

Gehlen Catholic School

Study Skills Guide

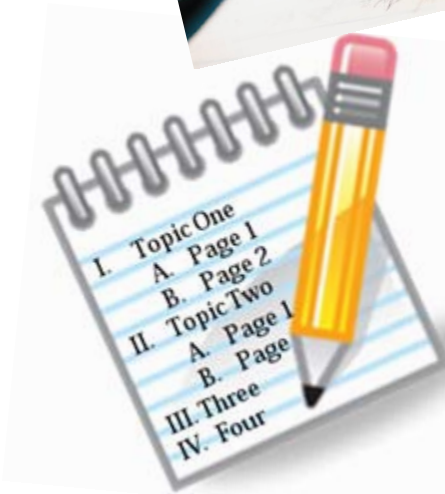


Table of Contents

I.	The Formula for Success	1-2
II.	Success and the Gospel According to St. Mark.....	3
III.	The Difference between a Problem Finder and a Problem Solver.....	4
IV.	Goal Setting Process	5
	a. Goal Setting Chart.....	6
	b. Assessment.....	7
V.	Study Management Schedule.....	8
VI.	Gehlen Catholic Schedule.....	9
VII.	Taking Lecture Notes.....	10
VIII.	Guidelines for Taking Notes from Textbooks	11
	a. Marking Books You Own.....	11
	b. Notes from Texts You do not Own.....	11
IX.	The Cornell System for Taking Notes	12
	a. Preparing the System	12
	b. During the Lecture	12
	c. After the Lecture	12
X.	Study Distractions Analysis.....	13-14
XI.	How to Ace an Exam	15-17
	a. Getting your Head Together	15
	b. Keeping Things Together Right Before Exam	15
	c. During the Exam.....	15
	1. Essay Questions	15-16
	2. Multiple Choice Questions	17
	3. True or False Questions	17
	4. Completion Questions.....	17
XII.	Effective Skill in Reviewing.....	18
	a. Timing of Reviews.....	18
	b. Kinds of Review	18-19
XIII.	What is the Survey Q Three R Method of Study	20-21

The Formula for Success

Throughout the entire history of mankind, it has become apparent that those extraordinary men and women, who are renowned for their accomplishments, all had something in common: A PLAN THAT INCLUDED FIVE MAJOR POINTS. We pass them on to you here. Use them with all your might and you cannot fail. Only one prerequisite is necessary; your goal must be realistically believable.

“Anything the Mind can Conceive, and Believe, Can be Achieved!”

If you intend to succeed at anything in your lifetime, you must have a plan. If you intend to be at the top of your class, get into the school of your choice, win a scholarship or a host of other achievable goals, YOU MUST HAVE A PLAN.

FOLLOWING ARE THE FIVE POINTS OF THE SUCCESS FORMULA

1. Establish a believable goal. Write it down.

(refer to the goal setting process in this manual)

Be specific about the details of your plan and record the date when you intend to accomplish your goal. It is necessary to provide a ‘deadline’ for yourself.

2. Visualize yourself already having accomplished your goal.

(refer to the assessment process in this manual)

We become what we think about. Throughout each day, you must continually take the time to dream. The more you concentrate on what it will be like when your goal is realized, the more the details of your plan will fall into place. To keep this idea alive, we suggest you make a ‘THINGS I MUST DO TODAY’ list every day from now on. Do this either at night before retiring, or the first thing in the morning. After you get in the habit of doing this, you will find that you will accomplish twice as much in the course of your day.

3. Maintain a positive attitude.

(We suggest three methods)

- a. Associate only with those who also are optimists. Rid your environment of those pessimists who constantly say ‘I can’t’, or who tell you ‘you’ll never do it.’ Share your dreams with your positive thinking friends.
- b. Use a concept which many have titled: ‘Autosuggestion.’ It is simply the procedure of repeating a positive statement over and over again. The mind is capable of amazing feats. Somehow it allows us to be what we think about if we continually make a statement. Muhammad Ali transformed himself into the ‘heavyweight champ’ of the world by repeating ‘I AM THE GREATEST.’ Tom Monaghan brought his struggling ‘Domino’s Pizza Company’ to world prominence by saying ‘I AM GOING TO BE THE BEST PIZZA MAKER IN THE WORLD.’ Try it, it works!

