



# FOR YOUR INFORMATION

## Mythology of Studenting

Every culture has its myths, its unquestioned value systems that provide social cohesion and motive force. The members of a society don't view these belief systems as anything other than the "givens" of existence; the act of questioning these givens is a revolutionary act, a creative act, a rare act. What distinguishes the youth of the late 60's, and to some extent still distinguishes us all, is the widespread questioning of many of the myths that rule our lives. Most of us have rejected some highly destructive components of the cultural mythology that ruled the lives of most of our parents:

—that a woman's place is barefoot and pregnant in the kitchen;

—that newer and bigger is always better;

—that military might is the measure of a nation's greatness;

—that sexuality is an evil and shameful essence.

These "meta-myths" are losing their power over many of us, their rejection gradually becoming the basis of the new mythology of what used to be called the counter-culture. Yet behind these meta-myths stand arrayed a vast collection of minor myths. These belief systems guide all but the stubbornly individual thinkers — we're bombarded with them from the media and from those who are directed to shape our lives, then have these myths reflected back at us in the words and actions of our peers. We're taught to believe that:

—everyone hates Monday morning and the resumption of 'regular life'

—everyone hates rainy days, they're a drag;

—everyone except the lucky few

hates their job.

These "everyone myths" are the stuff of which alienated lives are made, yet seldom do we see the destructive absurdity of the powers that control our thoughts and actions. The radio announcer groans about facing another Monday morning; the TV ads inform us of the dullness of our black-and-white weekday routine and exhort us to live for the colorful weekends; everyone jokes and commiserates about back-to-the-grind; TGIF becomes a national rallying cry. Surrounded by all this, rare is the soul who can attain and maintain a semblance of joy or challenge or welcome when faced with Monday Morning.

That's sick.

You may smugly categorize the victims of these myths as "everyone else", yet you're probably already a victim of the Mythology of Studenting. Ready for a few facts?

FACT: Most students loathe most classes.

FACT: Most students characterize most profs as essentially boring.

FACT: Most students exchange groans when reading lists are handed out.

FACT: Most students find term-papers a torture, studying a drag.

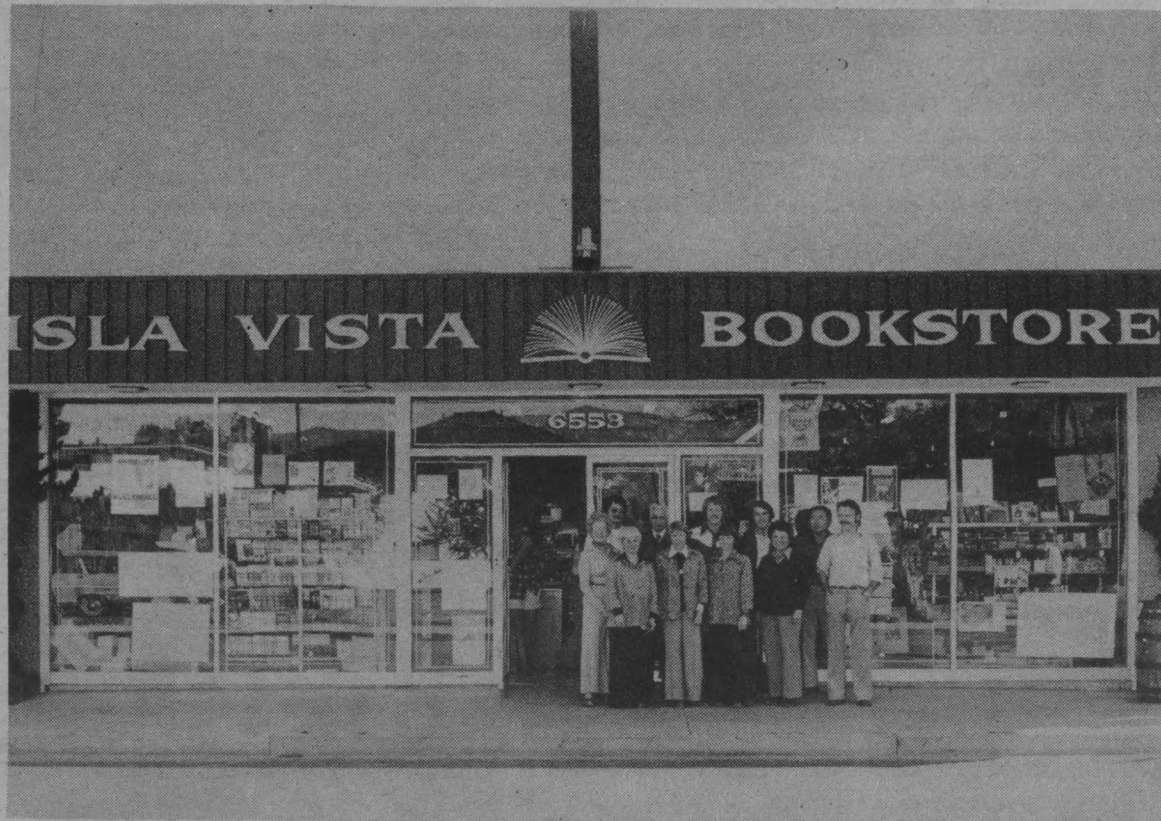
FACT: Most students characterize their course load as irrelevant to their real lives.

