

Oregon Daily EMERALD

How to Make an A

You Can Be a Phi Beta--Here's How

How do you get an A out of a course?

To get the answer to that question you should ask the persons who know how to get A's. So, three different types of students were asked:

The student who gets almost straight A's, but hasn't done a great deal other than study.

The student who gets almost straight A's, but who has an activity record a mile long.

The student who gets occasional A's.

The boy who studies like mad (he's a graduate with a 3.7) has a formula that takes into account the practical fact that to get an A in a course you study to get an A in a test; and to do that, you've got to know your material and be able to organize it.

He reads the material the course covers once, "just for kicks." Near test time, he goes over the material again, underlining and taking notes. Immediately before the test, he studies the material, going over the underlined parts, his reading notes, and his lecture notes.

While studying he has in mind two or three questions for the section he is reading. Then he tries in his reading to find the answers.

"If you can answer your own questions," the Phi Beta Kappa explained, "then you'll have an easier time of it during the test. The information you've learned

A Series on A's

We aren't setting up an A as the ultimate goal of collegiate work. Nor are we supporting or opposing the grading system as it now stands.

We are simply reporting the best ways to get an A as told by the people who should know.

Associate Editor Don Smith has approached the question from three angles—student, psychological view, and faculty. The first of these is covered today; the other two will follow.

Smith will conclude the series of three articles with editorial comment.

will just fall into place, and you can answer the questions without having to think."

Well, that's one way to get an A. Now, how does a student who gets mostly B's or C's get an A? A senior in liberal arts with a 10 psych decile and a 2.8 GPA has this to say:

"It's a matter of interest, class attendance, and luck, plus, of course, the ability to get an A."

He studies the same for his C courses as for his A courses.

"It's simply that I attend most of the classes of a professor who's intelligent and interesting," he pointed out. "If a professor isn't good, then why should I go to his classes?"

"If you go to class, listen and

take a few notes, read the assignments, and show up for the tests, you're bound to get an A in spite of yourself," is his caustic remark about the A's he's received.

And how many times does he read the material before a test? "Once, usually, the night before."

That his "formula," or lack of it, works, is attested by the fact that he made honor roll last spring term, and "still had a good time."

Now, what does the activity girl with a practically perfect GPA think is the way to get A's?

"Try to understand what the professor considers important," this senior suggests. "Try to keep up in the course, so you won't have all the work to do the last week."

Good reviewing, good class notes, regular attendance help her get an A in whatever course she's taking.

"It's not the amount of time, it is how you spend the time," she believes about studying. "When you study, study."

She selects her courses and her professors as much as possible with an eye to how interesting and how worthwhile they are.

This woman, whose brilliant scholastic record is matched by the brilliancy of her activity record, manages to do her work (study or activity) well, and still gets about 8 hours sleep a night.

Her study habits, she admits, were good when she was an underclassman, but she warns that she "wouldn't recommend anyone following the study habits I have now."

The Second Cup

Remembering the Marine Corps birthday—November 10—a word on bravery:

How sleep the brave, who sink to rest, by all their country's wishes blest! **Anonymous.**

True bravery is shown by performing without witness what one might be capable of doing before all the world. **La Rochefoucauld.**

Get off My Back, Dissenter

The living-in plan needs broad shoulders indeed.

Since it moved into action this fall, the plan has taken the blame for every major and every minor disturbance on the campus.

A pair of unhappy freshman football players left the University. Some of the students and a handful of alumni shouted "deferred living is ruining our athletic program."

Bonfire watchers tore up Howe Field, Hallowe'en hoodlums ripped through the campus, and at least six freshmen men were involved in a robbery. The logical explanation: Why, if those men had been living in fraternities, this never would have happened.

Liquor commission inspectors cracked down on Taylor's and the College Side Inn. One of the proprietors said Oregon students had never before acted up as they have this year.

He of course blamed it on deferred living, this time coupled with the international situation.

Early in the fall, owners of restaurants and coffee shops bordering the campus were asked if business had fallen off with the opening of the Student Union. Yes, they answered, and some even tossed their lack of business to the living-in plan.

How ridiculous can we be! This plan is no causer of all evils, and you who are honest don't say it is.

Only the dissenter has decided to defeat the plan at any price. He gladly takes up the sword against it, whether or not his case at point is just.

Best we stop loading the shoulders of deferred living with our own weaknesses.

A Letter from Red China

The following paragraphs are from a letter which was received by H. E. Dean, assistant professor of political science from a Chinese student who was a research fellow in the University of Oregon last year. The letter was dated Oct. 28, from Amoy, China, and signed by Fa-Si Li, who worked under Dr. Dean is earning his Master of Arts from Oregon. He started this year at California Tech before returning to Amoy, his home.

"My Dear Dr. Dean,

Thank God that I have finally come to my country, to live with my wife and children, and to have the opportunity to live in a new society of a new system, which you and I had never experienced before.

"Things are not so drastic as people in America imagine; on the contrary. They are even mild, reasonable, realistic and humane.

"I met quite a number of my countrymen, including officers, asking about the situation in America. In their talk, their friendly attitude toward American common people is fully and frequently demonstrated. This might be a very good news to you.

"I am now teaching in the University of Amoy."

Does that seem surprising that the Chinese could actually like their communist government?

