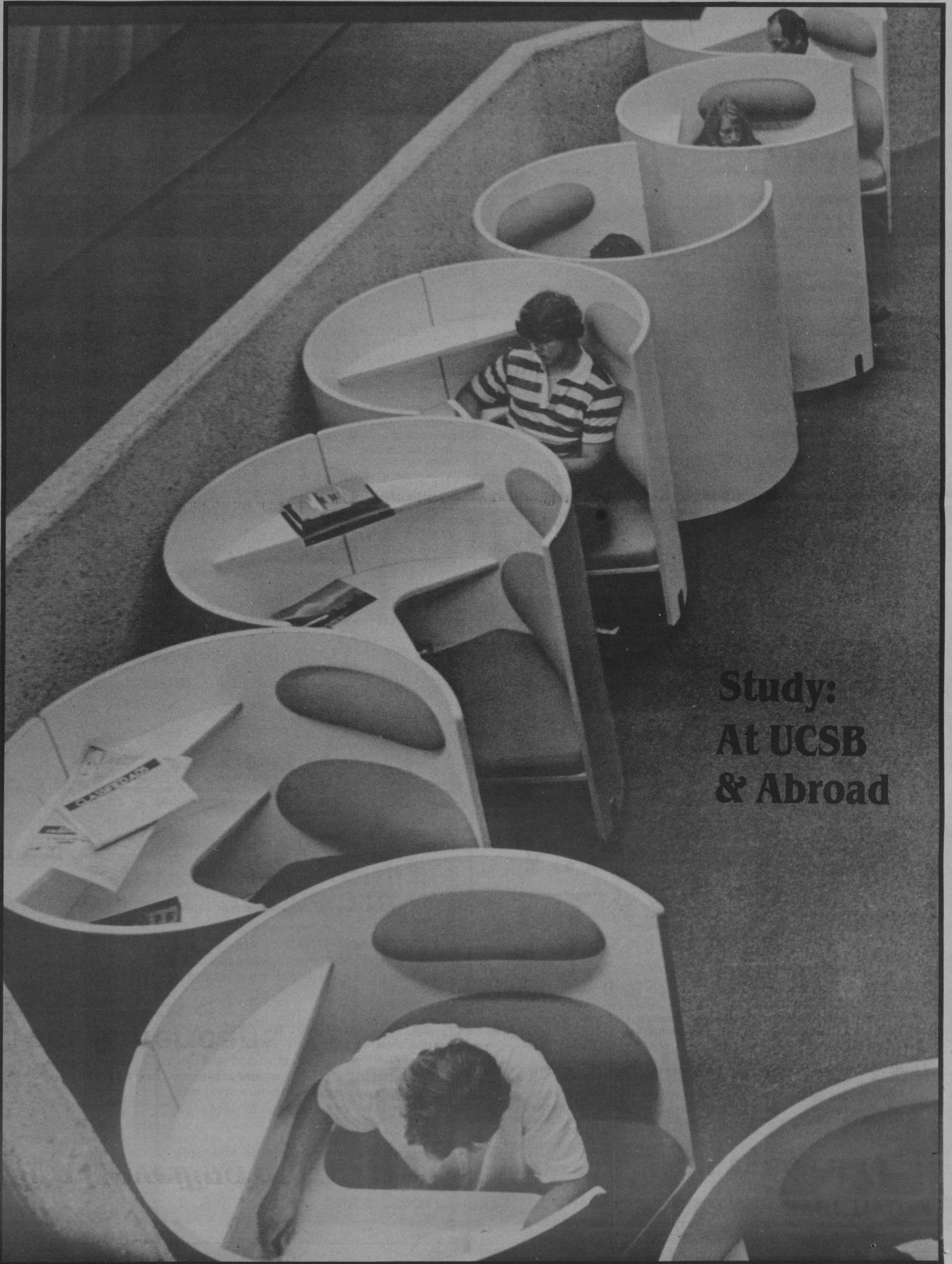


PORTAL

Friday, October 9, 1981

magazine



**Study:
At UCSB
& Abroad**

PORTAL magazine

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COVER PHOTO by Greg Wong

PORTAL is a biweekly feature magazine published by the Daily Nexus. Correspondence should be addressed to Portal Magazine, c/o Daily Nexus, P.O. Box 13402, UCSB, Santa Barbara, Ca. 93106

L&S Peer Advisers Offer Academic Information

By SANDY THOMAS

So it's only the second week of classes and you're already a month behind? Are you seriously considering dropping that 8 a.m. class or even changing your major? Are you wondering why you ever got involved with the university's maze of general education requirements, unit requirements, American Institutions requirements and the host of other bureaucratic do's and don'ts just to receive a measly diploma should you live long enough to graduate?