FACT: Most students view an evening in the library as a last resort, to be undergone only when there's nothing better to do.

FACT: Most students see their work as a necessary chore, to be gotten out of the way with maximum dispatch.

That is, most students are victims of the prevailing view that the main part of being a student is a

(Cont. on p. 3A, col. 3)



Pictured above is the courteous staff of the Isla Vista Bookstore, awaiting the students' return to classes.

## Buying Your Textbooks

The beginning of the school year is always exciting. What will your classes be like? Who will you meet this year? How will your new roommate work out? How will you survive buying your books?

There's really no quick answer to the first three questions — but buying your textbooks, that's an easy one. It's simple to prevent quarter after quarter of needless aggravation. Read on and you'll see that the bookstore "rules of the game" can make book buying a breeze.

There are two primary sources for textbooks here at UCSB. There is the bookstore in the UCen and the Isla Vista Bookstore in Isla Vista. Both stores have complete booklists for all UCSB classes. Most students end up using both stores at one time or another.

Once you get used to the way the books are arranged on the shelves, according to class numbers, finding your books takes almost no time at all. Here's how it works: each instructor fills out a textbook requisition form which goes out to both bookstores. On it he indicates the book or books he will require his students to have. The bookstores order those books and arrange them on the shelves according to subject and class number. The shelves are tagged so that you can see exactly which books the professor required and which the professor suggested (you can buy these at your own discretion). All you have to do is look for the class number, and you'll find your books just above the tag. Be sure to check the book title with the title on the tag so you

can avoid buying a book that doesn't belong on that shelf.

Finding your books is very easy. The only problem you might have is if the book for your class is sold out due to unexpected class size. The solution to that problem is to buy your books early. Most students don't even think about buying their books until after their first class meeting. Although the bookstores are geared up for the back-to-school rush and are working at peak efficiency, there is no way to keep the stores from being crowded. Besides beating the rush and being sure to get your books, you'll also get your pick of the cleanest used books and shop in leisure with quicker assistance by the bookstore employees.

What if you decide you don't  
(Cont. on p. 4A, col. 5)

## Used Textbooks Can Save You Money

You remember using second hand textbooks in high school. The schools used those books because they saved quite a bit of money. Now that you're in college, you can do the same!

Used textbooks come from a variety of sources: they are bought back from UCSB students, from textbook wholesalers, and from other schools which have discontinued them. Your bookstores will stock used books which your class may be using, and priced at a 25% savings!

