

Summary of what education is needed for a successful life. (Gathering riches along the way) Writing, Speaking, some human psychology, a knowledge about how the mechanical world works, decision making and thinking logically.

Major Points -

- * Money management - budgeting, checkbook keeping, credit management, shopping skills, saving for items, for future/ power of compounding, credit card traps, investing
- * Time management - being on time, how to budget it, wise use of
- * How to study and how to take an exam - techniques for success in school. Lay out what I know on the topic and research for more
- * Decision making - how to lay out the costs vs the benefits, and how to avoid “hip shooting” / (Making decisions under pressure)
- * Goal Setting - how to set major goals, then break down into achievable subgoals, how to go about achieving them
- * Communications skills - writing effectively, speaking confidently in public, word processing, both copying and composing, computers, speed reading, - the value in every aspect of life
- * Who you are - choosing the level of friends, activities, work, etc., to meet your goals
- * Seeing through advertising claims -
- * How to research most anything - (how to frame questions, how to find information, how to evaluate info, how to communicate the findings to others)
- * Understanding cause and effect -
- * How things work - levers, clamps, wires, circuits, knots, electricity (volts/ amps) Corrosion control, lubrication, hydraulics (pressure and level), Control (feedback) systems,
- * Use of subconscious mind, creative visualization, affirmations
- * Defining your own success

POSSIBLE DISCUSSIONS --

What do you think others want for you?

What can “we” supply to you?

What can you supply to yourselves?

What skills and attributes do you want to gain/ develop?

What would constitute a “disaster” to your future/ plans?

Ron Miller

MY METHOD FOR EFFICIENT STUDY

Background: For my first two years of Jr. college, I worked full 8 hour shifts (40 hour weeks) at the local plywood mill, and took from 18 to 21 hours of course work. With class time, travel time, sleeping and eating time, and chasing girls time, I had little time for study. The question was -- how to maximize every available second. Later, for my final two years at Oregon State College, I worked at least 4 hours per day at the dairy barn, and had many more time-consuming "labs," ROTC drills and Naval Reserve Drills. (Yes, I was in Army ROTC and Navy Reserve at the same time and had two uniforms.)

1) THE 3 X 5 CARDS METHOD. Many of my classes were "naturals" for carefully printing the information that HAD to be learned. In Geology it was the names of minerals, geologic periods, etc.. In Zoology it was the scientific names of the critters. In English Literature it was entire sections of quotations such as "The Wife of Bath" from Chaucer's Canterbury Tales. The cards were kept at hand at ALL times and studied when driving, when eating, when taking breaks at work, etc. Sometimes I could even sneak peeks at them while at work. The technique is to study the material briefly, then look away and give yourself a quiz. Back and forth until you know it cold. Believe it or not, I still remember some of this material clearly, and would be happy to challenge my knowledge against anyone from the class who "studied" in the traditional manner.

2) THE "FIRST SENTENCE" METHOD. It is a fact that most of the "vital" information in any writing will be found in the first sentence of every paragraph. And, frequently, there will be a brief summary of the info at the end of the chapter. I made sure to study those sentences and any underlined material in the assigned material. This is also an efficient review procedure in preparation for a test.

How did it all work? Well, I got all As and Bs, which was good enough for me, since I was also working full time.

Perhaps the greatest test of my methods was the following. Upon transfer to OSC, I found that I had an unresolvable conflict between two "required" courses. After agonizing over it, I went to the Soils professor (Prof Ruzek) and asked if I could take Soils II in the Spring Semester (2nd half of that year), then take Soils I the Fall Semester of the next year. He looked at me over his glasses, while he stroked his white beard, and said: "Son, I've been here 100 years and nobody ever asked to take Soils II before Soils I." "But, I'll allow it IF you can take and pass the final exam for Soils I at the end of this semester." Wow! That meant that, in addition to my own full load, I had to study a textbook in preparation for a final exam WITHOUT benefit of attendance at a single class.

I DID IT!!

**** METHODS FOR EFFICIENT STUDY **** (from my old Educational Psych book)

The following was written primarily for teachers. It elaborates principles which the teacher should know when he contemplates teaching others. But they apply to the student as well. SO, HERE ARE THE MORE IMPORTANT RULES WHICH MIGHT BE USED BY THE INDIVIDUAL STUDENT TO FACILITATE HIS OWN STUDY.

1) SECURE MOTIVATION. Whenever possible, set a definite goal for the period of study. Describe the goal so that you can tell when you have reached it.

