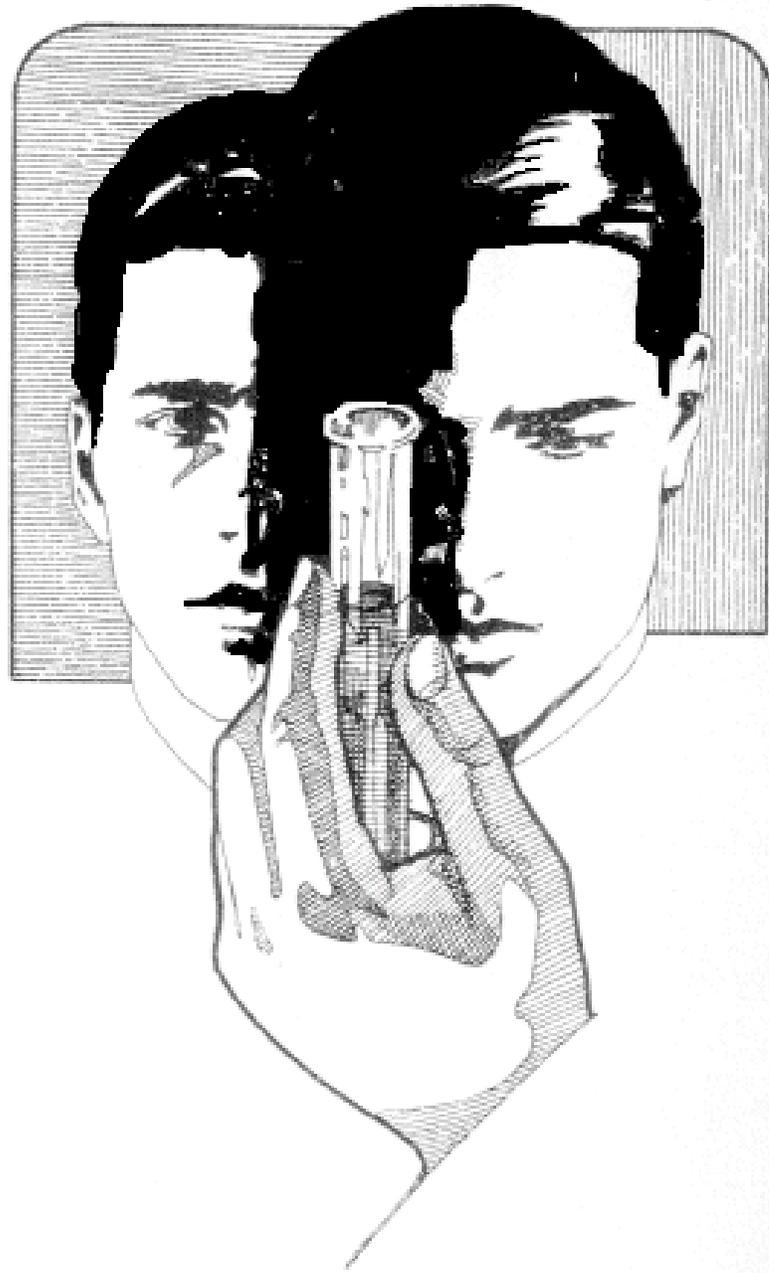


Brains, Books, and Brotherhood



FOREWORD

Kappa Alpha Order has traditionally been concerned with promoting academic excellence within its chapters. This concern follows from the historical development of fraternities since the first Greek letter organization, Phi Beta Kappa, was founded in 1776 for the purpose of promoting scholarly activities. All chapters of Kappa Alpha and indeed of any fraternity, exist only at academic institutions, and a chapter is therefore a part of the university or college with which it is affiliated. Consequently, it is the responsibility of Kappa Alpha to have as one of its major priorities a sound level of academic achievement both for the pledges and for the active members of its chapters. Kappa Alpha has accepted this responsibility and has designated sound scholarship as one of its primary areas of emphasis. Kappa Alpha believes that good scholarship will be reflected in a higher quality of all aspects of a chapter's operation. There is a correlation between academic achievement and the strength of the chapter and the quality of its brotherhood.

The Order offers support and assistance to every chapter in the development of its academic program. It is recognized that each chapter, like its parent institution, is unique, with its own individuality. Therefore, no single formula can be profitably applied everywhere. It is the obligation of each chapter to devise its own local programs, through the use of this manual and with the advice of the National Scholarship officer, the Province Commander, the staff of the National Administrative Office, the Alumnus Advisor, and the Faculty Advisor.

Many chapters of Kappa Alpha have excellent academic programs that are producing the desired results. Other chapters either have no programs, or their programs are proving to be ineffective. The basic problem, it would seem, is that those responsible for chapter academic excellence are well intentioned, but they do not know how to organize a workable plan aimed at academic development. This manual, Brains, Books, Brotherhood, is designed to provide general direction in creating and operating a successful scholarship program, although it is the responsibility of the chapter to put together its own approach based on local circumstances. The manual therefore has two basic divisions: firstly, suggestions for setting up the program and, secondly, a collection of study aids that can be very usefully employed in every chapter and designed to benefit the brothers individually.

This is the fourth printing of the manual, since I first wrote and had it published in 1977. The positive response to the book, not only within Kappa Alpha Order, but from other fraternities and sororities, and academic units, has been gratifying. It has been commended by the National Interfraternity Conference and portions of the manual have been reprinted in the academic improvement publications of many other Greek letter organizations. Suggestions for improvement of this book are always welcome to the author, and chapters are invited to contact me with fresh ideas and reports of successful programming that might be incorporated in future revisions and additions.

It is always a pleasant task to acknowledge those who have provided assistance and inspiration in the completion of a manuscript. My thinking on the subject of chapter scholarship has been enriched by the ideas of professional colleagues within and without Kappa Alpha. I wish especially to recognize Executive Director Richard A. Barnes and academic counselors at several universities with whom I have had interesting and beneficial discussions. I am particularly appreciative of Mr. Rolf Gordhamer, Director of the University Counseling Center, Texas Tech University, and to his staff, for their advice and for their permission to utilize many of the study aids that they have created. Finally, I wish to express appreciation to all the brothers of our Kappa Alpha chapters for sharing with me ideas and experiences related to their chapters' academic development. In the final analysis this academic manual, written for them, has been made possible only by them.

Idris Rhea Traylor, Jr., Ph.D.
Former Knight Commander, Kappa Alpha Order

"A KAPPA ALPHA MEMBER AGREES:

That he will labor with diligence to maintain his scholarship."
The fifth obligation of every member of Kappa Alpha Order.

"SCHOLASTIC RESPONSIBILITY. The well-being of the Chapter, the Fraternity, and the entire College Fraternity System depends upon achieving and maintaining a high degree of scholarship. It is the duty of every member to give his best efforts to his studies, to enhance the academic record of his Chapter."

The first of five responsibilities in the "Code of Responsibilities for Every College Fraternity Member," prepared by the Fraternity Executives Association for the National Interfraternity Conference.

PART I :
WHY HAVE AN ACADEMIC PROGRAM?
AND
SOME SUGGESTIONS FOR ESTABLISHING ONE

BRAINS, BOOKS, and BROTHERHOOD

Why have an academic program?

Kappa Alpha Order offers its brothers an experience in learning and living that provides for the academic and social enrichment of those years spent at a university or college, and also provides for the development of a man's character and capabilities. In this way the chapter is very much an integral part of the educational process of its parent institution, using the term "educational" in its broadest and fullest meaning. In this educational process, the first vital element is good, sound scholarship and each chapter must provide an effective program directed to that objective.

The rewards of chapter academic excellence, both collectively and individually, are numerous. Good scholarship enriches the lives of all members of the chapter; promotes the chapter's image on campus, and at the same time strengthens the Greek System; stimulates the interest and approval of parents and alumni; attracts the most outstanding men during rush; and insures that the chapters will continue to grow through the continued initiation of its pledges. Also evidence clearly reveals that good scholarship is always reflected by excellence in all other areas of chapter activity. Finally, and most importantly, good scholarship on an individual basis will insure that each Kappa Alpha brother will leave his chapter and his educational institution with a healthy attitude toward continual learning, with sound reasoning techniques, human understanding, and with the professional skills and knowledge that will make his career more successful and his life more personally satisfying and useful.

Good scholarship benefits everyone!

Who is responsible for chapter academic excellence and what do they do?

For a chapter to succeed academically, it must have a formal, functioning scholarship program. While certain officers are obviously directly responsible for developing and administering the program, attainment of academic excellence in the chapter is possible only when there is broad involvement. Who is responsible for chapter academic excellence and what do they do?

1. Number I. As for the formal head of the chapter and the brother ultimately responsible for its operation, the Number I must be involved in the scholarship program and he must clearly indicate that the attainment of academic excellence in the chapter is a priority of his administration. He can achieve his objective by careful selection of the Scholarship Officer, by integrating the Scholarship Officer into the Executive Committee, by verbally endorsing the scholarship program to both actives and pledges, and by enforcing chapter policies and house rules designed to complement the scholarship program. Finally, the Number I must attain his own academic potential as an example.
2. Number II. This brother, as the second officer of the chapter, should follow the lead of the Number I in his relationship to the scholarship program. Also, as the officer responsible for pledge education, he and his Pledge Education Directors must insure that the scholarship program is an integral and respected part of the pledge experience.
3. Academic Officer. The position of Scholarship Officer should be one of the most vital in the chapter and recognized as such. Much thought must precede the appointment of this individual, and the appointment should be made after consultation by the Number I with the Number II, the Alumnus Advisor and the Faculty Advisor. The Scholarship Officer must be a brother who has an excellent academic record (although not necessarily the one with the highest grade point average in the chapter), who is enthused about developing scholarship awareness and quality, and one who can budget his own time so as to perform his duties without adversely affecting his own academic standing. He should also be a brother who has distinctive qualities of leadership and organization, who commands the respect of both actives and pledges, and who can delegate authority while retaining control of the program. Ideally, he will be an upperclassman.
4. Assistant Academic Officer. The Scholarship Officer should himself choose his Assistant, with the approval of the Number I, Number II, the Alumnus Advisor and the Faculty Advisor. The Assistant Scholarship Officer should

possess the same characteristics and qualifications as the Scholarship Officer. However, the Assistant should be in a lower classification than the Scholarship Officer, so that when the latter graduates the experienced Assistant can succeed him.

5. Scholarship Committee. This is unquestionably one of the most important standing committees of any chapter. Because it is a "working" committee, it should not be too large, and each member should have specific functions to perform related to the management of the scholarship program. Anyone not fulfilling his assignments should be replaced. The Chairman and Vice Chairman of the committee are obviously the Scholarship Officer and the Assistant Scholarship Officer respectively. A well-constructed committee should also be composed of one representative from each class--freshman, sophomore, junior and senior. The Chairman and Vice Chairman can represent their own classes. The Faculty Advisor should be a committee member. If the chapter does not have a Faculty Advisor, the Alumnus Advisor should serve in his stead. If the Alumnus Advisor is a member of the faculty, he should serve on the committee even if there is a formally designated Faculty Advisor. The Director of Pledge Education would also be a valuable member. This committee should be constituted by the time the academic year begins. Later, after the pledge class has been inducted, one of the pledges could be added to the committee to provide a different perspective, and to offer direct "feedback" from the pledge class on the effectiveness of the scholarship program.
6. Executive Committee. Composed of the principal officers and seniors, this committee is a vital force in chapter affairs. The Scholarship Officer should be ex officio as a member of this committee. Endorsement of the scholarship program by the Executive Committee will be a powerful force in creating a positive attitude toward academic excellence in the chapter.
7. Faculty Advisor. Kappa Alpha Order encourages chapters to select a Faculty Advisor. Although it is not necessary that he be a Kappa Alpha alumnus, it is of course preferable so that he can attend chapter meetings when necessary. The primary role of the Faculty Advisor is to assist the chapter in its relations with the university or college, and especially to offer guidance in the academic programs. It is through the scholarship program that the Faculty Advisor can be of greater benefit to the chapter. He will know the local academic situation, the administration, faculty and students. He will be familiar with the members of the chapter. He has the professional experience to provide fresh ideas, innovative approaches, and constructive criticism in the development and operation of the scholarship program. In this capacity, as a member of the Scholarship Committee, he will be a key figure and an element of continuity.
8. Alumnus Advisor. An effective Alumnus Advisor is essential to the successful operation of a chapter. He should be involved in the formulation and administration of the scholarship program and should receive periodic reports from the Scholarship Officer. If the chapter, or individual actives or pledges, fail in their scholastic efforts, the Alumnus Advisor must be aware of the situation and should insist on remedial measures. If the chapter does not have a Faculty Advisor, the Alumnus Advisor should be a member of the Scholarship Committee. If he is a faculty member, he should automatically serve on the committee.
9. House Manager. Whereas the Scholarship Officer is charged with creating within the chapter a mental environment favorable to academic excellence, the House Manager is responsible for maintaining a physical environment conducive to study. The physical environment--a well arranged and well maintained chapter house--is a corollary to a mental environment of positive attitudes toward scholarship. The House Manager, in conjunction with the House Mother and the Alumnus and Faculty Advisors, should inspect the chapter house and formulate rules that should then be endorsed by the Number I and the Executive Committee. Appropriate "quiet hours" should be established and strictly enforced. Chapter activities should be planned so that they do not infringe upon study time. Attention should be directed to conditions of proper lighting and ventilation. At least one area should be set aside as a study room in which noise is reduced to a minimum.
10. Alumni. Alumni have the responsibility of acting individually and collectively to encourage academic excellence in the chapter. They can perform this function by expressing interest in the scholarship program, by commending the chapter at the close of an academically successful term, and by complaining when the scholarship reports are unsatisfactory. They can also provide incentives and rewards for scholastic achievement, such as certificates or plaques, trophies, or a cash scholarship. The interest and encouragement of the alumni will be a positive stimulus to the chapter.
11. The Individual Member of The Chapter. In the final analysis, it is the individual member, active and pledge, who is

responsible for his own academic progress and, thereby, for the collective success of the chapter's scholarship program. Each member of the chapter should recall the obligation he made, that "A Kappa Alpha pledge and brother agrees that he will labor with diligence to maintain his scholarship." But remember not only the words. Understand the meaning behind the obligation and why Kappa Alpha Order considers scholarship to be one of the five major areas of emphasis. The chapter can offer direction and assistance in scholarship, but these must be broadened by each individual's positive attitudes, self-discipline and by the exercise of his mature good judgment. A sound scholastic record for each active and pledge is attainable.

The First Step – Identifying the Problems

Before an academic program can be constructed, it will be necessary to identify the problems facing the chapter. This is the first task of the Scholarship Committee.

Perhaps the chapter is operating on a high academic level and initiating all of its pledges. If so, then the chapter is to be congratulated. It is in the enviable position of having only to re-evaluate its program each term, remain alert to any potential problems and solve them as they occur. On the other hand, if there is a scholarship problem in the chapter, its sources must be discovered.

In determining the sources of the chapter's academic problem, the Scholarship Committee might ask and answer the following questions about the chapter and its members:

1. Does the chapter have a Scholarship Officer and a Scholarship Committee? Is there a formal scholarship program? Was there ever one? Does the chapter have a program on paper but it is not being implemented?
2. What is the chapter's general attitude toward scholarship? Is it positive? Is it negative? Is there even an attitude?
3. Are the facilities of the chapter house conducive to study? Are "quiet hours" maintained? Is there a well-lighted, well-ventilated and noise-free area in the chapter house that is permanently set aside for study? Are house rules enforced?
4. Perhaps the chapter members have generally satisfactory grades, but the poor grades of only a few lower the chapter's grade point average so that it suffers in comparison with other fraternities on campus. What, if anything, is being done to help those with poor grades? Does the chapter have any policy regarding those members who fail in their scholastic commitment to the chapter?
5. Does the chapter have a number of "holdover" pledges who continually fail to meet scholastic requirements for initiation but remain pledges semester after semester? Has such a situation caused any concern?
6. Do the non-academic parts of the chapter's pledge education program consume so much of the pledges' time that there is little opportunity remaining for study? How many men have depledged "because of grades?" How many pledges do not make their grades in an average pledge education period and must be "holdovers?"
7. Has any officer ever sought assistance in scholarship for the chapter from outside sources, such as the university or college academic counseling center?
8. Does the chapter check grades of rushees before extending bids? During bid sessions, do any brothers ever comment on the scholastic ability of individuals under consideration?
9. Does the Alumnus Advisor take an interest in the scholarship record of the chapter?
10. Is there a Faculty Advisor? If so, does he offer any suggestions for improving the academic quality of the chapter, or is he only a name on file in the office of the Dean of Students because every campus organization must have a faculty "sponsor?"
11. Do the alumni ever inquire about grades?

12. Are there any inducements and rewards for good scholarship available in the chapter?

These are the types of questions which, when fully answered, will clearly indicate the chapter's scholastic standing and the place of scholarship in the chapter's priorities. When the Scholarship Committee has this profile, it can proceed to build a program that will conform to local circumstances and the character of the chapter. A scholarship program should be developed to meet the needs of a particular chapter.

How to Create a Successful Academic Program

It has been repeatedly stated that one of the strong points of Kappa Alpha's academic program is that it recognizes the uniqueness, and the individuality of each chapter. Each chapter must therefore decide for itself what its program should be. In formulating a program, the Scholarship Committee might utilize the following recommendations. However, it should be emphasized that the recommendations listed below are in the nature of "suggestions." If a chapter has a scholarship program that takes different approaches, and the program is "working," then that program should be retained. Perhaps a combination of the recommendations listed below and an already existing scholarship program would be useful to a chapter. These suggestions have proved to be effective in various Kappa Alpha chapters.

1. Create an environment for learning in the chapter house. A comparison of the grades of those living in the house and those living elsewhere should quickly reveal whether or not the chapter house has an adequate living and study atmosphere. If it does not, then make it so. Confer with the Number I, the House Manager, and the House Mother, and establish rules that will make the residence a more congenial place in which to live, enjoy oneself, work and study. Ask the chapter to accept "quiet hours" during the weekdays and enforce them rigidly. Arrange a pleasant, noiseless study area, if one does not already exist. It might be useful to establish a small library in the chapter house, with some reference books, dictionaries, and perhaps a set of encyclopedias. Let the chapter house be one in which each brother would enjoy living and studying.
2. Investigate what scholarship awards and financial bids are offered through your university or college. Make this information available to the actives and pledges and encourage them to apply for those for which they are qualified. The institutional financial aids office will probably publish a brochure listing all available scholarships and the criteria for their award. The Scholarship Officer should obtain several copies of this publication so that the information will be readily available. All announcements for scholarship applications should be posted on the bulletin board. There are many types of scholarship grants at every institution--some for large sums of money and others that cover the costs of registration and textbooks. It is surprising that each year many scholarships go unclaimed, simply because no one applies for them. Do not miss an opportunity to take advantage of what is available in scholarship awards. Remember also that Kappa Alpha Order, through the Kappa Alpha Order Educational Foundation provides grants each year (see Appendix I for details on KAOEF and its grants). Your chapter should always have an applicant!
3. Have a system of incentives and rewards for good scholarship. The Scholarship Committee, working with the Number I and the Number II, should create incentives to academic progress and establish rewards for academic excellence for both actives and pledges. For example, the chapter might offer a small scholarship, or cancellation of a month's dues to the active and to the pledge who show the greatest academic improvement during a semester, and/or to the active and pledge who have the highest grade point averages in a semester. Plaques or certificates of achievement could be awarded. Another competitive device could be that of dividing the chapter into groups of paired teams, with both actives and pledges on each team. At the end of the semester, the team in each pair of teams that secured the highest collective grade point average (or which illustrated the greatest scholastic improvement over the previous semester) would be "treated" to steak dinners by the losing team. The Scholarship Officer should also consult with the alumni concerning alumni recognitions for academic excellence.
4. Learn what academic assistance is available from your university or college. Every educational institution has an academic counseling center. The Scholarship Officer and his Assistant should visit with the academic counselors and state the chapter's interest in achieving and maintaining academic excellence. They should explain the scholarship program that they are devising and invite the counselors' constructive criticism and suggestions for improvement. They should also inquire as to what services are available from the counseling center. The majority of such centers now offer special short courses and workshops that are arranged free of charge for groups of students, including fraternity chapters. It is usually possible to schedule an "academic rescue squad" to come to the chapter house for an evening during each semester to offer a "mini-course in academic effectiveness," featuring study skills, assertion training, relaxation training, techniques of taking examinations and writing research papers, reading

systems, etc. Additionally, the counseling service will have various types of printed study aids, such as those reproduced in Appendix XI of this manual, and that can be made directly available to your chapter members. Use your school's academic service center to improve your program.

