BU exposure issues administration

By Jordana Holzander

The staff of the BU exposure has filed suit against Boston University's President and the Board of Trustees, claiming them with violating the students' constitutional and contractual rights by attempting to exercise prior review over the publication. The Civil Liberties Union of Massachusetts' volunteer attorney Michael Foster posted the complaint in Suffolk County Superior Court Monday morning for the student group. The suit, said that an adult needed to have their will be required to have legal action taken by them. Foster stated that the suit rose out of the treatment of the paper by the BU administration. An assistant of the alleged harassment. Foster pointed out that close to 5000 of alleged facts have been frozen by the university and that the paper's faculty advisor, Professor of Political Science Howard Zinn was asked to review the paper prior to publication and prevent the printing of "obscene" material.

Tori Taylor, a staff member of the exposure and one of the main figures in the suit, was more vehement in her condemnation of the BU administration. She accused it of "conspiring to repress the campus paper, and cited previous examples of harassment. She said that in the BU News, the student body, \textit{BU} and the Student Union.

Taylor said that if the university continued with its present negative attitude toward the paper, it could lose "important educational value." She added that for a "meaningful education," free exchange of ideas was essential.

According to Taylor, the exposure turned to legal action after only trying all other avenues. She pointed to the paper's legal support, and the support of the Student Union. The Chapter of the American Association of University Professors (AAUP) has aided to the administration actions, she noted.

BU, Chapter of the AAUP

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Russians win College Bowl

By George Cass and Richmond Cohen

In the second MIT College Bowl held a week ago Tuesday night, Russian House soundly defeated Cognoscenti 235 to 85. Previously, Russian House had convincingly defeated Children of Darkness, 335 to 90, in the semifinals.

The contest was held before a large audience in Kresge Auditorium and was televised on MIT's television College Bowl. Famed for its questions on MIT's minutiae, the game was open to all members of the MIT community.

The contest began three weeks ago when the individual members of each team took a preliminary exam. Out of the 64 teams who took the exam, the four teams who compiled the highest scores advanced to the semifinals. Russian House had compiled the highest score in the prelims, totaling 396, out of a possible 6720 points. Captain Brian Clouse '80 had the highest individual score, receiving 125 points out of 1680.

After their victory, the members of Russian House revealed that they had prepared for the contest by watching many hours of videos of one of their member's high school College Bowl, as well as studying some trivia books. The questions, however, were not trivia questions. They tested the contestants' general knowledge of a wide diversity of topics, ranging from literature to geography and from religion to physics.

The event's emcee, Ed Diamond, a senior lecturer in Political Science, added a touch of humor to the tension of the contest. Except for a minor problem with the scoring, the proceeding ran smoothly under the judging of Professor Helene Harris, Senior Professor Alvin Ifipel, and Marlene Rowe.

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See them at your Bookstore!
Fast programmers win for MIT

The MIT News this week reported the difficult law of financing to stop the Defense Department from requiring MIT to pay for the software used by the company that developed the MIT software. The law was passed by the Senate in 1978, and MIT will pay with the system and the software for the third year. The law, known as the "deficit" law, is the most important law for the United States.

The MIT News also reported that the law of financing to stop the Department of Defense, which was based on the law of financing for the United States, was not renewed.

World

Large trade deficit reported — The largest trade deficit in the history of the United States was reported by the Commerce Department. The deficit in 1977 was $26.7 billion, more than four times the deficit incurred in 1976. Most of the debt was caused by the nation's great dependence upon foreign oil.

Carter seeks deal — In a Monday press conference President Carter asked the Soviet Union to agree on a treaty with the US which would restrict satellite launches from receiving material. This request apparently stems from the crashing oil price. Carter cause by the nation's great dependence upon foreign oil.

Criminal law reform — The United States Senate, in a 72-2 vote, passed legislation to consolidate and overhaul the entire body of federal criminal law. The major objectives of the legislation is to provide greater uniformity and certainty in punishment.

Coral treaty sent to Senate floor — The Senate Foreign Relations Committee has approved a proposed Panama Canal Treaty by a 60-5 vote and sent it to the Senate floor. The proposals call for the return of the waterway to Panama by the year 2000 although it permits the United States to defend the canal.

New Cambridge Mayor — Thomas W. Darden was elected the next mayor of Cambridge Monday by a 5-4 vote of the Cambridge City Council. Darden has been a City Councilman for ten years, and was reelected last November as an Independent. Darden, a conservative, succinct Alfred E. Vachal.

Oil exploration delayed — United States Appeals Court Judge Levin H. Campbell has ruled an injunction which blocks the auction of offshore oil and gas leases on the George Bank. The decision immediately postpones the auction unless oil companies appeal to the Supreme Court.

Sports

A's keep Blue — Baseball Commissioner Bowie Kuhn refused to approve the sale of Oakland A's Blue to the Cincin- nati Reds for $1.75 million and a minor league Montreal. Kuhn was consistent with earlier decisions and the $400,000 selling he had set on all baseball trades.

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THE COOP

Harvard Square.
US wilds nuclear axe

By Bob Waterman

Last week a Soviet military satellite equipped with a nuclear warhead landed somewhere in Northern Canada. The news has been released upon the satellite's crash could weigh as much as one hundred pounds, and this is news.

The Strategic Limitations Talks (SALT) II between the US and the USSR resumed this year, and a possible Comprehensive Test Ban Treaty on all nuclear tests might be signed by Greece, Britain, the US, and the USSR. Before these events take place, perhaps we should examine the thirty-year history of nuclear-
Kidnappers demand more IAP

From: John Smith
The letter was found at The Tech's mailbox on Monday morning.

We have the IAP man and he will die unless these demands are met by midnight of the last day of IAP.

1. IAP must be extended thirty more days.
2. The letter "Q" must be stricken from the alphabet.
3. All Institute courses must be taught in the (future) state library.
4. All classes must be taught in COBOL.