2) SEEK OUT MEANING. Look over the task quickly at first to see the general arrangement and to see if there are any large general principles. Then study with the general plan in mind. Later on, make an intensive study, being careful to relate the details to the general plan whenever possible.

3) OR CREATE MEANING. If the material to be learned has no apparent pattern or organization, it may pay you to give it an arbitrary pattern or structure by the use of some simple mnemonic device. (C,H,O,P,K,N,S,Ca,Fe,Mg,B,M,Cu,Zn,Mo)

4) ARRANGE FOR ACTIVITY. After some initial acquaintance with the material, try to study it actively. Do something with it. Reorganize it. Relate it to similar material. Invent questions about it. Explain it to someone else. Test yourself by trying to recall what you have studied. Have someone else quiz you. Anything is better than nothing. The things you "do about" the material should fit in with your purpose for study. Use it to answer imaginary examination questions if that is your immediate need, or to quote at a party if that is what you have in mind, or to incorporate into a paper.

5) PROCEED TO TRIAL AND ERROR STATE WITHOUT TOO MUCH DELAY. Do not wait too long before starting to "do something" about the material or task. Spend some time in reading it over and familiarize yourself with it. Then plunge in. If you are learning dancing, get up on the floor and try to dance. If you are learning mathematics, start doing the exercises even though you don't understand everything the text says. Understanding often follows manipulation. In writing an English exercise, do not wait for the muse to visit you with a perfect theme. Start to write. At first you will write rubbish, but it may get you into the swing of writing, and anyway you may be able to salvage something from it when you correct it later on, as, of course, you must. People who insist on a perfectly complete understanding of the underlying reason before they make a single move often fail to make that first move.

6) HANDLE DISTRACTIONS SYSTEMATICALLY.

Do not use up too much time or energy in trying to rule out distractions by sheer will power. Physical distractions may often be avoided altogether. Try to find a place where you do not hear other conversations, speeches, or plays from the radio. Casual music probably will not bother you a great deal. Neither should meaningless noise unless it is too intense or unpleasant. Many people lose more time, perhaps, through the intrusion of their own irrelevant ideas than from outside physical distractions. One system for dealing with it is to jot down the irrelevant idea in a "commonplace book" kept on the desk. Another is to use 3x5 cards. In any case, get it out of your mind.

7) SUMMARY.

To increase the efficiency of study, the student should utilize and create motivation. He should seek out the meaning of the material or create artificial meaning. He should arrange for some activity and after a few trials should force himself to adopt trial-and-error techniques. Distractions, mental and physical, should be met by some systematic method. The student should not try to overcome them by sheer will power alone.

FROM MARY ALYCE JULY 16, 1998

- A) Do assignments DAILY and attend class every day, paying attention, participating, and taking notes. (This is another area for discussion about best methods)
 - B) Gear the amount of review to significance of the test - a unit, 9 weeks or comprehensive semester exam.
 - C) Depending on the subject matter, discover how you learn best - by outlining (writing), re-reading, questioning another person, etc.
 - D) Organize the semester as to WHEN tests, papers, etc. are due in all classes. That way there would be no surprises when due dates come up and less cramming for exams.
- ** MA says "If you can get these principles across to these girls, you will have accomplished a miracle. You will also help them to be miles ahead of the other students."

FROM MARY ALYCE AUGUST 1, 1998 (a procedure recommended by Chet)

This is the SQ3R method.

S=Scan -- Look over the assignment noting major points

Q=Question -- Think up questions about the material to clarify points and/or that a teacher might formulate.

3R=Read, Review, Repeat --

Read the material

Review the same material later on

Repeat the review even later

This procedure needs to be adapted to a person's own needs, the material, and the person's ways of learning. We all learn differently, they say, and it is important to discover our own best methods.

**** SUCCESSFUL TEST TAKING ****

General Notes:

A) The value of speedy reading and accurate comprehension is never greater than when taking a test. This is particularly true in a “timed” test where the time allowed for the test is limited. This is also called a “speed” test. When time is unlimited, it is called a “power” test.

B) Before the test, find out how it will be graded. Usually, tests are graded by the number of questions answered correctly, without differentiating between incorrect and unanswered questions. If a different scheme is used, the techniques offered below may need to be altered accordingly.

C) Do a bit of research on the teacher giving the test. Try to find out what sort of test to expect.

D) By using the following techniques you will maximize your test scores. It must be emphasized that in most cases the better you know the material, the better your test score will be.

E) Immediately before test time, do a quick review of the material. If there are items you find difficult to remember, concentrate on them just before entering the room. Stay focused, do not let anyone divert you.