That's why used books are so popular. Your savings add up quickly when you consider that your average book costs may be over \$100.00 per quarter. That means a savings of around \$25.00 per quarter if you buy all used books! It is especially beneficial to purchase used books for introductory courses as you probably won't end up keeping them. Why spend so much on a new book?

There are several ways you can save money on used books. If a student, let's call him Tom, buys a new \$10.00 book and keeps it for permanent reference after the course ends, his net cost for that book is \$10.00. If another student, Fred, buys the same book for that class but as a used book and still keeps it for reference, his net cost will only be \$7.50. A 25% savings! And if he sells the book back to the store at the prevailing wholesale rate (averaging from 20% to 30%) he will get about \$2.50 for his book, bringing it to a net cost of only \$5.00 and a savings of 50% over Tom! Even better, if the bookstore is paying 1/2 price for his book because it's needed for the coming quarter, then Fred gets \$5.00 for his book for a net cost of only \$2.50. A savings of 75% over Tom!

The price you get from the bookstore at buy-back time varies. The most important factor is their need for your book. If your book is required in a class for the upcoming quarter, then the bookstore will give you up to half the new price back. If the book is not needed in the upcoming quarter, the bookstore will sell your book to a textbook wholesaler, which means you will receive the going wholesale price (ranging from 10% to 40%). Another factor which affects the value of your textbook is its age. Publishers tend to revise or replace textbooks from 3 to 5 years after the last copyright date. When a book is revised or replaced the bookstore cannot sell the old edition and the wholesale value approaches zero. You also need to consider condition when selling your books back. Obviously a like-new book will be sold by the bookstore much easier than one in poor condition.

There are a few conditions affecting buy-back rates, but with care and smart buying, used books can be one of your best investments.

## How to Use Time Effectively

Time is one of the most important aspects of fitting everything in at college. Learning to utilize time properly will help you throughout life. Time will be your master until you master it.

Time is a funny thing. You can do more work per hour at certain times of the day when you are more aware, quicker, and more thoughtful. Planning your time includes scheduling activities and academics when your body and mind are most in tune for them.

### Planning

Plan your study time. Profs regularly hand out assignments and dates for exams; if you just list them in your notes, you will often forget all about them.

My suggestion is to make up a monthly calendar on a 8½-by-11-inch sheet of paper and place all upcoming assignments, papers, tests, and activities in boxes.

(Cont. on p. 3A, col. 1)

## Judging Class During the First Session

The basic idea is to take it out for a test ride. If you have the foresight to start thinking about next quarter's classes this quarter, invest an hour and sit in on a class. If it's a small class, courtesy (and calculation) demand that you ask permission. If it's a lecture just walk right in. Try to feel the mood of the class as well as the teacher; they've had a whole quarter together, are they on the same wavelength? Be sure to button-hole a few class members after the hour and grill them, they should have a concrete opinion. (Absence of opinion is also a valuable datum.)

After you've collected samples of various viewpoints, think seriously about the prospect of spending a whole quarter with this prof. Remember, you have dozens of alternatives.

### Judging Class During the First Sessions

A major reform at most colleges during the past decade has been the increased freedom to modify your schedule after classes have begun. No longer are your original choices engraved in stone — take advantage of that fact! Some

worldly-wise upperclassmen make it a routine practice to register for one more course than they plan on taking, dropping one just before deadline. You should take advantage of this practice every quarter, insofar as rules will permit. A little more arduous, hence less commonly used, is the logical extension of this drop-one practice: attend two, perhaps three classes more than you plan on taking. You'll have the true freedom of shopping around those first two weeks, which is how it should be. Then use this freedom  
(Cont. on p. 4A, col. 1)



# The Complete Off-Campus College Store

The Isla Vista Bookstore was established to serve you, the UCSB student. The IV Bookstore is an independent college store with a wide product line to satisfy the diverse needs of the student. Although primarily a textbook store, you can find a wide variety of products from calculators to artists oil paints. Just about anything you may need to get through your class work or a project can be found at the I.V. Bookstore.