If academic rigamarole has you depressed, then the Academic Peer Ad-

viser. After a screening and interview, Fazekas and her fellow advisers Ann Carlson, Duncan Wells and Amy Yamane were selected. Most of the advisers have had experience working for the summer orientation program or the Community Affairs Board, and all have received training in unit requirements, file checks, and academic probation cases under the guidance of Joyce Carasa, Letters and Science staff adviser.

Many departments also have their own academic peer advisers, familiar with the department's special requirements and procedures. The College of Letters and Science's peer advisers, however, are available for consultation regarding university and general education requirements, progress checks and graduation checks. The advisers are a valuable resource and a starting point for problem solving even when the student isn't sure who to see.

"We welcome students to come with any question, whether they think it's too small or too large, Fazekas says. Even if the problem is not in our field, we do a lot of referrals to the Placement Center, Counseling Center and other services. We like people to come up and we want them to feel welcome here.

"I think there are probably people out there with questions and problems who never take the time to seek us out. We can't contact them individually, so we hope they'll come to us."

While the peer adviser program is designed as an aid for students, the job is also a worthwhile experience for the advisers. They work about 10 hours a week, fitting individual consultations and desk work around their own class schedules.

Fazekas admits that it's not the pay that makes peer advising a good job, but the rewarding experience. "I really like working with people and helping people who come in all upset with a problem. I'm glad I can offer advice and have them go away smiling, or at least feeling more at ease."

The peer advisers are currently trying to develop a plan so that they might be available for consultation in the dorms one night a week. A similar program has worked successfully in the past, but the details have as yet not been confirmed.

To contact the peer advisers call 961-3201 for an appointment, the Academic Advising Hotline 961-2038, or stop by 2119 Cheadle Hall, the College of Letters and Science office, between 8 to 12 or 1 to 5 weekdays.



Mary Beth Fazekas

visers for the College of Letters and Science may be able to help.

A peer adviser provides a friendly resource for students looking for a major, caught in academic difficulties or simply interested in talking with someone about their class schedule problems. "We're here to talk with them, listen, and help them sort out what's happening," says Mary Beth Fazekas, one of the four academic peer advisers.

The peer advising program is now entering its fourth year, operating on the premise that "Students can feel more at ease talking with someone their own age, someone who has actually been through the same academic experiences," according to Fazekas.

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The Office of Financial Aid will not have students' local addresses until after registration packets are filed.

So, if you have not yet been notified of when you are to receive your Fall Quarter aid, or adjustments to your aid, please contact our representative who will inform you of your payout date.

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Beating Fourth Floor Blues: Guidelines For Harried Students

By JANE MUSSER
Like long lines at the bank and Sunday morning hangovers, studying is an unfortunate aspect of the university experience that just can't be avoided.

In fact, most of us spend a tremendous amount of time reading history, working out economic problems and writing English papers. With so many students spending so much time doing one thing, it is about time some one came up with some guidelines for "Studying the UCSB Way."

1. Don't go to the fourth floor of the library if you want to get anything scholastic done.

No one goes to the fourth floor to study. People go there to see old friends, to make new friends, to announce weekend parties, to get together intramural ultimate frisbee teams, or to make drug connections, but no one goes there to study.

The floor is furnished mainly with overstuffed couches good for lounging,

and small private rooms good for discussing who is doing what with whom in your dorm or apartment complex. Students new to the fourth often bring heavy books and cumbersome backpacks. The more experienced just bring backgammon sets and munchies.

2. Learn to make excuses for not studying.

It is important to constantly justify (usually just to yourself because no one else really cares) the fact that you occasionally are not studying.

Good excuses are "It's Friday night," or "Hey, come on, I can't study on a Monday afternoon." Other excuses: "It's the anniversary of the death of my roommate's dog and she would feel really bad if I were to do any accounting problems," or "I have this zit on my nose and I can't concentrate on anything else," or "It's sunny out-

side," or "It's raining outside."

Excuses of a political or social nature are also good, making you feel that by not doing your Poli Sci reading you are somehow benefitting mankind: "How can I study when I know that there are people starving in India?" or "Geography reading seems so insignificant when I think of the larger truths of the Diablo blockade."

Use your friends when making excuses: "You know, I wanted to study tonight, but Cathy called up and she was really upset so what was I supposed to do, just tell her to leave me alone because I had Spanish exercises to do?"

3. Learn to use the resources the university has to offer.

Resources include smart people who do all the reading and go to class on a regular basis. To utilize this resource, first identify the smart person in class (usually the one who looks

strikingly like the guy on *National Lampoon's* nerd poster, with glasses held together by a wad of masking tape and white shirts buttoned up to the top).

Next try to make friends with this person, either by bringing him chocolate cookies or by inviting him over to dinner or buying him a special treat like a new highlighter pen. Once you've made friends, borrow notes and ask questions about reading assignments before each class meeting.

4. Learn to use the resources offered outside of the university.

Take classes along the lines of whatever your parents do for a living. For instance, if your mother or father is an accountant, take an introductory accounting course. Then when you have problems, make long distance collect calls telling them how much you miss them and how much you love them and how much you respect them and how much you hope they can help you with this little itty bitsy problem you have with prime interest rates.