F) As soon as you are allowed to start work, in the test margin or on scratch paper, jot down the formulas, facts, etc., that you memorized just prior to entering.

G) Look the test over quickly. Get a “feel” for it.

FOR “SHORT-ANSWER” TESTS (True/False, multiple choice, etc.)

Difficult for a teacher to develop, but easy to grade. They allow for more complete sampling of student knowledge - more questions. Offers no advantage to the “bluffer.” Will be made up of “factual nuggets” which are relatively easy for the student to identify and study for. On the negative side, these tests provide no measure of the student’s ability to organize ideas. Answers that include the words “never” or “always” are usually incorrect. Many times answers in a “True/False” test are not totally either one. Don’t agonize over it, just choose the answer that is “more nearly” T or F. An advantage to the test taker is that frequently a question will jog your memory toward the answer to another question.

- 1) Read the questions in order. ** Be sure that you understand the question. Push yourself to work quickly, but accurately. Get with it!
- 2) Answer the questions, the answers to which, you KNOW immediately. DO NOT STOP TO AGONIZE OVER AN ANSWER!!!
- 3) At each question that you are not sure about, mark it with a code (your own) that puts it into one of four categories. A) Don't know AT ALL. B) Might know. C) Pretty sure, but not positive. D) Possibly a "trick" question.
- 4) During the test, if you find the answer to a previous question, mark it with a prominent symbol so you can locate it again quickly. Do not stop.
- 5) When you reach the end of the test, check the clock to see how much time you have left so you can decide how to proceed. In every test, even those that you are not expected to be able to finish, it is VITAL that you answer all the questions you are sure about, and as many of the rest as you possibly can.
- 6) If you have unlimited time, go back to the beginning and answer the questions that you marked previously as. C) "Pretty sure, but not positive." You will be surprised to find that you now know most of them. If multiple choice, eliminate the least likely choices, then if you still are not sure, go with your first impression of the two or three remaining choices. DO NOT AGONIZE over it. That wastes time AND produces a very high percentage of wrong answers.

Next, do all the questions in the B) "Might know" category. Several of the answers will have come to you during the test taking. Again, go with your first impression.

And, last, do all the A) "Don't know AT ALL" questions and D) Possibly a "trick" question. TAKE YOUR BEST GUESS, but DO NOT leave them blank. In the margin of the answer sheet by the "D)" questions jot down "trick?"
- 7)) If you have LIMITED time, go back to the beginning and do a "first impression" on the questions that you marked previously as. C) "Pretty sure, but not positive." and in the B) "Might know" category. Then take a guess at the A) "Don't know AT ALL" questions and D) Possibly a "trick" question. Watch the clock and be sure that you DO NOT LEAVE ANY QUESTION BLANK.
- 8) After the test, discuss as many of the "D)" category questions as you can remember with other test-takers. If you find that the question was not clear, jot a note to the teacher with your reasons for thinking so. A reasonable teacher will throw the question out.

ESSAY (LONG ANSWER) TESTS

Are easy for a teacher to develop, but difficult to grade. They are almost totally subjective in grading. No two people would grade alike, and the teacher's state of mind at the moment also has a bearing. They are subject to the "halo" effect where a favored student or a particularly neat or nicely written paper will be awarded a higher mark. In fact, the final score will depend not so much on what has been written as on who has read the paper. They offer a definite advantage to the "bluffer."

Before the test, find out if the teacher expects complete sentences or if short, terse statements are acceptable. In other words -- is it a composition test as well?

- 1) Read quickly through the entire test to assess such things as: how many questions are there, which questions are a "cinch" for me, and which ones are more difficult, which questions contain information that will help answer another question, etc.
- 2) Go to the question that you consider #1 easiest for you and make a brief outline of your answer.
- 3) Go to the #2 easiest question and outline it's answer.
- 4) Go back to the #1 easiest question and write out your answer.
- 5) Go to the #3 easiest question and outline it.
- 6) Go to the #2 easiest question and write out your answer.
- 7) Go to the #4 easiest question and outline it.
- 8) Go back to the #3 easiest question and write your answer. etc., etc.,
- 9) Quickly review the outlines to see if there are any additional points that now come to mind that can be used in one (or more) answers.
- 10) Write out the answer to the #4 easiest question.
- 11) If you are running out of time, be sure that you leave at least a skeletal outline for every question that you can. Many times a teacher will give you at least partial credit for the answer if the elements are there. Remember - it's the elements and their organization that are more important than the actual writing. But, be sure to verify this before the test.

PREPARATION FOR TAKING TESTS

- First sentence in each paragraph
- 3x5 cards
- Highlighting