Founded in 1965, the bookstore is under the same experienced management. That is a big advantage to you because there will most likely be what you need when you need it. It's not unusual to see the manager or owner stocking the shelves, working the cash register, or buying back books. They are both in touch with student needs and do the buying for the store accordingly. If there's something

unusual or hard to find, they will know what it is you're talking about and will offer their assistance.

Since the store is situated right on the Pardall Road bike path leading to campus, you can't beat the convenience. There is even car parking beside the store and bike racks in front. Not only that, but their smaller size compared to the UCen Bookstore makes textbook buying less of a chore.

The Isla Vista Bookstore acts as an alternative source for your textbook or supply requirements, with competitive prices on all items. It's nice to have a back-up source for something you need when one store or the other does not have it.

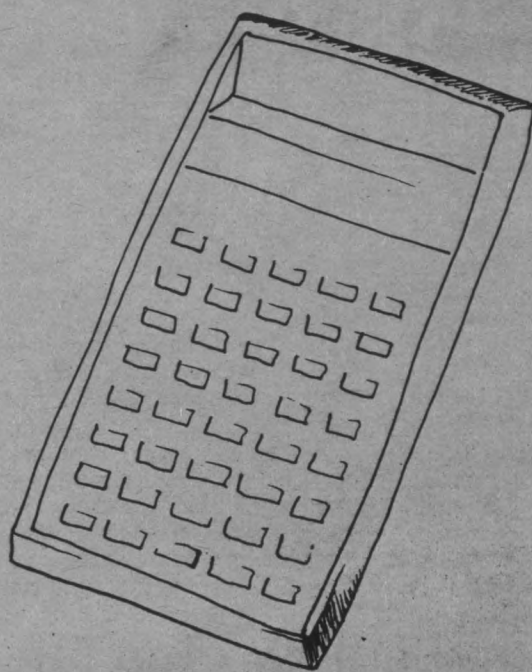
Shop at the Isla Vista Bookstore. With everything from textbooks, to lab supplies, to art supplies, to a large proportion of used books, the I.V. Bookstore adds convenience and savings to your next purchase.



Staff members make sure there will be plenty of books and supplies for the September rush.

## CALCULATORS

*A necessary tool ...  
no matter what your major*



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HP-32E	49 <sup>50</sup>
HP-33C	81 <sup>00</sup>
HP-34C	135 <sup>00</sup>
HP-38C	135 <sup>00</sup>
HP-41C	225 <sup>00</sup>
HP-41CV	292 <sup>50</sup>

### Texas Instruments

Bus. Analyst	16 <sup>65</sup>
Bus. Analyst II	45 <sup>00</sup>
TI-30	12 <sup>60</sup>
TI-40	27 <sup>00</sup>
TI-50	22 <sup>00</sup>
TI-54	40 <sup>50</sup>
TI-55	36 <sup>00</sup>
TI-58C	95 <sup>00</sup>
TI-59	225 <sup>00</sup>

### SHARP

EL 315S	10 <sup>95</sup>
EL 506H	26 <sup>95</sup>
EL 507	35 <sup>95</sup>
EL 508S	17 <sup>95</sup>
EL 1188	44 <sup>95</sup>

