

The Old Gal Gazette

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National News



THE QUALITY OF EDUCATION IN QUESTION

More than 1 in 5 people think the quality of a college education is getting worse, says a poll conducted recently.

That's felt by recent and longtime grads (25 percent) even more than those who never finished college (21 percent) or didn't attend (18 percent).

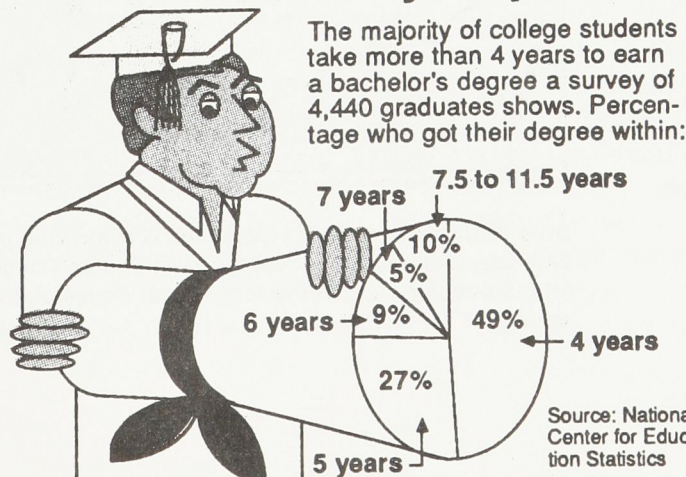
Today, 21 percent believe higher education is deteriorating, up from 16 percent last year. The percentage that thinks it's improving has dropped from 44 percent to 36 percent.

The college survey of 1,010 adults is the fifth done by Opinion Research Corp. for the Council for Advancement and Support of Education.

Other findings:

- * 82 percent think costs are rising so fast college will be out of reach for most of us; last year 77 percent thought so.
- * 52 percent say they're better able to afford college now than five years ago; that's up from 48 percent.
- * 32 percent, down from 39 percent, think most people can afford to attend college.
- * 89 percent favor continuing federal loans to help pay for college, up from 81 percent a year ago; 87 percent want to keep government grants for low-income students, up from 84 percent.
- * 58 percent say a degree is very important for career advancement. But only 44 percent say a college education is very important for later life.
- * 54 percent say college admission tests, such as the SAT and ACT, are fair.

Farewell to the 4-year plan



By Marcy Eckroth Mullins, USA TODAY



WILL THE PHOENIX HEAD INTO SPACE

The new space shuttle should be named Phoenix, many USA TODAY readers have said.

It was the choice of 666 of 2,302 callers who took part in a four-day poll asking for name suggestions for Challenger's replacement.

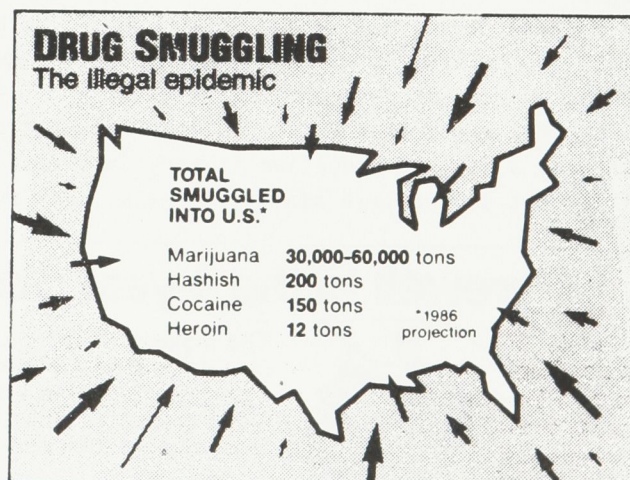
Other favorites: Challenger 7, 128 votes; Challenger 2, 88; Enterprise, 40; America, 36; and Liberty and Legacy, 24 votes each.

Many chose Phoenix for the mythological bird that sprang from its ashes. But NASA's Gene Marinetti says the agency seeks public input. "The public has been so supportive of us over the years--particularly since the accident--it should have a say."

NASA has received about 70 letters with name ideas--many also favoring Phoenix.

Send suggestions to: NASA Headquarters, 400 Maryland Avenue, SW, Washington, DC 20546. Attn: Mail LFF.

For Your Information



Source: Select House Committee on Narcotics Abuse and Control

NEA/Whitney Vosburgh

Drug trafficking in the United States is a growing problem. Record amounts of illicit narcotics will be smuggled into this country, according to a special House of Representatives committee.

For Your Information



MAJORING IN PEACE ON EARTH

Peace on earth has become a major focus of study in many colleges and universities.