We would have a representative there today. The area is questionable and there may be a police presence.

MIT unfair to employees during snow

(Continued from page 4)

home. Still MIT did not change its decision to remain "open and operating as usual." By nine o'clock there was no doubt of the crashing effects of the storm on transportation and the extremely hazardous driving conditions. An engineering governor Dakakis made an appeal for people to stay home or go home if they were in the city. MIT chose to ignore these unusual circumstances and kept the Institute open until 12 noon.

Miraculously no one was seriously injured, but we feel that MIT unnecessarily endangered the lives of its employees by its decision.

Now we find that the hourly and hourly employees who were either unable to come to work or were helpless enough to heed the many warnings to stay home are being penalized by the loss of vacation or personal time.

We question a policy which is so inequitable and punishes only the lowest paid employees at the Institute for a decision which is already questionable. Employees must rely on the Institute to make sensible decisions on their behalf. We wonder who was responsible for making the decision to remain open on Jan. 20 and suggest that particular group of employees is going to be penalized, they should have a representative who will make recommendations on their behalf.

Suanie Fairleigh
Sandra Knight
Ann McGibbon
Joan MacMurray
Chip Schramm
Ruth Wagner

The Tech welcomes Letters to the Editor, which should be typed and triple-spaced. Unsigned letters will not be published. An author's name will be withheld on request.

Early Music Classes
Register now for classes in:

- oboe, organ, and dance of Asia
- oboe making
- international woodwind instruments
- oboe and clarinet
- ukulele
- recorder ensemble
- Car Musical Instruments Collection
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Xerox will be on campus to conduct interviews on February 17, 1978, at the Career Planning and Placement Center. An equal opportunity employer (male/female)

XEROX
Is it sick to follow a pen?  

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Arts

Classic magic amazes and astounds.

By Jordan Halflander

A crowd of 400 watched a talented demonstration of classic stage magical illusions performed by Hank Lee, David Rich, Tom Sella, and their assistant Cathy in Kresge Monday night.

The evening opened with pretty assistant Cathy producing a list of tricks. Thomas then ran through a series of classic tricks like cards appearing and changing order, flowers that appear and multiply, doors pulled out of hat and changed, and more.

Lee followed with bad jokes and good tricks. He handed them two red balls to the audience. He then placed the balls into two cups and the audience. In the first one, they were more interesting than the second.

The second piece was a sweeping contrast. Par de deus from Agan, choreographed by George Balachine (New York City Ballet), featured Lydia Abarca and Ronald Perry. "An effortless display of classical ballet," Walter Terry wrote in 1959, "an agog has no plot, no specific emotional coloring, no dramatic incident. It does mirror the rhythms, the dynamics, and the witticisms of the music.

The third piece, entitled Cole Porter Suite, was danced in a collection of Porter's more popular songs, played by Herman Weiss and sung by Susan Allen.

Choreographed by Kirkman for this production, the dance packed fun at the songs, exaggerating their meanings and feelings. Certain individuals danced well, showing good technique in what should have been a crowd pleaser.

Abarca and Perry returned for Grand pas de deux from La Corrision. From the moment Perry entered with a tremendous flying leap, the audience was captivated by the two artists. The four sequences depicted a pirate's pursuit of a beautiful young girl. Abarca and Perry displayed perfect technique and were repeatedly interrupted by spontaneous bursts of applause. The two artists, well aware of their performance, will be performing again.

If you're interested in attending this event or learning more about the Boston Symphony, please check the upcoming concerts and events listed below.

---

Informal Great Performances

You can attend the final run throughs of the Boston Symphony, as it presents its final concerts.

We can also hear an informal discussion by the B.S.O.'s Michael Steinberg. 45 minutes before the rehearsal begins.

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Boston Symphony Orchestra

Staff of the Tech
Ballet masters ignite crowd

Continued from page 61

hold on the audience, concluded with a dramatic scene in which 170 dancers brought the entire crowd to its feet for a standing ovation.

The final piece, Fantasia, was a modern dance choreographed by Kirtzian. The dancers, including Keith Staubers of DTH (who also appeared in Sweeney Todd), were well suited for the style of this piece and were able to evoke their best. The lighting was very effective, and provided interesting accompaniment to the choreography by throwing colorful shadows on Kripke's walls. The piece featured Jacoby's Curtis in several beautifully performed solo movements.

The Boston Repertory Ballet gave a fine show, with a splendid variety of dances. The three guest artists from the Dance Theatre of Harlem turned in superb performances. The Boston Repertory Ballet's attempts at classical ballet, however, were disappointing, whereas their modern dancing was very well done.

Genesis tour captured

Records

Genesis

hoped that Genesis would come to an unfortu-

tunate end. However, the group recovered quickly due to the efforts of drummer Phil Collins, whose voice is so close to Gabriel's that the two are virtually indistinguishable.

The band continued on, releasing two albums, with Collins serving the dual role of lead singer drummer. Their latest album, "Second Oat," is a live documentation of Genesis' latest tour.

The album, recorded in Paris, features the best of the group's latest compositions plus renditions of their earlier classics. Collins' drumming duties have been taken over by the group's bassist. The band brought the entire 1979 tour for the 77th concert. The show was well received, and was the highlight of the entire tour.

Side one opens with "Squadron," which begins rather slow and builds into an almost majestic piece as it progresses. In "The Carpet Crawled" the band's bassist and drummer choose a slow, setUpbeat rhythm for the band's latest release. The album is titled "The Carpet Crawled" and Collins does an outstanding performance that makes Gabriel's pale in comparison. His singing is equally good in "Rutherford," an updated version of their classic. The band's rhythm section is tight and well played throughout.

"The Carpet Crawled" was released in 1977. I think this album perfectly recaptures the excitement of the group's concerts, as well as being one of the finest live albums to be released in recent years.