5. Call on the National Officers and staff. If your committee requires any additional assistance, the staff of the National Administrative Office and the National Scholarship Officers are available at any time and can be communicated with by letter or telephone. Your Province Commander will also have ideas and will know of various good scholarship techniques employed in other chapters that might be appropriated in yours. These officers are willing and able to help. Notify them whenever you wish.
6. Provide professionally prepared study aids to active members and pledges. Appendix XI of this manual contains 26 carefully designed aids on how to budget time, improve study methods, how to write essays and research papers, how properly to take examinations and other scholarly skills. This collection of study aids was collected from the academic counseling centers of various universities. They should be reproduced for the use of all chapter members who wish to utilize them. This manual is bound so as to make possible complete and inexpensive reproduction of any page by one of the various types of copying machines. The sheets should not be removed from this manual.
7. Be prepared to provide curriculum advice. Members of the Scholarship Committee, including the Faculty Advisor, should be available, especially during the period of registration, to advise on course selection, "adding and dropping," pass/fail options, credit by examination, correspondence courses, etc. In this connection, a "Course Evaluation Form," as illustrated in Appendix II, can be very useful. The "Course Evaluation Form" provides student evaluation of courses and of instructors that is helpful in curriculum planning. Such forms, completed by chapter members at the end of each semester and kept in a permanent up-to-date file, is a valuable reference.
8. Save time and difficulty by obtaining legal rights to university academic records "The Family Educational Rights and Privacy Act" of 1974 became effective on January 1, 1975. Under its provisions, your chapter will probably be required to present authorization to obtain grades and examine academic records of active members and pledges. Appendix III provides a legal release form that will enable the chapter to obtain grades, and to consult with professors concerning a pledge's progress in his courses. These forms have been reproduced and are available upon request from the National Administrative Office.
9. Arrange an in-chapter tutoring service. At the beginning of each semester, distribute an "Active Academic Card" and maintain them in a permanent, up-to-date, orderly file. The cards will indicate which brothers can tutor other actives and pledges who require individual assistance on course work. A sample "Active Academic Card" constitutes Appendix IV. The purposes of the card are:
 - (A) To create a feeling of involvement among actives.
 - (B) To provide a reference file for the Scholarship Committee.

On the basis of the information obtained from the "Active Academic Cards", the Scholarship Officer and his committee can prepare an index of academic fields and courses in which expertise is available, with the names of brothers who will provide tutoring services. Such an index will greatly facilitate the work of the committee, as they will have a cross index, with listings by an active's name and also by academic fields and courses. With this store of information, tutors can be assigned when necessary, "help programs" can be devised and evening "skull sessions" can be scheduled.

10. Give special assistance to the pledges. The pledges are future active members and leaders of the chapter. Any chapter building a successful scholarship program should emphasize academic excellence as a principal element of pledge education. The pledges should be encouraged to set certain grade objectives that will allow them to reach their individual potentials. They should be assisted in how to properly budget their time so as to be able to study, to work, to have ample rest, sufficient time for social activity, and to successfully conclude their pledge education. Pledges should be helped with the formation of good study habits and they should be expected to exercise self-discipline. This overall approach to scholarship and learning will be carried over into the experience of each man after his initiation, to the benefit of the chapter. See Appendix XI for ideas on schedule planning, time budgeting and motivation.
11. Collect data that will assist in promoting good scholarship in the pledge Class. At their first meeting the pledges should be asked to complete a "Pledge Scholarship Questionnaire." The purposes of the questionnaire are:

- (A) To provide the Scholarship Committee with information about the current status of a pledge's scholarship.
- (B) To provide information that will allow the Scholarship Officer and his assistants to counsel with a pledge about his individual academic problems and study habits.

Each pledge should also fill out a "Class Card" for each course that he is taking. An example of a "Class Card" is located in Appendix VI. These cards should be placed in a separate file kept by the Scholarship Officer. The purposes of the "Class Cards" are:

- (A) To provide the chapter with a useful record of a pledge's courses.
- (B) To illustrate the chapter's interest in the pledge's academic progress.
- (C) To provide the Scholarship Committee and the Pledge Education Committee with a weekly record of a pledge's grades in each course, thereby making it possible to offer the pledge tutorial assistance in courses in which he requires it.

It may also be necessary, in some individual cases, to monitor a pledge's class attendance and to contact his instructors to ascertain his progress. If the instructor is contacted, it should be done only after consulting with the Faculty Advisor on the correct approach.

12. Evaluate the possibility of planned study periods. Some chapters have found that organized "study halls" are most helpful. If they have been successful at your chapter, use them. However, scientifically conducted tests have revealed that such compulsory "study halls" are not generally productive. Other chapters have insisted that a pledge be in his room to study by a certain time each evening, enforced by sporadic "spot checks" by telephone. A particularly helpful method is to have the pledge study with his "Big Brother", as this technique insures that both pledges and actives are studying and at the same time promotes the fraternal relationship between the "Big Brother" and "Little Brother".
13. Visits with faculty members are always beneficial. Some chapters in the Order have found that it is greatly beneficial to require that a pledge periodically visit the instructor in each of his courses during the instructor's posted "office hours." The chapter that decides to integrate this technique into its scholarship program should prepare an "Instructor Consultation Card," as provided in Appendix VII. The purposes of the "Instructor Consultants Card" are:
 - (A) To insure that the pledge does in fact visit his instructor.
 - (B) To make available to the Scholarship Committee the instructor's evaluation of a pledge's progress and standing.
 - (C) To indicate to the instructor that the pledge, and Kappa Alpha Order, are seriously interested in academic progress and in the pledge performing well in the instructor's class.
14. Persuade members to define scholarship goals for each semester. One aspect of the scholarship program might well be that of an individual's challenges to himself. Both actives and pledges should be encouraged to define specific scholastic goals for themselves at the beginning of each semester. Every brother should be asked to evaluate himself and the subjects for which he has enrolled, and then set realistic grade objectives for each. The idea is to encourage each person in the chapter to achieve his personal potential.
15. Make certain that the chapter understands that national recognition is in part dependent upon good scholarship. Every chapter of Kappa Alpha has fine brothers who are continually striving to improve the scope and quality of the general program. Consequently, each chapter justifiably wishes to have recognition of the accomplishments of which it is proud. In Kappa Alpha Order, concrete recognition of superior performance comes in the form of the Samuel Zenas Ammen Award for Chapter Excellence and the coveted Hoover Awards. It is not possible for a chapter to receive either of these prestigious honors unless it has a respectable scholastic record to complement the other parts of its operation. This fact should be emphasized to the brothers and scholarship should be stressed as an integral and necessary part of any strong chapter's program.
16. Peer pressure is effective! One of the strong factors in people's lives is peer opinion. Peer approval is something to be desired, whereas individuals will make great efforts to avoid peer disapproval. Consequently, peer pressure for good scholarship can be a powerful force in shaping the chapter scholastically. If the scholarship program gains broad acceptance in the chapter some methods of peer pressure could be instituted. An element of peer pressure will

of course follow naturally from positive attitudes toward academic responsibility. Pledges should be required to submit their weekly grades to the chapter, and personal attention should be given to those who require it. On the level of the active chapter, the brothers should themselves decide what techniques might be used. Some chapters of Kappa Alpha have a system of social probation for actives who consistently reflect on the chapter by poor scholarship. Other chapters of the Order require all members, actives and pledges, to post their grades weekly in the privacy of the chapter room. Those in need of help receive it. Those refusing to cooperate feel the disapproval of the other brothers. Admittedly, the area of peer pressure is a difficult one to handle. But in a chapter where brotherhood is strong, each brother will help himself scholastically while at the same time contributing to the overall chapter welfare.

Obtaining an Active Chapter Acceptance of a Scholarship Program

Once the components of the academic program are decided, the Scholarship Officer should present it to the Number I, Number II, the advisors, and the Executive Committee for formal acceptance. It would also be well to secure the endorsement of the Province Commander. The academic program should then be fully explained in a chapter meeting.

Before the presentation by the Scholarship Officer, the Number I, Number II, and the advisors should express briefly their approval. The Number I should announce that the Executive Committee has accepted the program and he should remind the chapter that the attainment of academic excellence is one of the major priorities that he has established for his administration. When the Scholarship Officer outlines the program, he should take care to discuss not only the mechanics of the program but also the philosophy behind it. He should point out that the scholarship program is not just a part of pledge education. It is designed to benefit everyone in the chapter. He should be careful that he does not dwell too long on any point, because a lengthy presentation will only create boredom in some brothers in the chapter. The program should be presented with clarity, conciseness, and enthusiasm.

A vital element of the presentation is to allow a general discussion in the chapter meeting of the merits of having a formal program and of the components of that program, allow the brothers to become involved. Let the brothers decide penalties for actives who consistently lower the chapter's grade point average.

Following the presentation and general discussion, the Scholarship Officer should ask for, and should receive, a vote to formally adopt the academic program. Once the brothers have voted for the program each individual then becomes personally responsible for its success.

Remember, do not force the scholarship program on the chapter! Sell the program to the chapter! Get the chapter's approval! Involve each brother!

Presenting the Academic Program to the Pledge Class

An important function of the Scholarship Officer is that of effectively presenting the scholarship program to the pledges. They must clearly understand it! They must see how they can benefit from it! It must impress them! They must realize that the chapter is seriously concerned with academic excellence and expects them to be also! The Scholarship Officer must therefore carefully plan his meeting with the pledge class. The key to the success of this meeting is thoughtful advance planning.

The chapter of *The Varlet*, entitled "Making the Grade", states that the Scholarship Officer will devise and implement the chapter's academic achievement program. He will collect data from the pledges, and should lead a general discussion on the subject of sound scholarship in which they will be expected to participate. Some chapters may wish to schedule the forum on academic excellence during the first session with the newly inducted pledges. If not, then the Scholarship Officer should be present at the first meeting to be introduced and to announce what he will do at a later meeting. In either case, it is obvious that the scholarship program must be ready for presentation at the beginning of the semester.

At the pledge meeting on academic excellence it would be ideal to have present not only the Scholarship Officer and his Assistant and committee, but also the Number I, Number II, and the Alumnus and Faculty Advisors. The objective is to impress the pledges that satisfactory scholarship is an integral part of Kappa Alpha Order's program. A good format for the meeting might be to have the Number II preside. He would introduce the Number I, who would commend that an emphasis on academic excellence is one of the major objectives of his administration, and that the scholarship program about to be explained has been thoughtfully prepared and endorsed by the officers, advisors and executive committee. The Number II would then emphatically inform the pledges that the attainment of a sound scholastic record for each man is a primary part of

pledge education and that he has invited the Scholarship Officer to the meeting to explain what the chapter expects and what it offers in this area. When the Scholarship Officer speaks he should follow the same pattern as in the active chapter meeting--he should be clear, concise, and enthusiastic, as well as completely self-assured, and in obvious control of the meeting. He should take care that the requirements of the pledges for example, the weekly reporting of their course grades are clearly spelled out. He must convey to the pledges precisely which officers the pledges are responsible to and which members of the committee should be contacted for academic assistance, such as obtaining a tutor to help prepare for an examination. The Scholarship Officer should also impress upon the pledges that the members of the Scholarship Committee are appointed for the pledges' benefit, and that their functions are not to be misconstrued as being those of disciplinarians. Finally, the Scholarship Officer should involve every person present at the meeting in the general discussion.

The Scholarship Officer's preparation for the meeting should involve a review of his own program, and he should anticipate questions that might be asked so as to have precise, ready answers. He should also read Appendix VIII which explains what will occur during the meeting. In his remarks, he may wish to indicate that pledge education will continually emphasize good scholarship and that they will find repeated references to academic excellence throughout the pledge manual. (These references are on page 2, in the Knight Commander's "Message of Welcome;" on page 7, in the listing of the obligations of a pledge and brother; on page 18, in references to the Kappa Alpha Order Educational Foundation and the Freshman Scholarship Citations; on page 33, where the Scholarship Committee and its functions are described as part of the organization of a chapter; and on page 50, where "Earnest Scholarship" is defined as one of the five principal aspects of Kappa Alpha). The Scholarship Officer will also wish to review the information on the Kappa Alpha Order Educational Foundation and the Freshmen Scholarship Citations before his meeting with the pledges, as *The Varlet* indicated that he will explain them (information on KAOEF and the citations is given in Appendix I).

It is during the meeting with the pledges that the Scholarship Officer should distribute the "Pledge Scholarship Questionnaire and the "Class Cards" (see Appendixes V and VI respectively) for the pledges to complete and return. The Scholarship Officer should also explain to the pledges that a variety of professionally prepared aids are available to assist them in budgeting their time, acquiring good study habits, writing papers and preparing for examinations. (See Appendix XI).

This meeting is important. Plan it wisely in advance!

Evaluating the Academic Program

At the end of each semester, a thorough evaluation of the academic program should be made by the committee. The most telling evaluation, obviously, will be the grades of individuals, and the chapter's grade point average and its rank among the other fraternities. The Scholarship Committee should assemble and plan an evening of evaluation, taking into account all available data. Valuable information can be obtained from an evaluation of the program taken by pledges and by those actives who directly participated. A sample evaluation for the pledges constitutes Appendix IX, and another for active members is provided in Appendix X. Critical but constructive comments should be solicited from the Executive Committee and from the Alumnus and Faculty Advisors. Plan to restructure the program where it is necessary. Continual evaluation of the program, and continual adjustment to meet changing circumstances, are the keys to successful academic programs.

Reporting the Results of the Academic Program

If the evaluation of the academic program indicates that serious problems still exist, then report this information to your Province Commander and make an appeal for assistance to the Director of Educational Programming and the National Scholarship Officers of the Order. They will respond.

On the other hand, the evaluation should yield pleasing results. A chapter that has troubled to prepare a scholarship program suited to its own needs, and which has conscientiously applied itself to achieve its goals, should be successful. In this happy case, share your effective ideas with others. The Interfraternity Council on your campus will be interested in your approach to academics. Your alumni and parents should be apprised through the medium of the chapter newsletter. The Province Commander should certainly be informed and he will want to have a written copy of your program so that he can use it to assist other chapters in his jurisdiction. The staff of the National Administrative Office and the National Scholarship Officers should also be made aware of your success. Finally, emphasize the chapter's scholarship program and its results during rush--it will attract outstanding men.

National Kappa Alpha Awards for Chapter Academic Excellence

Exceptional Scholastic Achievement Award - It recognizes the chapter attaining the highest chapter grade point

average.

Outstanding Scholarship Award - Given to chapters which perform well academically as determined by overall grade point average.

A Final Word on the Academic Program

Those who devise and administer a successful plan for academic excellence in their chapter will have the appreciation of their brothers and of Kappa Alpha Order. They will have the satisfaction of stimulating brotherhood as all work together toward a common objective. They will have the additional satisfaction of being leaders in a process by which their chapter will balance and up-grade its general program to the personal benefit of each brother. It is a great fraternal reward.

PART II
APPENDIXES AND STUDY AIDS

Appendix I

The Kappa Alpha Order Educational Foundation

The Kappa Alpha Order Educational Foundation (KAOEF) is a 501(c)(3) charitable organization devoted exclusively to educational purposes. Created in 1982, the Foundation seeks to promote the education of undergraduate and graduate students in academic improvement, leadership, alcohol, and substance abuse prevention and other general educational areas. The Foundation provides a vehicle for tax-deductible donations from alumni and friends to be made in support of KA. With these gifts, Kappa Alpha Order Educational Foundation helps underwrite a number of educational programs for the benefit of the Order's members.

One of the Foundation's largest programs provides scholarships to deserving undergraduate and graduate students. Spiraling tuition, government cutbacks and tightened eligibility requirements are making it harder than ever to obtain a college degree. To help those in need, the Foundation annually awards over 60 scholarships, totaling more than \$70,000 to undergraduate and graduate students. Alumni who care about the education of their younger brothers create the scholarships awarded by the Educational Foundation. As more awards are endowed, the amount of scholarships provided will increase.

In January of each year, KAOEF distributes an announcement that applications for the annual scholarship competition are available. The announcement is sent, along with a number of scholarship applications, to the Number I of each chapter. Additional applications may also be requested directly from the Foundation. Applications usually must be returned to the Foundation by the beginning of March, and the winners are announced around the first of May.

Below is a listing of scholarships awarded by the Foundation last year.

Robert E. Lee Memorial	Charles W. McCrary
Samuel Z. Ammen Memorial	James Sammons, M.D.
Founders Memorial	Jesse & Lala Sammons
William E. Dreyer	John & Paulina T. Beall
Warren Frazier	John Paul Rector
Mark Huntington Pruitt	Stewart Turley
Vernon & Marion Piper	Jay Claude Conrad
William C. Morrow, Jr.	Cain Foundation Scholarship
Memorial	
Verner & Mildred McCall	Emmett Lee Irwin
Harry J. Breithaupt, Jr.	Jack R. Taylor
Clyde E. Williams	Harry Trueblood
F.M. Stevenson	Clark
John W. Nowell	Crawford Province
Vance E. Rule	William R. Williamson
	Memorial
Hart/Heath/Sims/Waters	E. Fleming Mason
Robert W. Woodruff	
Porter Hardy III	
W.E. Dunwody Province	
Idris R. Traylor, Jr.	
Hunter W. Henry	
Alpha Phi (LEAP)	
Charlie R. Ashford	
Dr. Joseph G. Webster	
Col. David R. Williams	
Lemuel C. Shepherd, Jr.	
Kim Weller Memorial	
Irby Turner III	
John R. Berryman	

Fred W. Dismuke

Appendix II

Course Evaluation Form

Course _____

Instructor _____

Excellent Good Fair Poor

- Instructor's Competence
- Instructor's Ability to Explain
- Instructor's Fairness
- Value of Course
- Caliber of Examination
- Text(s)
- Interest of Students
- Instructor's willingness to assist students

Comments

Instructor's expectations regarding studying, reading assignments and out of class work.

Is class attendance required? Yes No

Types of examinations (essay, objective) _____

Would you recommend the course to another student? Comment:

Appendix III
Grade Check Form

Date

I hereby authorize _____ University (or College)
to release information concerning my academic standing to the _____ Chapter of Kappa Alpha
Order, a registered student organization, for the purposes of assisting me in academic improvement and/or
of establishing my eligibility for membership.

Signature of Student

Appendix IV

Active Academic Card

_____ Chapter of Kappa Alpha Order _____ semester (quarter), 20____

Name _____
(Last) (First) (Middle)

Local Address _____

Telephone Number _____

Classification (Fr. Soph. Jr Sr.) _____ Major _____

Minor or Concentration _____

Grade Point Average _____
Last Period Cumulative

Area(s) in which you feel qualified to tutor pledges and/or to assist brothers:

Appendix V

Pledge Academic Questionnaire

_____ Chapter of Kappa Alpha Order _____ Semester, 20 ____

Name _____
(Last) (First) (Middle)

Classification (Fr. Soph. Jr. Sr.) _____ Major _____

Minor or Concentration _____

Faculty Advisor _____ Department _____ Phone _____

Grade Point Average _____
(Last Semester) (Cumulative)

Total Credit Hours Completed

How many semesters have you spent at _____ University (College)?

