



Some people would rather play than study. For those that do study or have to study it can be a problem. Steve Little and Jennifer Leeds mix the two. Photo by Craig Stanfield.

## Help is on the way for studying

by Mildred Lynch

"If you're feeling down in the dumps about that last test grade, here is some good news. You still have time to do something about it before the end of the semester. Help is on the way," says Lela Faye Rich of academic counseling.

Thursday, Oct. 11, has been proclaimed "How To Study Day" and professor of psychology David Wark of the University of Minnesota will be on campus to conduct a workshop from 3:30-5 p.m. at McEwen Dining Hall, 2nd floor. The 9:30-10 a.m. assembly program will give students an opportunity to meet Mr. Wark and hear a brief presentation to help them decide whether they would like to attend the afternoon session.

Professor Wark is co-author of a book, **Systems For Study**, which is available in the Campus Shop. This book is well organized, simply written and amusingly illustrated.

The following tips for study are quoted or paraphrased from Wark's book:

**1. Sit as close to the front of the classroom as possible.** There will be fewer distractions between you and the professor. You will be less likely to daydream or to read or write personal letters, etc. (Gee, that's why I like to sit in the back. I don't want the professor watching everything I do," you say. But aren't your grades suffering because of it?)

**2. When you get bored in class, and everyone does at some point, flip to your notes from the last class**

**session.** The professor may be bored too and is simply killing time talking about something that isn't really relevant to the subject. You can't just get up and walk out, so use the time constructively. It will help to reduce the study time needed just before the next test.

**3. Copy everything that the professor writes on the board.** Even if it doesn't seem to fit in your notes or relate to what the professor is saying, you may find later that it was a clue to a test question. (If not, what have you lost? A little lead from your pencil or ink from your pen?)

**4. Listen for clues to noteworthy information.** If the professor begins with some type of itemization such as "In the first case..." or "There are two reasons..." you know that more points will follow. If the professor pauses after a statement and looks at the class or at an individual, write down what he has just said. If he pauses and begins searching his notes, he has probably just lost his place.

**5. Look for clues to noteworthy information.** If the professor leaves the lectern, moves closer to the class and stares intently at a student, he is probably saying something important and wants to be sure you hear and note it.

**6. Try to avoid judging the professor in class.** If you do not like or agree with what he is saying, you may inadvertently leave it out of your notes and forget it. Instead, try to quote the professor as accurately as possible in your notes. (You may learn later than he was right after all. A tactful,

private discussion with the professor after class may lead to new insights for both of you.)

**7. Be a good listener.** It is difficult for the professor to be alert and exciting if he is facing a room full of day dreamers and dozers. You will get more through your ears if you have your eyes on the subject.

**8. Take notes in your own words.** Re-state the professor's message in words that you will easily understand when you review. Be sure that you copy exactly any technical terms that must be used accurately on tests or projects later.

Read the **Pendulum** next week for tips on study outside the classroom.

### Phi Mu Bonfire

by Brenda Vinson

Phi Mu Sorority extended its hand to a group of children from the Elon College Children's Home on Tuesday Oct. 2. Phi Mu invited 15 to 20 children between the ages of seven and 10 to the Phi Mu house for a bonfire and a roasting of marshmallows.

## Town government — cont. from p. 1

alderman. An 11½-year resident, she owns Priestley Fine Art Gallery and works in educational and art activities in the county and state.

Barry Simmons, director of financial aid at the college, filed for alderman on Monday. Simmons has worked extensively on town ordinances and with the firemen in the past.

## Dollar drops as Gold vaults 105%

by Prof. Ralph Anderson

Gold prices hit the headlines this week. Prices for the glamorous metal reached about \$440 an ounce on world markets. The increase was about \$55 an ounce in a three-day period. Less than a decade ago, the total official price of gold was \$35 an ounce. Other commodities have shown as spectacular changes as gold in the past, and in some cases, even greater changes.

We may gain perspective by noting other price changes. Gold prices rose by 105 percent in a year (from \$210 to \$440). Silver prices have nearly tripled (to \$16 per ounce during the same period. Crude oil, gasoline, and especially fuel oil prices have increased by about 80 percent in the past year.

Commodity markets are often at the mercy of irrational speculators. A few years ago, speculators sent the price of sugar to 66 cents a pound, an eightfold increase in the space of a few months. Speculators quadrupled the price of coffee within the space of a few months. Speculators are active in the gold and silver markets as well. However, gold price changes often are the symptoms of underlying economic conditions, in a way that other commodity price fluctuations are not.

Last week's rapid rise in gold prices reflects fundamental economic weaknesses in the American economy. Americans are over-taxed, over-regulated, over-regimented, and over-harrassed to the tune of at least \$150 billion per year.

General Motors spends \$2 billion per year complying with government regulations.

Labor productivity in the U.S. since 1972 has moved "horizontally" for the most part, and for the last year and a half has declined. Saving and investment in the U.S. as a percentage of total output (production) is cur-

rently less than one-third as much as Japan and Germany. Chronic balance of payments deficits have plagued the U.S. for over two decades. Monetary policy in the U.S. borders on disaster. Banking authorities cannot even keep money supply growth within their own guidelines. Wage settlements in excess of government guidelines and productivity increases add to domestic economic weakness. Inflation rages on a 13 percent annual rate or more.

These (and other) factors contribute to a weak economy and a weak dollar. Understandably, investors, both U.S. nationals and foreigners, are motivated to "dump" dollars and buy gold, which for the moment appears to possess more stability than "queasy" U.S. dollars. Buying gold and selling dollars pushes the price of gold higher and the price (value) of dollars lower.

The gold "problem" would largely disappear if economic policy were changed to shore up the American economy. Specific changes essential to a healthy, dynamic economy include a decrease of government taxes and spending of at least \$150 billion per year; government incentives to increase saving and investment; responsible monetary policies that limit money supply increases to productivity increases; along with rational energy and inflation policies. Germany and Japan have demonstrated reasonable success in achieving relatively healthy and dynamic economies.

The United States with obvious resource advantages ought to be able to do at least as well. Unfortunately, the prospect of necessary economic policies to solve the fundamental economic problems in this county is not too promising, and consequently, gold prices are likely to continue an erratic upward trend.

Assistant dean of students David Joyce has also filed for alderman, it was learned Tuesday. Joyce joined the Elon College staff last year and has recently bought the "colonial house" on Holt Ave. as his residence.

Going off the board this year are Sherley White, D. D. Atkinson, and Dwight Wall. On the board for two

more years of four-year terms as alderman are Nell Snyder and Robert Olsen.

Parker, candidate for mayor, is a graduate of UNC Chapel Hill School of Law and a partner of John Patterson, Burlington. He is also an honors graduate of Elon College, an active member of the Burlington Jaycees, and a participant in community activities.