About 46 percent offer courses, if not majors, in the controversial curriculum, up from 15 percent in 1979, says Barbara J. Wien, editor of the World Policy Institute's "Peace and World Order Studies."

About 80 colleges offer degrees in the new field; 14 have graduate programs. Many elementary and secondary schools also teach courses.

Peace programs cross into such traditional disciplines as economics, physics and sociology.

In general, programs examine the "traditional belief that war and oppression are inevitable" and explore alternatives.

The academic explosion reflects a peace movement that has been growing since the advent of nuclear weapons, says Clint Fink, executive director of the Consortium on Peace Research, Education and Development, based at the University of Illinois, Urbana-Champaign.

But support for peace studies comes from many quarters:

The U. S. Institute of Peace in Washington, D.C., set up by Congress in 1984, made its first 10 grants in December.

As many as 100 private foundations are allocating dollars to peace studies.

The peace pacesetter is the Chicago-based John D. and Catherine T. MacArthur Foundation, which has doled out more than \$30 million.

Universities and colleges are forming regional consortia to pool resources. Among them are the New England Consortium for Peace Studies and the Rocky Mountains Consortium for Peace Studies.

WHERE TO FIND THE PROGRAMS

Among institutions offering degrees in peace studies:

- * Boston College, Chestnut Hill, Mass.: Program for the Study of Peace and War.
- * Manhattan College, New York City: Peace Studies Institute.
- * Syracuse University, Syracuse, NY: Program in Nonviolent Conflict and Change.
- * Colgate University, Hamilton, NY: Peace and World Order Studies.
- * George Mason University, Fairfax, VA: Center for Conflict Resolution.
- * Georgetown University, Washington, DC: Peace Studies Program.
- * Kent State University, Kent, Ohio: Center for Peaceful Change.
- * Wayne State University, Detroit: Center for Peace and Conflict Studies.
- * Manchester College, Manchester, IN: Peace Studies.
- * Earlham College, Richmond, IN: Peace and Global Studies.
- * University of Missouri-Columbia: Peace Studies.
- * University of California, Berkeley: Peace and Conflict Studies.

100 MILLION COULD BE KILLED BY AIDS BY 2000, KOOP SAYS

Nearly 100 million people worldwide could die from AIDS by the end of the century if a cure or vaccine is not found, U.S. Surgeon General Everett C. Koop (Dartmouth '34) has said.

In a speech before 6,000 students at the Rev. Jerry Falwell's Liberty University, Koop also said he resented criticism from fellow conservatives and evangelicals of his call for sex education to prevent the spread of AIDS.

"Make no mistake about it, AIDS is spreading among more people and it is uniformly fatal," he said, adding that no "cure or vaccine is in sight in the foreseeable future."

Acquired immune deficiency syndrome is a disease in which a virus attacks the body's immune system, leaving victims susceptible to a wide variety of infections and cancers.

As of Jan. 12, AIDS has been diagnosed in 29,435 people in the United States and claimed 16,667 lives, according to the Center of Disease Control in Atlanta. The CDC estimates that the disease will strike 270,000 people and kill 179,000 by the end of 1991.

The World Health Organization, in a December report, said there are now about 100,000 known cases of AIDS worldwide.

SAFETY FIRST

What does playing safe mean? Playing safe doesn't mean eliminating sex from your life. It does mean being smart and staying healthy. It's knowing something about your partner's health and sexual patterns. It's showing love and concern for yourself and your partner. It's enjoying sex to the fullest without giving or getting sexual diseases.

How do you play safe? Most sexually transmitted diseases are spread by germs moving from one person to another. Certain body fluids such as semen, blood, menstrual blood, urine, feces and possibly saliva are known to be good carriers of germs, including the AIDS virus, the hepatitis-B virus, chlamydia, and the bacteria causing gonorrhea and syphilis. These fluids, when shared through sexual contact, can spread disease. You can limit this spread by enjoying sex that shares love, tenderness, and passion but doesn't share germ-carrying fluids.