- c. Take 15 minutes a day to read some self-improvement book. There are many of them on the market, like ‘The Power of Positive Thinking.’

4. Persevere. Don’t allow yourself to ever give up.

Sure you will encounter problems, but refuse to let them get you down. Have courage to pick yourself up after every set back, re-adjust your plan, and start again. Remember that *there is the equivalent of an equal or greater benefit.*’ If you maintain this attitude you ultimately will succeed. Almost all failures that occur are the result of somebody giving up, or not being adequately prepared for that battle.
‘PERSEVERE.’

5. WORK-WORK-WORK-WORK-WORK

You can’t very well dream up clever ways to make a million, and then work a six hour day implementing your ideas. Nothing is that simple. If you want to succeed, forget about working average hours. There is a price to pay for what ever it is you want. It takes unrelenting effort on your part.

Success and the Gospel According to St. Mark

Everyone who aspires to success has a powerful ally. More than any other teacher who ever lived, Jesus encouraged the ambitions of little people to become great. He admired energy, enthusiasm, and effort. He deplored laziness, indifference, and idleness. In His stories he took energetic business people, hard working farmers, and industrious homemakers as His examples. Far from discouraging this drive for achievement, he counts it as one of our valuable possessions. Anyone who wants to succeed had Christ on his or her side.

The personal message to all of us is that we too can be great. However limited our abilities, however humble our circumstances-we can all succeed. However, please don't think the real essence of success in life is always in worldly possessions. A story is told of a young man who was endowed with great ability, full of ambition. Early in life he made up his mind to climb the ladder of success. His great pursuit and total dedication were to succeed. No sacrifice was too great and no effort was too demanding. He worked long and hard. His diligence paid him many dividends. Recognition came, promotions followed. Rung by rung he climbed the ladder, higher and higher. After years of struggle he finally made it to the top. But when he straightened up and looked around, he discovered his ladder was leaning against the wrong wall. Do not make the same mistake. Climb the ladder if you want, but make sure it is leaning the right way.

Directly from the Gospel: "You know how among the Gentiles those who seem to exercise authority lord it over them; their great ones make their importance felt. It cannot be like that with you. **Anyone among you who aspires to greatness must serve the rest**; whoever wants to rank first among you must serve the needs of all. The Son of Man has not come to be served but to serve-to give his life in ransom for the many."

The Difference between a Problem Finder and a Problem Solver

The Problem Finder

Problem finders are easy to find. They are everywhere. They look like everyone else; however, they are more readily identified by sound. They say such things as, 'somebody should do something about that', or 'the rules are stupid', or 'that teacher is unfair'. The tone of their voice is also denotable. They whine, they cry, they shout, and seldom if ever consider that they possibly could be the cause of the problem. As such, they live with self-sympathy and a vehemently defensive attitude. They are never wrong; consequently, they find it impossible to apologize. They can't wait to spread slander, love to belittle others, and can hardly let an hour go by without complaining about someone or something.

Generally speaking, you can locate them in schools which require little thought, little creativity, little responsibilities, and no leadership ability. Problem finders are negative thinkers and, as such, chronic pessimists. They are depressing to be around and as a result have few friends. Their smiles are few and far between. They can't seem to smell the roses along the way, and simply aren't capable of being happy. They live with selfish motives in a lonely world.

If you know such persons, befriend them, be honest, and be frank. Make them aware of the benefits of change. It can occur. Thank God, it can occur.

The Problem Solver

These persons are ninety times more difficult to find than the Problem Finders, but are still easily recognized by sight and sound. They find smiling come easy and they project an image of self-confidence. Their immediate response to any problem, whether personally involved or not is, 'what can I do to find the solution'.