AWB's sound raw but clean

The live performances of many groups' sound is a little bit different due to the marts of electronics. "Bands" with Collins and even listening to the new "Live At the Rainbow" shows, which has never needed to rely on electronic gimmicks for their success, so the Average White Band. The sound of AWB is virtually the same whether it is on stage or on records. Their music is highly ampliﬁed, but nothing else is done to alter its intrinsic characteristics.

In their context at the Orpheum last February 25-26, AWB played its particular brand of dance music well. The band's whole sound, from the lead singer's voice, to the bass drum and guitar, to the saxophone in the background, is well. The sound effects are kept to a minimum, so that the music is heard as it was intended.

"The Carpet Crawled" is a very short, only very boarding of our ways, which was our

Time stands still at our distillery where we still make Cuervo Gold by hand.

For centuries we've wound our clock by hand.
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At the Cuervo distillery it's almost as if time has stood still. Our Blue Mequayas are nurtured by hand, picked by hand, and carried to the oven by hand, as they have been since 1795. It is this continuing dedication to tradition that makes Cuervo Gold special. Any way you drink it Cuervo Gold will bring you back to a time when quality ruled the world.

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MIT ELECTRICAL ENGINEERS.....

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LINKABIT Corporation is engaged in the development, design and manufacture of communication systems and components primarily for satellite and space application.

LINKABIT was founded 10 years ago by a group of MIT engineering graduates. Since then, we have grown to a company of over 250 employees, including a growing number of MIT engineers, as evidenced by this list of LINKABIT staff members from MIT:

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Andrew Viterbi, '57, Executive Vice President
Andrew Cohen, '58, Vice President, Programs
Jerry Heller, '67, Vice President, Engineering

Art Ross, '72, Technical Staff
Larry Jankauski, '76, Technical Staff
Steve Blake, '77, Technical Staff
Lindsay Weaver, '77, Technical Staff

IF YOUR CAREER OBJECTIVES MATCH OUR OPENINGS, DISCUSS YOUR PROFESSIONAL FUTURE WITH US AT OUR ON-CAMPUS INTERVIEWS SCHEDULED FOR

FRI., FEB. 10th

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55mph on a bicycle?

Editor's note: The Tech received the following article from Professor Allan Abbott, a young M.D. and Board of Directors of the International Human Powered Vehicle Association.

In the past decade man has reached the moon, flown a pedal-powered aircraft in a closed 1-mile circuit, and climbed Mount Everest from every conceivable direction. What next? Dr. Allan Abbott, a young M.D. from Dana Point, California and a renowned high-speed bicyclist who appears twice in the Guinness Book of World Records has now offered $2500 to anyone who can break the national 55mph speed limit in a human-powered vehicle. Can it be done? Dr. Abbott thinks so.

Recently, at the International Human Powered Speed Championships at the Ontario Motor Speedway in California, two slick streamlined pedal-powered machines broke 49 mph for the first time in history. Dr. Abbott himself rode a bicycle of his own design at over 48 mph. The fastest vehicle had 4 wheels and was propelled by hand and foot cranks with the rider pedaling furiously on his stomach.

Another was a standard racing tandem bicycle. In all of the fastest machines the riders were completely enclosed in light sleek streamlined plastic shells. At near 50 mph, wind is almost entirely displaced by the riders and there is no need for a fairing of any kind. The riders are entirely enclosed in light sleek streamlined plastic shells.

At near 50 mph, wind is almost entirely displaced by the riders. What next? In 1972 Dr. Abbott rode a specially designed bicycle behind a race car at over 140 mph on the Bonneville Salt Flats in Utah. The race car completely shielded the bicycle from the wind thus making such incredible speeds possible. This record still stands. In 1976, Dr. Abbott broke the world unpaced bicycle speed record at 47.8 mph for 200 meters with a flying start. In this type of race, riders are all on their own with no towing, motor pacing, or stored mechanical energy of any kind permitted. In 1977, Abbott improved this speed to 48.84 mph, but still faster was Ralph Therriault who holds the present record at 49.38 mph.

Dr. Abbott's offer to pay anyone $2500 who can break 55 mph in an unaided human-powered vehicle is intended to stimulate competition and technological improvement in human-powered transportation. The California State Highway Patrol has promised to issue a complimentary traffic ticket to anyone who wins. The rules are simple. Any machine is legal provided there is no stored energy of any kind. Springs, motors, flywheels, batteries, pressure cylinders, etc., are prohibited. The vehicle may have one or more riders in it, and must cover 200 meters with a flying start in 8.13 seconds or less. The course must be level and wind must be less than 4 mph. Electronic timing must be used. No towing or motor pacing is permitted.

For further details on the Abbott Prize and how to become the world's fastest human, contact Professor David Wilson at MIT.
The TI-57. The super slide-rule that'll get you into programming... fast and easy.

Even if you've never programmed before.

For the student who requires slide-rule functions, the TI-57 delivers an exceptional combination of advanced mathematical and statistical capabilities. From functions such as trig, logs, powers, roots, and reciprocals... to mean, variance, standard deviation and much more. And as long as you're in the market for a super slide-rule calculator, why not buy one that can also put the power, speed and convenience of programming at your disposal?

Programming a calculator simply means giving it a logical set of instructions for accomplishing what you want it to do. Programming enables you to solve lengthy and repetitive problems quickly by substituting new variables into the set of instructions which you have already entered into the machine. The end result is more efficient use of your time in problem-solving.

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TEXAS INSTRUMENTS...

...INNOVATORS IN PERSONAL ELECTRONICS.

Texas Instruments Incorporated

The Tech

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WEDNESDAY FEBRUARY 1 1978

Highlights of IAP '78

Continued from page 1:

that a lecture be given on "Catastrophe Theory." So, he asked, the Math Department arranged for this lecture to be presented.

Another suggestion was presented by Joanne Liu, who wished to conduct a class on T'ai Chi, the classical system of Chinese exercise. According to Liu, T'ai Chi would be extremely attractive to the large number of students who attended.

