lead at that time, but ran into a cold streak, allowing Maryland to build up a 12-point lead at the half.

*"I think we came into the tournament well prepared...but our freshman players weren't mentally ready for Maryland."*

—Coach Tribble

During the second half, Maryland capitalized on fast breaks to win by a 20-point margin. "Maryland has a big, very physical team," said Coach Tribble. "They also have one of the best fast breaks

I've seen."

Coach Tribble cited Bobbie Mims and Donna Forester for their play during the tournament. "However," added Tribble, "Donna's broken fingers are still affecting her playing."

N.C. State, ranked second nationally, was favored to win the tournament. But seventh-ranked Maryland scored an upset to capture the ACC championship. "After Maryland beat us, I picked them to win," added Tribble.

Last Monday the Tigers beat Lander at Littlejohn, 94-50. Gretchen Becker had 18 points and nine rebounds for the Tigers. Bobbi Mims, Donna Forester, Debra Buford, Cissy Bristol and Debbi Hammond were also in double figures for the Tigers. "We started slowly," said Tribble, "but we did shoot 60 per cent from the floor."

The next important date for the Tigers will be Feb. 23 when the state tournament starts. The games will be played at Clemson, and the final seedings for the tournament will come out Sunday. "If we beat Francis Marion this Saturday, we will be ranked number one," said Tribble.

South Carolina State, last year's champion, won't be defending its title this year. It will be playing in another tournament. Clemson met State last night in Orangeburg. Before the game Coach Tribble said, "We're putting a lot of emphasis on this game. If we win it means we're the best in the state."

The Tigers will be preparing as usual for the state tournament. "We're not looking past the state," commented Tribble. The

freshman players will play a big part in the outcome. Coach Tribble said that the team will have to be up mentally for the games.

"Drema Greer has the flu," said Tribble, "but I hope she's able to play in the state. We also have to get good play out of

Debbi Hammond and all our freshmen." After the state tournament, the Southern Regional playoffs begin at Chapel Hill, N.C. And with a little luck, the right attitude, and some good playing, the Lady Tigers will be right in the thick of it.

## Bowlers fall in regional meet

This past weekend the Clemson bowlers traveled to Blacksburg, Va., for the ACU-I Tournament. The men's team never got going and finished sixth.

Similarly, the women's team did not make a run at the lead; however, Sharon Canterbury led the team as she tried for a berth to the Nationals, to be held in Miami in April.

Canterbury started strongly with games of 203, 187, and 183 for a 573 set. After a run of bad luck, she came back with a 218 in the second block and a 520 set to hold second place in all events after the first day of competition.

Her final three games were 159, 172, and 223 for a 554 set and a nine-game total of 1647 (183 avg.); however, a girl from N.C. Central finished with games of 254 and 198 to edge Clemson's star out by 16 pins for the trip to the Nationals.

Nonetheless, it was a strong effort by the freshman from Coraopolis, Pa. Canterbury finished third in all events in her first collegiate tournament and qualified as first alternate for the Nationals.

Other highlights for the women were Amy Graef's great 230 game; Betsy Becht's games of 185, 178, and 175; and Lisa Bennett's 174 score.

Highlights for the men were Kirk Vandoren's 1702 set (189 avg.), with scores of 234, 213, and 208; Charlie Hoffecker's 203 and 201 games; Bruce Barnett's 214 and 206; and Rich Hill's 213 score. Hill also finished second in a singles tournament sponsored by the host lanes with a 614 set on the strength of a 245 game.

This Sunday at 1 p.m., Clemson will meet Spartanburg Methodist College in a try to keep its undefeated record intact.

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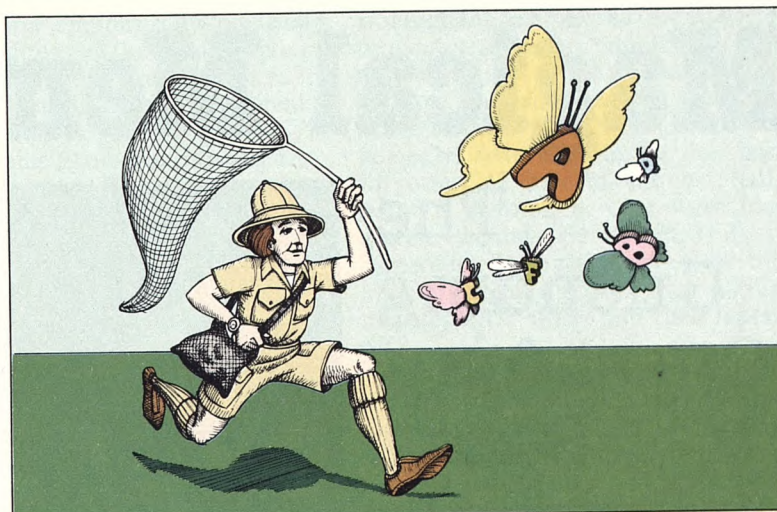
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you can never hope to follow—and wouldn't even if you could.

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.