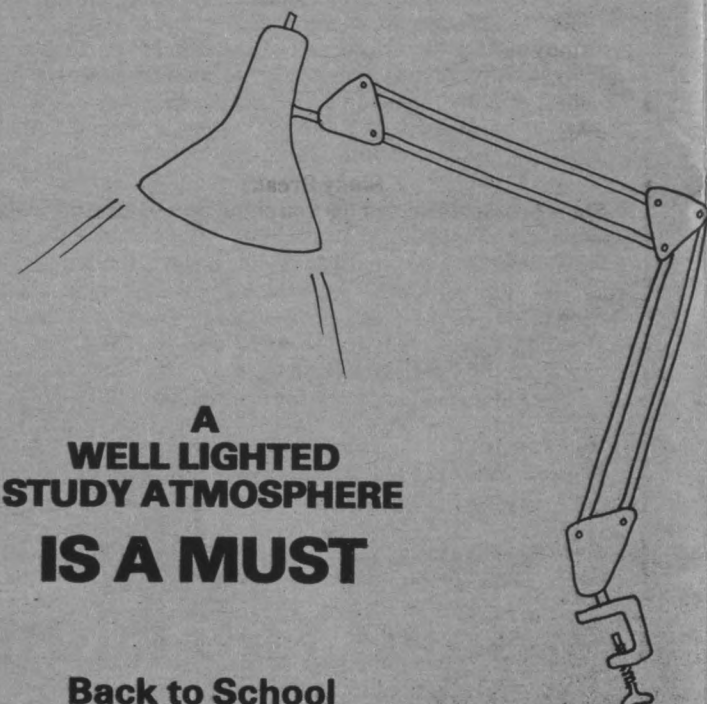
### CASIO

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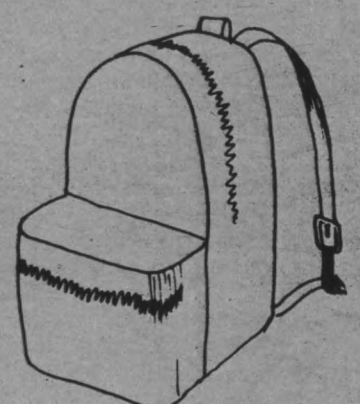
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## BACKPACKS



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## Cassette Copying Service At The I.V. Bookstore

What's the use of copying a cassette? Think about it. Haven't you ever wanted a copy of a friend's lecture tape, or a copy of a learning cassette, or even a copy of your favorite tape for use in a car stereo? There are two ways to go about making yourself a duplicate. The first is to find a friend who has a tape deck and will let you borrow it; then lug it over to your place (this will work only if you also have your own recording deck); then connect the two decks together; spend hours recording, and lug the deck back to its owner. A lot of work, and blank tapes are costly too. The second method is to use the quick and efficient Rezound Cassette Copy Service.

The Rezound system consists of a high speed, self-service copy deck manufactured by the Telex Corporation. All you need to do is bring in the tape you want copied and buy a Rezound copy cassette

(actually a regular cassette tape). After inserting both cassettes into the machine and pushing the copy button, a 60-minute tape can be copied in only two minutes! It's not only quick and simple, but a 60-minute copy, including the tape, costs you only \$2.89! You can even make up to three copies simultaneously.

The convenience of the Rezound system is obvious. Copies of your tape can be made in minutes and at a reasonable cost. The quality of the copy will be so good that distinguishing the two will be difficult, much more than adequate for use in portable or average car systems.

The Isla Vista Bookstore Rezound system is a service you should keep in mind. The advantages of the system are numerous ... and if you're not completely satisfied then you pay nothing. There's no losing with the Rezound Cassette Copy Service!

## Using Time ...

(Cont. from p. 1A)

Now you'll be able to visualize when your time is taken up and when you're free. But if you leave your dates unorganized, you will forget something important.

### Free Time

You will most likely have blocks of free time during the day between classes. I have found these times to be the best for study and homework. Your body and mind are fresh and fully rested. You become less effective as the day wears on. Besides, if you finish off the work in the morning, that leaves the evenings free!

### Study Breaks

Short breaks during which you stand up and stretch, walk around, grab a bite while still thinking about your work are good and reenergize the mind. These periods are meant to relax you for more work and should not be abused. Wandering off, talking with friends about unrelated topics, and watching TV are no good — such distractions will draw you away from the work, which isn't the purpose of the break. Use breaks for relaxation, not for procrastination.