The Tech survey revealed that 75 percent of the attendance population was at MIT during the second week of IAP. Another survey conducted by the IAP Policy Committee last year indicated that this percentage is typical for that time of month.

IAP begins as an experiment eight years ago. Joel Orlen, Chairman of the IAP Planning Committee, said that he believes IAP has become "an integral part of the educational program at MIT." He feels that the diverse learning opportunities provide an educational experience that most students probably would never get the chance to have.

Doc Edelson leads the audience of the Soap Bubble Carnival in a round of "Fanfares Blowing Bubbles." Participants in the show which packed Room 66-110, learned about some of the mathematical principles which underlie the behavior of soap bubbles and films. Holding the microphone for Edelson is Dr. Frank Morgan, the originator and organizer of the annual display. Photos by Tom Ross, courtesy Technicians.
Dartmouth kills W Swim

By Gregg Stave

The MIT Women's Swim Team was defeated by Dartmouth's speed and depth last Saturday, losing 119-91 at the Alumni Pool. Against a far superior Dartmouth squad, MIT could manage only five victories as Dartmouth swept all 15 events. Only one swimmer, Sheri Condon, 80, came close to winning a heat. Condon's time of 1:18.2 in the 100 yard breaststroke was short by less than two tenths of a second. Captain Tina Kangas '78 touched out an opponent to finish second in the 50 yard breaststroke with a 33.3 second clocking. The other bright spots for MIT came in the 100 yard individual medley and in the 200 yard freestyle. Ruth Harris '78 was second in the medley with a 1:19.1 finish. In the freestyle event Judy Scodgrass '71 also picked up a second place finish, completing the eight laps in 2:19.6.

Outstanding swims were recorded by Dartmouth in several events. In the 200 yard freestyle relay Nancy Gillan recorded a remarkable 25.5 second split. Later in the meet, four Dartmouth women swam an 100 yard freestyle relay as an exhibition event. Their 3:31.8 performance qualified for the National. Prospects for the rest of the season are not as grim as these results might indicate. Individual progress is being made. MIT is facing their strongest competition at the beginning of the season. The team was also handicapped by the absence of a diver and by an injury to four-second placers in Karen Fabricant '80. Even though the record stands at 0-2, in their second year as a varsity team there is still a good chance they will repeat last year's winning season.

W Fencing is struggling

(Continued from page 12)

... who ranked second in last year's New England Championships. Shimakwa beat two of her opponents decisively, one of them in 27 seconds. Wing added another victory to give MIT a win. The MIT JV team defeated SMU 14-2. Nancy Robinson '81 continued to dominate all three of her bouts. Susan Karle '81 won three bouts, two of them 5-0. The first of which was won in 24 seconds. Marian Stone '80 also beat three members of the SMU squad. Amelia Phillips '81, two; Jean Gregory '79; two; and Denise Murph '78, one.

The MIT women face 11 more meets this season so the chances of the usual imputed winning record are still strong. The next home meet is Wednesday, February 1 against Brown at 7:00 in the deck Fencing Room.

An Air Force ROTC two-year scholarship pays your tuition and gives you a $100 a month allowance. And it picks up the tab for books and lab fees, as well.

After college, you'll receive a commission in the Air Force... go on to additional, specialized training... as you get your start as an Air Force officer. There'll be good pay and responsibility, and lots of other benefits... and a great opportunity to serve your country.

It all starts right here — in college — in the Air Force ROTC. Look us up... see what we have to offer, and show us what you can offer in return.

MIT Freshmen: Contact Capt Orton, 20E-111, 253-4475

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IM Basketball Standings

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Team  W  L  E  S
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B 10  3  5  1

A 1 Living Group
Team  W  L  E  S
---------------
B 8  2  0  1

A 2 Living Group
Team  W  L  E  S
---------------
B 1  1  0  4

IIW
Team  W  L  E  S
---------------
B 13  0  0  0

Basketball Standings

LSD


By Jeannette Wing

Jeanette Wing '79 is a member of the MIT Women's Fencing team. Struggling to maintain a winning record has never been a problem for the MIT Women's Varsity Fencing Team (4-3) until this year. After a 13-3 loss to rival Radcliffe temporarily halted the team's winning (2-1) record of last December, MIT<nd Carle 12-4 on January 11 for the second time in the team's history.

Fencing hopes to impress...

By Gordon Haft

Last weekend's double dual meet, MIT desk WPI and the Lowell's decisive losses with scores of 73-40 and 69-43 respectively.

Coach Benedek is happy with the performance of his team. He sees a great potential for improvement in many of his swimmers. He cited the drastic improvements of two swimmers, Tom Varney '39 and George Dow! '81 in particular as an example of how he sees the team will progress in the weeks ahead. Benedek noted that "at this point in the season you begin to see the things you work on in practice begin to pay off." He added that if practice the team was moving away from distance work and more work on specialty strokes.

Divide Coach Charles Botzik.

---Please turn to page 11---

---NEW COURSE---

Interracial Relationships in Porary American Society: Attitudes and Social Consequences

Topics to be investigated will include:

- Arguments for and against race from slavery to the present.
- The social psychology of inter-racial attitudes.
- Race relations at MIT.
- Strategies for solving the problem.

Persons interested in taking the course should register for SEM 212 and contact Joseph D. Everingham. All students will be graded on a pass/fail basis.

Also Offered:

The Role of Education in Society

SEM 211 A combination of field trips to Boston and Cambridge school systems along with class discussion will enable students to develop a firm understanding of current issues as well as course will meet jointly with SEM 212.