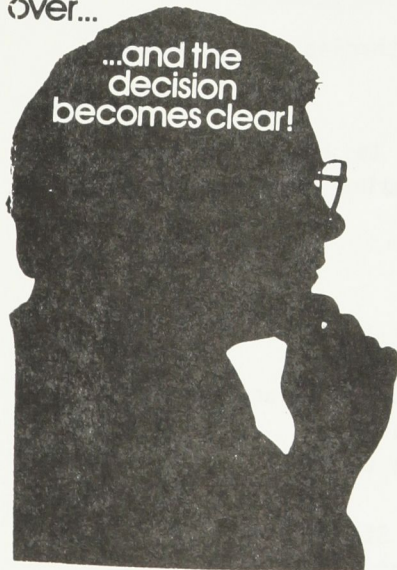
ONE MEANS OF PREVENTION...CONDOMS

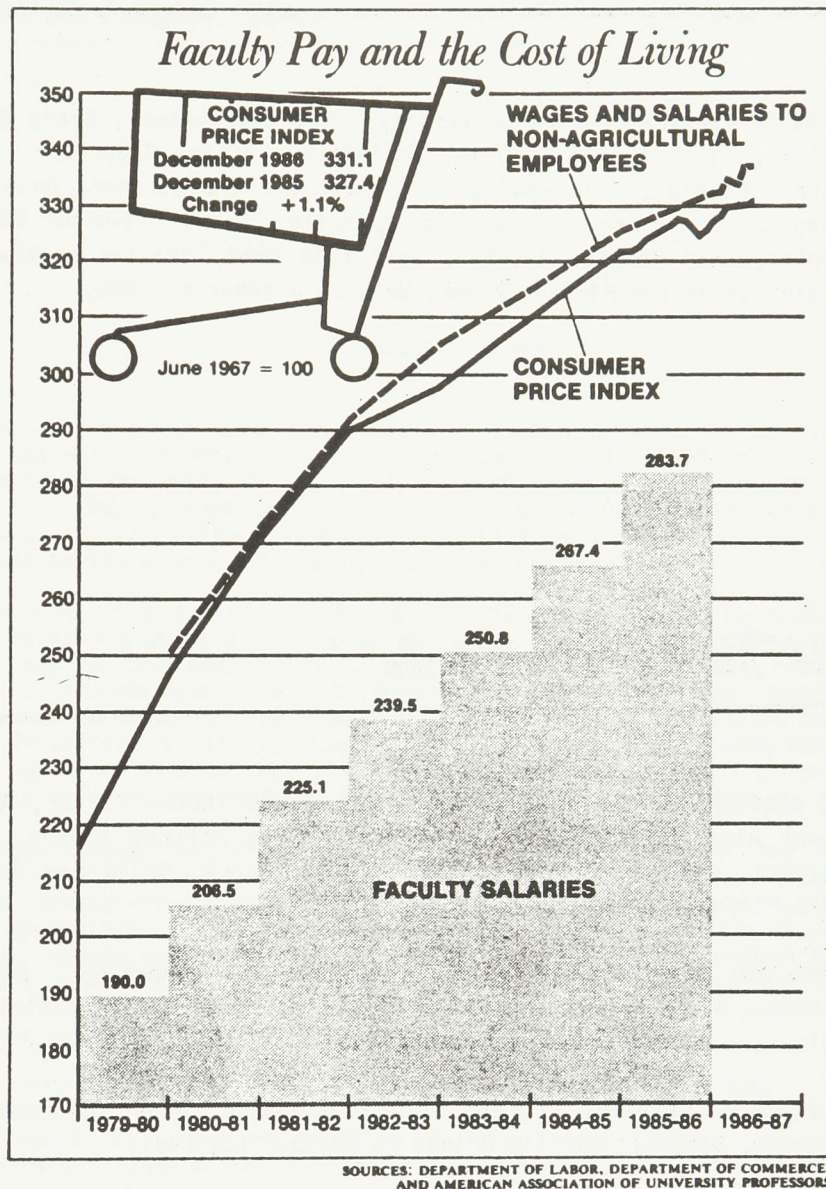
Condoms have long been known as a means of preventing the passages of germs causing gonorrhea, syphilis, chlamydia, and hepatitis-B and have just recently been shown to block passage of the AIDS virus. To be effective, condoms should be put on during foreplay before there is any pre-ejaculatory fluid. Both men and women can carry gonorrhea, syphilis, chlamydia, hepatitis-B, and AIDS without feeling ill. And vaginal intercourse is just as likely to transfer gonorrhea, syphilis, and hepatitis-B as anal intercourse.

A study done by researchers at the University of California at San Francisco using five different commercial brands of condoms found AIDS virus particles unable to penetrate the condoms. Even after three weeks of being filled with fluid containing a high concentration of the AIDS virus, no virus had passed through the condoms.

Think it
over...

...and the
decision
becomes clear!