If they don't cooperate, threaten them with possibly not being able to make it home for Thanksgiving. Blackmail is an ugly business, but it can be quite effective.

5. Learn your physical and mental limits and don't push yourself beyond them.

It is a physical fact that any human being can only sit in one position for so long, and only concentrate on one subject for a limited amount of time.

So if you've been reading



This UCSB undergrad shines the library in favor of swinging comfort.
NEXUS/Betsy Finegan

for a good 10 or 15 minutes and your mind starts wandering, or you begin to feel hungry, or you realize that an episode of *M*A*S*H* that you've only seen eight times before is on, or a friend wants you to go to the store with him, don't be afraid to take a break. After a half hour or so away from the books you will be able to concentrate on the subject at hand with much greater mental alertness.

6. Set your priorities, keeping social as well as intellectual goals in mind.

It is too often easy for students to get bogged down in the concept of the university as a purely academic environment. Don't forget that UCSB

offers more than Campbell Hall and library cubicles. It offers the chance to meet new people, to live among a diverse group of individuals who each have something unique to contribute to the university experience, to go to parties, and to get so drunk that you pass out in some one else's bathroom.

So when you are confronted with a typical university student's dilemma, for instance whether it would be better to study for an anthropology midterm the night before the test or to go out and have a good time, ask yourself the insightful question "What difference will it make in 20 years anyway?" Probably none.



Library cubicles offer claustrophobic privacy for the mentally motivated.

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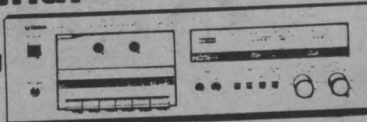


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Education Abroad:

Experiencing A With Foreign Fla

By JANE BAILIE

For many university students, the thought of studying abroad conjures up images of ancient stone architecture, bustling streetside cafes, romantic contrysides and exotic cities filled with neon lights and colorful people. A dream which sounds almost too good to be true for the majority of the academic population.

However, what was once a privilege reserved for a select minority of successful scholars and the very wealthy, has since World War II, become an almost mass movement which attracts thousands of students from every age group and financial background.

As the opportunities for acquiring an education abroad have increased, so have the institutional organizations designed to meet those demands. For University of California students, the UC administration has designed a program which facilitates the necessary information and guidance for those who are interested in knowing more about actual academic life in various foreign countries.

The Education Abroad Program (EAP) is currently celebrating its 20th anniversary on the UC Santa Barbara campus. Since the first group of undergraduates traveled to Bordeaux, France two decades ago, close to 8,000 students have studied abroad, "making this the largest program of its kind in the U.S....and best," according to Bob Lagamma, acting Deputy Director for the UC system-wide program.

UCSB functions as the administrative seat of EAP, an intermediary between the University of California and foreign educational systems. Individual UC campus coordinators are responsible for screening and recruiting candidates.

The organization presently has coordinating programs with nearly 40 host institutions in 23 countries, and more than 100 UCSB students are currently studying overseas.

The qualifications for those students wishing to take part in EAP include Junior status (84 units) at the end of the spring quarter, a 3.0 GPA or the equivalent, completion of a level 6 foreign language course or a corresponding degree of fluency and the approval of the campus EAP selection committee.

Graduate students applying for the program may attend most of the study centers, but must have completed at least one year of graduate work to be considered eligible. The consent of their academic department and the Graduate Dean are almost mandatory requirements.

"EAP can provide the opportunities for those who are best prepared and equipped to use them," according to Bob Selander, EAP coordinator for the

UCSB campus. "Many approach EAP as a means of getting away from something, or getting out of a rut. I strongly advise those students not to apply for EAP, especially since it may not be what they had expected...EAP is not an automatic experience. There are a lot of ways to go abroad, and EAP is only one of them."

The principle reason why many students may think twice before officially applying for the Education Abroad Program is financial. EAP costs, which include transportation and a modest travel allowance, range from approximately \$5,500 for the 9-month Mexico program to \$7,900 for the 12-month Sweden program. Graduate students are required to add \$60 to these figures to cover the additional educational fee. Non-residents of the state of California must include an increase of \$2,800 to cover non-resident tuition.

Financial Aid is available for all students in EAP, and there exists a number of grants, scholarships and loans available exclusively to EAP participants. Student loans can usually be increased for those studying abroad, but augmenting scholarships are rare.

Despite these obstacles which prohibit a large percentage of students from even applying for the Education Abroad Program, competition, especially for the United Kingdom and Ireland, is nevertheless stiff.

Applicants usually apply for the program in their sophomore year between the months of November and January, depending on the session and the country. Those accepted to EAP attend their host university for the full academic year (8-9 months), prior to which there is a 6-week orientation and language training program.