M.I.T. Dramashop Ben Jonson's "VOLPONE: OR, THE FOX"

Directed by Joseph D. Everingham

set by William Fregosi

costumes by Cecilia Ilizer

Lighting by Edward Danna

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Fri & Sat, Feb 10 & 11; Thurs, Fri, & Sat, Feb 16, 17, & 18

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---Swimming rips WPI, ULC,---

One of MIT's swimmers in the 500 yard freestyle by last Saturday's double dual meet and WPI.(Photo by Gordon Haft)
Tactics and Strategies: An Exam Planner
By Jeanette Wing (Jeanette Wing '79 is a member of the MIT Women's Fencing Team.)

Struggling to maintain a winning record has never been a problem for the MIT Women's Varsity Fencing Team (4-3) until this year. After a 13-3 loss to rival Radcliffe temporarily halted the team's winning (3-1) record of last December, MIT routed Concord-Carlisle 12-4 on January 11 for the second time in the team's history.

Following this victory the women split last weekend's meets, with a close defeat to Dartmouth 10-6 to again tie the win-loss record, and a comeback victory against SMU 9-7 to give the team a winning edge in the season record.

Saturday, SMU's weaker women were no match for the quicker and more aggressive MIT team. Captain Michelle Premman '79 won all three of her bouts with fast and vicious attacks that left motoristsless. Jean won the next's bout, also about 4 wins, scoring most off fixated Meredith. Board meet off with a b added another a round. Julia Shirring more care previous two tour- and watched

Economy with k

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spoke
In Pursuit of the Elusive "A"

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

Tactics and Strategies: An Exam Planner isn't like any study guide you've ever seen. We don't pretend to offer you definitive advice on how to study or how to psyche out your professors or how to ace an exam. We've put in our years on campus, and we know better than to spout words of wisdom that you can never hope to follow and wouldn't even if you could.

What Tactics and Strategies offers is a laid-back look at the testing scene that may help you 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 test anxiety.

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By Jeannette Wing

The Unending Quest for a Study Formula That Works

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 what we remember is greatly dependent on what we study. The 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 material. Select the important ideas. Second, transform the chapter, reading paragraph headings and summaries, which 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. Perhaps the most basic thing that can be said about human memory, after a century of research, is that what we remember is greatly dependent on what we study. The method published in 1946.

The Confess. Robinson’s tested formula is not simply a tool for students, it is a study strategy. 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 recall 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 completed assignment, take a few minutes just to see what you have learned. The Confess. Robinson’s tested formula is not simply a tool for students, it is a study strategy. 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 recall 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 completed assignment, take a few minutes just to see what you have learned.

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OKAR by Walter Pauk (meaning Overview, Key ideas, Details, that is their own, 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 1986 (Overview, Ask, Read, Write, Evaluate, Test). The champion entry was the 1973 PANORAMA which stands for "Personalized study plan based on why you are reading this text). Adaptability (adapt yourself to the difficulty of the material). Need to question (an obvious and painful stretch for the acclimate). 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 OKAR man finally called for an end to this acronym obsession by daring to put into print what everybody had known all along: despite proof that these formula work, no one student ever bothers to use one. In an article knowning PANORAMA as silly, "you're reading this text because your professor told you to," Pauk wrote. "There's no question about the value of converting a title into a question, but I am honestly sorry that I have never met a single student who has ever used the technique even though he knew about the athen method system incorporating this step."

Walter Pauk wrote, "We are all brought up from a man who has been teaching how-to-study courses most of his academic career. Student indifference hardly stifled the acronym, however. REAP was popular, but 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 should students study, yes, advice abounds, but do study? No. In 1970 Robert Szabo published a sketch survey (not study) of prac- tices followed by successful students on how they study that showed incomplete as it was shown how far from students the acronyms have been.

For example, most of the top students school (not 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 five-hour study sessions, keeping the formula emphasis on one-hour study sessions. All the formulas stress the importance of frequent rest breaks, but good students say the breaks, intercept 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. Yes, noted the reliable Szabo, "They manage to obt- ain 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 ringle ring or 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 I Iiversians, of Missouri professors, it is, first, simpler than all the others. The R stands for read. That is: No Survey, Question, Preview or Over- view. 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. Use any method you want: simply close the book and try to phrase what you've read into your own words. Section by section, Chap- ter by chapter? Book by book? That's your choice. The only requirement of the method is that you actively re- picture the material immediately. The other two steps, Annotate and Pon- der upon which the authors elaborate at length are just refinements of Encode: write down your encoding immediately. It works.

The Forgetting Curve

Why does study require an immedi- ate Encoding for Recalling or Re- cition 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 re- peatedly. After 20 minutes they had forgotten 41 percent almost half. After 62 days, 62 percent were for- gotten, two years, 99 percent. Thirty days, 78 percent. The results were clear: the book 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. For- getting is an immediate thing. By thought you will have forgotten al- most 50 percent of the article unless you try to encode it put in your words, the minute you finish.

Spitzer proved that encoding works to remember the brain's awesome and instant forgetting power. In another study he conducted, some subjects merely studied, i.e. read material 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 of active engagement. The rest of the information is detail, not innate. It's 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, slow now monotonously.

But listeners are fallible, too. They listen in monotone, racing like a machine 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 leave you in 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 are picking out the main points by listen for cue phrases. Sometimes cue phrases are very simple: "the point is..." or "the idea is...". The today is..." the professor will say. But other times he will bury his clue in elaborate rhetoric, and you are expected to figure out where the rhetoric ends and the main point begins. On March 9, 1978, Carlisle 12-4 on January 11 for the second time in the team's

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 material using the SQ3R method. The 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 make notes that counts.

None of the researchers ventured any answers, but it may be that note-taking is a form of encoding. Lectures make you put the information down. The control group was forced to stop and think. No student had a group of students study material using the SQ3R method. Then draw in secondary or supportive ideas around the buried treasure. In a 1932 book, "The Psychology of Study", it lies in between a mere recitation and something more complex about the subject. You are able to get the main points. But how many students feel they learn more in lectures. A text ought to be more

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nure because it's more comprehensive to mumble. Yet I can't read it.

