

# To Remember Hard Assignments, Use The 3-Times Over System

By LESLIE J. NASON, Ed.D., with HARRY KARNS

Much of the knowledge you are expected to absorb must be obtained through reading.

But here's a very sad fact. Most of what nearly everybody reads evaporates quickly from his memory.

In today's class, we are going to give you a plan which will help anchor in your mind a large part of what you read so it will be there ready for use when needed.

The outcome of reading by hazardous methods is so bad that we sometimes wonder why people bother at all. Tests have shown that a so-called good reader can get 20 per cent of the ideas in an article in the first reading, but that a week later little of the information remains lodged in his mind.

You'll never be able to plug all the holes in this sieve called the human brain. But you can plug up many of them if you go about it in the right way.

George told us he couldn't answer questions on tests to the satisfaction of his teacher. We took a look at his papers. They revealed that George wasn't getting or retaining precise meanings from his textbook.

Our advice to George was simple. Here we suggest it to you as a general pattern for your reading. In a later article, we will go into greater detail.

Read your assignments three times, as follows:

One, skim through the entire assignment to get a general idea of what the chapter is about.

Two, keep this general idea in mind and read the assignment again with the aim of fitting the information and that idea together.

Three, having fitted the big idea and the information together in a main pattern, read for details and exact meanings and associate them with the proper larger items in the general outline.

Thurman Wade, the speed reader we told you about in the first article, compares reading with the working of a jigsaw puzzle:

"You don't progress very fast if you scatter the pieces on the table and try to fit them together by trial and error.

"The smart jigsaw puzzler first takes a good look at the picture on the box. Is it a landscape? Then he sees that the blue pieces are going to fit into the sky and the green pieces into the trees, and that spotted pieces represent the grazing cow.

"He conditions himself to what is coming, and he's ready to work the puzzle. It's the same with reading. You have to get that big idea before you can fit the reading material into its correct perspective."

But what about our hero, George? George practiced reading by the three steps described above.



for 10 days. He then took another test.

At the end of George's paper the professor wrote: "Good, at last you've learned to think precisely."

George, who had been earning "Ds" up to this point, received a grade of "B" for the semester. He had learned to read for meaning instead of just gazing at words. He had learned to use his entire thinking space while reading.

Few persons use their brains to full capacity.

Of the brain's conscious thinking space only one-tenth (just a hall closet, nothing more) is needed to listen to the actual words said by a speaker. What happens to the rest of the floor space?

It doesn't stand vacant. Something moves in. The space is filled from some source, from the sights and sounds around you, from the radio, the TV, the honking of cars in the street.

It may be occupied by feelings of hunger, frustration, or weariness, or thoughts of ambition or resentment. It may be filled with apprehension, fear, worry or a jumble of all these things.

You should—and you can—fill in those improperly filled spaces with thoughts of your own choosing and employ them in defining and appropriate tasks of learning.

Thus, reading should be done against some background of purpose. If it is, full attention can be focused on the assignment at hand and an efficient use made of time.

Summary:

1. Read to get the purpose, the big idea, the general picture.

2. Read again to fit the material into that picture.

3. Read for details and exact meanings.

(Tomorrow: More about how to read for better grades.)

The series of Civil War clashes known as the Battle of Spotsylvania Court House were fought night and day over a period of two weeks.

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## List Camp Fire Schedule

Here is a listing of activities within the Klamath Council, Camp Fire Girls, during February:

Feb. 27 — Chiloquin leaders' meeting, 7:30 p.m., place to be announced, Mrs. Gerald Wolf, chairman; Mrs. Moore, staff.

Feb. 8 — Junior High School Camp Fire Cabinet meeting, 4 p.m., place to be announced. Debra Kennedy is president. Mrs. Dolie Moore will represent the professional staff. And:

Horizon Club Cabinet meeting at 7 p.m. in the Camp Fire office in the Melhase Building. President is Barbara Nicholson. Mrs. Naomi French will represent the staff.

Feb. 16—Day Camping Committee meeting, 2 p.m., CFG office, Mrs. Earl Clark, chairman; Mrs. Moore, staff.