Problems to them aren't something to simply complain about, procrastinate with or ignore altogether. Problems are challenges, opportunities to prove one's value when solved. Problem Solvers realize that with each solution found they become more valuable leaders, as benefactors and as masters of their own destinies. They are wise enough to know they, too, will make mistakes, but unhesitatingly proceed to make decisions until the correct one is made.

Problem Solvers are positives thinkers, and as such, eternal optimists. They understand the futility of complaints, criticism, slander and living in the past. They also understand the promise for fulfillment which comes with the goal setting, imagination and persistence.

Problem Solvers are leaders and do-ers. They are always active, never bored and forever looking for new horizons. As such, they are respected, admired and capable of greater love as they can see the good in the worst of people.

If you know such persons, stay close, and emulate their actions. You will grow in greatness and never experience the pain of loneliness or poverty.

Goal Setting Process

Before beginning the ‘Goal Setting Process,’ complete your personal assessment of strengths and needs found on page 7 of the manual.

DEFINITIONS

What is a goal ?	It is something that you are working toward for the future.
What is an objective ?	It is something that you set for yourself which will bring you closer to your goal.
What is a strategy ?	It is a way of using resources and overcoming obstacles to fulfill your objectives.
What is an action plan ?	It is putting your strategies to work by planning exactly what you are going to do to reach your objective.

The Process

Step One: *Set your goals*- Write several goals that relate to your high school classes and experiences. Be specific.

Step Two: *State your objectives*- Decide what things you must do first to reach your goal(s).

Step Three: *Plan strategies*- List all the ways you can use to fulfill your objectives. Be sure to make use of resources and watch for obstacles.

Step Four: *Design plan of action*- Choose one or more of your strategies and list all the tasks which you will follow in reaching your objectives.

Step Five: *Evaluate your progress*- Ask yourself, ‘How will I know I have reached my objective’.

CONGRATULATIONS!!

You are ready to work on one objective and come closer to your goal!

Sometimes it is good to write your goal on a small piece of paper and keep it with you at all times, like in a purse or a billfold.

Goal Setting Chart

Goal:

Objectives:

Strategies:

Action Plan:

Evaluation:

Study Management Schedule

This is a method of time management that can be applied to the scheduling and comprehension of homework assignments. It is as simple as eating, and works in the same manner. The body is accustomed to eating according to a schedule so, hungry at this time. The mind operates in a similar fashion. It also must become accustomed to studying at a certain time; therefore, studying must become as routine as eating has become for you already.

The following is a list of steps that can help you in making study a routine:

1. On the next page (which you should photocopy from this manual, one for each week, and hang on your bulletin board) is the weekly schedule. *Use a marker to block out the time you are in class.*
2. Next, *block out any work schedule that you also have.*
3. ****Block out at least eight hours of sleep every evening. ****
4. *For Sunday through Thursday study times, write the word 'Study' into the time blocks provided (You may be specific and write in the actual subject name under study).* Use Friday and Saturday in the same way, if that is common for you. These times should be as close as possible to the same time everyday.
5. *Block out some time on Friday evening for recreation.*
6. *Block out some time on Saturday evening for recreation.*
7. Saturday afternoon and all other time between Sunday and Thursday that is not blocked out should be used for either study or recreation, with the exception of Sunday afternoon, which should be spent in 'catch-up.'

In setting up a schedule of this type, you should never have to cram for an exam. When studying, you should never study the same material for more than one hour increments. Every hour should include a five-minute break. The location of study is as important as the routine. It should be the same environment every night, for that cuts down on distractions. (At any time you may complete the 'Study Distractions Analysis' worksheet found on pages 13 and 14).