TEST DATES FOR GRADUATE SCHOOL ADMISSION EXAMS

		SPRING	SUMMER
GMAT	Graduate Management Aptitude Test	3/21/87	6/20/87
LSAT	Law School Aptitude Test	2/21/87 4/11/87	
GRE	Graduate Record Exams	2/7/87	6/6/87
MCAT	Medical College Aptitude Test	4/25/87	

Pledged To The Seven Points



ALPHA PI CHAPTER, Purdue University: Craig Barkhimer, Craig Borghesani, Michael Collins, William Rhys Compton, Christopher Randel Coopridier, Stacy John DeHart, Roberto Eljaiek, Eric Eppinger, Michael Richard Gardner, Douglas Gordon Larson, James L. Longshore, Lance John Massetto, Fernan Eduardo Odio, Michael James Pepples, Chad Matthew Reardon, Jeff Todd Reed, Charles Matthew Schafer, Robert Edward Strand and Michael Robert Wood on October 5, 1986.

Initiated Into The Mystic Circle



PSI CHAPTER, Oregon State University: David Thomas Carter, Andrew John Moyer, Robert Alan Johnson, Greg Scott Ross, Gregg Matthew Stults, Barry Christopher Tischart, Gary Alan Cole, Victor Anthony Roach, David Lee Jenkins and Stephen Andrew Shoup on January 17, 1987.

ALPHA RHO CHAPTER, New Jersey Institute of Technology: Bill Serevino, Mike Kolchins, Mark Muska, Gary Weinstein, Mike McCullough, Anatoly Gregor, Russell Butler and Joe Vicari on January 23, 1987.

DELTA DELTA CHAPTER, Slippery Rock University: Roger J. Browning, Mark Kalady, Robert L. Stoddart and Tim Hrinda on October 12, 1986.



The Old Gal Gazette is published every two weeks during the academic year by the National Headquarters. It is distributed to all chapters, colonies, advisors and fraternity volunteers in an effort to keep all informed of their Fraternity's activities, plans and progress.

News items for **The Gazette** can be sent to: Alpha Sigma Phi National Headquarters, 24 West William Street, Delaware, OH 43015.

Alpha Sig Scholartips

Suggestions from Alpha Sigma Phi to help better the studying man

ALPHA SIGMA PHI SCHOLARSHIP PROGRAM SCHOLARTIPS #3

by

Dr. Dennis R. Parks, Baldwin Wallace '72
Director of Scholarship

LECTURE NOTES

Many students think that the secret to taking good notes in class is advanced knowledge and skill in shorthand or a tape recorder and a good transcriber. While both of these methods are good, they are not the best method for recording what takes place in a lecture. Taking good lecture notes is a skill well worth developing. Not only will it help you get better grades, but it will be a skill you will use in business meetings and seminars long after graduation from college.

The purpose of a lecture is for an instructor to impart to students what he/she thinks is important about a particular subject. Remember that the information given in a lecture may be the same as that assigned for outside study, related to what was assigned for outside study, or not related at all. Most often, however, instructors will use outside study, i.e. between class assignments, to supplement what is given in a lecture. Therefore, it is important to not only record and learn what is covered in lectures, but also to know the relationship between the material given in lectures and the material that you are expected to learn through other methods.

When approaching lecture notes, the secret is to think of the lecture or class discussion, as if it were a chapter in a textbook. Each lecture, if properly prepared, will center around one or more central themes. The theme may be a period of time, a theory in psychology, or the correct method of accounting. All information given during that lecture should center around, and be a component of, that central theme. With this in mind, try to picture lecture notes as an outline with the topic of the lecture being the central theme. All other material covered during that lecture will be subdivisions of that central theme.

Your lecture notes should, thus, be in an outline form with each of the subdivisions being predominant. While a rigid outline form (I, A, 1,) does not have to be followed, it is suggested that some modification of this format be followed so as to cluster information around each of the subdivisions.

A necessary skill in taking lecture notes is to differentiate between the important information and the "filler." There is no rule of thumb for knowing the distinction between what you may need for an exam and the aimless ramblings of an instructor. Each instructor will be different, and will prepare for lectures in a different way. A general rule, at least until you know the particular style of an instructor, "if there is the slightest possibility that you will need to know it, copy it down." After a few weeks in a class, you will have a much better idea of what the instructor thinks is important and what he/she will expect you to know for exams.

A good practice to develop is to recopy lecture notes soon after the lecture has taken place. The purpose for this is several fold. First, if in recopying you come across a point that you do not understand, you can ask the instructor for clarification while the information is still fresh in your mind. Second, you will "clean up" your notes so that they will be neat and easy to follow for review prior to exams. Third, you will be able to put all your notes in the same format, again, to make it easier to review for exams.

Again, keep in mind that lecture notes are only one source of information for course materials. They can cover the same information as other sources, such as textbooks, or they can be used to cover additional information. As a student, it is important that you know what is being covered, and how it "fits" into the whole of the course information.