How many hours per day do you study?

Where do you find that you study best? _____
(Home, dorm, library, etc.)

Do you find it productive to study with another person, or with more than one other person? _____
Comments:

What are your general study habits?

What factors, mental, emotional, or physical, do you think hamper in your efforts to study?

What grade point average do you expect to earn this semester?

What grade point average do you think you are capable of earning at best?

Appendix VI

Class Card

_____ Chapter of Kappa Alpha Order _____ Semester, 20 ____

Name _____
(Last) (First) (Middle)

Course: _____
(Department) (Catalogue Number) (Section)

Lecture Instructor: _____

Office: _____ Office Telephone: _____

Lab Instructor: _____

Office: _____ Office Telephone: _____

Lecture session meets in _____ at _____ :

Lab Section meets in _____ at _____ :

This course is: **REQUIRED** **ELECTIVE MAJOR FIELD** **MINOR FIELD**
(Circle one of the above. If it is a required course in your major or minor field, so indicate.)

Weekly Grade in the Course:
(Space should be provided to indicate the grade in the course each week.)

Appendix VII

Instructor Consultation Card

_____ Chapter of Kappa Alpha Order

Name of Student _____

Course Instructor _____

Consultation date _____

Comments:

Instructor

Appendix VIII

Academic Excellence

- I. Purpose: Kappa Alpha's Academic Program
 - A. Explanation of Kappa Alpha's National Scholarship Program
 - B. Meeting college and chapter requirements
 - C. Implementation of scholarship program in pledge class

II. Activities

The Scholarship Officer outlines the Order's scholarship program and how the chapter implements it. All requirements of the program, the importance of seeking the chapter's assistance with academic problems, and the services available through the college: remedial reading--tutoring, counseling centers.

III. Unit Resource Material - Academic Excellence

Your chapter of Kappa Alpha will offer an experience in learning and living that will provide for the scholastic and social enrichment of your college years and for the development of your capabilities and character. In this way your chapter is an integral part of the educational process, using the term "education" in its broadest and fullest meaning. The second meeting of your pledge class will direct attention to one vital element of the educational process--scholarship.

Scholarship is the single most important part of your chapter's general operation. Keep in mind that historically the development of the fraternity system has been closely identified with the ideal of scholarship. The first Greek letter organization in America, Phi Beta Kappa, was founded in 1776 for the purpose of promoting scholarly activities. Chapters of Kappa Alpha Order, and of any fraternity, exist only at academic institutions. A chapter is a part of the university or college with which it is affiliated. Consequently, it is the responsibility of Kappa Alpha to have as one of its major priorities the academic achievement of its pledges and actives.

Accepting this responsibility, Kappa Alpha has through the years encouraged its chapters to create an environment that will be conducive to academic achievement. At the same time, the Order has provided direction by having a strong scholarship program on the national and local levels. The spirit of this program is the understanding that scholastic excellence is basic to overall chapter excellence, and also to the individual's growth as a well-rounded man leading a meaningful life.

From this positive attitude Kappa Alpha has adopted a policy that no pledge may be initiated into any chapter of the Order until he has made a "C" average or its equivalent, as determined by his university or college, in all academic work done in the term prior to initiation. As an alternative, he must have a cumulative "C" average or better on all work taken prior to initiation. In the event that his university, college or the local Interfraternity Council have higher regulations, the higher regulations must be followed. Only under certain conditions is there an exception to this ruling. Some colleges and universities do not have a grade requirement for initiation, therefore, if a chapter is "forced" into initiating a man without the "C" average, a request for waiver under Kappa Alpha Laws must be made to the Executive Council. Kappa Alpha's scholarship program aims at having each pledge attain these levels of competence through the development of healthy viewpoints on academic work, the formation of good study habits, the application of proper techniques, the setting of personal learning objectives, and the exercise of self-discipline. The scholarship program is also based on the concept that the approach to learning must be carried over into the experience of each man after his initiation.

The Order has officers and staff on the national and province levels who have specific functions related to academic excellence. These officers and staff cooperate to maintain a continually updated and innovative scholarship program that is a framework within which each chapter develops its own approach to scholarship that conforms to its circumstances, needs and objectives. The national and province officers charged with academic achievement prepare useful pertinent publications, oversee the scholastic progress of the chapters, offer suggestions for change and improvement, take appropriate action to correct any deteriorating academic situation that might develop in a chapter, and exchange evaluations and information.

One of the strong points of Kappa Alpha's scholarship program is the recognition of the uniqueness, the individuality, of each chapter and the realization that there is no single formula that can be applied to all local groups. Chapters differ one from another, even as universities and colleges differ. A situation, or set of problems, at one chapter will very likely require different approaches and solutions from those at another institution. There is a scholarship program that has been purposely

devised for your chapter and which has been approved by the national and province officers, by your chapter advisors, and by the membership of the chapter itself. The program is administered by a Scholarship Officer, whose position is one of the most important in the chapter. He will conduct the second meeting of your pledge class.

During the second meeting the Scholarship Officer will explain in detail all aspects of your chapter's academic achievement program, point out how you can personally benefit from its application, answer any questions that you may have, and lead a general discussion on the subject in which you and your pledge brothers will participate. He will collect data that will allow him and his assistants to work more effectively with you and for you. The "Scholarship Information Questionnaire" reproduced in this unit illustrates the kinds of data that he will request. The Scholarship Officer will explain the Kappa Alpha Scholarship Fund, which is an independent organization, managed and operated by an independent Board of Trustees, and which grants monetary and other awards for improvement and excellence in scholarship. This organization presents each year a Freshman Scholarship Citation to the pledge in each chapter who attains the highest scholastic average among the first year members. Finally, the Scholarship Officer will also direct your attention to any chapter awards for scholastic achievement. Listen carefully to what this chapter officer tells you. Do not hesitate to talk with him in pledge class meetings or privately during the term about any problems you may have related to your course work. Remember that is one of this officer's major purposes: to assist you.

In the final analysis, however, it is you yourself who are responsible for your academic progress. Your chapter offers encouragement and provides personal direction and assistance. This must be accompanied by your initiative, positive attitudes, self-discipline and exercise of mature judgment. A sound scholastic record is attainable.

IV. Brotherhood Building Session

Task:

Each member writes down his response to the following questions:

1. Why am I in college?
2. Why am I at this particular college?
3. What at this time are my educational goals?

Appendix IX

Pledge Academic Program Evaluation

Please answer the following questions and return this form unsigned.

1. Did your final grades correspond to the grade objectives you set for yourself at the beginning of the term? Yes No
Comments:
2. Did you take full advantage of what was offered by the chapter's scholarship program? Yes No Comments:
3. Did you submit accurate grade reports each week? All of the time . Some of the time . Never . Comments:
4. How available to you was the Scholarship Officer?
At any time Most of the time Some of the time Hardly ever
5. Do you think that the chapter's general pledge education program required so much time and effort that your grades suffered as a consequence? Yes No Comments:
6. The scholarship program is, in my opinion: Excellent Good Fair Poor
7. In what ways do you think the chapter scholarship program could be improved?
(Use reverse of this sheet if necessary.)

Appendix X

Academic Program Evaluation

Please answer the following questions and return this form unsigned.

1. Did your final grades correspond to the grade objectives you set for yourself at the beginning of the term? Yes No
Comments:

2. Did you take full advantage of what was offered by the chapter's scholarship program? Yes No Comments:

3. How available to you was the Scholarship Officer?
At any time Most of the time Some of the time Hardly ever

4. The scholarship program is, in my opinion: Excellent . Good . Fair . Poor .

5. In what ways do you think the chapter scholarship program could be improved?
(Use reverse of this sheet if necessary).

Appendix XI

Study Aids

The following pages are carefully designed to assist students in studying effectively, in how to write good essays, and in how properly to take examinations. The sheets should not be removed from this manual. The manual is bound so as to make possible complete and inexpensive reproduction of any page by one of the various types of copying machines.

CAUSES OF FAILURE IN COLLEGE

When people are confronted with a problem, there is a strong temptation to look for a single "reason" and "the answer". This approach removes the necessity for the harder work that a deeper and more complete understanding entails.

Failure is the consequence of a number of interacting factors. Ten elements have been selected for discussion here. The rationale for selecting them is relatively simple: (1) they occur with a significant degree of frequency, and (2) their relationship to failure in college requires further emphasis and clarification.

1. Lack of Potential

The generalization that one has the potential for college or that he does not; that potential is measurable and predictable for all students; and, consequently, that if a student fails in college and has low test scores, it is safe to conclude that he lacks potential. This widely held idea of intellectual potential is being seriously challenged as existing techniques for measuring academic potential are coming under closer examination.

There are two traditional ways of estimating the individual's potential for academic work: performance on intelligence and various academic aptitude tests, and high school rank. There is at least one serious problem encountered in using this approach: the measures are effective when used on a group basis but they are subject to error when applied to individual cases. Careful selection of college and major may permit a student to survive in spite of only average ability. An individual may have certain inhibitions and problems that prevent him from scoring well on tests, but an important and revealing clue to the existence of intelligence is an ability to understand abstractions, symbols, concepts and relationships between ideas. If this ability is present along with low test scores, a lack of potential as the reason for academic difficulties must be ruled out, and another cause searched for. The skills required to complete a four-year college course successfully are unique. The college environment is highly verbal with a continuous emphasis upon the communication of ideas through reading, writing, speaking, and listening.

2. Inadequate Concept of the Meaning of Work

Not very long ago, work and discipline were not only admired and valued American virtues and their own rewards, but were also necessary in order to reach long-range goals. For part of today's college generation, work and discipline have no such value. Affluence has seduced them into a dependence on luxuries of the good life, without making it necessary for them to develop discipline. But this group of students is in the peculiar position of demanding the products of a materialistic society and at the same time rejecting its materialistic values. This leaves them without discipline or defined goals; they are stuck in a passive, unrealistic, and undefined search for instant happiness. When he comes to college, a member of this group frequently knows little about discipline. He does not know very much about work vis-a-vis time, about how to make himself struggle when he feels like doing something else and about how to organize his tasks or channel his energies to them. This is especially true of the more intelligent student. Chances are he was able to get through his elementary and secondary schools without expending much effort. In order to stay in college, however, one has to work hard, and the brighter people are often on thin ice almost at once. He may become firmly rooted in his belief that there is an easier way than the one described by the teacher.

Rather than do the required work, the underachiever seeks for ways to manipulate either the teacher or the system. In spite of everything, the failing student often does not grasp the fact that his entire approach to academic requirements must be changed. He continues to underestimate the amount of the effort required. Telling him that he must work harder is ineffective, as every parent knows. The student must develop a new concept of the meaning of work based upon his actual experiences.

3. The Importance of Other Activities

When a student gets into academic trouble his problem may be that college is not really very important to him. If he does not put education first in his life, before athletics, before the fraternity, before his friends, before all his other distractions and interests, this only amounts to lip service, and chances are he is not going to do very well in school, watch what he does and how he chooses to spend his time. His actions reveal where he really puts education in his personal scheme of things. Moreover, if he was able to do all right in secondary school while maintaining other priorities, he tends to be caught in old habits. In order to realize the values of education, making them his own, a student sometimes needs to replace these habit patterns by having new experiences through a change of environment. For example, a period of time out of college an away from his family trying to support himself and make it entirely on his own may help him re-scale his values. Parents frequently resist their child's leaving school in fear that he will not return, but if he is not getting much out of being in school, that is no great loss. Life is frequently the most effective motivator, goal-definer, teacher, and value-scale. Parents know this, but try to protect their children from what can be a painful experience, and to transfer their own experiences to the child. Unfortunately, this "lending" process does not always work.

4. Interference from Psychological Problems

Psychological problems are vast in scope; they encompass everything from a mild neurosis to an extreme psychosis; from a disabling effect on a personality to a limited one; from a necessity for extensive psychotherapy to a need for little or no psychiatric treatment. Therefore, in the question of college failure and psychological problems, it is necessary to determine: (1) if emotional conflicts are present in a student with learning difficulties, (2) if and how much they contribute to these learning difficulties, and (3) if the professional help of a psychiatrist or clinical psychologist is necessary to resolve the problems. When emotional disturbance is serious enough to inhibit the learning process it is foolish not to secure competent professional counseling. Reluctance on the part of the student, or on the part of his parents, to secure professional assistance may result in an academic record damaged beyond repair.

5. Failure to Assume Responsibility

When a child enters elementary school, the responsibility for what and how he will learn is the teacher's; this is an appropriate and necessary concept for the education of a young child. But what is appropriate for elementary school is obviously not so for junior or senior high. Yet in some students and their parents, the attitude lingers on, even into higher education. Higher education puts the duty for a student's education squarely on him. The role of the faculty is to advise but not to force, to point out alternatives but not to lead, to warn of pitfalls but not to demand. Properly, a college advisor leaves the choices to the student, including course selection and schedule planning. Those individuals whose parents have closely supervised and regulated their lives have the most difficulty making the decisions expected of them in college. Moreover, when a parent has closely supervised his son, he wants the faculty to continue in this role when the son comes to college. The parent is attempting, with good intentions, to protect his son from wrong choices. Unfortunately, this also prevents the son from assuming an adult role.

6. Inhibition of Language Functions

It is not inappropriate to repeat that, to a large extent, the success or failure of a student in college directly hinges on his mastery of the language. He must be able to read, to write, to speak, and to listen. He must be able to do these things well, often, with speed and comprehension. He will have to read vast amounts of material, write clear statements of his ideas, participate by expressing his ideas through group discussions, and maintain an efficient level of listening comprehension. A student can be highly intelligent and not succeed if he has not mastered these language skills. It also follows that an individual can have average intelligence and do very well in school if he has well-developed language skills. Yet, of all the language problems, the inability to write effectively appears most often. He must be able to express himself in writing. If he cannot, it shows itself immediately, glaringly, in the center and even the corners of his education. In college classroom situations where students have to speak, underachievers tend to use a minimum number of words and maintain a maximum amount of silence. This lack of participation may be interpreted by the professor as lack of intelligence, knowledge, or interest. But the student's trouble may be simply a matter of language; in this case, verbal flow or fluency. One hears a great deal about the importance of being able to read and write well, and a body of knowledge has been accumulated to remedy such problems. There is, however, little said about listening. It is assumed that if a student can hear he can listen. Nothing could be farther from the truth. To listen with comprehension is a skill. The average college freshmen has had little or no experience in listening and in note-taking during a long lecture. The importance of language mastery cannot be overestimated, not only to function in college, but also because communication is an inner need for human expression if man is to relate to others and to his environment. Language is necessary not only to become educated but also to become civilized.

7. Lack of Internalized Standards of Quality

Before a person comes to college, judging his work is the teacher's responsibility. The only trouble with this process is that the average or under-achieving student never learns how to evaluate his own work. Without self-judgment, the professor's evaluation is then rejected out of hand, because if a student cannot judge himself, he cannot absorb and respond to the teacher's judgment either. These students have not developed their own standards of quality; the professor is the exclusive guardian of them. This gives the student an opportunity to avoid the work of improvement that internal standards of quality demand, and it also serves the purpose of having someone else to blame for the low grade. It is not his poor work, it is the professor's poor (unfair, prejudiced, arbitrary, unread-and-guessed-at, etc., etc.) grading. Every teacher is familiar with the paper that has had only one draft and the essay examination that has not been reread and the term paper with the muddled ideas. The results are dismal and rarely reflect the quality of work of which the student is capable.

8. Inappropriate Choice of Major

There are few humans with a very clear idea of self at the age of eighteen or nineteen. One of the purposes of college is to help the young person discover his identity, by educating him. And yet, while a student is on the threshold of his life, higher education demands decisions of him that he cannot make intelligently, and then nails him to them. The student is expected to make career choices in total ignorance of both the career and its requirements of study. In the post-Sputnik decade, for example, a large number of students inappropriately chose engineering as a major. Many of these people, highly talented, flunked out of engineering school. Those who recognized their mistake and were able to change majors were fortunate; the others were haunted by the experience of rejection and failure, and had great difficulty recovering and finding their way back to confidence and success. Some did not make it back at all. Another student may be influenced by family relationships, and can make these important choices either in adolescent rebellion or in total submission or in passive resistance to the wishes of his parents. It would seem that poor decisions are almost inevitable. And yet when a student wants to change majors, adults tend to view this with alarm, as if changing one's mind is the signal of instability and finishing what one begins as sign of character. The process of change reflects not a lack of character but the development of it, in another of the many growth-milestones necessary when discovering more about oneself and the world.

9. Vagueness About Long-range Goals

These goals do not necessarily have to be specifically defined, but they do have to be his own. He has to have a sense of working toward something he wants, a reward, a *raison d'être*, whether it is the pleasure of a good grade on a test, a still undefined career, or the status and security of becoming a doctor. Without such objectives, the work itself will seem grim, difficult, and even meaningless. He will live wholly in the present, one day at a time, extremely vulnerable and helpless to any distraction and stimulus of the campus. He will blame his academic problems on lack of concentration. His parents will put the blame on the fraternity, or a girl, or his car. But they are only symptoms of his problems. To approach the cause of his difficulties, the student has to turn his attention from a search for instant satisfaction to a search for his own personal and satisfying goals. Sometimes this requires time and the maturing process, sometimes more self-knowledge, sometimes consciously substituting his own values and life choices for those of his own parents. So long as he is preoccupied with immediate gratification, the chances are he will be unable to do the work that college demands. More serious, he will remain helpless to solve his problems in the development and recognition of his own life-goals.

10. Selection of the Wrong College

A student may have entered a college selected by his parents but not by him. If the school was difficult to get into and therefore considered extremely desirable by just about everyone, he may have suppressed his feelings of having been railroaded or he may have rationalized that his parents knew best. Or he may have felt it was useless to protest.

Another problem is the enormous ranges of academic standards. They can reach from very high to extremely moderate, and a student may find himself at a college, selected for its prestige, that is too difficult or too easy for him.

A third problem is that a prestigious college may be so highly specialized that the student feels hemmed in, without freedom to move in new directions. But not knowing how to withdraw gracefully from the situation he goes out through the back door or low performance.

A fourth problem involves that which may be termed campus climate. The cultural shock of a Midwestern student from a small farm community who is projected into a sophisticated eastern campus may be sufficiently disturbing to keep him off balance until it is too late.

Finally, a fifth problem created by prestige, which affects some students, is the size of the college. It can be too big for the student who feels overshadowed and confused by large numbers of classmates, buildings, professors, activities, schools, and shades of opinion. Another student might well flourish in such an atmosphere and find a small campus stifling, limited, too homogenous. The attitude that a student should be expected to adjust to whatever college he finds himself in is unrealistic in the sweep of variations in both colleges and students. Searching for answers to the problem of college failure is like going through a maze. There is a way through but it is not clearly marked. There are numerous side paths that conclude in dead ends, many factors that seem unrelated but are tangled in support of each other, and many elements that appear irrelevant to the problem but are vital to it.

CONSTRUCTIVE SUGGESTIONS REGARDING MOTIVATION

It's your responsibility to make college a growth experience for you. The following suggestions and resources may be helpful.

- A. Attack the problem of goal setting directly.
 - 1. Gather information about your interests, abilities, values, and needs. The following may be useful in this process:
 - a. tests
 - b. counseling
 - c. self evaluation
 - 2. Gather information about occupations.
 - a. your counseling service has files of this type of information.
 - b. talk to personnel in the Placement Office
 - c. get first-hand information from people working in this field.
 - 3. Gather information about training requirements and training programs.
 - a. using the counseling service occupational files
 - b. using college and other catalogs
 - c. get first-hand information from professor or those in the field.
 - 4. On the basis of the information start making decisions which lead you in the directions you want to go.

- B. Attack personal problems directly. The following may be helpful:
 - 1. Using the services of the Division of Counseling and Testing on your campus.
 - a. individual counseling or therapy
 - b. self hypnosis
 - c. group counseling or therapy
 - d. encounter groups
 - 2. Attack the problem yourself.
 - a. self evaluation
 - b. direct confrontation of others involved in the problem
 - c. accept responsibilities for initiating changes you want to make

C. One or more of the following readings on motivation may be helpful in pinpointing your difficulties and pointing to directions for change.