If I'm not a professor named Cecil Mace, then I'm not being taken seriously. The spring students had lost all of the terms that had refereed the term by now. E. T. Layman's students lost two区块s because of the change in terms. Memorizing, even as students called The Psi-Cecil Mace wrote: any compromising thing is a thing to be a more practical machine. That idea was thinking, which is to forget the art; the only merit accounts for because of how I learn, I can think? The best is 30 odd pages of his free association. Hundreds of other terms are compounded on them the most after (OK)Park. Such thinking, despite talking about it, remains after. 

I'm thinking related to For an insight into the way back to to call it. Saint Thomas Aquinas is a postgres on this. I asked me how one acquires the treatise. This is my advice to you: namely, that you enter, not with a sight but by way of the eye, and by way of the customary. That is said and your memory, ... 

"Note how careful teachers are in the laboratory, they say to commit their notes. When my logic is said, let it be done at once and not at once to assess to.

Italy. Suspension of judgment is one of the first things a learner has to learn; we have to learn how to entertain ideas without promptingly either affirming or denying them. Here again it is a matter of that difficult business of restraining the mind's own native impetuosity, the natural mode 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 decision. Memorization is not compartmental. 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 re-studying will press on, looking for a memorizing formula you can live with. 

Patricia Westfahl, a contributing editor for Inside, spends snowed in Iowa winters searching for the ultimate in study methods.

To Each His Own Study Method: Four Scholars Describe Theirs

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 word. 

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. 

Difficult, she supposes. 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. The notes are in front of her; she writes them on the pages of her book. When she finishes, she reads the paper she's written and makes changes. Then she writes again. 

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

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

"If I don't swim I start feeling heavy and tired. 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 changing classes 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.

For an insight into thinking, despite all the constraints that are put on the present student, the only merit included to forget anything is to remove that constraint. Hundreds of other things seem to all students learned. You will have to consult a book for them. The best is a careful look at the term.
Fencing hopes to improve
together, more successful

The new Ford Fiesta, introduced by Ford in Germany, now available in America for the first time. Fencing was engineered to provide an exciting level of automotive performance. With front-wheel drive, the Fiesta features rack and pinion steering and Michelin radials for precise control. And a 1.6-liter engine for quickness: 95-MPH in just 10.8 seconds in Ford tests (9.1 seconds in emissions-equipped models). Yet, 38-mpg, Fiesta was engineered to save. With room and comfort, it is available from Ford dealers. One test drive can convince Europeans most successful

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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

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...
IM Basketball Standings

Fencing hopes to impress in the new season.

By Jeannette Wing

(Feuer Wing '79 is a member of the MIT Women's Fencing team.)

Struggling to maintain a winning record has never been a problem for the MIT Women's Varsity Fencing Team (4-3) until this year. After several draws and a loss to rival Radcliffe (temporarily nullified by the team's winning (3-1) record of last December, MIT hosted-Concord-Carlton 12-4 on January 11 for the second time in the team's history.

Following this victory the women split last weekend's matches, with a close defeat to Dartmouth (3-0) in the wireless record, and a comeback victory against SMU 9-7 to give the team another winning edge in the season record.

Saturday, SMU's weaker women were no match for the winner and more aggressive MIT team. Captain Michelle Pyt- tyman '79 won all three of her

sides that left her drained. Jeannette
Wing was the meet's number one contributor, winning a match and tying two other, in a fine feint-disgorging performance. Meredith Bals and
Preston met off with a bout added for the occasion. When the smoke cleared, Jeannette Wing emerged the victor, holding on to her place as the team's number one fencer.

M.E. Gossling

The MIT Fencing team is comprised of five women and four men under the coaching of Jenette Wing. The team's practices are held at the MIT Rec Center and games are usually held at the MIT Sports Hall. The team consists of several highly skilled fencers including Jenette Wing, who has won numerous tournaments and is ranked within the top 100 in the country.

In her 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 a fencer.

The boy had been attending kindergarden less than a week when, instead of saying his nightly prayers, he launched into a description 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 lack of knowledge for learning the alphabet in less than a week in kindergarten, the boy confesed: "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 also."

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 remarkabe 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 recent student knows and uses the rules of the game; whether he is actually learning 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 not a monolithic, unified, universal 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 the 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, or you may not develop, additional perspectives as well, but what is important is, you have been assigned to take a course. The truth is, All is lost. You are a English teacher, your task is to go to school, be the good teacher, do a good job, be there for your students, and try to make them the best possible students.

The first rule to remember is: Identify the person of instruction. Who, and the key approach according to Profe sonal. The key is: it is a very important book, this is the University, you are the deans who have before and after the instructor is in control. "Just for practice" is the best possible view of what the truth is. All are possible, you are allowed to work, you are even allowed to take textbooks.

Having determined the approach, you are ready to get together in a very interesting way to avoid the truth. All is lost. You are a teacher, your task is to go to school, be the good teacher, do a good job, be there for your students, and try to make them the best possible students.
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 topics to test 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 at if all possible. Particularly in the case of essay tests, it is frequently possible to revise or re-direct the question to fit the answer you are prepared to give. If you have prepared an adequate sample of answers, you will be better able to do so, even though the question itself may be worded in a different way.

What is the best way to handle essay tests, and what are the key issues that you should focus on? The key issues are: topic, organization, conclusion, and evaluation of the argument. The organization of the essay is crucial. The conclusion should be clear and concise. The topic should be relevant to the question being asked. The organization of the essay should be logical and coherent.

The test game, then, is the key issues and the subject matter of the test. The test is a performance in which you are required to demonstrate your knowledge of the subject matter. The test is a test of your ability to think, reason, and communicate your ideas clearly and effectively.

Rule One: Never leave a question unanswered. If you are unsure, or if you are having trouble concentrating, take a short break before proceeding. It is better to spend a few minutes answering a question than to spend several minutes trying to remember the answer.

Rule Two: Read all the directions. Be sure you understand the directions before you begin answering the questions.