****Use back of attached sheet for your sleep hours mentioned in number three. ****

Student Study Schedule

Week of _____

Gehlen Catholic High School Schedule	Time	Monday	Tuesday	Wednesday	Thursday	Friday	Time	Saturday	Sunday
Home	7:00 – 7:30 AM								
Period 0	7:30 – 8:15								
Period 1	8:30 – 9:17								
Period 2	9:21 – 10:05						9:00 – 10:00 AM		
Period 3	10:09 – 10:53						10:00 – 11:00		
Period 4	10:57 – 11:41						11:00 – 12:00		
Period 5/Lunch	11:45 – 12:56						12:00 – 1:00 PM		
Period 6	1:00 – 1:44 PM						1:00 – 2:00		
Period 7	1:48 – 2:32						2:00 – 3:00		
Period 8	2:36 – 3:20						3:00 – 4:00		
	4:00 – 5:00						4:00 – 5:00		
	5:00 – 6:00						5:00 – 6:00		
	6:00 – 7:00						6:00 – 7:00		
	7:00 – 8:00						7:00 – 8:00		
	8:00 – 9:00						8:00 – 9:00		
	9:00 – 10:00						9:00 – 10:00		
	10:00 – 11:00						10:00 – 11:00		

Taking Lecture Notes

1. There are many reasons for taking lecture notes.
 - a. Making yourself take notes forces you to listen carefully and tests your understanding of the material.
 - b. When you are reviewing, notes provide a gauge to what is important in the text.
 - c. Personal notes are usually easier to remember than the text.
 - d. The writing down of important points helps you to remember them even before you have studied the material formally.
2. Instructors usually give clues to what is important to take down. Some of the more common clues are:
 - a. Material written on the board.
 - b. Repetition.
 - c. Emphasis.
 1. Can be judged by tone of voice and gestures.
 2. Can be judged by amount of time instructor spends on point and number of examples he/she uses.
 - d. Word signals (e.g., 'There are *two points of view on...*', 'The *third* reason is...', '*In conclusion...*')
 - e. Summaries given at the end of class.
 - f. Reviews given at beginning of class.
3. Each student should develop his/her own method of taking notes, but most students find the following suggestions helpful:
 - a. Make your notes brief.
 1. Never use a sentence where you can use a phrase. Never use a phrase where you can use a word.
 2. Use abbreviations and symbols.
 - b. Put most notes in your own words. However, the following should be noted exactly.
 1. Formulas.
 2. Definitions.
 3. Specific Facts.
 - c. If you use Cornell System for Note-taking, please refer to page 12.
 - d. If you use outline form and/or numbering system, indentation helps you distinguish major from minor points.
 - e. If you miss a statement, write key words. Skip a few spaces, and get the information later.
 - f. Don't try to use every space on the page. Leave room for coordinating your notes with the text after the lecture. (You may want to list key terms in the margin or to make a summary of the contents of the page).
 - g. Date your notes. Perhaps the pages.

Guidelines for Taking Notes from Textbooks

At Gehlen Catholic High School all textbooks are owned by the school and you *may not* mark in them in any way. Sometimes we do have consumable workbooks and materials that you may be allowed to mark. Generally, you own these materials and may do with them what you wish.

If you do own a book or workbook and wish to mark in them for your own reference, the following information might help you.

Guidelines for Marking a Workbook or a Textbook that You Own

1. Finish reading the section or paragraph before marking. This way you do not grab at everything that looks important at first glance.
2. Be selective. Too many markings are hard to follow and tend to overload your memory.
3. Your own words. Margin jottings should represent your own markings,
4. Be swift. Read, go back for a mini-overview, and then make your markings.
5. Be neat. It will save you time and avoid confusion.
6. Be systematic. Use symbols rather than a highlighter. Underlines, circles, brackets, asterisks, boxes, and arrows are some of the symbols you might use.
7. Use the top and bottom margins of a page to record any ideas of your own.
8. If you disagree or question a passage, mark it so.
9. Important ideas and supporting materials can be summarized by a word or phrase in the side margins.
10. Remember that you have to understand what you have read to mark a passage effectively.

Guidelines for Taking Notes from Textbooks You Do Not Own

The following system should be used as the alternative to marking a textbook.

1. Use the 'Cornell Note taking System' as a format. The full explanation of the system is on page 12.
2. Finish reading a section of paragraph before taking notes.
3. Be selective. Pick out the essentials and write them concisely.
4. Use your own words. DO NOT simply transfer the words from your textbook to your notebook. That is a waste of your time.
5. Write full sentences rather than outline so you get the entire thought.
6. Be swift. Read, go back for a mini-overview, recite the author's idea and write it. Then go on to the next portion.
7. Use your notes to study from following the Cornell System.