Garrison, Roger. The Adventures of Learning in College, Harper, N.Y., 1959, Pp. 52-84.

Kalish, R. A. Making the Most of College, Wadsworth Pub. Co., San Francisco, 1959, Pp. 191-205.

Pauk, W. How to Study in College, Houghton-Mifflin, Boston, 1962, Pp. 1-3.

Robinson, Francis P. Effective Study, Harper, N.Y., 1961, Pp. **88-106**.

MOTIVATION CHECKLIST

The following checklist may prove helpful in getting at the sources of poor motivation. If you want to improve your motivation you may want to choose a self directed improvement program or use the information as a focus for counseling.

- A. Really preferring something other than attending this university:
 - Would prefer not to go to college
 - Would rather attend another college
 - Would prefer a different kind of training
- B. College as means to ends other than learning:
 - To avoid getting a job
 - To find a mate
 - To have a good time
 - To get away from home
 - To prove self-worth
- C. Distracting personal problems:
 - Conflict with same sex
 - Conflict with opposite sex
 - Conflict with parents
 - Lack of confidence
 - Undefined resistance to college
 - Angry at the world
 - Overuse of drugs or alcohol
 - Fear of evaluation
 - Difficulty in making decisions
 - Lack of financial resources
 - Marriage problems
 - Phobias and other anxieties
 - Insecurity
 - Loneliness
- D. Lack of interest:
 - Undefined vocational goals
 - Undefined educational goals
 - Course material is not what I think is important
 - Interest in school is not the "in" thing among my friends
- E. Continuing immature behavior patterns:
 - Excessive dependence on parents or others

Fear as a motivator
 Parents as motivators
 Grades or academic achievement as motivator
 High school habits
 Expending too much energy resisting authority

CONCENTRATION

Study Environment

The clue to a good study environment is to eliminate distractions, which make a bid for your attention. Remember that there is plenty of time to devote to other interesting activities when you are not attempting to study.

1. Have a room free of unnecessary distractions. A far corner of the library is often desirable. Avoid library tables near the heavy traffic lanes.
2. Form the habit of studying at the same place at the same time of day. Soon the habit of studying when you go that place at that time will make getting started automatic.
3. Study at a table, not lying down. All of your life you have been going to sleep when you lie down. It is a strong habit so don't make study more difficult by trying to study in a prone position.
4. Have adequate lighting throughout the entire room but avoid glare. Maintain adequate ventilation and proper temperature in your room. A hot, stuffy room is too conducive to relaxation and sleep.
5. A dorm room is often not a good place to study. Friends and roommates may not be studying at the same time you are. Many reminders of friends, home, and other activities are present in the room which may compete with the study material.
6. How long to study at once:
 - a. A long enough block so the material is meaningful.
 - b. Short enough so you don't get bored or saturated.
 - c. Take study breaks when it fits into breaks in the material-or-when you need them-better to take a break than to sit around and feel guilty.

STUDY DISTRACTIONS ANALYSIS

Concentration is the number one problem for many students. Frequently, the problem is one of finding a place to study where there are no external distractions. External distractions are those that originate outside the body. Telephone calls, visitors, and noises are examples. Concentration may be difficult when there are too many such distractions present. This checklist will help you analyze distractions in the places you study.

List the three places where you usually study in the order you use them most:

A	B	C			
Now check the column that applies to each of these places.					
T = True	F = False				
			<u>Place A</u>	<u>Place B</u>	<u>Place C</u>
1.	Other people often interrupt me when I study here.		T F	T F	T F
2.	Much of what I can see here reminds me of things that don't have anything to do with studying.		T F	T F	T F

	3.	I can often hear radio or TV when I study here.	T F	T F	T F
	4.	I can often hear the phone ringing when I study here.	T F	T F	T F
	5.	I think I take too many breaks when I study here	T F	T F	T F
	6.	I seem to be especially bothered by distractions here.	T F	T F	T F
	7.	I usually don't study here at regular time each week.	T F	T F	T F
	8.	My breaks tend to be too long when I study.	T F	T F	T F
9.	9.	I tend to start conversations here that I should be using for study.	T F	T F	T F
	10.	I spend time on the phone here that I should be using for study.	T F	T F	T F
	11.	There are many things here that don't have anything to do with study or school work.	T F	T F	T F
	12.	Temperature conditions here are not very good for studying.	T F	T F	T F
	13.	Chair, table, and lighting arrangements here are not very helpful for studying.	T F	T F	T F
	14.	When I study here I am often distracted by certain individuals (i.e., girl watching).	T F	T F	T F
	15.	I don't enjoy studying here.	T F	T F	T F

Note total the checks in each column. The column which has the most "false" checks may be the least distracting place to study. Try to plan your day so that you do as much of your work as you can there. The following pages present some material useful in improving concentration ability.

SOME HINTS ON PLANNING A BETTER TIME SCHEDULE

The effectiveness of your time schedule will depend on the care with which you plan it. Careful consideration of these points will help you to make a schedule

which you can control and which will work for you.

1. Plan a schedule of balanced activities. College life has many aspects which are very important to success. Some have fixed time requirements and some are flexible. Some of the most common which you must consider are:

FIXED eating organizations classes church work

FLEXIBLE sleeping personal affairs recreation relaxation study

2. Plan enough time in studying to do justice to each subject. Most college classes are planned to require about three hours per week per credit in the course. By multiplying your credit load by three you can get a good idea of the time you should provide for studying. Of course, if you are a slow reader or have other study deficiencies, you may need to plan more time in order to meet the competition of college classes.

3. Study at a regular time and in a regular place. Establishing habits of study is extremely important. Knowing what you are going to study, and when, saves a lot of time in making decisions and retracting your steps to get necessary materials, etc. Avoid generalizations in your schedule such as "STUDY". Commit yourself more definitely to "STUDY HISTORY" or "STUDY CHEMISTRY" at certain regular hours.

4. Study as soon after your lecture class as possible. One hour spent soon after class will do as much good in developing an understanding of materials as several hours a few days later. Review lecture notes while they are still fresh in your mind. Start assignments while your memory of the assignment is still accurate.

5. Utilize odd hours during the day for studying. The scattered one-hour or two-hour free periods between classes are easily wasted. Planning and establishing habits of using them for studying for the class just finished will result in free time for recreation or activities at other times in the week.

6. Limit your blocks of study time to no more than 2 hours on any one course at one time. After 1-1/2 to 2 hours of study you begin to tire rapidly and your ability to concentrate decreases rapidly. Taking a break and then switching to studying some other course will provide the change necessary to keep up your efficiency,

7. Trade time - don't steal it. When expected events arise that take up time you had planned to study, decide immediately where you can find the time to make up the study missed and adjust your schedule for the week. Note the three weekend evenings. Most students can afford no more than two of them for recreation, but may wish to use different evenings on different weeks. This "trading agreement" provides for committing one night to study, but rotating it as recreational possibilities vary.

8. Provide for spaced review. A regular weekly period when you will review the work in each of your courses will help to keep you up to date. This review should be cumulative, covering briefly all the work done thus far in the quarter. Such reviews will reduce the need for "cramming" later.

9. Practice self-recitation as a device for increasing memory. Organize your notes in a question and answer form and think in terms of questions and answers about the main ideas of the material as you review weekly. When preparing for exams, try to predict the questions the instructor may ask.

10. Keep carefully organized notes on both lectures and assignments. Good notes are one of the best bases for review. Watch for key ideas in lectures and try to

express them in your own words in your notes. Watch for headings and bold face type in your reading to give you clues of main ideas for your notes. Take down careful notes as to exactly what assignments are made and when they are due.

11. Always try to improve your study efficiency. The SQ4R method of study is a very sound approach to improving comprehension. Details on this method can be found in the library of Chapter IV of "Increasing Reading Efficiency," published by Holt, and Winston, New York City 10017 or in Chapter IV Rinehart, of "Developing Reading Efficiency," published by Burgess Publishing Co., Minneapolis, Minnesota 55415.

Effective Study Behavior Model

1. Time - schedules himself so that class time + study time totals not more than 10 hours a day. Studies not less than 45 hours nor more than 60 hours each week. Work efficiently -tries for 60-90 minutes of concentrated study at a time, then takes a short break.
2. Records assignments in a book. Has a clear conception of what is required and for when it must be completed. If he is not sure he asks questions of his instructor.
3. Gathers necessary materials. Uses all available resources. Asks librarians and instructors for assistance in locating the most appropriate materials.
4. Records information on 3" x 5" note cards which can be arranged advantageously.
5. For essay writing, makes a rough outline first. Uses large blocks of time when he begins to write. Writes quickly for the rough draft. Puts it aside for 24 hours; then rewrites it. Has someone else read his essay and has he reviewed their comments, does he leave the essay for another 48 hours, then prepares final draft for typing.
6. Does his most difficult assignments during his best concentration periods. Saves his rewriting tasks for periods when his concentration is not as good. Tries simpler assignments first; therefore building up his confidence.
7. Schedules definite times and outlines specific goals for his study time. Allows at least 2 hours for every subject each week for a review of notes and text content.
8. Asks the instructor questions when clarification of lecture points is needed.
9. Volunteers answers to questions posed by instructor in the class.
10. Participates in class discussions.
11. Asks the instructor (for example, in his office, and so forth) for clarification of lecture information or assignments, or for comments on questions which have arisen from the student's studies.
12. Engages in formal or informal discussions with classmates on topics relevant to his courses. Clarifies points which had not been clear during lectures or labs. Reviews course content with other students.
13. Interacts with other resource persons on the campus (for example, librarians, tutorial leaders, course assistants) or in the community.
14. Diet and Sleeping Behavior (Eats 3 well balanced meals a day. Obtains at least 7 hours sleep a night).
15. Physically Fit (is actively involved in physical fitness program. Engages in physical activity to break up the monotony of long study periods.

Survey Q Three R Method of Study

What is the Survey Q Three R Method of Study?

The SQ3R method is a means of study which outlines in concrete form some of the techniques you have already been using in your study habits, but it adds some techniques which you may not know. The Survey Q Three R method gives you a definite outline of study procedure that has proven useful to those who practice it. Survey Q Three R has been developed and experimentally shown to be successful at one of the major universities.

Why is it especially useful? Because it guides you into discovering the important facts and ideas that are contained in an assignment, and then it helps you by showing how you can best master and retain that knowledge, so that you are prepared for an examination.

Survey: take a minute or two (only) to survey the whole assignment, to find out what it is about as a whole.

Question: ask yourself questions based on the text, using boldface headings, such as, in Geology, "Types of Rocks", and turning them into an active, questioning sentence, such as "What are the types of rocks?"

Read: by now you are reading, not passively, but actively, with certain definite questions in mind, and attempting to answer these questions and to organize the material. Read only to the end of each headed section.

Recite: look away from the assignment and from any notes you have already made up. If you can answer them without looking at the book, you know the material at the present time. If you cannot answer them without going back to the material, you should go back and then try again.

Review: review each headed section (briefly) as you complete it, and also review later on to keep forgetting the material. Your understanding of it will be increased, too, each time you review. Go back over the material several times, if possible.

Additional sources of questions: 1-charts and graphs. These are important summaries of material, and you should turn their headings into questions, if possible, or ask yourself about them. 2-italicized phrases. These the author considers important, and you should too. Ask yourself questions about them.

Now repeat steps Question, Read, Recite, and Review on each succeeding headed section. That is, turn the next heading into a question, read to answer that question, and recite the answer, followed by a brief review. Read in this way until the entire lesson is completed.

Is the Survey Q Three R method an easy way to study? No, it is not. It is an easy technique to understand and memorize, but it will call for deliberate effort on your part to practice these techniques regularly. It will not be an easy task to learn to apply it, because we all have habits of pleasure reading as well as your old more passive habits of study, which interfere with the active effort to study a text. But you can learn to apply the Survey Q Three R method successfully, and you will find it rewarding to your own study.

READING YOUR TEXTBOOK

"Textbooks serve many purposes. They may provide a framework for the course; enforce learning by stating again much that is said in class; clarify by saying the same thing in a different way; amplify by introducing other material; and they may sometimes interpret by presenting a point of view different from the instructor's. A textbook should therefore not be studied by itself or simply memorized. It should at every step be related to what is being done in class." (7:39)

During the past several years various schemes for textbook study have been published. Most famous is the SQ3R method by Francis P. Robinson. The code, SQ3R stands for: Survey, Question, Read, Recite and Review.

Other methods are:

SQ4R - Survey, Question, Read, Recite and Review (13)

OK4R - Overview, Key Ideas, Read, Recall, Reflect and Review (7) Triple S - Scan, Search, and Summarize

Three Level Outlining Method (6)

Note that all these methods are similar. All include a preview_under some name and all include a review_under another name.

All also include reading for some specific purpose, e.g., to find the answers to specific questions, rather than reading generally.

Preview means to skim and scan the material in order to get a general idea of what is covered and the framework into which the material fits. Review means to go over the material after it has been studied. Studies have shown that much more is remembered when read for a specific purpose, hence the suggestion of reading to answer specific questions.

Instant Study Skills

This short pamphlet contains some study techniques that you can apply with little investment in time. It was designed to help you develop instant study skills. You'll read about techniques you can use during your normal, well-practiced study procedures. They will be things you can do without changing these normal procedures very much, and without adding any extra work to your already busy schedule. But they should help you considerably. As long as you have to put the time in anyway. Why not--

1. Sit as close to the instructor as you dare on the first day of class.

Do you know that students who sit closer to the instructor get better grades? Perhaps that is true because the people who choose to sit closer to the front are the more serious students. They would get good grades no matter where they are in the classroom. However, there is some evidence that regardless of ability, you can increase your chances for a good grade by sitting closer to the instructor. The closer you sit, the fewer visual distractions there are. The fewer the distractions, the easier it is to concentrate and to take notes. And to cap it off, you are much less likely to goof off, read the Daily, or write letters if you are under the instructor's eye. So, sit as close as you dare. If the seating is assigned, wear glasses and plead near sightedness. Just get down front.

Why should you sit there on the first day? Because students are creatures of habit. They tend to use the same seat automatically. Did you ever notice that you step over the same feet and bump into the same knees going to your seat every day? Seating position tends to be a habit. Use it to your best advantage. Sit down front, and establish the habit early.

2. Review previous class notes occasionally.

Let's be honest...everyone gets bored occasionally in class, even the teacher, if you are bored in a lecture, don't doodle in your notebook or write letters. Flip through your previous notes. You are in the classroom anyway, so you may as well be productive. Looking over previous notes may generate some interest and help get you back on the track. Even if the instructor continues to ramble and you continue to be disinterested, reviewing previous notes will be a good way to get ready for upcoming examinations. The more review you do, the better able you will be to retain material later for exams.

3. Copy down everything on the board, regardless.

Did you ever stop to think that every blackboard scribble may be a clue to an exam item? You may not be able to integrate what is on the board into your lecture notes, but if you copy it, it may serve as a useful clue for you later in reviewing. If what the instructor says doesn't seem to agree with what he has written on the board, or if you can't see how it relates, jot down a word or two from the board in the margin of your notes. A single word may be useful to you later. If not, what the heck--you haven't wasted anything. You were in the classroom anyway.

4. Try to find a fixed place for study and nothing but study.

Do you have a place for study you can call your own? As long as you are going to study, you may as well use the best possible environment. Of course, it should be reasonably quiet, and relatively free of distractions like radio, TV, and people. But that is not absolutely necessary. A place where you are used to studying and not doing anything else is the best of all possible worlds for a student. After a while study becomes the appropriate behavior in that particular environment. Then whenever you sit down in that particular niche in the world, you'll feel like going right to work. Look at it this way. When you come into a classroom you sit down and go to work by paying attention to the instructor. Your attitude and attention and behavior is automatic because in the past the room has been associated with attentive listening and not much else. If you can arrange the same kind of situation for the place where you study, you will find it easier to sit down and start studying.

5. If you have trouble concentrating, use a magic charm.

Select one particular article of clothing like a scarf or a special sweater or set aside some little figure or totem to use when you can't concentrate. If you find you are having trouble, stand up, put on the sweater or take out the totem and set it on the desk where you are working. Use the sweater or figure as a conditioned stimulus for studying. You will find it becomes a lot easier for you to concentrate. But, be sure you don't use the sweater or your idol when you are writing letters or day-dreaming or just horsing around. Keep them just for studying. If your charm gets associated with anything besides booking, get a new one. You must be very careful that it doesn't become a symbol for daydreaming.

6. Before you begin an assignment write down on a sheet of paper the time when you expect to be finished.

This one step will not take any time at all. However, it can be extremely effective. It may put just the slightest bit of pressure on you, enough so that your study behavior will become instantly more efficient. Keep the goal sheets as a record of your study efficiency. Try setting slightly higher goals on successive evenings. Don't try to make fantastic increases in rate. Just push the goal up a bit at a time.

7. Flip through your reading or assignment quickly before you go on to something else.

Few students realize that a short immediate review is their very best study time investment. This one step may take a tiny bit more time so it really can't be considered instant study skills. However, you will find that the very few minutes you take flipping through an assignment before you start something new will aid you tremendously in retaining the material for future review. Research has indicated that a brief review, at the end of a study assignment, is much more efficient than the same amount of time spent in review later on. The immediate review is terribly important.

8. Stop at the end of each page and count to ten slowly when you are reading.

This is an idea that may increase your study time but it will be quite useful to you if you find you can't concentrate and your mind is wandering. If someone were to ask you, "what have you read about?" and the only answer you can give is "About 30 minutes", then you need to apply this technique. But remember, it is only useful if you can't concentrate, as a sort of emergency procedure.

9. When you take an examination, do the easy questions first.

This is a good technique whether you are writing an essay test or answering objective questions. Research has shown that taking easy items first on a test tends to produce better results than taking the difficult items first on the same test. So skim over the test and find where to begin. On an objective test don't spend a lot of time worrying over a tough item. Skip it and come back to it later. On an essay test write the easy items first, but leave plenty of space so that your answers will be in the correct sequence.

10. On an essay test write down something for every item.

Be sure to read the directions. You may be asked to write any part of the items. Then, for each item you select, write something. Don't leave any item blank. You can only get a zero for the question. But if you have something--maybe even a little wild and apparently unrelated--you may pick up a few points.

11. On an essay test, be neat!

Some informal research has indicated that a neatly written paper is worth about one letter grade more than the exact same paper written in a sloppy messy sort of way. Look at it this way. You are an instructor and you have to read through 45 or 50 essay exams. You are just naturally going to be a little more sympathetic to the person who makes your job easier by writing neatly and clearly. So for an essay test do the best you can to make the instructor's reading more pleasant. He will probably repay you many times for the effort you take.

Well, there you have a set of instant study improvement techniques. Each one of them is designed to improve your grades and make studying a little bit easier, without any extra time devoted on your part. These techniques certainly can't hurt you. And as long as you have to put the time in anyway, why not. . .

Some General Remarks About Examinations

BEFORE THE EXAM:

1. Find out what the exam will cover. This will give you a "set" for reviewing. (No exam covers everything taught in a course.)
2. Find out what kind of an exam it will be: objective, essay, or a combination of both. If it is an essay exam, find out whether there will be several short questions of this type, or whether there will be one or more long ones, or both. Objective exams require a specific type of response from you; essay exams require something just as specific, but different. There are successful techniques for preparing for and taking each kind. (See our handouts on "Essay Exams" and "Objective Exams.")
3. Reviewing is a big stumbling block, largely because the task looks so large that the human tendency is to postpone it. This leads to the all-night cram sessions which sends you into the exam with a blurred mind filled with a jumble of facts and no sense of proportion. (There is, however, such a thing as sensible cramming: see below.)

Start reviewing methodically and fairly early. Make human nature work for you.