### Tips for Commuters

Those of you who live at home and commute to college face many additional problems, most of which can be worked out easily. Make sure you have a place to park; if parking is a problem, get to campus early enough so you aren't late for class because you can't find a space.

When I commuted for two years, I found that coming to school early in the morning, perhaps an hour or two before the first class started, gave me the opportunity to take care of much on-campus work, as well as to read and write in a conducive setting like the library.

Since you don't have the convenience of an on-campus room, make sure to use the time between classes to the fullest advantage. Try to avoid traveling in the rush hour — that kind of aggravation, nobody needs.

Many colleges have commuter groups who form car pools and help each other stay abreast of campus happenings. If your school has such groups join one.

—Irv Brechner

"The College Survival Kit"



prices range from  
\$9<sup>95</sup> to \$21<sup>80</sup>

le way to carry your books

## Mythology Of Studenting ...

(Cont. from p. 1A)

drag. For some students, this is the attitude that most fits their situation — there are many people who just aren't ready for the freedom, or the responsibility, or are simply non-academics by nature and suited to some other form of activity. At the other extreme are the students who are unaffected by the prevalent view, who recognize immediately that the "life of the mind" is the niche they have been searching for. But the vast majority of you fall in between these extremes — it's you that are being deceived by this mythology, are being shortchanged, are losing out on what college has to offer.

I'm a bit defensive about sounding like a speaker at freshman orientation, reminding you that the education offered you is a great privilege for which you should be properly grateful. Yet in every culture but ours, from Plato's Academy through the Jesuits to mid-20th century America, the characterization of university education as drudgery and boredom was absolutely unheard of. It is only since colleges have taken over the social function of separating successes from failures that the mythos of education-as-a-necessary-chore has taken hold. The causes of this are complex and varied; the important point here is that you can liberate yourself from the bondage of this myth.

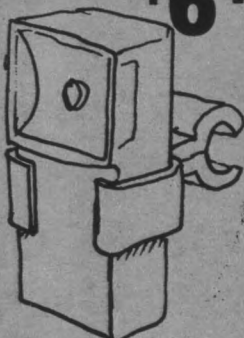
And bondage it surely is. You're aware that your perception of reality is limited and selective, guided mainly by your preconceptions. There's enough dullness in any college curriculum to reinforce a preconception of drudgery and boredom, but there's also enough excitement to have captivated 100 generations of students. This isn't simply a paean to the power of positive thinking, simply wishing it so won't make Western Civ fascinating. But you can fortify yourself with the knowledge that the deeper you get into a course, the more likely you are to find just what it is that has fascinated so many. Bringing in an old analogy from the left field bull-pen, there's a world of difference between searching for treasure that might be there and searching for something you know is there. If the rewards are great enough, you'll keep on searching until you find it. Even in Western Civ.

And how does all this relate to the task at hand? There's no simple tag line, it's just that your guiding mythos will be the prime determinant of your academic experience. My personal experience is perhaps the best example I can give. For the first one and one-half years of college I shared the common attitude towards coursework, retaining enough grade motivation to pack most of a quarter's reading into the last two weeks. In nearly every case, this final burst of activity opened my eyes to the possibilities of the course; the intensity of the effort necessary to cram all this work in had the result of opening the door of inertia a crack, enough to catch a glimpse of the excitement shared by the experts in the field. A quick feel for 14th century Christian Art, then perhaps a glimmer of understanding in geology, followed by a fleeting appreciation of Frank Lloyd Wright. Not enough to learn anything much, exam week is not the time to explore one's casual insights. I would usually manage a decent grade, as profs would pick up on the first stirrings of true education, yet it wasn't until the end of my sophomore year that the search for this insight, the push against inertia, became the guiding force in my studying. Suddenly it all clicked into place, ridiculously convenient as it may sound: instead of viewing readings as a requirement (as they are unfortunately called), they became a guide and an opportunity. An occasional poor professor made the job a bit tougher, as did an occasionally inaccessible course (never managed to find the fun in integral calculus, but that's more my fault than calculus' deficiency). But by and large most courses managed to divulge a pearl or two, and I assure you that a student searching for pearls is going to learn a course thoroughly.