The Cornell System for Taking Notes

Here is a method of taking notes that can be applied to almost any lecture situation or for taking notes from a textbook. It is simple and efficient and is designed to save time and effort.

The First Step: Preparing the System

1. Use a large, loose leaf notebook.
2. Take notes on one side of the page only.
3. Draw a vertical line about 2 ½ inches from the left edge of the page. This is your 'recall column'.
4. Before each lecture look over yesterday's notes.

The Second Step: During the Lecture

1. Record your notes in the space to the right of the recall column.
2. Capture general ideas, getting names and dates from your textbook.
3. It is not necessary to make elaborate outlines.
4. Skip a line to show the end of one idea and the start of another. Indicate sub-ideas and supporting details with numbers or letters under the main idea.
5. Use abbreviations, but avoid using unfamiliar ones or too many.
6. Write legibly. It allows you to concentrate on ideas and facts and saves re-writing.

The Third Step: After the Lecture

1. Reduce your notes during your first free time after class.
 - a. Read through your notes.
 - b. Make them more legible.
 - c. Fill in blank spaces.
 - d. Gain an overview of the lecture.
 - e. Underline or box in words containing main ideas.
2. Jot in key words and phrases in your recall column which will stand as cues for the information on the right.
 - a. Re-read the lecturer's ideas.
 - b. Re-think them into your own words.
 - c. Think of a summarizing word or phrase.
3. Cover the right side of the sheet. Exposing only the recall column.
4. Recite the facts and ideas as fully as you can.
5. Uncover the notes and verify what you have recited.
6. *Review* all of your notes on a weekly basis. Daily if time allows.

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 distractions. External distractions are those that originate outside the body. Telephone calls, visitors, and noises are examples. Concentration may be difficult when there are distractions in the place where you study.

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

Place (A) _____

Place (B) _____

Place (C) _____

Now circle 'True' or 'False,' to each of the 15 statements below as they apply to each of the places you listed above.

	<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 the 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. My breaks tend to be too long when I study here.	T F	T F	T F
8. I usually don't study here at a regular time each week.	T F	T F	T F
9. I tend to start conversations with people when I study here.	T F	T F	T F
10. I spend time on the phone here that I should be using to study.	T F	T F	T F
11. There are many things here that don't have anything to do with study or schoolwork.	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 often am distracted by certain people watching.	T F	T F	T F
15. I don't enjoy studying here.	T F	T F	T F

Now 'total' the circles in each column. The column which has the most 'false' circles may be the least distracting place for you to study. Try to plan your day so that you do as much of your work there as you can.

TOTALS

How to Ace an Exam

- I. Get your head together early
 - A. Set up a proper study place – good light, good tools.
 - B. Set up a schedule.
 1. TIME for STUDYING – LEARN new material.
 - a) Do difficult subjects first.
 - b) Alternate study, rest, food, fun.
 - c) Use your tools – note, indexes, dictionaries.
 2. TIME for REVIEW – RETAIN what you have studied.
 - a) Review AS SOON AS POSSIBLE after class.
 - b) Review systematically.
 - (1) Schedule review TWO WEEKS before exam.
 - (2) Use your notes.
 - (3) Go from main idea to main idea.
 - (4) Look up difficult points ONLY in text.
 - (5) Summarize your notes.
 - (6) Predict exam questions.
 - (7) Join a group – teach each other.
 - C. TAKE NOTES in class – be DISCIPLINED.
 - D. RE-MAKE NOTES AFTER CLASS
 1. Clarify hazy points
 2. Organize under main points.
- II. Keep your head together before the exam
 - A. Review no more than three hours the day before.
 - B. Eat and sleep well.
 - C. Get up early, shower, eat properly, regular routine.
 - D. STAY CALM.
 - E. Gather everything you need.
 - F. Arrive early.
 - G. Make yourself comfortable.
- III. Keep your head together during the exam.
 - A. LISTEN to instructions.
 - B. Set your PACE carefully.
 1. Skim the entire test.
 2. Organize your thoughts.
 3. Budget your time for each question.
 4. Answer easy questions first.
 5. Think about one question at a time.
 - C. Essay questions test your ability to *interpret*, *organize*, and *express*.
 1. Pay strict attention to KEY WORDS.
 - a) *Compare*: Look for qualities or characteristics that resemble each other. Emphasize similarities among them, but in some cases also mention differences.
 - b) *Contrast*: Stress the dissimilarities, differences, or unlikeness of things, qualities, events, or problems.