(a) On reviewing methodically:

Separate review time from work on daily assignments.

Review in short chunks every day -- at the most, two hours at a time. (If you work more than that, brain-fog sets in and you are wasting time. If you must work more than that, give yourself a deliberate, unexciting break of ten to fifteen minutes, before you start again. If you are interested in why this is good advice, read pages 31-36 in *How to Study and Take Exams*, by Lincoln Pettit.)

Divide the review material in each course into logical sections and concentrate on one at a time. Terminology is a good place to start, if you are weak on it.

Relieve your mind by reviewing your worst subject first. A lot of what is called review is really learning something for the first time, and naturally this will take the most effort.

Re-review your toughest subject just before the exam--the day before, or even the night before. This is a sensible form of cramming, because it is really review.

(b) On reviewing early:

There is such a thing as reviewing too early, if you have not been thoroughly on top of the material since the course began. Assuming you are average, and there is plenty you don't remember, the best time to start is probably about two weeks before a major exam if you are fairly weak in the subject, or a week before it, if you are moderately sure of yourself.

4. Make sure you know certain elementary additional facts about the exam, such as where it is, when it is, and what you are expected and allowed to bring with you. Then get there early with the appropriate materials.

DURING THE EXAM:

1. Before you start writing:

a) Glance over the whole exam. This does two things for you: It gives you a "set" on the exam: what it covers, where the emphasis lies, what the main ideas seem to be. Many exams are composed of a series of short questions all related to one particular aspect of the subject, and then a longer one developing some ideas from another area. It relaxes you because if you read carefully all the way through it, you are bound to find something you feel competent to answer.

b) Observe the point value of each question and then figure out a rough time allowance, if the total point value of the test is 100, then a 50 point question is worth about half of your time, regardless of how many questions there are. A

quick rule of thumb for a one-hour test is to divide the point values in half.

c) Underline all significant words in the directions. Many a hapless student has penalized himself because he did not see the word "or" in "Answer 1, 2, or 3". You do not get extra credit for answering three questions in *that* case. "Enumerate" does not mean "discuss". (See the accompanying RSSL handout on "Common Key-Words Used in Essay Questions".)

If you do not clearly understand the directions, ask the proctor.

2. When you begin to work:

a) Tackle the questions in the order *that* appeals to you most. There is nothing sacred about the order in which the questions are asked. Doing well on a question that you feel relatively sure of will be reassuring and will free your mind of tension. The act of writing often unlocks the temporarily blocked mental processes; when you finish that question you will probably find the others less formidable. On the other hand, you may be the type person who wants to get the big one off his mind first, and save the easy ones "for dessert" If you are writing in an exam book, be sure to identify the questions clearly.

b) Keep the point value and time allowance in mind. This may save you from a very common and panic-producing mistake - - such as taking twenty minutes of an hour test to answer a five-point question, and then finding you have five minutes left in which to answer a twenty-point question. It is impossible to score more than five points on a five-point question!

c) Work methodically, forcing yourself, if necessary, to do so. If you tend to rush at things, slow down. If you tend to dawdle, pace yourself.

3. When you are finished:

Check over your entire paper for two purposes: to see if you have left out any questions you meant to tackle later, and to see if you have followed directions.

To catch careless errors. Note: don't take time to copy answers, unless you are sure they are really illegible. You are not graded on neatness, but on accuracy.

AFTER THE EXAM:

An excellent way to learn how to take exams is to analyze what you have done on one. When you get your paper back, go over it, noting not only what you did wrong, but why. An hour or two spent in this way may be extremely valuable. See if you detect any point-eating tendencies, such as getting the main idea and then rushing sloppily through the proofs, or simply not following directions, or bogging down on relatively unimportant items, or misreading questions entirely. The next time you face an exam, consciously watch yourself for the weaknesses.

Also note what you did right! This may save you hours of worry, the next time around. That question on the English test, that haunted you for the several days, may prove to be the one you did best on. Why did it get such a good reception? Often, such analysis proves genuinely reassuring.

Studying for an Examination

- A. Lecture Notes
 - 1. Give professor's orientation and view of the material.
 - 2. Contain professor's points of emphasis.
 - 3. Serve as an outline for organizing material.
 - 4. May imply or state questions that might appear on a quiz.
 - 5. May specifically tell how to read the textbook.
 - 6. Serve as a learning reinforcement.
- B. Textbook
 - 1. Elaborates lecture notes and gives extra sources.
 - 2. May be helpful in providing questions at end of chapter.
 - 3. Gives purpose of study in preface, introduction, forward and summary.
 - 4. Provides excellent summary if one reads first and last paragraphs of each chapter for overview and review.
 - 5. May require re-organization or re-outlining when various orientations are presented in lectures.
- C. Outside Reading Material
 - 1. Is a "must" assignment if professor "suggests" it be used.
 - 2. Provides clue to professor's orientation--is often a supplement to his lecture notes.
 - 3. Sometimes comprises the totality of professor's lecture notes.
 - 4. May be professor's publication or may cite him as a source.
 - 5. Therefore, 1-4 may be the only basis for an examination question.
- D. Former tests on similar material show generally what to expect in the way of questions and emphasize professor's stress areas. May also discuss or imply how to answer future questions.
- E. Former tests on previous or different material gives clues to organization and presentation of questions. May discuss or imply how to answer future questions.
- F. General outline--incorporates all material into a well-organized, meaningful learning unit.

IMPORTANT: NEVER MISS THE CLASS PERIOD IMMEDIATELY BEFORE AN EXAMINATION: You may get hints or actual test questions during the review of the material.

Taking an Examination

A. General Suggestions

1. The questions you will be asked to answer will be "reasonable" questions. The instructor is trying to get an estimate of how much you have benefited from the course. He's not out to trick you.
2. You can't know everything. Do your best, and expect a reasonably high score on the test--not necessarily a perfect score. Some tests have items which are used to provide "top" for the test.
3. Check the materials you will need for the test. You should have a bluebook, two well sharpened pencils, or better still, a pen (filled with ink), an eraser and a watch. Check to see whether special equipment is required, such as a slide rule, a ruler, compass, etc.
4. Resolve to pay special attention to your handwriting. Grading papers is no fun. A badly written paper puts no instructor in a happy or generous mood. He, too, is human . . . believe it or not.
5. Read the directions for each part of the test carefully. Now read them again just to be sure.
6. Underline key words in the directions. Some of these are list , outline, enumerate, state, define, describe, explain, trace, compare, discuss, evaluate, etc. See pages 195-198 of Bird and Bird, "Learning More by Effective Study".
7. Get to the examination ahead of time. Sit down and relax for a few minutes before the test begins.
8. Look through the questions in a business-like manner--not hurriedly nor disdainfully.
9. Words to underline and be wary of are: all, most, some, no, none, always, usually, sometimes, seldom, never, grant, much, little, more, equal, less, good, bad, is, are, may, should, would.
10. Ignore members of the class. Trying to judge your time by the amount of time they take is risky business.
11. It is no crime to stay until the examination is over. Spend some time checking your paper carefully.
12. Don't argue with the exam--answer questions and discuss later.

Learning from an Exam

In general:

Careful examination of your paper when it is returned may reveal points which need to be learned or re-learned. "A failure is a failure only when it is not capitalized in the direction of a success."

1. Find out what you missed. Check over each item you received only part or no credit for in the examination.
2. Find out why you missed it. Using the following checklist, see if you can determine why you missed each item.
 - A. Misread the question.
 - B. Tried to avoid the question by "writing around" it.
 - C. Carelessness in computation.
 - D. Poor organization of answer.
 - E. Poor selection of points for the answer.
 - F. Inaccurately drawn sketches or diagrams.
 - G. Writing too much and exposing ignorance.
 - H. Writing too little.
 - I. Slips of the pen.
 - J. Incomplete answers.
 - K. Poor reasoning.
 - L. Improper distribution of time resulting in incomplete answers.
3. Decide how you can avoid these in the next examination. Make a note of your errors and review the types of errors you made before the next examination.
4. If the test papers are not returned, ask for permission to see yours.
5. Ask for specific criticisms. If you are not certain why a question has been marked wrong or partly wrong, ask your instructor about it. Ask, though, with an attitude of wanting to improve rather than with an attitude of wanting to gain a few extra points.
6. When talking over your paper, forget the grade. The instructor has made an honest effort to grade all papers fairly. Emphasis on your grade is only an indirect attack on his/her fairness. Of course, he'll/she'll resent it.
7. Check the correct answers, too. This will serve as a means of emphasizing them in your mind. Furthermore, it may have been just a "good guess" on your part and you may not be as fortunate next time.
8. Find your relative standing in the group. The score you receive on your paper is usually meaningless until you know where the others in your group stand.
9. Save your examination questions and answers. These will be valuable for a future review. Sometimes a part of the questions are used over again. With subjective questions, it will give you some idea concerning how the instructor likes to have the answers presented. Finally, it will give you clues concerning how the instructor tends to word his questions and what type of questions he selects.
10. Read a few of the best papers. This will be helpful in several ways. It will:
 - a. Help you to appreciate your own errors.
 - b. Emphasize correct responses.
 - c. Aid in understanding what the instructor considers as a good answer.

Objective Tests

I. Some general remarks about objective tests.

Objective tests serve many purposes. They may measure a student's knowledge of facts, or his ability to reason logically from evidence, to to organize material, recognize similarities and differences, make fine distinctions, or apply general concepts to particular problems.

Objective questions come in various forms: outright questions of fact, sentence-completion, true-false, analogy, or the many kinds of multiple choice questions, including the matching type.

They cover more ground than essay tests, and usually have many more questions on them.

Probably the most important fact about objective tests is this: EACH QUESTION HAS ONE, AND ONLY ONE, CORRECT ANSWER.

II. Preparing for an objective test.

Because of their nature and design, objective tests have a wider range than essay tests, and cover the material in quite a different way. An essay test will go deeply into three or four major concepts at most. An objective test can cover most of the concepts developed in the course, but no single question will go beyond a certain depth. Preparation for an objective test, therefore, might appear to differ somewhat from preparing for an essay test.

The basic principles, however, are the same.

A. Find out what the exam will cover. Most instructors will tell you quite specifically. "The test will cover chapters one through four in the text, the lectures, and one or more extra readings." In fact, instructors may even tell you what not to study: they'll say "This type of problem will not be on the exam," or "You need not memorize this formula. If I want you to use it, I'll supply it as part of the question."

B. If possible, find out what type of objective question is favored. Since some objective tests require memorization of principles, formulas, dates, details, etc., while others simply require you to recognize correct answers, different review techniques are called into play.

Example 1: (sentence completion): The Panama Canal shortened the all-water route from New York to

Example 2: (multiple choice): The Panama Canal shortened the all-water route from New York to:

(a) Buenos Aires, (b) Capetown, (c) Lima, (d) Vera Cruz

Both questions require familiarity with where the Panama Canal goes, but example 1 requires you to remember, whereas example 2 merely asks you to recognize the answer, and you know in advance that one of the four options is correct.

C. Find out whether there is a penalty for guessing. If you can't find out beforehand, try to find out at the exam. This is very important.

D. Once you know what you are up against, devise an intelligent, systematic method of review. If you know in advance that you will be held responsible for recall of a multitude of details, you will be tempted to start right in memorizing. But this is the worst possible approach.

Study the big ideas first. Then fit in the details.
(The ability to separate important principles from supporting details is one of the chief attributes of the good student).

STUDENTS WHO MAKE THE HIGHEST SCORES ON OBJECTIVE TESTS REVIEW AS IF THEY WERE PREPARING FOR ESSAY TESTS. The level of abstraction is just as high on objective tests as it is on essay

tests. One research study proved this point very clearly. One hundred students were divided into four groups and each given the same reading assignment. Group A was told that it would be tested by an essay exam. Groups B, C and D were told they would be tested by various kinds of objective means. The students were given no guidance about how to review. When the test was administered, all students received the same test; part essay and part objective. The students in Group A, who had prepared for an essay test, did better on the objective questions than the students in groups B, C and D who thought they were preparing for objective tests.

But, you may ask, what about all those details I am supposed to remember? A basic learning process is involved here. It is easier to master details if they are fitted into a framework. The course is given for a purpose. What is the purpose? The syllabus has a careful plan. What is the plan? What are the main emphases in the course? What is the instructor trying to bring out?

Consider the following two questions, one in short essay form and the other multiple choice.

1. You are given two test tubes, one labeled Protein Q and the other labeled Protein Z. How could you tell if these tubes really contained different proteins? Outline the experimental procedures you would follow and explain why you would proceed as you do.
2. You are given two test tubes, one labeled Protein Q and the other Protein Z. Which of the following would be the first step to find out if these tubes really contained different proteins? (a) Inject a rabbit with either Q or z. (b) Mix Q and z together to see whether a precipitate is formed. (c) Take blood from a rabbit and centrifuge out the red blood cells. (d) Add a serum to either Q or Z. (e) Inject a rabbit with a combination of Q or z.

(The above material is adapted from "Making the Classroom Test: a Guide for Teachers", published by the Educational Testing Service).

Note that a knowledge of the basic principles of testing for proteins is essential for answering either question. Just memorizing, by rote, the steps in an experiment might get you through that one question, but it would not help you with a different type of problem involving the same principles.

How would you extract the basic principles, theories, trends, policies, or whatever broad organizing force is at work in the course?

Review your notes, looking for ideas and concepts that have been stressed in lectures. Review chapter headings and summaries. Ask yourself questions. (In an American History course, if you knew you were to be tested on the Articles of Confederation and the Constitution, you might ask yourself "What was the basic question that led to the calling of the Constitutional Convention? What was the fundamental change wrought by the adoption of the Constitution?" Your details would then fall into place under headings somewhat like these:

- I. Basic question: more authority for the federal government, or less.
 - A. Causes of desire for more federal authority.
 - B. Leading advocates of the change.
 - C. Main events leading to calling of the convention.
- II. Fundamental change: more authority for the federal government.
 - A. How manifested? In what areas of government?
 - B. By what means were the changes accomplished?, etc.

Boil it down to a rather tight outline form. Then start on the details.

As for memorizing, if you have to do any at all--and by the time you have systematically reviewed, you will be familiar with most details anyway--probably the best place to start is with the basic terminology used in the course if you don't know it already. Terminology can trip you up badly, and cause you to misinterpret questions.

Memorize in the way that suits you best. Just make sure what you memorize makes sense to you.

Some students use the backs and fronts of index cards, putting the word, date, or name on the front, and the pertinent information on the back. Then they flip through the pack of cards, first the fronts and then the backs, trying to remember what is on the other sides.

Some students do better, depending on the subject, by making a drawing or diagram, labeling it, and remembering how the labels look. This works well in courses involving a lot of names and dates--a time chart in a history course, for instance--because it helps you locate key events in a time relationship to each other.

Some students use various strange "memoric" devices such as nonsense words, each letter of which stands for the first word in an important series of facts. Beware of this though: you may spend a lot of time thinking it up, and then get it all wrong anyway.

Whatever you do, remember the details are just that: They're only details. They are important, but they are not the most important aspects of the course. Get them straight, but don't overlook the forest for the trees. (See the RSSL Handout, "Suggestions on Remembering.")

III. Taking an objective test.

- A. Listen carefully for oral directions, if any. Sometimes they are crucial.
- B. Glance quickly through the test. This has several purposes.
 - 1. Observe the relative point values of different sections, and gauge your time accordingly.
 - 2. Check to make sure you have all the questions and that they are in the right order. (Some tests are collated incorrectly.)
 - 3. Get an "overview" of the test. It won't look so overwhelming then: you're bound to see something you recognize.
- C. Follow written directions carefully. Don't throw points away through carelessness.

There are wide variations in instructions. For instance: Underline the one correct answer. Pick out the one word that does not belong with the others, and mark its number in the answer space. Mark T for true; leave false answers blank. Complete the following instructions by filling in the blanks with a single word.

Check the correct answer. In the blank in front of each statement in the first column, place the letter preceding the word or phrase in the second column that is most closely related to it.

If a test is being scored by mask or machine, the simplest (and stupidest) kind of error in following directions may change an A to an F. If the directions ask you to mark the true answers but leave the false ones blank, and instead you put F opposite false answers, you might lose points even though you were correct, since the answers may be scored by where the marks are, not by what they say.

- D. Read the questions carefully. Circle key words, if necessary. If you don't understand the question, skip it and come back to it later. **DO WHAT YOU KNOW, FIRST.**

Most objective tests are constructed so that there is a sort of pool of basic questions that everyone can answer. Get them out of the way.

The least intelligent approach to a long objective test is to plug right through it, working doggedly at one question after another just because they were presented in that order. The only exceptions to this recommendation are (a) when the

directions insist you work in a certain order, or (b) when the test is sequential, one question leading into the next one.

Put a check-mark opposite questions you intend to come back to, and then make sure you get back to them.

(See the accompanying RSSL handout: "Types of Objective Questions." This gives you pointers on how to interpret questions, how to look for key words, how to select the "most correct" answer in a multiple choice question, etc.) Also take our "Self-Test on Objective Questions."

E. As you get into deeper water, resist panic.

Everybody is making mistakes, not just you. Most objective tests contain several questions that every student in the class will miss. The better-designed the test, the more likely you are to miss questions, because the best tests contain items deliberately inserted to reveal the upper limits of student performance. Some test-makers claim that a test in which a student can score 100% is a bad test.

Never mind what the students around you are doing. The person who rushes through and leaves early has probably made a number of careless errors.

Furthermore, you can take comfort from the fact that if you miss two out of every five questions on a 100 question test, you still passed it.

And finally, if the test is to be graded on the curve, an 80 may turn out to be an A.

F. Should you guess? On the whole, yes.

At this point, your knowledge of how the test is to be scored will come in handy.

AFTER THE EXAM:

An excellent way to learn how to take exams is to analyze what you have done on one. When you get your paper back, go over it, noting not only what you did wrong, but why. An hour or two spent in this way may be extremely valuable. See if you detect any point-eating tendencies, such as getting the main idea and then rushing sloppily through the proofs, or simply not following directions, or bogging down on relatively unimportant items, or misreading questions entirely. The next time you face an exam, consciously watch yourself for the weaknesses.

Also note what you did right! This may save you hours of worry, the next time around. That question on the English test, that haunted you for the next several days, may prove to be the one you did best on. Why did it get such a good reception? Often, such analysis proves genuinely reassuring.

Taking Multiple Choice Exams

The following is a list of cues for picking the correct alternatives on objective tests when you are not completely sure of your answer. The test wise student takes advantage of clues which the instructor inadvertently puts in when he writes the test. If you search for and make use of these cues when you are in doubt about a test answer, you will get a higher score.

I. CLUES IN THE ALTERNATIVES

The first main type of cue concerns the list of alternatives in a multiple-choice item. Four factors are frequently associated with the correct alternative.

A. Most General Alternative

The correct alternative is often the most general, since the most general alternative includes the most information. You will often find a list of items that have some very technical and specific alternatives and one alternative which is more general. Chances are, the most general alternative is the correct one. For example:

1. The lungs
 - A. are solid and immobile and located within the chest.
 - B. are the only organs that produce insulin.
 - C. function primarily in respiration.
 - D. possess the sphincter of Oddi.

Even if you aren't sure of the correct answer, you can see that the alternatives A, B, and D all deal with specific facts and details about the lungs. C deals with the main feature of the lungs, respiration. Since C is the more general answer and allows for more variability, it is the correct answer.

B. Length

The correct alternative is often the longest. Most tests are somewhat consistent about the length of answers. If you notice that most of the correct answers have been the shortest, then when you aren't sure, pick the shortest. If, on the other hand, most of the correct answers have been the longest, pick the longest answer when you are unsure. If you have noticed no particular trend for either the longest or the shortest, try the longest.

For example:

1. $3 + (7+1) = 3 + 7 + 1$ because
 - A. $3 + 7 + 1 = 11$.
 - B. parentheses preceded by an addition sign may be removed without changing the signs of any numbers inside the parentheses, (the association law of division).
 - C. division is indicated.
 - D. parentheses preceded by a minus sign may be removed.