It does not seem at all surprising, if we just stop and think. One of our early fallacies, which hounded us until it was too late—until China was lost to the cause of democracy—was that we could model China in our own image. America's image reflects wealth and plenty; China's is filled with famine, floods, and mountains of dead. Does it seem less surprising?—S.F.

THE DAILY 'E'...

to Superintendent I. I. Wright and the physical plant crew for beginning to dress-up the grounds around the Student Union.

THE OREGON LEMON...

to those students who have missed their last chance to purchase an Oregon and who will fret that they didn't get one when publication date comes next spring.

Letters

The Campus Answers

(We have chosen not to comment directly on letters to the editor this year, hoping to keep this column strictly answers from the campus.)

However, before printing the following, we must ask Mr. Norris for a fact or two. He has expressed his opinion, but it means little when left standing without a factual foundation. Ed Note.)

Emerald Editor:

An Oregon U. sore spot that needs treatment was lightly touched by your Nov. 9 editorial on "An Oregon Undercurrent," and "What's Under It?"

Excuses and denials abound for the charge of "Country Club," but there's fire under that smoke, and even state boards and loyal alumni shouldn't be allowed to prevent some needed firefighting. For the smoke doesn't smell good to guys who are going out soon to make an impression on this big, cold, realistic world.

I've heard whispers that U.O. sheepskins just don't carry the weight of those from such schools as Reed College, or from our neighboring California and Washington universities. Or most any major eastern college, or Wyoming U.,—but why go on? The list might be long and somewhat painful.

The causes of this don't all lie with the students, either, though it's probably true that some of us were never cut out for college, and are better suited to wear khakis than cashmeres, what with the draft and all, you know.

But there are pros here that just don't hack it, and a few departments and curricula that should have their medieval lines revamped. All of these fester that darn sore spot.

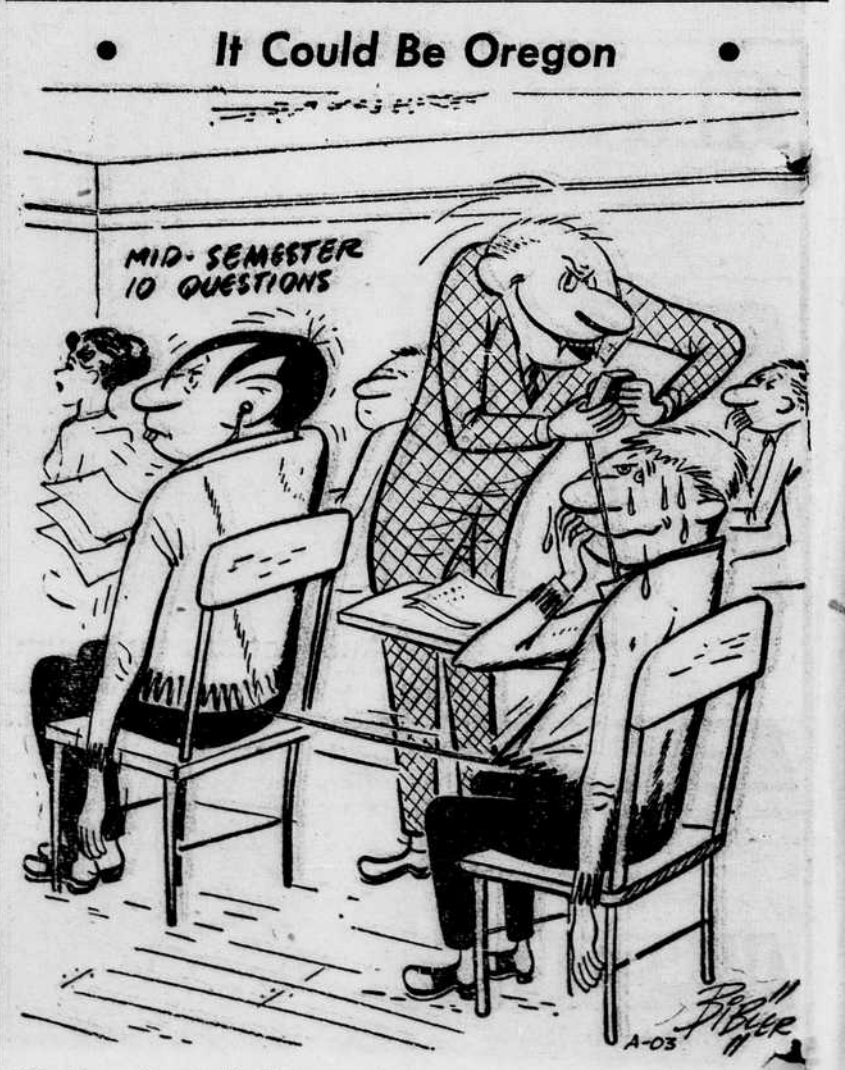
Seems that some of these problems could and should be attacked. And it isn't too illogical to suppose that students are the ones to do it, since after all students do have some interest in

the place.

But this would be for the good of all, and who'd care to fool with it? Serious old matters like academics interfere dreadfully with "going to college." And the opposing camps and circles aren't concerned, don't exist for this general interest stuff.

Too much to do in controlling "politics," keeping in the swim, and creating and defining class distinctions to achieve, or even want, campus unity in this, or anything else.

Paul A. Norris
874 East 13th St.



"And now for a slight pause for station identification—This is Professor S N A R F—"