Feb. 28 — Board of directors meeting, 7:30 p.m., CFG office, Mrs. George Nelson, chairman; Mrs. French, staff.

Klamath Falls District—Feb. 1—District Committee meeting, 10 a.m., CFG office, Mrs. Lawrence Slater, chairman; Mrs. French, staff.

Feb. 6—Roosevelt School dad-daughter dinner, 6:30 p.m., Klamath Union High School cafeteria, Mrs. Monte Moon and Mrs. Bud Petersteiner, chairmen; Mrs. French and Mrs. Moore, staff.

Feb. 8—CFG and Horizon Club leaders' meeting 10 a.m., Boy Scout Service Center, Manzanita Street, "Ceremonial Costume Decoration" the theme, Mrs. Wayne Galloway, chairman; Mrs. French, staff.

Feb. 21 — Blue Bird leaders' meeting, 10 a.m., scout service center, "Puppets, Skits and Easter Ideas" the theme, Mrs. Louis Natale, chairman; Mrs. Moore, staff.

South Klamath Falls District—Feb. 2—CFG and Horizon Club leaders' meeting 10 a.m., Peace Memorial Presbyterian Church, "Ceremonial Costume Decoration" the theme, Mrs. Wilbur Womer, chairman; Mrs. Moore, staff.

Blue Bird leaders' meeting, 7:30 p.m., Peace Memorial Presbyterian Church, "Puppets, Skits and Easter Ideas" the theme, Mrs. Phares Book, chairman, and Mrs. Moore, staff.

Feb. 23 — District Committee meeting, 1:30 p.m., Cheyne residence, Mrs. Bob Cheyne, chairman; Mrs. French, staff.

North Council Area—Feb. 7—Gilchrist leaders' meeting, 10:15 a.m., Methodist Church, Mrs. Ethel Shotts, chairman; Mrs. Moore, staff.

Feb. 27 — Chiloquin leaders' meeting, 7:30 p.m., place to be announced, Mrs. Gerald Wolf, chairman; Mrs. Moore, staff.

Feb. 3—Merrill leaders' meeting, 1 p.m., recreation hall, Mrs. Iibel Chapman, chairman; Mrs. French, staff.

Feb. 6—Dorris leaders' meeting, 7:30 p.m., Dorris Elementary School, Mrs. Floyd Reese, chairman.

Feb. 15—Malin leaders' meeting, 1:30 p.m., place to be announced, Mrs. Moore, staff.

Feb. 22 — Dorris dad-daughter dinner, 6:30 p.m., Butte Valley High School cafeteria, Mrs. Floyd Reese, chairman; Mrs. French and Mrs. Moore, staff.

Special Events—Feb. 1, 14 and 15—Blue Bird and CFG swim parties, 7:15 to 8:15 p.m., Klamath Union High School natatorium.

Feb. 23—CFG television show, 5 p.m., Channel 2.

Feb. 25—CFG candy mint sale.



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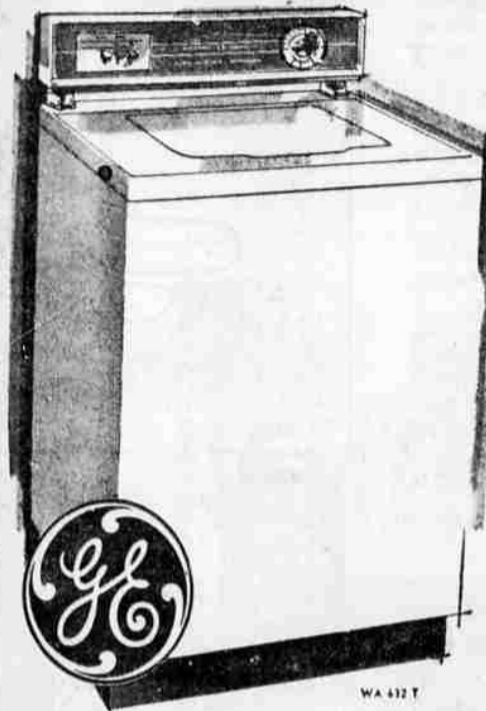
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