- c) *Criticize*: Express your judgment about the merit or truth of the factors or view mentioned. Give the results of your analysis of these factors, discussing their limitations and good points.
 - d) *Define*: Give the concise, clear, and authoritative meanings. Don't give details, but make sure to give the limits of the definition.
 - e) *Describe*: Recount, characterize, sketch, or relate in sequence or story form.
 - f) *Diagram*: Give a drawing chart, plan, or graphic answer. Usually you should label a diagram. In some cases, add a brief explanation or description.
 - g) *Discuss*: Examine, analyze carefully, and give reasons pro and con. Be complete and give details.
 - h) *Enumerate*: Write in list or outline form, giving points concisely one by one.
 - i) *Evaluate*: Make a value judgment – this is good; this is bad; or something in between.' – based on some norm.
 - j) *Explain*: Clarify, interpret, and spell out the material you present. Give reasons for differences of opinion or of results, and try to analyze causes.
 - k) *Illustrate*: Use a figure, picture, diagram, or concrete example to explain or clarify a problem.
 - l) *Interpret*: Translate, give examples of, solve, or comment on, a subject, usually giving your judgment about it.
 - m) *Justify*: Prove or give reasons for decisions or conclusions, taking pains to be convincing.
 - n) *List*: As in 'enumerate' write an itemized series of concise statements.
 - o) *Outline*: Organize a description under main points and subordinate points, omitting minor details and stressing the arrangement of classification of things.
 - p) *Prove*: Establish that something is true by citing factual evidence or giving clear logical reasons.
 - q) *Relate*: Show how things are related to, or connected with, each other or how one causes another, correlates with another or like another.
 - r) *Review*: Examine a subject critically, analyzing and commenting on the important statements to be made about it.
 - s) *State*: Present the main points in brief, clear sequence, usually omitting details, illustrations or examples.
 - t) *Summarize*: Give the main points or facts in condensed form. Like the summary of the chapter, omitting details, and illustrations.
 - u) *Trace*: In narrative form describe progress development, or historical events from some point of origin.
2. Jot down the main points on scrap paper or in the margins.

3. Put the main points in focus.
 4. Write a single sentence summarizing your main points.
 5. Give details to support your main points.
 6. Write legibly.
 7. Be concise.
 8. Leave space for afterthoughts.
- D. Multiple choice questions test your ability to recognize details, your judgment in making choices.
1. Watch for key words.
 2. Do easy questions first.
 3. If in doubt, guess.
 4. Cross out wrong answers, think about what is left.
 5. Pick the answer that is more nearly true than the other – relative, not absolute truth.
- E. True/False
1. Be careful to determine whether or not the statement is ALWAYS true, if the statement is not always true, then it is false. Again, watch for key words: some, all, any, most; always, usually, sometimes, never; great, much, little, no; more, equal, less; good, bad; is, is not.
- F. Completion
1. Usually calls for a very specific answer, a technical term, or key word in some main idea or important idea.
- G. Remember to answer questions IN THE CONTEXT OF THE COURSE. All your answers are related to a given context.
- H. Leave some time for a final re-reading for foolish mistakes, afterthoughts. If in doubt about an answer, don't change it. Research shows a first guess, if based on careful reading, is best.