Selander advises prospective applicants, "Don't get locked into working for one thing...My philosophy for students ought to be for them to experience and develop their minds and their view of the world — the world in the sense of where we all live, here as well as abroad."

Close to 670 University of California students participated in EAP last year. French universities admitted the largest number of UC students, 160, while 120 students attend various universities throughout the United Kingdom and Ireland.

Two former EAP participants currently at UCSB are seniors Bill Carroll and Kirk Murphy.

Carroll, a French major who is a Resident Assistant on one of the International Halls in San Rafael Dorm, attended the university at Bordeaux, a region on the southwest coast of France, known mainly for its wine, good climate and coastal ports. During his stay abroad, Carroll lived with a native French family on the

outskirts of the city.

Carroll found the adjustments involved in living overseas relatively easy.

"The situation was such that I really just rented a room. I handled my meals independently; sometimes I bought tickets to the student dining hall...basically I came and went as I pleased."

"The Study Center was really well organized. There were weekend trips, language training sessions and planned meetings with other American students," recalled Carroll. "There was one program where they set each student up with a host family that invited you to dinner on the weekends. It was really good because it gave you that much more contact with the culture."

Carroll explained that the Bordeaux educational system was comprised of "not a lot of outside reading. There was a lot of independent studying and papers though."

The French grading regulations are relatively strict when compared to American standards, and like most other European universities, students at Bordeaux are evaluated almost solely on their performance on a series of exams at the end of their spring term.

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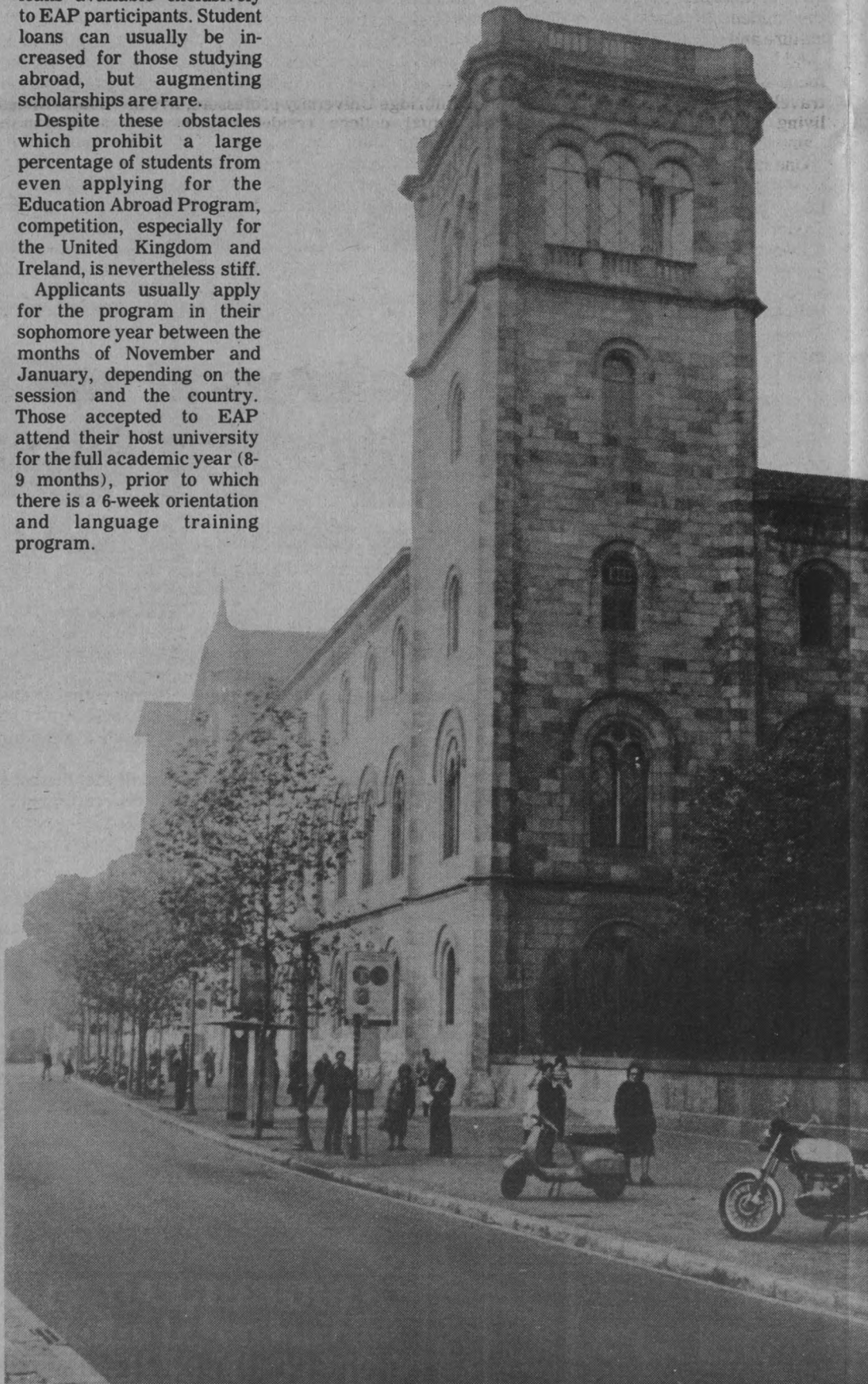
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Carroll recalled the French people in general as being somewhat more cautious than is usually considered acceptable in California. "It was difficult to penetrate into a lot of the (social) groups, simply because they tended to have had their friends for quite a time. That bond of friendship was very close. But they accepted us and were interested in knowing about us.