Rule Three: Don't waste time on questions that you know you cannot answer. If you are unsure of the answer, or if you are having trouble concentrating, take a short break before proceeding. It is better to spend a few minutes answering a question than to spend several minutes trying to remember the answer.

Rule Four: Don't waste time on questions that you know you cannot answer. If you are unsure of the answer, or if you are having trouble concentrating, take a short break before proceeding. It is better to spend a few minutes answering a question than to spend several minutes trying to remember the answer.

Rule Five: Answer all the questions. Be sure you understand the directions before you begin answering the questions.

Rule Six: Be sure you understand the directions before you begin answering the questions. Be sure you understand the directions before you begin answering the questions.

Rule Seven: Answer every question. Be sure you understand the directions before you begin answering the questions. Be sure you understand the directions before you begin answering the questions.

Rule Eight: Answer every question. Be sure you understand the directions before you begin answering the questions. Be sure you understand the directions before you begin answering the questions.

Rule Nine: There is a difference between a correct answer and a test 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 fendi (d) the British author of Sons and Lovers, Women in Love and Lady Chatterley's Lover). But essay tests also exploit this idea to discriminate between varying levels of comprehension (e.g., "What were Moore's primary contributions to Impressionism?").

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

Rule Ten: 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 Eleven: The proper response to a test is not a mechanical reeling off 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-language exercise in which they are required to regurgitate the image the instructor has created. The attitude is to spend the same material the teacher recited to them. It is almost impossible to perform well on tests with such an attitude. A better approach is inherently self-defeating.

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

Rule Twelve: Answer every question. Be sure you understand the directions before you begin answering the questions. Be sure you understand the directions before you begin answering the questions.

Rule Thirteen: Answer every question. Be sure you understand the directions before you begin answering the questions. Be sure you understand the directions before you begin answering the questions.

Rule Fourteen: Answer every question. Be sure you understand the directions before you begin answering the questions. Be sure you understand the directions before you begin answering the questions.

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 show the other team the persistence and energy to assemble an adequate team, which may not be the one you didn't anticipate, and it will kindle the alertness and determination needed to do your best.
Fencing hopes to improve

By Jeanette Wing

Jeanette Wing '79 is a member of the M.I.T. Women's Fencing Team.

Struggling to maintain a winning record has never been a problem for the MIT Women's Varsity Fencing Team (4-3) until this year. After a 13-3 loss to rival Radcliffe temporarily halted the team's winning (9-1) record of last December, MIT routed Concord-Carlisle 12-4 on January 11 for the second time in the team's

Following this victory the women split last weekend's meets, with a close defeat to Dartmouth (0-6) to again tie the win-loss record, and a come-from-behind victory against SMU's 9-7 to give the team a winning edge in the season record.

Saturday, SMU's weaker women were no match for the quicker and more aggressive MIT team. Captain Michelle Pret,

"VOLPONE:"

Joseph D. Everingham

sets by William Fregosi
costumes by Cecilia Bier
lighting by Edward Danna

"VOLPONE:

Little Theatre, Krege Auditorium, M.I.T.

Fri & Sat, Feb 10 & 11; Thurs, Fri & Sat, Feb 16, 17, & 18

at 8 PM

All seats $2.50 (exc. opening night, Feb 10 — $1.50)

Reservations: 253-6270

Persons interested in these seminars should contact
Steve Raudenbush or John Terry at 6-5126. Opening
seminars are limited; the location seminars will m
Thursday, 3-4-39 in 20-A 440.

All three courses will be graded on a pass/fail basis and carry with them 12 MIT units.
New Futura for 1978. A futuristic concept of travel is another Ford. Ford Aerospace & Communications Corporation, a Ford Motor Company, has been working on a type of spacecraft, but is building another type—communications satellites for all of us to own.

Scheduled Maintenance: 50,000 miles about $150.

A starting for Futura has been estimated to be about $2140. In support of Ford Vista Vista standards are 33 M.P. (23 M.P. or city) performance. EPA mileage estimates: 23 M.P. ('82), 33 M.P. ('83), and 33 M.P. ('84). The hatch of any of these models of course will have an estimated fuel consumption of 33 M.P. and 33 M.P. (city) miles. Futura is also available with 3.3 liter V-6 cylinder and 5.0 liter V-8 engines.

- $4267 as shown

Sticker price excluding taxes, title and destination charges. Ford Vista comes with standard front bucket seats.

FORD FAIRMONT
FUTURA
FORD DIVISION
Fencing hopes to improve

By Jeanette Wigg

Jeanette Wigg '79 is a member of the MIT Women's Fencing team.

Struggling to maintain a winning record has been the problem for the MIT Women's Fencing Team this year. After a 1-3 loss to rival Radcliffe temporarily halted the team's winning (5-1) record of last December, MIT lost Concord-Carlisle 12-4 on January 11 for the second time in the team's

continued from page 11

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

Rule 12 is a relatively new one: Weather permitting. Unfortunately, many professors are like St. Augustine, who prayed, "For since O Lord I cool, Instruct me, but what is the measure, I do not know." There is an extraordinary amount of input testing; a recent book published by Change magazine entitled The Teaching and Grading of Students delivers a wholesome indictment of test
tactics in higher education.

The bad news is that most professors are unanimously unappreciative about constructing tests; the good news is that many of us admit this openly. When presented with a convincing argument that a particular test question is an omission, inadverantly unfair, many professors will make some kind of an excuse, usually themselves explain their cognitive measure accurately or do not realize the primarily experts in a task, whether the test is for accounting, or who are not necessarily (or not adequately) responsible for testing user belief you have been unfailingly, you should discuss the complaint instructor. Frequent

students who follow their testing procedures will alter the grade or pass/fail only after an appeal. If Julia Shoshansky's "testing a charge of discipline or
courses, many will readily conduct a "ombudsman" to resolve both personnel and comp. College students still

Continued on page 12

M.I.T. D. Ben Jones

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John Farmer, who are limited. graduation reminiscence will m. m.