Effective Skill in Reviewing

Knowing that an examination will come sometime after you have read a lesson, a student wants to set up a review schedule which, with the least effort, will place you at the peak of efficiency for the examination. Research studies indicate not only the best timing for these reviews, but also something as to the most effective types of review.

TIMING OF REVIEWS

Since forgetting takes place so rapidly after learning, it is evident that some review should come early, when review will be easy and most effective. Last minute careful 'cramming' also has the value of returning memory to something of its original freshness just before the examination. Research studies show that both of these timings are more effective than review in between. The student's problem is to distribute his/her review times so that no single review takes much time and so that studying before an examination does not become a hectic and fatiguing effort.

Certain principles are also of value in determining the distribution of review time as the student approaches an examination. The very size of the task of reviewing for a mid-term or final exam tends to lead to procrastination. The lengthy cramming session which too often occurs just before the exam greatly fatigues the student so he/she cannot be as alert the next day on the test. And during a given study period there is a tendency to get the next day's lesson before starting to review; then there is rarely time for review.

The following principles have been found to help with these difficulties.

1. Several review times should be scheduled, rather than one lengthy session.
2. All review time should be scheduled separately from study time.
3. A definite segment of the material should be assigned to each review time.
4. A student probably should not review for more than an hour or two the night before an examination.

Before immediate review and review just before the exam, there is need for some informal intermediate review to keep the material fresh in memory. Because, as indicated in many research studies, memories tend to become reorganized in a dynamic way with the passage of time, such intermediate review tends to keep ideas in line with the actual facts read. An occasional looking over of one's notes, with re-reading on obscure points, will do much to reduce forgetting and will tie in previous material with what is then being studied.

KINDS OF REVIEW

Just as there are most efficient methods for studying a lesson for the first time, there are most efficient methods of review. Furthermore, it has been found that the closeness of the review to the original time of study determines which method of review will be most effective. In the 'Survey Q3R Method' it was shown that an immediate self-reciting was

much more efficient than re-reading; on the other hand, if review does not occur for some time after reading, so much may be forgotten that self-recitation cannot be fully effective. This was demonstrated in an experiment in which large equated groups read a selection and were tested on it 42 days later; in the meantime, the various groups used different methods of review spaced at different intervals. The results showed that recitation is more efficient than re-reading as a method of review soon after studying the lesson, but some two or more weeks later, re-reading is more efficient.

An effective, well-organized approach to the material is more effective than a passive approach, both in reading and in review. When you review your material:

1. Try to predict questions you might be asked on exams. It is most helpful to try to construct both essay and objective questions. Write out your questions and outline the answer.
2. Use the topic headings in your lecture notes or text to build questions; i.e.; if the heading is 'The Road to Depression,' turn this into a question, e.g., 'What were the conditions which led to the depression of the 1930's?'
3. In reviewing, read over the topic headings, turn them into questions and try to recall the answers. If you can recall the answer, immediately skip to the next heading. In other words, re-read only those sections you have trouble recalling.
4. If you have reviewed systematically each week by running through questions you have written down from the lecture notes and text, you'll have greater confidence in your ability to pass any exam given on the material. Instead of feeling 'I've no idea what the teacher will ask,' you are more likely to feel, 'these 20 points are sure to be on the exam.'

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 a 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 some 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 to survey the whole assignment, to find out what it is about as a whole. Look for summaries.

Question: Ask yourself questions based on the text, using boldface headings, such as in Geography, 'Capitol Cities,' and turning them into active, questioning sentences, such as, 'What are the Capitol Cities of the European Countries?'

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 taken, and ask yourself the questions 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 from forgetting the material. Your understanding of it will also be increased 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: Because these are highlighted they are considered important by the author. You should consider them just as important. 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. Question yourself from the chapter summary also.

Is the SURVEY Q THREE R method an easy way to study? **No, it is not!** It is an easy technique to understand and to memorize, but it will call for *deliberate effort* on your part to practice these techniques regularly. It will not be easy to learn to apply it, because your old more passive habits of reading will interfere with the active effort to study at first. But you can learn to apply the SURVEY Q THREE R method successfully, and you will find it rewarding.