Biology major Kirk Murphy has always had an interest in England and the country's civilization. "It (EAP) seemed to me by far the best opportunity, in a manner, to meet people of the (English) culture."

Murphy attended Westfield College, a campus of the University of London, located virtually in the center of the English city. Murphy claims that the proximity of the college to the center of the city is a certain advantage. "There are exhibitions, art galleries...a really wide spectrum of cultural events. I missed out on the rural part of living, but on the whole I was very happy."

There is no single formula for a successful overseas experience. Living and educational arrangements are flexible and individual experiences vary, but all programs are designed to allow the student to absorb a foreign culture and environment.

Additional information can be found in a wide variety of student travel guides and pamphlets on living and studying in foreign countries.

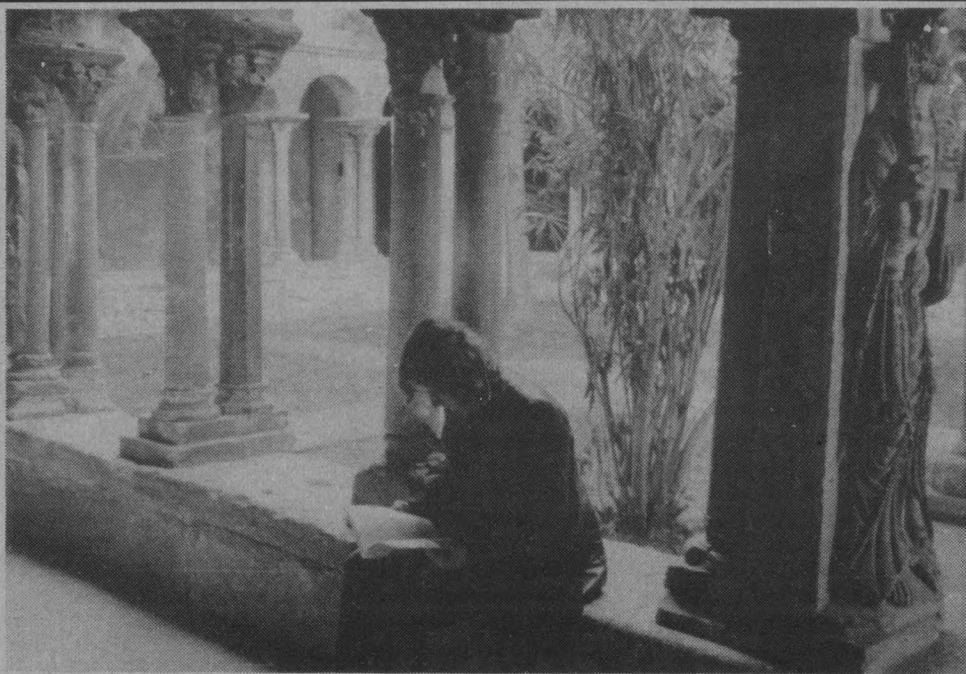
One such book, *The New Guide to Study Abroad* by John Garraty, Lily Von Klemperer and Cyril Taylor outlines the traditional European educational system by stating: "Students generally have an attitude of independence and individual responsibility based on the assumption that each person is mature enough to pursue his own work in his own way."

"European schools are often intensely proud of their programs and resist all efforts to tie themselves down to the kind of prescribed routine that is common in American colleges. Such concepts as compulsory attendance at classes, weekly quizzes and "assigned" readings are unknown to them."

The authors advise American students studying overseas to acquire proper housing arrangements and locations. "Ideally the visiting student will want to live in an environment where he can sample many different aspects of the foreign culture and society and at the same time develop reasonably close personal ties with those around him."

Attending a university in a foreign country can prove to be a valuable and maturing experience. Selander has received an extensive assortment of responses from those students who participated in EAP. "Everything imaginable," he smiles, "from 'It was marvelous!' to 'It was hell!'"

Such a once-in-a-lifetime expedition can certainly foster a wide variety of emotions, insights and sentiments, for as Garraty states in his aforementioned text, "Even a Beer Hall can be a classroom."