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All classes will be graded on a pass/fail basis

with them to 12 M.U. teams.
England’s first universities appeared in the 12th century. Final examination originated at about the same time, and no doubt, the first students to take final exams were also the first students to cram for them. Both final exams and cramming retain some of the flavor of their medieval origins: the final hours’ obvious resemblances to the Inquisition and the tortures such as the all-night vigil evoke images of burning the midnight oil, and candles at both ends. Though the preponderance of professional 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 students and enables the latter to have fulfilling and amusing college careers, while the studiously consistent 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 in a short amount of time. The purpose of the tradition, cramming is different from final reviewing, any last-minute, last-ditch effort to organize and brush up on previously learned material. Any-all-nighter is any last-minute, last-ditch effort of study- ing that is so a result of the effort leaving the student life as we know it today could not exist. Cramming separates the diligent from the casual students and enables the latter to have fulfilling and amusing college careers, while the studiously consistent 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.

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IM Basketball Standings

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Fencing hopes to impress

By Janeet Wing

(Janet Wing '79 is a member of the MIT Women's Fencing team.)

Swinging to maintain a winning record has never been a problem for the MIT Women's Varsity Fencing Team (4-3) until after a 13-3 loss to Dartmouth. After that defeat, the team's winning edge (2-1) record of last December, MIT routed Concord-Carlisle 12-4 on January 11 for

Following this victory the women split last weekend's meets, with a close defeat to Dartmouth 0-5 to again tie the win-loss record, and a comeback victory against SMU 9-7 to give the team a winning edge in the season record.

Thursday, SMU's weaker women were no match for the quicker and more aggressive MIT team. Captain Michelle Fretz

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Fencing hopes to impress

By Janeet Wing

(Janet Wing '79 is a member of the MIT Women's Fencing team.)

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Do you worry about exams? 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 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. 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 concern," 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. When both expected grades and occasional panic are not necessarily indicators of test anxiety. For example, suppose you come 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 classes are tough and faculty demands high, where competition is great and grading is hard. You find yourself struggling to get "C's" instead of the "A's" you were used to. Your lower grades may or may not be attributable to test anxiety. However, you might be among the test anxious if you display some of the following symptoms:

- Midway through a test, you find yourself looking around, wondering how other people are doing, worrying about failing the test and wondering what will happen if you do.
- When you read test questions, the words are meaningless. You have to re-read the questions two and three times to comprehend them.
- During tests you are plotting 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 at 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 learn 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 you cannot have incompatible responses occurring simultaneously. You cannot be tense, and relaxed at the same time.

This step involves isometric-like tension of muscle groups (shoulders, chest) followed by relaxation of these same groups. Another part of the relaxation training is rhythmical breathing, taking slow, deep breaths to 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 tension and helping them to relieve tension before it builds up.

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

The student is instructed to use his relaxation skills while a threatening situation occurs.
IM Basketball Standings

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Free-Wheelin' For They're TNT!

By Jeannete Wing

(Fungate Wing '79 is a member of the MIT Women's Fencing team.)

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ads that left her op-
Dynamite. That's Ford's new line of Free Wheeling youth machines. More good looks than the law allows. Complete factory-customized Vans, Broncos, 4x4 Pickups, Flaresides, Stylesides and compact Couriers. Free Wheeling means everything from dazzling interiors to special paints, to trick wheels, to blacked-out grilles, to...well, just about anything to make you feel like Free Wheelin'. New Free Wheeling Fords. They're TNT. And that's dynamite!
The Power of Positive Dreaming

By Jeannette Wing

Franklin and Marshall College has a positive dream program, which incorporates relaxation and visualization techniques. The program aims to help students develop coping strategies and improve their mental health. Wing describes the program and its benefits, emphasizing the importance of positive thinking in enhancing one's overall well-being.

Just when everything is going well, you have that dream again. The one where someone you trust is in danger. Where your life is threatened. This isn't just a common nightmare; it's a recurring one that refuses to go away.

You pull out your dog-eared class schedule and there it is—Biology 202 Final Exam. You've never had to study this before!

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

You're left with the question in your mind. You check your brain's file folder on the question. "Boo," 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 through this nightmare." "Don't leave!" says psychologist Dr. Wing. "Repeat to yourself, 'I will answer the questions, seeing other people finish their test, and finally, you can arrange for help before things get out of hand.'"

The next nightmare is about what happens when you wake up. You check your brain's file folder on the question. "Boo," 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 through this nightmare." "Don't leave!" says psychologist Dr. Wing. "Repeat to yourself, 'I will answer the questions, seeing other people finish their test, and finally, you can arrange for help before things get out of hand.'"

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

You sit, denied the modest rigor 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 Cheesecake—no—Pistachio in a cone—dishcone."

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 To Write a Paper in 1,000 Easy Words
Famous Failures
Six Convincing Examples That Grades Aren’t Everything

by LISA GREENBERG

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 subject you think you’re self with these anecdotes.

The ivy-covered institution.

Comedic 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 that his classmates still remember 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."

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 credits 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 "tutor" (tutor), the late statesman passed the test on his third try.

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, rates his high school homework work low in priority. At 16 he spent all his free time working as a copy boy in the Washington Star newsroom, waiting eagerly for even the smallest writing assignment to come his way.

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A Late Bloomer

Some great thinkers get off to an early start. Others, 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 frustrated 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."

Liz Greenberg hasn't failed anything yet except her first driving test.
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Petersen '79 won all three of her

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magnified. Jeanette Wing '79

won the meet's most deciding

match, also contributing three

total wins, scoring most of her

touches on feint–disengage attacks.

Meredith Roos '80, scoring

more carefully than in her

previous two bouts, kept her
distance and watched for her

opponent's move.

"All work and no Mustang

sounds like a pretty dull life style."