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



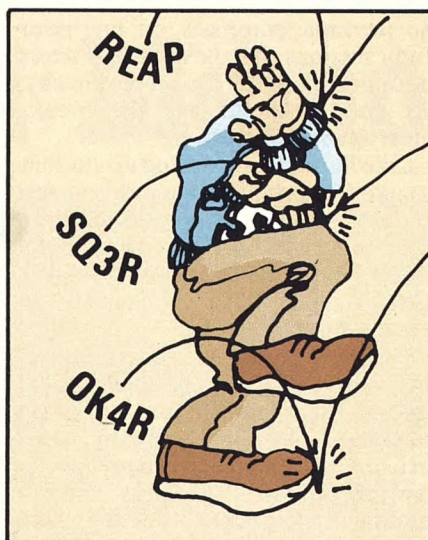
professor has included to clarify the main points for you. He hopes the extra information will tease you into greater awareness of those main points. He would be horrified to realize that most of his students *miss* those main points and remember the details instead.

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.



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.



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# FIESTA



FORD FIESTA

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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

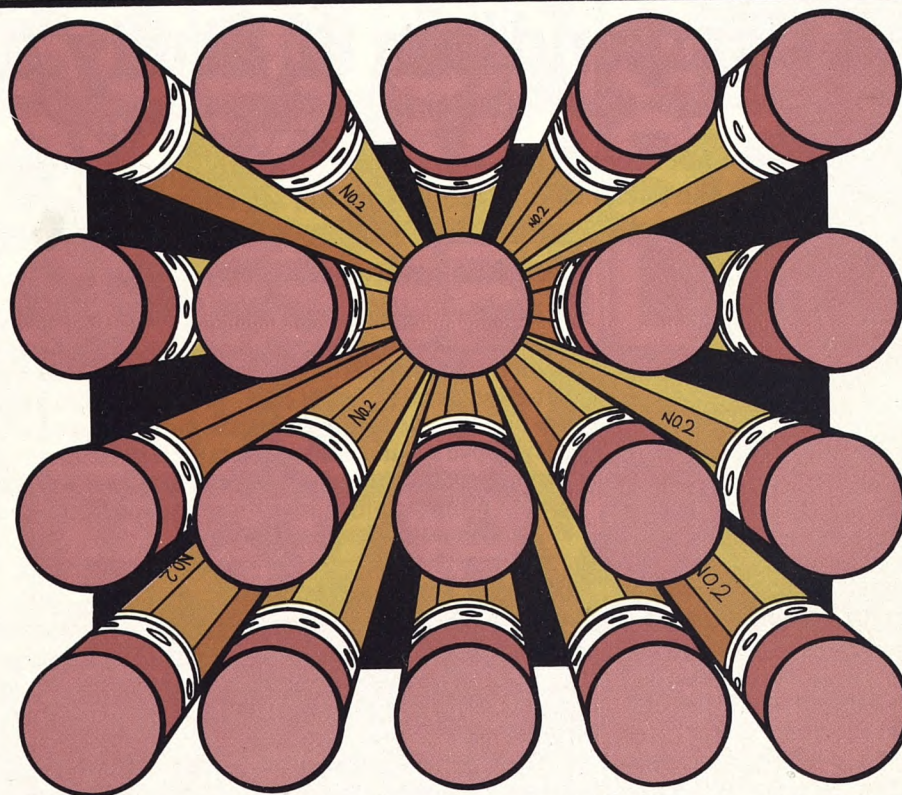
- *Study Tips: How To Study Effectively and Get Better Grades*. William H. Armstrong. (Woodbury, New York: Barron's Educational Series, Inc., 1975) \$2.25. A guide to organizing your study time.
- *Surviving the Undergraduate Jungle: The Student's Guide to Good Grades*. Kathy Crafts and Brenda Hauther. (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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*continued on page 14*






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continued from page 11

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

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

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

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

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

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

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

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

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

## A Concise Guide to 12 Kinds of Tests

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

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

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

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

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

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

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

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

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

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

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

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



# Ins and Outs of Cramming

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

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

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

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

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

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

1. Cramming, despite its usefulness as a social institution, is useless as a means of passing final exams.

2. Final reviewing, on the other hand, is an extremely useful study tool that works with moderate to high success.

3. All-nighters are a common and harmless tool for writing term papers, but all-nighters and exams go together like oil and water.

If you insist upon cramming, as

The more you  
learn,  
the more you  
forget.

The more you  
forget,  
the less you  
know.

So why study?

by DON AKCHIN

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

## The Mechanics of Memory

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

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

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

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

Most 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 pluck it out.

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

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

*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.



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

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

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

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

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



# How To Write a Paper in 1,000 Easy Words



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

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

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

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

## Your Term Paper Mission

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

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

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

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

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

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

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

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

Try not to be hamstrung by Rules. Your ear knows more than you think. Remember the old high school 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. ■

## Coming in April:

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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

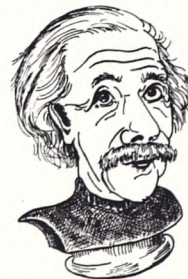
the *Washington Star* newsroom, waiting eagerly for even the smallest writing assignment to come his way.



## 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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