An EAP student studies in the ancient atmosphere of the old cloisters at Padua. Below, the University of Barcelona towers over a Spanish street. Photo Courtesy EAP

Summer in Cambridge: Sampling England's Riches

By JANE BAILIE

I had always imagined Cambridge to be a romantic English country town, filled with ancient medieval architecture, weeping willows and students striding across narrow cobble stone streets in long black academic robes.

It was not until my actual arrival at Pembroke College that I realized Cambridge was a city comprised of concrete sidewalks, contemporary buildings and literally thousands of tourists. The entire effect was almost the complete opposite of what I had expected to find.

This summer I was one of the 55 University of California students who had been given the opportunity to study at Pembroke, the third oldest institution in the Cambridge University system.

We were participating in a program sponsored by UC Irvine which enabled a limited number of UC students to be taught by Cambridge University professors, live in the actual college residence halls and become familiar with many of the university's customs and regulations. The courses offered, their content and the grading system would be based on University of California standards.

Both the town and the University of Cambridge have a long and celebrated history, which facilitates many time-honored traditions. Centuries-old houses, shops, churches and colleges combined with

modern department stores, hotels and university laboratories testify to the fact that Cambridge has not only managed to survive, but thrive since its initial days as a small market town.

Since Cambridge has been so successful in assimilating the new with the old, it has become one of England's most popular tourist attractions. I can still remember walking through the open market place and hearing more Italian, French, German and Spanish than English.

I also came to realize that being a student at one of the Cambridge colleges meant one was considered fair game by sightseers for countless questions concerning the university and directions to other colleges. Many of the tourists were somewhat taken aback by my American accent, but were usually curious to know how and why I had come six thousand miles to attend summer school. Having an English mother and a South African father, I had always been steeped in the British way of life. This trip would fulfill a long standing dream to actually study at a university in the United Kingdom.

Being surrounded by the almost mythical atmosphere at Pembroke, I often found it extremely difficult to concentrate on my studies, Sociology and Literature. Punting on the river Cam, walking through the beautifully green countryside and exploring

(Please turn to p.8A, col.1)

Sail Away From it all to High Seas Adventures

By LORI RAFFERTY

So you want to sail away?

I did, and this time last year a friend and I found ourselves crewmembers on a racing yacht bound for Australia. Untold adventures awaited as our ports of call included the Samoas, Fiji, New Caledonia and the eastern seaports of Auz.

So we were sailing away, living a dream, a reality, the experience of a lifetime. Bye bye to UCSB; it was time to take a break from the academic way of life!

But mother nature, the high seas and a few unfortunate circumstances combined with 13 days at sea to provide us with quite an experience. We were used to minimal clothing and hot equatorial mugginess, but one afternoon the weather did a 180 degree turn and presented sub-Arctic gales with 20 waves over 20 feet high. I remember lashing myself into my bunk but still waking up with my whole body airborne as the boat rode over a swell.

Then it happened: one of the things that all yachties hope will never occur in mid-ocean. A steel-rod shroud supporting the 3-spreader mast from the port side broke, cracking the air like a lightning bolt. Unable to cope with added stress, the mast instantly buckled like a Coors can and crashed overboard. It was one of the most astonishing sights I'd ever seen as we madly scrambled out into the cockpit.

"No real worries mate, we'll be right," said the Aussie skipper.

We made a jury rig and began to limp back to the nearest port which, due to navigational ambiguities and the storm, turned out to be 280 NE miles away.

Though the storm abated and the wind decided to take a total vacation, our emergency radio antenna decided it didn't want to work, and our food, water and fuel slowly disappeared. Thus for an extra two weeks we had minimal program and radio contact (though we could hear radio reports of the "missing" yacht *Impetuous*, we couldn't transmit — extreme frustration!)

To stretch our supplies, we ate only one tiny meal and drank two cups of water each day. (If I ever see another can of SPAM in my life, I'll toss my cookies for sure!)

Fortunately, the day we ran out of water was also the day we were spotted by a New Zealand submarine-tracking plane, which was out searching for us. We were rescued and towed back in by a fishing trawler (from Oxnard, California of all places) sailing out of Pago Pago.

Needless to say after 30 days on the ocean, solid ground, hot showers, and a five-course meal with heaps of ice cream were thoroughly appreciated by our crew.

So although "sailing away from it all" sounds fun and romantic, my friend and I learned that the ocean is an immensely vast body of water that deserves all the respect you can possibly give.

Tropical weather, beautiful blue water, flying the spinnaker and surfing a 41 foot yacht down mid-ocean swells was fun...but cold storms, being demasted and running out of water wasn't. So if you decide to try and sail away somewhere, remember that it may not always be as great as it sounds.

But would I do it again? You bet!

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Academic Advice Manuals Improve Study Efficiency

By LAURIE PUTNAM

Ever experienced a shudder of discouragement with one glance at your reading list, or a rush of unadulterated panic during the first (or last) five minutes of a final? You may want to pay attention to Michael Gross' pearls of wisdom: "Most students loathe their classes...but this book can help!"

Then again you may not.