I also assure you that a student searching for pearls is going to feel alienated from most of his peers, just as a feminist in the 1950's felt alienated from American culture. There's no solution to this problem; all I can suggest is that it's no great shame to find yourself alienated from a destructive mythos.

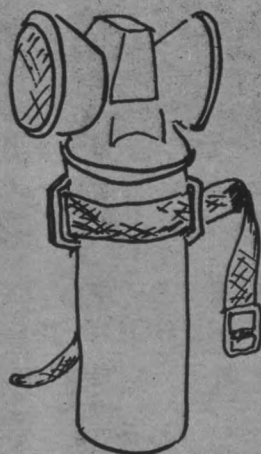
—Michael J. Gross  
The How to Go To College Book

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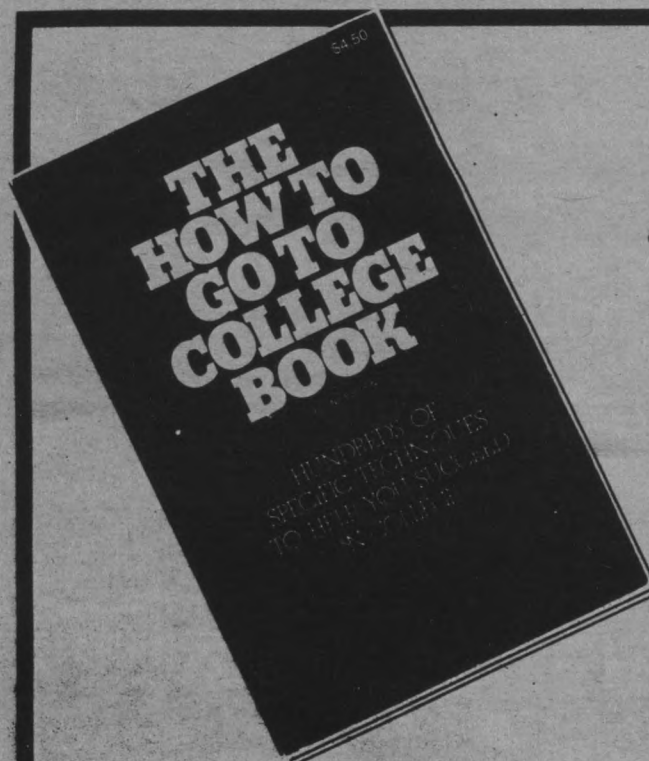
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for  
NIGHT  
TIME  
BIKE  
RIDING**



and it can be learned.

Most students plod through their course work, agonize over their term-papers, suffer boredom through lectures, panic over exams ... while a few seem to slide through college without apparent hassle. It's all in how you approach the text, the paper, the prof, the exam, the JOB of being a student. Do yourself a favor and get the inside line on learning how to learn. In practical, straightforward, no-nonsense terms.

If you know all the best techniques for:

- avoiding panic in those all-or-nothing finals
- organizing a term paper from the beginning
- taking lecture notes that would really help you
- spotting a "killer" course before it's too late
- Increasing your reading speed (without paying a dime to Evelyn Wood)
- studying for an essay exam
- using the reference section of the library as an aid and not a hindrance
- communicating with your profs
- scheduling your time ...

How much hassle/grief/time /energy would you save? How much better would your grades be?