In this item, B is longest and therefore is most likely correct. In this case, it is correct.

C. Middle Value

The correct alternative is usually of middle value. If the alternatives range in value: old to new, early to late, big to small, etc. and you are not sure which one is correct, eliminate the extremes and pick from the middle value or values. For example, if the item reads:

1. The mature human being has how many teeth?

- A. 15
- B. 32
- C. 54
- D. 7

Eliminate the two extreme values, C and D. Since 54 and 7 are extreme alternatives, they are probably not correct. Therefore, you are left with two alternatives from which to pick your answer.

D. Two Alternatives Mean the Same

The correct alternative is probably not one of a pair of similar statements. If two alternatives mean the same thing, and there is only one correct answer, eliminate both of them. Neither will be correct. Then make your choice from the remaining alternatives.

Example:

1. The treaty of Brest Litovsk was ratified by Moscow because:
 - A. Tsar Alexander I wanted to prevent Napoleon's invasion of Russia.
 - B. Russia was unable to keep up with the armament manufacture of Austria.
 - C. Russia could not keep pace with the military production of Austria.
 - D. Nicolai Lenin wanted to get the Soviet Union out of World War I.

Since alternatives B and C have similar meanings, choose your one answer from alternatives A or D. The correct choice is D.

E. Two Alternatives are Opposite

The correct alternative is probably one of a pair of direct opposites. If you notice that two alternatives have opposite meanings, one of them is probably correct. Here is an example:

1. The planarian has:
 - A. an anterior brain
 - B. three legs
 - C. red eyes
 - D. a posterior brain

Notice that alternatives A and D are opposite. Therefore, you would eliminate the other two alternatives, because it's rather likely that if two opposite alternatives are given, one of them is correct. In this item, A is the correct response.

II. CLUES IN THE RELATION BETWEEN STEMS AND ALTERNATIVES

The next group of clues are found in both the stem and the alternatives. In this group are factors within the stem of the item which will help you to choose the correct alternative. We will call this group relationship cues, since the relationship between the stem and alternatives is the main feature.

A. Grammatical Agreement of A and An

In a test item, the correct alternative should agree grammatically with the stem. For example a stem ending with the word an calls for a response beginning with the letters a, e, i, o, or u. A stem ending with the word a calls for an alternative beginning with any other letter. This example illustrates this rule of grammatical agreement:

1. A biologist who specializes in the study of the relationships of an organism to its environment is known as an:
 - A. ecologist
 - B. structuralist
 - C. taxonomist
 - D. naturalist

Since the stem ends with the word an, the correct alternative must begin with a vowel. The only one fills this requirement is ecologist. A is the correct response.

B. Singular and Plurals

1. Important in feeling pain are:

- A. bone C. muscle
- B. ear D. nerves

Since the stem calls for a plural answer (notice the word are in the stem) the correct alternative must be plural. The only possibility is nerves. Even if you weren't sure of the answer, you could choose D, the only plural, and you would be correct.

C. Word Association

1. The Strong Vocational Interest Blank is used to measure:

- A. aptitudes
- B. interest
- C. achievement
- D. adjustment

The word Interest in the stem matches alternative B. This is a very direct clue as to which alternative is correct. This is almost a give-away item. Of course, this cue will not be 100% effective, and there will be times when a direct association is not correct. In general, however, the cue is a good one.

You might also find items with word association cues that are not quite as obvious, but are still direct clues. Here is an example:

1. Charles Dicken's *Hard Times* deals with:

- A. the difficult life of a factory worker.
- B. the politics of the French chateau country.
- C. the court of King Edward III.
- D. the limitations of European existentialism.

Notice that the name of the book is *Hard Times*. The phrase "difficult life" in alternative A has about the same meaning as "hard times". Therefore, even if you had never read the book, you would be able to guess the correct alternative.

III. SPECIFIC DETERMINERS

A. For False

There are specific determiners for False. Absolute words, like always, generally indicate that the statement is false. This is because there are very few absolutes, and it takes only one exception to make the statement false. When you see items with absolute words, and you are not sure whether it is true or false, you can predict that it will be false. Following is a list of specific determiners which are associated with incorrect statements:

- | | |
|----------------|---------------|
| 1. always | 6. must |
| 2. never | 7. all |
| 3. only | 8. none |
| 4. necessarily | 9. impossible |
| 5. merely | |

These words in a statement suggest that the statement holds all of the time, with no exceptions. Since there are exceptions-to most statements, statements using these words are usually false.

B. For True

Following is a list of specific determiners that indicate correct statements:

- | | |
|------------|--------------|
| 1. often | 4. generally |
| 2. seldom | 5. may |
| 3. perhaps | 6. usually |

Now look at this example:

1. T or F It is generally sunny during the summer.

What is the specific determiner in the statement? The word generally. This word is not absolute, therefore, the statement is probably true.

If the item had read:

1. T or F It is always sunny during the summer.

You could guess that the statement is false. This statement means that there never are any days without sun during the summer. This is obviously not true. The word generally in the first example allows for some exceptions and would, therefore, be true. Watch for these specific determiners.

Absolute words in either a True-False item or in multiple-choice alternatives probably indicate a false statement. Less absolute words which are associated with correct items probably indicate true statements.

IV. INTER-ITEM CLUES

There may be clues in one item which tell you about another. They are called inter-item cues. When you have a question or a doubt about the correct answer for an item, keep your question in mind as you do other items. You will find that there may be information given in the stem of another item that will help you answer the one that gave you problems. The information given in the items may also help you reconsider an answer you had already made. You may find information that will cause you to change a previous answer. This cue is very important because necessary information may be given to you right on the *test*. For a better score, it is important to utilize these informational cues as well as the probability cues which we have been discussing. And remember, it is a good idea to change answers. You'll gain more than you'll lose.

Studying for Final Exams

1. Make a quick survey of your notes and readings and try to get a general picture of what you have tried to cover over the semester.
 - a. Jot down a few words about the purpose of the course.
 - b. Make a quick, brief time line or outline to get an overall picture of material.
 - c. Note areas you are weak in.
2. Go over old tests paying attention to the kinds of questions generally asked. Note any special instructions you have been given regarding the kind of test. Note examples of professors questions.
3. Know what the final will cover and with what weight.
4. It is best if finals is a time for review and integration, rather than new learning.
5. Rather than careful rereading, it is often better to skim the material and stop at material you don't know.
6. Study as you go - don't put it off as last minute - cramming may confuse you.
7. Subject matter is often organized according to the process of something, the development of something, the history of something or the comparative relationships of several things. Know the organizational system and make your own charts, diagrams or time lines to help you see the structure you are using.
8. If a particular course includes many specific points which you know that you must memorize, keep a card pack (3" x 5") on which you have placed the specific points. Add to this pack as you progress through the semester and eliminate cards from it as you learn the facts. Carry the pack with you and thumb through them off and on during the day rather than to spend an hour or more in one sitting trying to memorize the facts. Review all the cards before the examination.
9. Know your instructor and his find out what kind of test to study for. Look at old tests if available.
10. Look at sample questions and problems at the ends of chapters for additional clues on what to know.
11. On the basis of this information, try to predict questions (both broad and specific) then make sure you can answer such questions.

How to Cure Exam Nerves

Exam nerves are common, understandable, and the cure is known. You can start by taking these steps right now.

- 1. REALIZE THAT EXAM NERVES AREN'T A TOTAL LOSS.**
Don't try for 100 percent relaxation. It isn't at all favorable for your exam. Experiments with extremely comfortable seats and limp muscles show performance under these conditions is poor. "Optimal arousal" is the key to doing your best. It simply means the degree of concern and muscular readiness best suited for your task-- somewhere between complete relaxation and too much tension.
- 2. SOME PEOPLE FLUNK THEMSELVES. YOU CAN AVOID IT.**
As if they were actresses or actors, some students consciously and unconsciously cast themselves in the roles of failures. Their past troubles and defeats have built up a dismal self-image. They actually make a habit of failing. They don't try enough. They don't give themselves a chance. As a result, after a half-hearted try, they seem to prove they were right! Don't let this happen to you. If you have the failure habit, recognize it and give yourself the chance of success you deserve. Start with this imagination exercise.

Find a comfortable spot where you can be alone and quiet. Close your eyes. Imagine yourself walking into the exam room. See yourself looking over the questions, and they're all easy! You put down the right answers and feel pleasantly calm. That's for today.

Tomorrow, a repeat performance, but this time the questions take a bit of thinking. You figure them out, however, and feel encouraged.

The next day, same scene, but the exam you see with your mind's eye requires all of your ability. Still, you master it and gain confidence.

The day after that. This time the pretended exam has one or two questions so difficult you have to leave them unanswered. But you do the ones you understand and don't let the ones you can't get you down.

Finally, you imagine an exam that's really hard. You don't do nearly as well as you want. But, you do your best rather than give up. You go home prepared to carry on because your whole life can't depend on one test, one exam. When these five days are past, repeat the series, one day at a time. Go over each imagined exam scene again. This technique has been scientifically proven to increase students' confidence in their ability to do better on exams.
- 3. SPEND YOUR ENERGY ON THE EXAM, NOT ON FEAR.**
Exam nerves can make you concentrate on fear, so that you neglect the exam questions. Remember this simple formula: Think about the work, not the worry. Focus on the questions themselves. You'll be surprised how well this simple redirection of attention works.
- 4. RESPECT YOUR RIGHT ANSWERS, TOO.**
People with exam nerves are often perfectionists, and if they get nine out of ten answers right, they emphasize the one they missed. Credit yourself with what you do right--there's always at least something in that category. As you proceed with the exam, keep this in mind.
- 5. OF COURSE, PREPARE.**
An absolutely solid training rule for avoiding panic and anxiety is preparation for the situations that may cause them. For certain types of exams, such as most intelligence tests, almost no preparation is needed or even possible. But you can run through the practice tests often available. They do let you know what to expect and that's calming.

Preparation for the usual exam should start on the first day of the course. Take selective notes. Review the last few pages of notes quickly before each class meets, and review all of them from time to time. Jot down questions to ask in class or afterwards, and spot items you want to look up in reference books. Do reading assignments on schedule, as you go along. Don't let them pile up for one great cram session. Depending on how hard the material is for you, stop at the end of each paragraph or section to see if you can sum it up in your own words. Underlining main passages may help. Cards with the topic named on one side and your summary of it on the other are useful aids. (You look at the topic named, see whether you understand it, and put aside the card if you do. If you don't, you put it

back in the pile that will get a second try.) Reciting formulas and summaries, as well as important concepts and definitions, helps emphasize what you're learning. In plenty of time before the exam, be sure you know what the exams will cover, the extent of skill or knowledge expected, and the type of exam to be given--essay, multiple choice, true or false, fill-in, or combination of these styles. For your cumulative review, use your calendar to make a specific schedule to deal with the material.

Don't overdo it. Staying at your desk or in your study chair may look noble, but it soon gets hopelessly inefficient as you get diminishing returns on your investment of time and energy. Plan rest periods in advance, as well as study periods. Jot these down on your calendar too. This relieves you of the anxiety about having enough time. Relaxation and enough sleep are at least as important as effective study.

6. IN THE EXAM ROOM--USE THESE AIDS.

Expect in the first few minutes to perhaps get a funny feeling in your stomach, quicker heart beat, a flushed facial sensation. Just wait a few minutes and these nervous reactions will generally go away. Take two or three deep breaths, let them out slowly. Or you can do this little exercise to relax: Contract muscles all over your body, and then let go.

Next, look over all the questions briefly, to size up what's expected. Be sure to note instructions and then follow them exactly. (A lot of credit is lost when this is overlooked). Assign the right proportion of time to each question in proportion to how much each is worth. Answer the easier ones first, to accumulate as many credit points as possible from them.

Don't spend too much time on any one question or "get stuck" on the hard ones. (Many students lose out because they answer a few questions beautifully but neglect others that are equally important.

Is it an objective exam, which simply asks you to choose the right answers or fill them in? If there's no penalty for "wrongs", guess. Statistically, this is better than leaving blanks and what seems like pure guesswork is more often right than wrong. Don't change answers unless you're sure. Changed answers are more often wrong than right.

Is it an essay type of exam? 1. Jot down main points on scratch paper without worrying about their sequence. 2. Then number each point in proper order. 3. Write your essay, following your numbered outline. Underlining the main points, if permitted or required, helps the reader follow your thoughts. Write legibly. Number your answers plainly. It doesn't help to irritate a professor by making your paper impossible to read.

Don't take off if you finish a bit early. Use leftover time to check spelling, punctuation and grammar. Could you add something here or there? Could you try again where you missed out.

If you follow these guidelines, you'll have played the game as well as you can--you'll do your best!

How to Answer Essay Questions

I. Some general remarks about essay questions.

In general, long essay questions are aimed at revealing your ability to make valid generalizations and support them with sound evidence, or to apply broad principles to a series of specific instances. The question will be directed toward some major "thought area". Essay questions are often, and rightly, called "think questions", or more formally, "discussion questions".

For example, in a literature course you might be asked to contrast two authors' implicit opinions about the nature of man. In an American History course you might be asked to discuss Madison's ideas on control of faction, as reflected in the organization of the legislature of the United States.

Short essay questions are more apt to be aimed at your ability to produce and present accurate explanations, backed by facts. A simple short question in a literature course might be: "In a well-organized paragraph, explain Poe's theory of poetry." In a history course you might be asked to list the major provisions of a treaty and explain briefly the significance of each provision.

Many professors announce in advance the general area the exam will cover - concepts, issues, controversies, theories, rival interpretations, or whatever. Review of your lecture notes will also reveal which broad areas have been central to class discussion.

It is often possible to find out what kind of essay exam the professor usually gives: will he give a lot of short questions? Does he sometimes just give one long question?

II. Preparing for an essay exam.

Preparation for an essay exam, as for any exam, requires close and careful re-reading and review of texts and lecture notes. The emphasis in this kind of an exam is on "thought areas", however, Where do you start?

First: Ask yourself: what are the concepts and relationships involved in the material you are reviewing? Review your notes, omitting detail for the time being. Review major headings and chapter summaries in your textbooks. (Adapt this approach to the course you are taking, of course. In a literature course for example, it will be essential to review in terms of theme, plot, character, tone and to dissect the readings, including critical opinions.)

Then: Boil your material down to a rather tight outline form.

Finally: Fit the necessary details into the concepts.

On an essay exam, even if it is an open-book exam, you will be facing the task of arriving at a sound generalization and then proving it, through the skillful use of detail, and you must therefore have the details at your command. But remember, not every detail is crucial. Select the details that best go to prove the concept.

Some students profit by making up sample questions and then practicing answers. If you have a standard textbook, try two or three large questions. (In a U.S. History course, for instance, you might set yourself to answering such questions as "Discuss the significance of the word theocracy in the government of the Massachusetts Bay Colony", or "Explain what John C. Calhoun meant by the term concurrent majority and compare his ideas to Jefferson's on majority rule").

(Of course part of the groundwork is mastering the terminology used in any course. Some courses, such as sociology, require you to be able to manipulate terminology. Getting this out of the way is like tying your shoelaces before you run a race. It is not glamorous nor interesting, but lack of it can trip you up.)

III. Answering an essay question.

A. Make sure you understand the question.

Essay questions are very carefully and precisely worded. You will get no credit for answering a question you haven't been

asked. Yet this is probably the most common error students make: they prepare carefully, and Write out a lengthy and well-organized answer, and cannot understand why they fail. They fail because they have not answered the questions they were asked.

AN ESSAY QUESTION ALWAYS HAS A CONTROLLING IDEA --EXPRESSED IN ONE OR TWO KEY WORDS. Find the key words and underline them.

Suppose you were asked, "Describe the attitudes that . Homer, Aeschylus and Euripides had towards the Gods?" The two key words are describe and attitude.

Description is not judgment. You have not been asked for your opinion.

Your job is to state what the attitude of the three authors was, not to say whether you agree or disagree.

Attitude is not the same as relationship. If you were asked to describe your attitude toward your parents, for instance, and you replied, "We get along pretty well," you would not have answered the question: your relationship might range from whole-hearted respect to secret scorn.

B. Make sure you understand what you have been asked to do with the question.

Essay questions have various requirements. You may be asked to compare, contrast, discuss, criticize, define, explain, prove, evaluate . . . Each of these verbs has a precise meaning.

More important, each of these key "direction" words calls for a certain technique in answering. Here common sense is your best guide. What would you do if you were asked to contrast two methods of artificial respiration? Suppose you were asked to evaluate Pavlov's contribution to behavior therapy? Suppose, and this is a very common type of question, you were simply asked to discuss one of the above? For instance, contrasting two items involves making a preliminary analysis of similarities and differences in comparable categories, and then presenting the results in an orderly fashion, emphasizing the differences. (See the RSSL Handout on "How to Write a Contrast Essay".)

Evaluating means judging; you have to arrive at a judgment and then back it up with evidence. You are usually asked to evaluate something in terms of something else, as: "Evaluate the Monroe Doctrine in terms of its effect on the United States diplomatic relationships with France."

Discussing gives you a chance to go thoroughly into the subject from several points of view, and requires careful thinking and organization. In discussion questions, you may also give your opinion.

BUT GIVING YOUR OPINION DOES NOT MEAN SAYING WHETHER YOU LIKE OR DISLIKE, APPROVE OR DISAPPROVE OF WHAT YOU ARE DISCUSSING. If you were asked to discuss Jonathan Swift's opinion of human nature, and you replied that you thought Gulliver's Travels was written in obscene language by a cruel and immoral man, you would deserve an F.

C. If the question seems ambiguous, vague, or too broad make clear your interpretation of the question before attempting to answer it.

Essay questions are sometimes unintentionally, and sometimes intentionally, worded so that they may be interpreted in more than one way, or so that the question must be limited before it can be successfully answered.

Part of your job with such questions is to limit and restate them, tactfully, and clearly.

1. An example of an unintentionally ambiguous question might be:

"With what Balkan nations did the Allies fight in World War I, and under what circumstances.

The difficulty with the question is that "fight with" can mean either "attack" or "join".

A tactful rephrasing might begin: Assuming that the question is directed to the military opposition encountered by the Allies in the Balkans, the first outbreak of hostilities occurred...

2. An example of an intentionally vague-seeming question is the following from the final in a Psychology 5, a course given on the University of Maryland campus:

"Discuss the factors leading to development of optimum mental health in adults. Incorporate the following: heredity, early training, family, social and economic factors, community, anxiety, etc.."

The difficulties are: (a) the phrase optimum mental health is as broad as a barn door, (b) the word factors can have more than one meaning, (c) the directions ask the student to "incorporate" heredity, anxiety, etc. and again, the words are vague and the particular concept and approach required have not been specified.

The instructor phrased the question (which was worth 35 points) in this manner in order to start students seriously thinking about the concepts and emphases embodied in the course, rather than parroting answers.

The student, however, does not know whether the instructor presented the vague question this way intentionally or not.

A tactful opening to a focused and intelligent answer is therefore needed. It might begin, "Before I discuss the development of optimum mental health in adults, I feel it necessary to define the term optimum mental health as used and limited in this course". Having defined the term, the student would become aware that the direction to "incorporate" anxiety, etc., is really a hint that he is to discuss various potential ways of achieving or maintaining optimum mental health, including some difficulties the mentally healthy adult may have encountered and successfully overcome.

D. Think, make notes, and prepare a rough summary

DEVELOP STATEMENT (THESIS) BEFORE YOU BEGIN TO WRITE.

To write an essay, you usually work from a rough outline headed by a summary, or thesis statement. The essay is successful if you prove to your reader, through the use of careful illustration and example, the validity of the thesis with which you started.

When you answer an essay question, you are trying to do the same thing; arrive at a valid answer, and then prove that it is valid.

The most successful way to do this is to take the time to get the question exactly in focus, make rough notes, and frame a one-sentence summary of your answer before you start filling pages.