Gross' *How to go to College Book* is only one of many volumes of study guides available for the student who feels his academic skills are not quite up to par. Within these texts are available hundreds of helpful hints on everything from speedreading to writing papers to talking your way out of a final exam (and into a research paper).

One common denominator in most such books is the idea that the potentially successful student must take an active role in his education, identify his goals and develop his own capabilities. High school study habits must be adapted to personal idiosyncracies, courses and professors.

No book will offer a miracle formula for making the Dean's List in five easy steps, but one or another may provide you with valuable information on the art of "studenting" by developing study skills, test taking techniques and methods of time management. The key lies in finding the book that will cater to your particular

academic needs.

James and Ellin Deese's *How to Study* utilizes a personal approach. The authors collectively adopt the role of a high school counselor, offering a stream of narrative advice on "the classroom experience," "the art of studying," and "learning to cope" with parental, financial and academic pressures.

A fair amount of valuable information can be extracted from the text, which is designed basically for the first-time freshman and covers a broad range of classroom and studying activities.

Best Methods of Study by Samuel Smith (first published in 1938) is a rather primitive manual for the collegiate level, lightly covering everything you should have learned about studying in high school (but may not have).

Smith introduces his text with a note on the advantages of efficiency, skims over a collection of pointers on reading, outlining and using the library, then jumps into a series of chapters on how to study for various types of classes.

From here we regress even further.

The Study Game: How to Play and Win by Laia Hanau attempts to develop the pencil-pushing skills — writing and notetaking — in a text cluttered with happy faces and doodles (suspiciously reminiscent of my graffiti-embellished psychology notes from last

quarter).

If you never quite mastered traditional paraphrasing and outlining methods, however, don't set this book back on the shelf after one look at its prepubescent introduction. The "Hanau system" has been hailed as effective and worthwhile.

College Reading and Study Skills by Kathleen T. McWhorter is a specialized reference text, complete with exercises, experiments and chapter summaries. A few preliminary chapters on how to get yourself organized the first week of school, build time schedules and find information, are followed by a comprehensive analysis of the printed word: prereading, comprehension, underlining, notetaking and vocabulary building. If you have \$8.95 and enough motivation to see you through 321 pages of advice, your investment may be well worth the sacrifice.

Michael Gross' *How to go to College Book* is one of few study texts geared toward the college level. Gross throws hundreds of hints at us, quite often valuable (structuring essays, dealing calmly with panic) and sometimes questionable (eating a restaurant breakfast before exams).

Gross speaks with the candor of a senior who's trudged many years along the beaten path to the library. His book is an attempt to orient the uninitiated freshman on the merits of a few side trails, short cuts and points of interest.

So if you're looking for academic advice, the information is there.

My suggestion is for the study manual authors: revise subsequent editions into outline form. Not many starving, overworked college students want to spend the extra time or the extra bucks on a few hundred pages of monologue.

Either that, or move the chapters on speedreading into the introduction.



Even during midterms meaningful studies can foster meaningful relationships.

Grade Alternatives: How To Exercise Your Options

By MITCH COHEN

Heard the horror stories of the t.a. who only gives C's? Or perhaps you have the one professor who teaches Poli Sci 12 with four essay exams and a term paper? It may be time to consider dropping the class or changing your grading option.

Well, now is the time to make the decision because the deadlines for dropping a class or changing a grading option are quickly approaching.

The deadline to drop a class, October 23, comes in the fourth week of school when most students are still undecided. The most important thing to remember, however, is not to wait until the last day to begin the procedure. The process is not difficult, but it can be time consuming.

If you have decided that you just can't make it through the course, the first thing to do is visit the Registrar's Office in Cheadle Hall. There you will probably be made to wait in a long line to find out that all you need is a petition to drop the class.

Then, unfortunately, you will be required to procure the signature of the professor. Of all the dreaded things! You not only have to tell the professor you want out, you have to explain why! Don't worry, though; most professors are understanding. But they have probably heard every excuse

at least a hundred times before, so do your best to be creative with your explanation.

After the signature, all you need is a receipt for three dollars from the Cashier's Office which is also located in Cheadle Hall. Once again, don't wait until the last minute because if you thought it was hard to track down your elusive professor, at the Cashier's Office you will be made to stand in yet another line to pay your little fee.

Imagine my surprise when I showed up to pay the fee one Friday and found that it was also the last day for dorm residents to pay their housing fees without incurring a penalty. The line reached around the corner, past the elevator and out the front door.

The last step, and usually the simplest, is to take the petition to drop and the little receipt back to the Registrar's Office. There they will take the receipt and stamp the petition so you can officially breathe a sigh of relief before heading to I.V. to join your friends at happy hour.

If you have followed me this far, then you are probably one of those people who wants to drop that lousy class with the boring professor, but needs the units. You still have one

choice left: change your grading option.