**The How To Go To College Book** is the distilled vision of those who finally learned the secrets (techniques) of getting on top of the academic system — those who've learned how to learn and get the grades to show for it. Each chapter covers specific techniques for easing your way through academic life, techniques that you can follow immediately to get more out of every hour

you spend in learning. No lectures, no speeches, no high-school counselor platitudes — just straight talk on how to go about going to college. Specific patterns of behavior will be presented to you, action-patterns that have worked for others. And, with a bit of practice these patterns will cease to be rules you follow and become habits you've acquired.

**Here's what readers of the first edition told us about THE HOW TO GO TO COLLEGE BOOK.**

"I wish someone had introduced me to the methods contained in this book before I plunged head first into college ..."

"The book is simply excellent! I wish I'd had it when I was a freshman."

"After reading your book I can honestly say that I have had the most successful semester of my two years of college ..."

**THE HOW TO GO TO COLLEGE BOOK** will become your number one reference for making the most of your college experience.



## Judging Class During The First Session ...

(Cont. from p. 1A)  
fully, putting as much into the first two weeks as you can. Evaluate!

Is he a teacher or a scholar? A few academics have talents in both areas; most devote themselves to one and let the other slide. Trying to 'type' every prof is risky, but getting stuck with a well-meaning pedant who just can't teach is a pretty heavy penalty.

Does he have full command of lecturing technique? Do you have any difficulty understanding his

words, or the direction and organization of his thoughts? A slightly annoying stammer or mumble can become intolerable over several months; more subtly annoying is a mind that stutters, that wanders unaware, that leaves you with the uncomfortable feeling of having listened for an hour without discovering any drift. (But are you sure it's not your mind that is wandering unaware? Very sure?)

Does he skillfully handle the interruptions and digressions of the students? Some classes move

along smartly until a well-meant but irrelevant question deflects the momentum. Unless the prof is quite skillful (or quite rude), the result will be an annoyingly irrelevant digression or a tedious rehash of old material. Younger profs, perhaps not yet possessed of the majestic self-confidence of the tenured faculty, are particularly prone to the malady; their assumption that the confusion of the more verbal student reflects the class as a whole can result in a frustrating quarter.

Is the seminar leader skillful at drawing out the students? Conducting a seminar is an art, academia expects its members to learn by doing. Avoid becoming enmeshed in some unfortunate scholar's halting efforts at learning this technique — no class is so deadly as a discussion class without effective direction and stimulation.

Is the teaching assistant a

godsend? A poor T.A. is the norm, the worst that he can do is bore you. A fantastic T.A. is a gem, look for them to provide you with a singular educational experience. Talk to the T.A. after the first or second session, if you can't get him to join you for a cup of coffee you can at least spend ten minutes after class. Sooner or later you'll find that one who's a natural teacher. Being a T.A. can be thankless and frustrating, always complicated by a role change that is far more radical than your own. The natural teacher has an inner need to spread the joy and discovery of his field, an eager undergrad is his natural audience. Not only will you have the benefit of a private tutorial, you'll very likely experience the rare pleasure of a friendship based upon intellectual stimulation. It's worth enduring the dulles of professors.

—Michael J. Gross  
The How To Go To  
College Book

## Buy ...

(Cont. from p. 1A)

want to take the class after you have bought your books? Once again, the bookstore to the rescue. Because of the unique nature of textbooks, both bookstores have similar refund policies. If you have your cash register receipt, and your books are in as good a condition as when you bought them, you have up to two weeks after the quarter begins to return them. You can return used books also. Both stores post the deadline for full refunds and or used-book buyback periods. If you decide to buy a book after two weeks of classes, be sure you need it as it cannot be returned for a full refund.

Buying textbooks is part of your college experience. Learn to do it right and you can save both time and money. Remember: the bookstores are in the business of selling you the books you need when you need them. Use them to your advantage!

# Come to the Isla Vista Bookstore Before Classes Begin

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But remember, the cleanest used books sell first so buy early for the best selection

### HERE'S EXTRA INCENTIVE TO SHOP THE I.V. BOOKSTORE BEFORE CLASSES BEGIN

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