The people all around you will probably start writing before you do. Pay no attention. They may be writing bad, wordy, imprecise answers.

With your summary sentence right in front of you, write out the balance of your answer, drawing from your rough list of details and such others as may occur to you as you go along. (Check your sentences against your summary statement; are you sticking to the point?)

E. If you have the time, go back over your answer. Proofreading it carefully for spelling errors, unintentional omissions, etc.

Please see the attached material: "Some Don'ts on answering Essay Questions", and "A Sample Question About Two Novels". The latter contains English I, but the principles are applicable to any essay test).

For excellent practice on handling essay questions, take three RSSEL self-tests: "Noting the Meaning of Key . Words in Essay Questions", "Judging the Plan for an Essay Answer", and Judging the Directness of Answers", all reprinted by permission of Prentice-Hall, Inc. from *Study in Depth*, by Gilbert.

Some Don'ts on Answering Essay Questions

1. DON'T RUSH. Time spent thinking before you write is more valuable than time spent writing without thinking.
A high-caliber 200 word answer is a great deal better than a rambling, disorganized, incoherent 500 word answer.
Never mind if most people around you start writing before you do. They may be writing very bad answers.
2. DON'T ANSWER A QUESTION YOU HAVEN'T BEEN ASKED.
 - a. Read the directions. If you are told to answer A, B, and either C or D, you will get no extra credit for answering all four, and you may have wasted valuable time you needed on another question.
 - b. Understand the question. (See the RSSL Handout on Essay Questions.)
3. DON'T TRY TO "SNOW" YOUR INSTRUCTOR.
If you don't know the answer, or can't think of one, don't write nervously about something else, in the hope that your instructor will give you some credit for knowing something. Nothing is easier to detect than the "snow job", and if you try it, you will get a certain dubious reputation for near-dishonesty.
4. DON'T TRY THE SCATTERSHOT TECHNIQUE.
Don't fire off all the information you have managed to accumulate, in the hope that some of it will hit the target. Just take time to know what the target is, and direct your answer to it. Instructors recognize and discount the scattershot technique, and it does not impress them. It irritates them.
5. DON'T GIVE YOUR OPINION UNLESS YOU ARE ASKED FOR IT.
This is a common mistake, particularly when you have strong opinions.
Example: The question is, "In *Catcher in the Rye*", Holden Caulfield asks a prostitute to come to his room, but then he sends her away. Why?
Bad answer: Holden's sensitive conscience wins over his animal nature. Comment: The writer has made a moral judgment; nobody asked him what he thought of what Holden did. The question asks why Holden did it.
Good answer: Holden says, "I just didn't want to do it. I felt much more depressed than sexy, if you want to know." The girl seemed unfriendly and very young, and Holden was sorry for her.
6. DON'T AVOID WORDS BECAUSE YOU CAN'T SPELL THEM. Just indicate your doubt somehow.
Write sp? above the troublesome word, for instance.

Meanings of Key Words in Essay Exams

Some of the key words most frequently used in essay examination questions were defined for you earlier in this manual. Check your knowledge of their meanings. Consider also some others.

Directors: Read each of the explanations below. On the blank at the right, write the term the professor should use in phrasing his question.

enumerate	define	recount
evaluate	discuss	interpret
contrast	criticize	prove
explain	justify	illustrate
compare	trace	summarize

1. In a course in naval history the professor wants the students to think over the functions and responsibilities of the United States Navy and of the United States Army, so as to bring out the points of difference. Which term should he use in his question?
1. _____
2. The professor mentions an island in the possession of the enemy in wartime. He proposed a plan for retaking it. If he wants the students to express their judgments on the merits of the plan, what term should he use in his question?
2. _____
3. When and where did our Navy have its beginning? What has been the general history of its development. The professor wants the students to follow the course of its progress. What term should he use?
3. _____
4. Which term should he use if he wants a concrete example of amphibious strategy in ancient naval history?
4. _____
5. In an art course the professor has discussed the experimental work of Cezanne, Van Gogh, Gauguin, and others. On a written examination he wants the students to pick out the main points of the discussion and bring them together in a concise, overall statement. What term should he use in his question?
5. _____
6. In a physics class the professor wants the students to make clear the nature of the symmetry in the vibrations of light waves. How does it operate? Which term should he use in his question?
6. _____
7. In an economics class the professor has lectured on high and low tariffs. On an examination he wants the students to think over the topic and consider it from various points of view. He wants them to present different sides of the issue, which term should he use in his question?
7. _____
8. In a speech course the professor has assigned a term paper and has told the students how to proceed in collecting the data. On a quiz he wants them to give the steps briefly one after another. Which term should he use?

8. _____

9. In a geology class, the professor has used television to show how cross-bedding is a common feature of sandstone. On a quiz he wants to be sure that the students know-- with some preciseness--the meaning of the term cross-bedding. What term should he use in his question?

9. _____

10. A history professor wants his students to consider the ways in which the early French, Spanish, and English settlements in this country were alike and the ways in which they were different. What term should he use in his question?

10. _____

Preliminary Steps in Writing a Research Paper

I. Understand the assignment

- A. What your study is to yield
 - 1. Answers to a problem
 - 2. A review of the literature
 - 3. Review of the literature and analysis of it
- B. Approach to be used
 - 1. Reading and note-taking
 - 2. Experimentation
- C. Depth and breadth of your coverage
 - 1. Survey
 - 2. Narrow, intense study
- D. Materials you are to use
 - 1. Current periodicals
 - 2. Journal articles
 - 3. Thesis
 - 4. Original documents
 - 5. Laboratory
- E. Format your professor requires
 - 1. A.P.A. style sheet
 - 2. MLA style sheet
 - 3. Style used in a particular journal

II. Selecting your topic

- A. Scan the literature for ideas
 - 1. Notice approaches for ideas
 - 2. Look for new ideas
 - a. Unanswered questions the author raises
 - b. Author's suggestions that other areas need studying
 - c. Related ideas this reading suggests to you
- B. Determine suitability of this topic
 - 1. Does it interest you enough for you to pursue it fully?
 - 2. Is your background in this area strong enough for you to understand the readings?
 - 3. Is the equipment you would use readily available?
 - a. Laboratory equipped and available?
 - b. Enough books available? Prepare a tentative bibliography to check this
 - 1) Will others be using the same books?
 - 2) Can you take books home?
 - 3) Will you need to go to distant libraries for books?
 - 4) Are the books in the reserve room?

III. Narrowing your topic

- A. Write a guideline purpose
 - 1. A problem you hope to solve
 - 2. Narrow area you will survey

- B. Devise a brief, *tentative*, preliminary outline
 - 1. Main headings only
 - 2. Steps in order

IV. Prepare a bibliography of sources you expect to consult on 3 x 5 cards

- A. Use form you will use on final bibliography (get this from style sheet)
- B. Record call number and location in the library you will be using
- C. Locate sources
 - 1. Card catalogues
 - 2. Bibliography in your *text*
 - 3. Indexes in your field
 - 4. General indexes
 - 5. Bibliographies following article on your topic in an encyclopedia

Writing a Short Theme - Filmstrip

- I. Conception
- II. Design - Organization
- III. Writing

I. Conception:

Where do you want to go? This is a general idea of what your last word will be before you write your first word.

II. Design:

Formulate your thoughts on the over-all design for the theme. First formulate thoughts mentally and then in an outline form.

What route are you going to take in order to get the theme completed?

III. Writing:

This is the final step. Here we are following the route of item 2 to the final completion of the theme.

Three factors that distinguish a good from a poor theme are:

- 1. A good theme must be worthy of the time, effort and thought that goes into the writing of the theme. Never choose a topic that isn't worth the effort.
- 2. A good theme should be concerned with something about which the writer is qualified to write and which the audience or reader of the theme can understand or appreciate.
- 3. A good theme possesses four essential characteristics:
 - a. interest - it should hold the reader's attention.
 - b. clarity - its meaning should be clear and unambiguous.

- c. coherence - it should be logically developed--that conclusions follow necessarily from the premises and evidence eliminates needless wandering.
- d. unity - all parts contribute to the whole.

How to choose a topic when free to do so. Four guide lines:

1. One should choose a topic that one is genuinely interested in and that he has something to say something about.
2. One should choose a topic that he can get into and out of within the space limitation provided.
3. The topic chosen should have sufficient material available in order to write a worthwhile paper.
4. One should choose a topic appropriate and interesting for the audience intended.

Developing a Strong Topic Sentence:

The first sentence tells your reader what you are going to present and provides the direction for the entire theme. This first topic is critically important. It establishes your thesis and binds you to a set of proofs and a specific conclusion. Your topic or introductory sentence provides strong limitations on the direction that your theme may take. It binds you to a certain course of action. It imposes certain responsibilities and limitations on your theme. It is the beginning of your road map to a completed theme.

You must now design the route from introductory sentence to final sentence. The best way to do this is through planned paragraphs.

Each paragraph in a theme is a little self contained composition that when added together makes up the entire theme. You want to develop the key points in your theme by arranging paragraphs in a progressively developing manner.

The theme should begin by telling the reader what you are going to tell them. Then your paragraphs tell them and your final sentence repeats what your introductory sentence originally expressed. In other words, you must conclude a theme with what you initially told the readers you were going to conclude.

In summary, do you know where you are going? Have you constructed a good topic or introductory sentence--constructed a road map of where you are going? Do you know your conclusion before you begin? Have you checked spelling, punctuation? Have you presented evidence to support your thesis? Does your material flow naturally from the beginning sentence to a final conclusion?

Writing a good short theme is not easy. It is, though, the foundation of scholarly research, the basis for more sophisticated writing, and is critical for success in the academic world.

Sample Theme to be Revised

I live with a hardship that has plagued the general mental stability of young men since the beginning of time; my mother is a nag! During those few moments out of each twenty-four hours that I can't escape my mother, I am held under a constant barrage of questions concerning every second that I have been out of her sight. I don't become annoyed at her persistence merely for invading my privacy; I really have nothing to hide. The root of my exasperation lies in the reiteration process I must go through to firmly plant an idea into her head. She is never content with one account of my day's activities. All of my most imaginative attempts at presenting a completely detailed, thoroughly explicit report are wasted due to my mother's total

inability to comprehend anything the first, second, or third time she had heard it. It is not until she has interrogated me nine or ten times that she exhibits even the slightest understanding of the situation. Never do I dare entertain the thought that she has totally understood all that has been explained. I have come to realize there is only one solution to my problem--trade my nagging mother for a nagging wife.

Sample Theme to be Revised

How to Wash a Dog

The first job in starting to wash a dog is to find the correct type of soap to be used. A dog's fur is very important and should be given special attention. There are many brands on the market, and the wrong type of soap may have a bad effect on the skin and cause the fur to shed.

The second important thing is to check the dog over for any medical or character reasons. If the dog has fleas, ticks, or just has gotten over a cold, special attention will have to be given to them. Also the dog may be scared of water and may snap, fight, or even cry. He will respond to understanding and should be treated with this in mind. Get his confidence in you, and half the battle it won.

The third step is in bathing or washing of the dog. Find a suitable container for the bathing. It should not be too large nor too small depending on the size of the dog. Fill the container with lukewarm water, testing the water in the way mothers test the water for the bathing of their babies. The water should be hot enough to do the job, and that is all. Soak the dog thoroughly being careful to protect the ears as much as possible. Cotton may be used to try and keep as much water as possible out of his ears by putting some into his ears before starting the bathing process. The next step is the use of soap. Use the soap freely, getting a rich lather, getting under the neck, stomach, and behind the ears. Also don't forget under the tail and legs. Rinse him off well.

The fourth and last step is the drying off of the dog. Get a rough towel and after letting him shake thoroughly, proceed to give him a good rub down. Check his ears to make sure that they are completely dry. It may be that some water seeped through the cotton and may cause an earache. When he is completely dry make sure that he stays inside a warm place for at least two hours. If an owner does these four steps, his dog should have a happy and a long life.

Trite Expressions

you can rest assured
this was all well and good
the uppercrust
anything from A to Z
glistened with dew
the heavenly blue of the sky
brand new
proceeded on my happy way
all shapes and sizes
my home away from home
filled to the brim
bustling with activity
I shall never forget
young and old alike
an air of expectancy
time and time again
our fast-moving, modern world
the hustle and bustle
too beautiful for words
the finer things in life
old man moon
college students are only human
a world of good
an impression that will not be
forgotten
music to my ears
the sun casts its golden rays
untouched by human hands
busy as a bee hive
faint whisper
chirping birds
set a shining example
a new era dawned
taking it in their stride
a life-and-death struggle
gains the upper hand
institutions of higher learning
up bright and early
setting the world on fire
a great privilege and honor
stands out above all the rest
right up his alley
something to behold
through thick and thin
few and far between
jack of all trades and master
of none
to make a long story short
from all walks of life
finer things in life
needless to say
the afternoon seemed to be
an eternity
I broke into a cold sweat
bright and early the next morning

at last my dream came true
not knowing a single soul
topped them all
the first brave soul to try
with flying colors
little did I realize
in the true sense of the word
next on the agenda
towering over him
left something to be desired
can do wonders
the reward is well worth the effort
in thought, word and deed
enjoyed by people of all ages
beaming with pride
with the last ounce of strength
all of a sudden
slowly but surely
running as fast as my legs could carry me
believe it or not
in the world of today
at long last
it may be noted that
the dawn of mankind

the entertainment world
falls short of his mark
money down the drain
a blessing in disguise
turn over a new leaf
looking like a pig's pen
time flies
no marriage should be without
beg, borrow or steal
a good, clean, wholesome life
day in and day out
even if it hurts the pocketbook
the opposite sex
the months just seem to speed by
till the end of time
as straight as a ramrod
the little bundle of joy
after all the newness has worn off
a passing fad
beyond a shadow of a doubt
the four corners of the world

the world of tomorrow
bound and determined
luck was with me
to say the least
like a dream come true

a happy medium
taking in some of the sights

finally the big day arrived
calm and collected
more active than a beehive
in full swing
lady luck
searching high and low
right in the palm of my hand
in the nick of time
from far and near
as good as gold
her one claim to fame
under her wing
will never forget
every muscle in my body
he knew it inside and out
once too often
a world of good
went a little overboard
calm and collected
a chosen few
the care-free, fun loving days
an inspiration to young and
old alike
words of wisdom
a little fish in a big lake
get into the swing of things
before I knew it
as big as an elephant
I could hardly believe my eyes
plotted and planned
peace and quiet
variety is the spice of life
in conclusion
tragedy struck
to tell the honest truth
at the top of my lungs
all work and no play
a horse of a different color
to top it off
the hours went slowly by
with a shout of glee we were off
to stand out above all the rest
a wonderful time was had by all
little did I know at the time
much to our surprise
bubbling over with excitement
the rafters rang with laughter
without hesitation
knight in shining armor
a gala affair
her radiant personality
like a second mother to me
without cracking a book
stand on my own two feet
as blue as the deep blue sea
to follow in his father's
footsteps
a far cry from

the next thing I knew
in a state of mass confusion
with painstaking care
ran a close second to
I would like to point out
to rest his bones
of a young and tender age
like a palm of my hand
rain or shine, hot or cold
many and varied
adding insult to injury
in the final analysis
would not miss it for the world
bound in holy matrimony
as far as the eye can see
the day of all days
not in vain
a land of wonder and expectancy
a hushed expectancy
to make our house a home
experience is the best teacher
practice what he preaches

like one big happy family
momentous occasion
passed through her portals
budding young genius
scared to death
a woman's crowning beauty
with a grain of salt'
the ladder of success
burning the midnight oil
too numerous to mention
a heaven on earth
the American way of life
deep down in their hearts
iron things out
this tender age
without batting an eye
my high school career
in the public eye
day in and day out
since the beginning of time
from time immemorial
his blood turned to iced water
few and far between
as time wore on
holding on for dear life
with a sigh of relief
off on the wrong foot
thanked my lucky stars
the sweat of his brow
the fat of the land
the key to success
the higher income bracket
it remains to be seen

the better half

for miles around
at a moment's notice

the business (sports, etc.) world
all work and no play
has come a long way

Reading Improvement Program

Check list for expository theme writing:

1. Does your thesis statement focus on the problem? Is the controlling idea limited enough and an idea or concept, which does not need further definition?
2. Is your topic limited enough for the space you have to cover it and does it give you a chance to show your personal knowledge of a field that interests you?
3. Are all of the details and examples you have chosen to prove your thesis relevant, interesting and not overlapping?
4. Does the method you have chosen for developing your idea the most appropriate one? (methods include definition, elimination of alternatives, explanation of causes and effects, comparisons and/or contrasts, examples and details, illustration, reasoning through a series of casual relationships).
5. Are all general statements acceptable and convincing without support? If not, supply details to prove your contentions.
6. Have you given longer and more emphatic treatment to main ideas than you have to minor ones? (Through their placement, flat statements about their importance, tone, and stylistic emphasis).
7. Are your statements and proofs arranged in a logical order?
8. Have you provided transitions to bridge the gap between generalities and particulars, to show the relationship between sets of proofs, to show changes in approach or point of view?
9. Do your opening and conclusion add to the interest of the theme? Does the opening clearly point to the idea the essay will pursue and is it interesting enough to encourage the reader to continue reading? Does the paper just end in mid air with no decisive summing up or conclusion?
10. Have you revised your outline after writing to show changes you have made in the order of ideas and deletion or addition of new information?
11. Have you proofread your completed essay for grammatical and mechanical errors? Particularly, have you checked to make sure you have not repeated such errors which were pointed out by your reader on previous papers? (Keep a check list of errors and refer to HW to make sure you understand each rule you have violated and know how to eliminate it in future essays.)
12. Wordiness and passive.
13. Point-of-view person, place, number passive.
14. Casual effect relationships are clearly labeled.

Suggestions for Increasing Speed and Effectiveness of Reading

I. CONSIDERATIONS AND LIMITATIONS

Slow, word-by-word, analytical reading is an essential part of some reading tasks. Often, however, when time demands and purpose permits, the reader must possess the capacity to "switch gears" - i.e., to absorb the ideas and information in books at more rapid speeds. By no means should this high-level "speed reading" be interpreted as applicable to all types of reading situations. Its development will, however, enable the mature reader to add an additional dimension to the scope of his current reading skills.

II. CAUSES OF SLOW READING SPEEDS

- A. Individual variables -- intelligence, motivation, physiological and psychological traits.
- B. Deficiencies in vocabulary and comprehension level required by the particular reading material. A student who has difficulty understanding what he reads will not be helped by learning to misinterpret faster. A student who is hampered by an inadequate vocabulary will not be helped by learning to skip any faster through unknown or vaguely defined words.
- C. Most frequent causes of unnecessarily slow speeds when the causes listed in "A" and "B" above are at adequate levels.
 1. Inflexibility - the tendency to read everything the same way regardless of what it is, why it is being read, etc.
 2. Passivity - the failure to become involved with the material being read, the failure to interact with the author and to anticipate his next thought, his conclusions, etc.
 3. Habitually slow "reaction time" to reading material - a general "rut" which makes attempts at faster reading extremely uncomfortable at first.