Once again you will need a petition from the Registrar's Office, but the deadline to change your grading option from a grade to Pass/Not Pass (or the opposite if you are lucky) isn't until November 13, so you still have time to wait until your first midterms come back.

The debate on whether Pass/NP grades are harmful to one's academic record is still unsettled. Certainly a number of prestigious institutions do not want their graduate applicants to have a record full of binary grades, but one or two probably won't hurt you any more than a C or C- will. If you really are worried, you should probably see a counselor or contact the school to which you will be applying.

If you do decide to change your grading option, the procedure is much the same as dropping a class. You will be asked to fill out a petition to drop and pay a fee, but you won't have to ask your instructor for his or her signature.

You still have some time left if you want to drop, and plenty of time if you merely want to change your grading option. Just remember, don't wait until the last minute — the deadline is Friday, November 13!

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One Last Word: Fashion On First Day of School

By CATHY BOWMAN

When I was young, the first day of school was traditionally regarded as THE day to wear your new back to school outfit. Regardless of the weather, or whatever I wore the rest of the year, my mother made sure I looked "nice" on the first day of school. It was one of those unspoken "mother" rules...the kind you obey only to make her happy.

So when I got dressed the morning of Sept. 24 for another "first day" at UCSB, naturally, I reached for my brand new pair of pants. True, they were hemmed with the fail-safe masking tape method practiced by those of us who can't and really don't want to learn how to sew. But they were khaki and sedate...and nobody would notice that they were a different color than Levi blue. Call it force of habit...after all, my mother lives in Berkeley and meditates now in her all-cotton outfits. She probably doesn't care what I wear.

Betcha didn't notice what everyone else wore the first day of school. I wonder what their mothers would have said.

There were more than a few outfits this year that should've stayed in L.A. For women, leopard shirts and mini skirts have some how found there way to UCSB...along with knickers, metallic shoes, and extra large hair ribbons. And of course, if you really want to

be chic, everything has got to be magenta, orange, purple or plaid...and never match.

Of course, there are always exceptions. My friend Jane, for instance. Now Jane always wears shorts...except if she's going to the Go-Gos concert. Even during winter quarter when everyone else is wearing their warm winter woolies, Jane just wears a ski jacket and shorts.

Another friend of mine

cuts all the designer labels off her clothes. Now that takes courage. Can you imagine how barren UCSB would look if everyone else did the same?

For men, this year's fall fashion collection is an epidemic of pink alligator shirts. I'm told it's part of the preppy look. Now preppy clothing gets a lot of abuse for various reasons. Rugged individualists claim the preppy look is presumptuous and encourages "clone

dressers"...not to mention the price.

Actually, I like the oxford shirts...I even own two. And the pullovers are always good for cold weather. It's not the clothes that are annoying...it's the "let's all look alike" way of dress.

Then there is the freshmen look. Nervous and excited, most really didn't know what to wear on the first day of school. Everything is brand new...you can spot those white tennis shoes a mile away. Poor things...they are still fooled by the weather. They happily don their new pullover because its foggy outside, when the familiar sunshine suddenly appears, leaving

the students to sweat miserably through afternoon classes. And of course, everybody buys a year's supply of sweats, t-shirts and shorts...anything with a UCSB logo plastered on it. The spiked heels are still a little wobbly on the Storke Plaza pavement, but give those girls a few weeks, and they'll have it mastered.

Returning radicals are always fun to watch. These were the green army fatigue pants broken in after years of wear and tear at UCSB, including a few demonstrations...worn by those oh-so-cool upper classmen who always arrive a fashionable ten minutes late. The seasoned student is content

to wear whatever happens to be clean...or at least convenient to put on.

Blandness must not be forgotten in this back-to-school review. There are still many who prefer mindless plaid shirts, or a reasonably white t-shirt and a pair of jeans. These kinds of clothes are worn by the non-deviants of society; the calm, cool, logical engineering students who are counting down the minutes to the first midterm.

The designers claim that clothes are a reflection of taste and style; of moods and behavior. Have you noticed that you're more likely to wear wrinkled clothes when you haven't had any sleep?

Summer

(Continued from page 5A) many of the college grounds were experiences my friends and I would have done again and again if we had had the time.

My six weeks at Cambridge were truly unforgettable. The study hours spent in the 17th century college library, formal dinners in the dining hall, informal parties with fellow UC students and countless field trips and weekend excursions left me exhausted but fascinated with my new surroundings.

Everywhere from Picadilly Circus to Hadrian's Wall was covered during our stay in England. I saw so many cathedrals, country estates and castles that after a while I could hardly tell one from the other. The intricacies of pub life, appreciation of various forms of architecture and art, and respect for the university and its students, facilities and staff were a few of the many lessons I learned while abroad.

Since my return to California, those who knew of my journey to Cambridge have asked what I thought of my nine weeks in England. At the moment the entire trip is somewhat of a blur. For all I can say in reply is, "It was fantastic. I'd fly back tomorrow if I were given the chance."



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