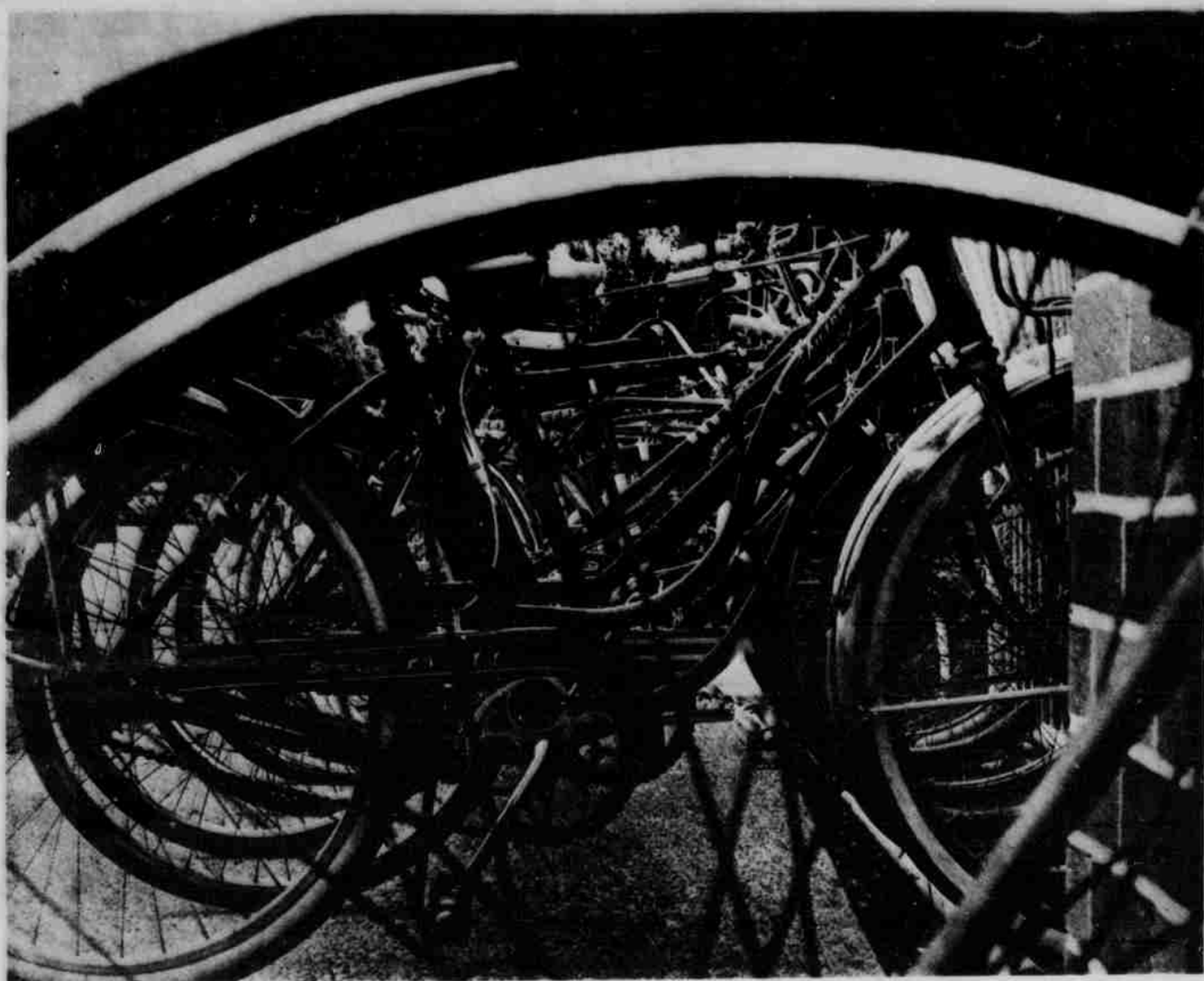


'Pedal Power' Abounds at NU



'Pedal Power' has hit the university!

Plagued by parking problems and concerned about automobile pollution, students and faculty members at the university have been swept up in the bicycle revolution. Each day more students and teachers become firmly convinced that two wheels are better than four.

Almost anyone—from the coed in hot pants to the dignified, spectacled professor—can be seen pedaling around the campus. And all offer similar reasons for switching to pedal power.

Cyclists emphasize that not only is riding bikes more healthful, cheaper and less polluting than driving cars but that it's also an alternative to unreliable buses, creeping rush-hour traffic and parking bedlam.

The campus parking situation was especially influential in encouraging student and faculty cyclists. After all, one student explained, you don't need a parking permit for a bicycle and you can't be ticketed for parking in the faulty parking lot. At least not yet, he added.

Ecology-oriented students and teachers form another hard core of cycle enthusiasts. Sickened by clouds of gray exhaust pouring from thousands of cars, they have turned to cycling to protest this needless pollution.

A third reason often mentioned by cyclists who switched from cars to bikes is simply that it's fun. They explain that they enjoy winding through quiet city streets with the sun beaming down hot on their backs—they enjoy it even in spite of gusting winds, growling dogs and cursing motorists.



Photos by Nick Partsch

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Test: Reading Rate and Comprehension (Semi-Technical)	12 Minutes
Analysis of your "Reading Profile" (Below)	7 Minutes
Introduction to "Pacing Guide"	1 Minute
Introduction to "Selective and Evaluative Previewing"	1 Minute
Introduction to "Memory Grabbers" (Info, Retention)	1 Minute
Introduction to "Building Test Manuals"	2 Minutes
Drilling Procedure and Practice:	20 Minutes
Film: University of Texas Dept. of Engineering Comment on the effectiveness of Reading Dynamics	15 Minutes

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10:00 A.M. - 8:00 P.M.

STUDENT'S READING INFORMATION PROFILES

A. MY ACADEMIC STRENGTHS ARE: (Circle appropriate answers)
(Comprehension) (Rapid Reading) (Study Skills) (Memory) (Test Taking)
(Research Skills) Other:

B. I NEED TO UPGRADE MY ACADEMIC ABILITIES IN THESE AREAS (Circle)

(Better Comprehension) (Faster Reading Rate) (Study Skills) (Retention of Information)
(Test Taking Procedures) (Skills In Research) (Previewing For Basic Content)
(Questioning) (Organization of Information) (Note Taking) (Writing) (Math)
(Evaluation of Thoroughness)

C. DURING THE PAST YEAR I HAVE READ (other than class assignments)
(more than 10 books), (5-10 books) (less than 5 books)

D. PARTICULARS: (yes or no)

(I read the newspapers daily) (I like to read material of my choice) (I like to study) (I read an article or chapter several times to remember it) (I think about other things when I read) (I lose my place or read without understanding or remembering) (I am easily distracted) (I hear and say each word I read) (I freeze up on tests) (My eyes get tired and burn) (Interest varies greatly)

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