III. WHERE TO BEGIN . . . with your next reading assignment

- A. Be FLEXIBLE. Difficulty and purpose determine how to read a selection. College students (especially) must realize that there are reading speeds, not just one reading speed. Speeds must vary with the nature of the reading task and the reader's familiarity with the materials.
- B. Determine PURPOSE for reading this particular selection. . . What type of information do you have to learn from it? . . . How long do you have to retain the information? . . . How does this selection fit into the whole course?
- C. OVERVIEW the selection to determine its difficulty. . . How familiar are you with this field of study? . . . How many unknown and essential words are in it? . . . Read the introduction subheads, italicized sentences, marginal notes and conclusion. Try to grasp the general thought structure by integrating these isolated bits of information.
- D. READ
 1. Make use of the head-start you got during your overview.
 2. Read for ideas and concepts, not for isolated words. Pace yourself fast enough that you have to read concepts.
 3. CONCENTRATE - if you push your rate up to capacity, you don't have time to think about other things.
 4. Think, interpret, analyze the FIRST time you read - avoid unnecessary re-reading.
 5. Note key words (subjects, verbs, objects) -TELEGRAPH the message to yourself.
 6. Pace yourself - as fast as your purpose will permit. Pacing will discourage the tendency toward habitual and unnecessary re-reading and help to keep your attention focused on the page. Try one of the pacing methods listed below. It will set a pace for you and keep you moving down the page.
 - a. Use an index card a little wider than the line of print. Move it rapidly down the page, letting your eyes follow along behind it and read the lines as they pop up from underneath it. Move it lightly, easily, and fluently with one hand only. This is the most preferable method-especially in

- the beginning stages of increasing speed.
- b. You may prefer to move the card down on top of what you are reading if you feel it more readily discourages regression.
 - c. Substitute a pencil held horizontally across the column instead of the index card. Or use any other straight-edge that is handy.
 - d. If your eyes can't keep right up with the pacing device, try cutting a "window" in an index card about as wide as four or five lines of print -- then read through the "window."
 - e. Try a mechanical pacing device if your instructor feels it would be particularly beneficial for you.
 - f. TEST yourself. Stop and recall periodically what you have just read. Especially in material which you must remember for a period of time, practice reading quickly and efficiently with the intent to recall the information at the end of each chapter or section or paragraph - depending upon the difficulty of the material. Make notes or underline if appropriate.

An Approach to Reading Textbook Chapters

Survey Organize Anticipate Read Summarize Review

SURVEY- Quickly read those portions of the material which will acquaint you with the basic structural outline and main topics.

ORGANIZE- Think about these key topics as you read each one. Try to see the overall organization of the chapter as an outline with main topics and important subdivisions. Then follow one of these three suggestions:

1. **WRITE OUT** an outline of the main topics of the chapter **BEFORE** you read further for details. Leave space between each point on this skeleton outline to fill in details later. Don't just copy the sub-topics from your book - try to write this outline from the memory of your survey. Then, if you must look back to check your memory, you can look back.

OR

2. **SKETCH OUT** notes in outline formation in the **MARGINS** of your textbook. But don't do this until **AFTER** you have surveyed the whole chapter. Follow the same process described in (1.) above: Survey, recall a mental outline without looking back, and **THEN** go back to sketch the rough outline in the margins of your book.

OR

3. **UNDERLINE** the main points in your book. **BUT NOT UNTIL AFTER** you have completely surveyed the chapter and recalled the general outline from memory.

ANTICIPATE - As you work on this initial skeleton outline, try to **ANTICIPATE** what kinds of details you can expect to find supporting each main topic. Use any previous knowledge and plain common sense to help you in this task. Anticipating helps you to get involved in the material and aids your concentration.

READ - Read the material carefully, but as rapidly as your purpose and background in the subject will permit. Read with the intent to recall the information as if you were going to have to explain it to someone else as soon as you finished reading it. Practice thinking the first time you read. If the material is really complex, re-reading is not necessarily a sin, but don't rely on it - and don't let it become a habit. **RE-READING** should serve **ONLY** to reinforce and pin-point the important information.

SUMMARIZE - Immediate recall and summary of newly acquired information is the most important part of this study process. Only when you have once re-stated and summarized in your own words what you have just read will you be able to retain the information over a period of time.

The initial work on the summary should be in your own words and from memory. It should be done immediately after reading. It may occur at the end of every paragraph, every section, or the whole chapter depending upon the difficulty of the material.

Follow one of these two suggestions for summaries:

1. Mentally and/or orally recall the material you have just read. Then summarize the details by filling the spaces left underneath the main topics on your skeleton outline.

OR

2. Mentally and/or orally recall the material without looking at it. Then go back through the book and underline the key details in a different color from the one you used initially to underline the main topics.

Either way, check your accuracy by skimming back through the material to see if you omitted any important information.

REVIEW- If you have followed the above steps, you should have a well-structured outline to use for review, review the entire outline once, then try to recall the main topics and their details - section by section.

The more often you review and recall and use the material, the longer you will retain it.

READING IMPROVEMENT PROGRAM

POINT CHECKLIST

PURPOSE

1. What specific questions do I want to answer by studying this material?
2. What basic argument is presented in this chapter or selection?
3. What is the place of the chapter in the total textbook organization?
4. What is the relation of the selection to the instructor's course plan?
5. How detailed must my understanding of the chapter be?
6. How much of the material presented in the chapter should I remember?
7. What personal application might I make of this material?

OVERVIEW

1. What previous knowledge do I have about the basic topics presented?
2. What is the relation of this chapter to the total textbook organization?
3. What is the basic argument of the selection?
4. Is a summary of topics given in the table of contents or within the chapter proper?
5. What is the organizational pattern of the selection?
Chronological? Descriptive? Inductive? Syllogistic?
Mixed?
6. How should my objectives or questions for study be modified as a result of this overview?
7. What are the key concepts of the selection?
8. What is my next step in studying this selection?

INTERPRET

1. Should the key concepts identified in the OVERVIEW be modified?
2. What additional study questions need to be developed?
3. Does this material deserve or require detailed study of concepts, or can I satisfy my objectives by one relatively fast reading?
4. How does the detailed contents support the basic argument of the selection?
5. How pertinent is this material to lecture content? Personal needs? The final examination?
6. How valid is this material? Accurate? Consistent? What is the direction of bias?
7. What is the next step to be taken in studying this selection?

NOTE

1. Do I need to make notes on this selection?
2. Which form of notes will meet my study objectives? Verbatim treatment of short segments? Re-statement of key concepts? Marginal outline? Some combination of system?
3. Have I recorded the basic argument or purpose of the selection?
4. Have I made an adequate notation of the concepts that answer the study questions or objectives?
5. Do I have a regular filing system for such notes?
6. How may these notes be integrated with the lecture notes and notes on other readings?
7. Have I properly identified the bibliographical source of these notes?
8. Do my notes make sense?
9. Will these notes serve for review purposes?
10. What is my next step in studying this selection?

TEST

1. Have I met the objectives established in the previous phases?
2. What degree of over-learning is needed?
3. Have I timed my first over-learning session to follow immediately upon initial strong learning of concepts?
4. Do I clearly understand the concepts I am trying to over-learn?
5. Have I placed concentrated effort upon TEST procedures?
6. Have I varied my re-reading and self-testing efforts to avoid meaningless repetition? (For variations, review those presented in the INTERPRET, NOTE, and TEST phases.)

7. Can I apply this information to solving my personal needs?
8. Do I need another TEST session? When should it be scheduled?

Outlining

Although you, like many college students, may at first resist making outlines for your themes, you will find that it is a valuable practice, for a logical outline, if followed, will result in a logical theme. If you are not in the habit of outlining, you may be tempted to take the "easy way out"--that is, you will write your theme first and then your outline. Such a practice has little to recommend it. The purpose of the outline is to provide a plan for your writing. What purpose is served by making a plan that will never be followed? Furthermore, the outline provides you with the opportunity to check your ideas for errors in logic and organization before you begin writing your theme. These errors can be detected more readily in an outline than in a theme where they are likely to be obscured by illustrations and details.

When outlining, always remember that like a scientist in a laboratory, you are trying to prove a hypothesis--the thesis statement. Therefore, when you begin writing an outline, make certain that your thesis statement meets all of the requirements that were discussed in "Steps in Writing a Research Paper." If you are not accustomed to outlining, you may find that the most "painless" way to begin is to simply make a random listing of all ideas which are related to the thesis statement or theme topic. Later you will discover that many of these ideas are irrelevant or useless, but they at least give you a starting point for your outline.

The process of converting these random ideas into a final outline will be easier if you constantly remind yourself that your purpose is to prove your thesis statement. (During this process you may have to modify your thesis statement particularly if you discover that it has weaknesses you had not noticed before.) In working on your preliminary outline, you will probably notice that most of your ideas seem to fall into groups. Your next step is to complete this grouping process--that is, you should group similar ideas together.

To continue the construction of your outline you should now convert these groups of similar ideas into sentences which will prove your thesis statement; in other words, these groups of ideas will become the two or three reasons that demonstrate why your thesis statement is true. Often this can be done in the following manner. Ask yourself this question: "Why is (repeat your thesis statement) true?" The question can be answered by phrasing your groups of similar ideas in such a way that they can be connected with the thesis statement by the word "because." Thus, your thoughts will take the following form: "Thesis statement is true because (sentence formulated from one of your groups of similar ideas) is true." Proceed in the same fashion through your remaining groups of similar ideas. (Sometimes you will discover that your preliminary outline simply doesn't contain enough material; in this case you will need to dig up a few more ideas for the sake of completeness.) Notice how this process has been applied to the following preliminary outline:

Thesis Statement: The best fishing spot in Sumner County is Wellington Lake.

Easy to get to	Plenty of fish
Many kinds of fish	Not many other fishers
Boats are easy to obtain	Can buy bait
No snags on the bottom	Blacktop roads
Not too many lily-pads	

If you will look carefully at this list of ideas you will see that the material falls into three groups of ideas that seem to go together; furthermore, each of these groups is one reason that the thesis statement is true. For example, the following ideas seem to fall together because they are concerned with things that are done before the actual fishing: "It's easy to get to," "no problems of obtaining boats," "easy to buy bait." Thus, they can be combined into the following "because-statements:"

"The best fishing spot in Sumner County is Wellington Lake" because "one doesn't have to waste time on preliminaries prior to fishing."

Two other items--"Various kinds of fish" and "not too frequently fished"--can be combined to form the second major reason that the thesis statement is true:

"The best fishing spot in Sumner County is Wellington Lake" because "the lake has few irritating obstructions."

Thus far your ideas have taken this form:

Thesis Statement: "The best fishing spot in Sumner County is Wellington Lake."

One doesn't have to waste time on preliminaries prior to fishing.
The fish in Wellington Lake are varied and plentiful. The lake has few irritating obstructions.

At this point you've probably made two important realizations. First of all, you undoubtedly have perceived that the three sentences above will be the major divisions of the finished outline. (Remember: the major divisions of the outline are always designated by Roman numerals.) And you also may have realized that the four sentences above are structured in the form of a simple argument--that is, a premise-conclusion relationship. The thesis statement is a conclusion based on the three remaining sentences, which are to the premises. Thus, both of these relationships can be indicated in this manner:

(Con.) Thesis Statement: "The best fishing spot in Sumner County is Wellington Lake."
(Premise) I. One doesn't have to waste time on preliminaries prior to fishing.
(Premise) II. The fish in Wellington Lake are varied and plentiful.
(Premise) III. The lake has few irritating obstructions.

Since the major divisions of an outline are practically always generalizations, they, like the thesis statement, must also be proved. Here again you can use the same principle of the "because statement" to help you decide which material from your preliminary outline logically belongs under each main division. Remember: the material under each main division answers the question: "Why is the main division true?" You can readily see how additional material, as well as that included in the preliminary outline, has been incorporated to form the sub-divisions of the outline. (If you're uncertain of the conventional numbering and indentation system used for outlining, you should check HW 198.)

Thesis Statement: The best fishing spot in Sumner County is Wellington Lake.

- I. One doesn't have to waste time on preliminaries prior to fishing.
 - A. Blacktop roads make the lake easily accessible.
 - B. Boats are available.
 - D. Cheap bait is plentiful.
 - 1. worms
 - 2. minnows
 - 3. blood-bait
 - 4. crawfish
 - 5. entrails
- II. The fish are varied and plentiful.
 - A. The fish are varied
 - 1. channel-cats
 - 2. bass
 - 3. bull-heads
 - B. The fish is plentiful.
 - 1. The lake is stocked.
 - 2. The lake is not over-fished.
- III. The lake has few irritating obstructions.
 - A. The bottom is free of snags.
 - B. The surface of the lake is free of lily pads.

Some students have found it helpful to test their entire outline on the basis of premise-conclusion relationships. Therefore, on a piece of scratch-paper (not on your finished outline), you could check your ideas for relevance, organization and logic by carefully analyzing your outline as a complex argument. Your results might look something like this: (the parenthetical comment identifies the premise-conclusion relationships between outline divisions.)

- (C) The best fishing spot in Sumner County is Wellington Lake. (The thesis statement is a conclusion drawn from all the other sentences in the outline.)
- (P-C) I. One doesn't have to waste time on preliminaries prior to fishing. (Premise for thesis statement; conclusion from A, B, and C.)
- (P) A. Blacktop roads make the lake accessible. (Premise for I.)
- (P) B. Boats are available. (Premise for I.)
- (P-C) C. Cheap bait is plentiful. (Premise for I; conclusion from 1, 2, 3, 4, 5.)

1. worms
 2. minnows
 3. Crawfish
 4. entrails (All premises for C)
 5. blood-bait
- (P-C) II. The fish are varied and plentiful. (Premises for thesis statement conclusion from A and B.)
- (P-C) A. The fish are varied. (Premise for II; conclusion from 1, 2, 3, 4.)
- (P) 1. Channel-cats 3. bass
2. Bull-heads 4. carp
(All premises for A.)
- (P-C) B. The fish are plentiful. (Premise for II; conclusion from 1 and 2.)
- (P) 1. The lake is stocked. (Premise for B.)
- (P) 2. The lake is not over-fished.
(Premise for B.)
- (P-C) III. The lake has few irritating obstructions.
(Premise for thesis statement; conclusion from A and B.)
- (P) A. The bottom of the lake is free of snags.
(Premise for III.)
- (P) B. The surface of the lake is free of lily-pads.
(Premise for III.)

Checklist for Outlines

1. Make certain that you have an adequate thesis statement.
2. Unless your instructor designates otherwise, your outline should be a sentence outline. Make certain that each outline entry is a complete sentence.
3. Remember that the main divisions (Roman numerals) of your outline should prove your thesis statement; that is, they can be connected to it by "because"; the sub-divisions (capital letters) should prove the main divisions: that is, they can be connected to the main division by "because," etc.
4. You should be able to develop each outline entry adequately in your final essay. Frequently, students construct outlines containing entries for which they have no material; therefore, all that they have to say about these entries is what they have already said in the outline.
The most extreme example of this is the theme which is the outline verbatim, written in paragraph form.
5. Do not have single headings or subheadings in your outline. A single subheading should be incorporated into the heading of which it is a part. (See HW. p.201 for a fuller explanation.)
6. Make certain that your outline entries follow some type of a logical order--climatic, general to specific, chronological, etc.

Abbreviations in Note Taking

1. Use of abbreviations in note-taking is helpful.
2. It is possible to abbreviate frequently-used words and still understand them from context. Examples: w for with and ch for chapter. Statements such as H2, rcts, w, O2, and Rd ch 6 for nxt lect are easily understood.
3. Should an abbreviation be confusing, write out the word instead, e.g., does no mean no or number, does wd mean word, or would?
4. Go over your notes as soon as possible after lecture to clarify any confusing abbreviations, illegibilities, or misunderstandings.
5. Use plurals and other endings whenever appropriate, e.g., rct, recg, rct'n for react, reacting, reaction.

6. Learn the standard abbreviations that have been developed in the field of study. They are usually available for frequently-used words and phrases, e.g., - signifies a chemical reaction and -- signifies a reversible chemical reaction.
7. Abbreviations usually consist of the first letter and other significant letters of English words. If not, knowing the derivation of a word may help you understand the abbreviation.
8. Research shows that the vowels are the least-noticed letters in the visual configuration of a word. Two types of most-noticed letters are (1) ascenders and descenders--letters such as t, h, l, g, y, and q, which extend either above or below the line and (2) letters at the beginning or end of a word. Therefore, in making abbreviations, leave out the vowels and middle letters of a word.

Examples:

sol'n = solution	= = equals or equal	= therefore
w. = with	= unequal	prob. = problem
imp. = important	abs. = absolute	probs. = problems
impr. = improve	sq. ft. or = square root	mult. = multiply
kn. = know	= paragraph	vol. = volume
kdge. = knowledge	ch. = chapter	v = volume in
no. or # = number	th. = theory	some contexts and
		velocity in other
		contexts

GENERAL NOTE-TAKING

1. It is difficult to take too many notes during a lecture. If, during the lecture you cannot tell what parts are most important, you may be able to do so when you review your notes.
2. Use abbreviations whenever possible.
3. Don't worry about outlining. Use indentations. You can add numbers and letters later if you wish. However, if a lecturer says he will make four or five points, be sure to number the points during the lecture as a check on having them all.
4. Do date your lecture notes and number all pages.
5. Your writing should be legible to you. It doesn't matter if it is a model of perfection for someone else to read.
6. Use margins for questions, comments, notes to yourself on material that may not be clear, etc.
7. Note your lecturer's chief pattern. He may be summarizing the text and highlighting important points. He may be trying to draw relationships between new and previous understandings. If he is highlighting the text, taking down his explanations and examples may give you the opportunity to see a difficult concept from two points of view when you compare with the text. Seeing a concept stated in more than one way may help you understand it. If he draws relationships and asks questions, note the questions and the answers. If you cannot answer them, try to find the answers after class. Try to build your knowledge to a level that permits you to participate and answer in class.
8. Go over your notes as soon as possible after lecture to reinforce memory, and to clear up illegibilities in writing, check for errors, etc., while the material is still fresh. There may be a legitimate error, e.g., a lecturer may mistakenly say "pressure" when he intends to say "volume." Reading the material with understanding is the best way to detect the error.
9. A preview of the material to be covered in a lecture is an excellent help to understanding.
10. If you should miss something that you do not understand, take it down as best and as completely as you

can. Thus you can check with the text, or at least know what questions to ask if getting help from someone else. If your instructor knows just what you do not understand, he is in a position to help you.

SKIMMING TECHNIQUES

(abridged from Leedy, Paul. Improve Your Reading: A Guide
to Greater Speed, Understanding and Enjoyment. McGraw-Hill, 1956.

Skimming is a well-defined reading skill, a highly selective process of looking at a page to grasp quickly what one seeks. Skimming is usually considered as two types of skills: a. Skimming for the main idea, principal point or the highlight of the author's thoughts, b. Skimming for details. (Usually called scanning.)

The skilled reader knows where and how to look for the information he seeks. There are two major steps or phases:

1. Surveying or inspecting the material to be read -knowing what to look for.
2. The actual reading to discover the sequence of main thoughts and organizational pattern.
3. Look for sub-divisions. Get a bird's eye view of the skeleton of the selection.
4. Look for graphic aids. . . pictures, maps, graphs, etc. They'll give you clues as to what is in the main selection.
5. Look at paragraphs. They are the "cells of thought" are they long or skimpy?
6. Look at how the thoughts are arranged in the paragraphs. Are they neatly organized, tightly knit or rambling?
7. Look for a broad, basic plan, What area is being discussed in this section, or page? Is this the same as he discussed on previous page?
8. Look for the author's purpose in writing. Why did he write this?
9. Define your own purpose in reading. Why are you reading this? This will determine your rate.
10. Check your watch. After deciding what you want from the reading, estimate the number of pages and how long the task will take you.

HOW LONG DOES IT TAKE YOU TO SURVEY? Leedy feels that you should be able to make a fair determination of the above 10 steps in 30 seconds.

Skimming Formula:

Trial Procedure #1. Read only the first sentence of each paragraph. If you come to a place where there seems to be a missing link try T.P. #2.

Trial Procedure #2. Usually if you spot a break in thought, it is because the sentence contains a word that refers back to something stated previously on which your "out-of-step sentence" depends such as "this", "that", etc. So return to the previous paragraph and find the referent. Read the final sentence.

Trial Procedure #3. If still there is no continuity of thought, search the preceding paragraph for a "medially located" topic sentence.

Trial Procedure #4. If you still can't find it, suspect that there isn't a topic sentence, and you must make up your own to "get the thoughts marching again."

Steps #3 and #4 are rarely used, but they are helpful to keep in mind.