



"WANT ME TO HIDE YOUR MEDICINE FOR YA?"

**Good Lesson!
Better Lock Car**

By ANN LANDERS

Dear Ann Landers: Last night I had the worst experience of my life. It could have cost me my job, my reputation and my family. Please print this letter for other young men who might find themselves in the same spot. I attended a meeting in a downtown building and parked my car on a side street. When I returned to the car I found a good-looking young woman sitting in it. She was dead drunk and I ordered her to get out. Her answer was, "If you don't drive me home I'll scream that you attacked me and let's see you get out of that one." I decided to drive her home.

When we reached her house I had to help her out of the car. Her father met us at the door and wanted to know who I was. I didn't give him my name but I explained what had happened. He said his daughter had pulled this stunt before and that she had been having emotional problems.

The minute I got home I told my wife and she said I should have brought the girl to our place. My father said I did the right thing. Did I? How can a person best protect himself in such a situation?—VICTIMIZED

Dear Vic: Your first mistake was leaving your car unlocked. Last night it was an intoxicated young girl. Tonight it could be an intoxicated young man — crouched on the floor with a monkey wrench in his hand.

Your second mistake was getting into the car. The moment you saw someone sitting there you should have gone for a policeman.

Dear Ann Landers: I realize imitation is the highest form of flattery but I'm sick of being copied.

Recently we built a beautiful home—something we had planned for years. Builders have stopped to ask us where we bought our brick. Friends have copied our landscaping ideas, which were original.

The latest incident is just too much. The most distinctive feature of our new home is the windows. There are no windows like ours in this city.

Now a family we barely know is building two doors away and they are in the process of putting in windows exactly like ours. I am furious. What can we do to protect this one distinctive feature

of our home? — THE COPIED CAT

Dear Cat: Did you invent the window design and patent it? If not, you have no right to an "exclusive." People have been stealing good ideas since the wheel — and it will be ever thus.

Dear Ann Landers: The letter from 14-year-old Bennie caught my eye. He was the kid who wanted to quit taking piano lessons and was mad at you because you advised his ma to make him keep at it.

When I was little my ma started me on piano lessons. Like Bennie, I didn't want to practice either. Unfortunately ma let me win the battle and I gave up before I got started.

Now I'm 18 years old and I'm still giving up before I get started. I daydream a lot. When I don't want to do something I put it off until tomorrow. When tomorrow comes I don't do it. I realize now the importance of self-discipline. I'm trying to do better but it makes me mad to think how much easier it would have been if perseverance had been drilled into me when I was a little kid.—THE BLOB

Dear Blob: Thanks for strengthening my point. I'm glad you were able to finish this letter and mail it! You're doing better already.

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New Textbook? Make A Summary Of It

By The Reading Laboratory
Written for
Newspaper Enterprise Assn.
You've got a bright, shiny, new textbook. What should you do with it?

Dates Listed For Airlift

WASHINGTON (UPI) — The Defense Department announced today that Exercise Big Lift, the largest trans-Atlantic movement of troops ever made by air, will start Oct. 22. In three days, 16,000 soldiers and airmen will be deposited in Germany.

An announcement said 14,500 troops of the 2nd Armored Division, Ft. Hood, Tex., and supporting elements would start to board Military Air Transport Service (MATS) planes on Oct. 22 at four bases in Texas, one in Virginia and one in North Carolina.

During the first 24 hours, one C135 jet troop transport will land every hour at the Rhein Main Air Base, Frankfurt, West Germany, the announcement said.

At the same time that the 2nd Armored movement is getting underway by air, a composite air strike force of the U.S. Air Force will begin flying across the Atlantic from Dow and Loring Air Force bases in Maine. With 1,500 men, the air strike force contains tactical fighters and other planes to support the Army division in the maneuvers in Germany.

You should make a summary of it. That's right. The very first thing you do with any textbook (except math or foreign language texts) is to summarize it. Sound impossible? It's really easy; let's see how it works.

Your history text is a good starter. First of all read the table of contents. But read it thoughtfully. Try to see why the book is organized as it is. See what the major divisions of the book are. Spot the relationships between the different units. Look into the body of your book; there will probably be an introduction to the beginning of each major unit that will summarize the period under consideration, and there may be another summary appended to the end of each unit.

Take American history as an example. From the table of contents and the unit heading, you'll get a breakdown which is something like this: "pre-Revolution;

Revolution; problems of welding states into a union; War of 1812; westward expansion; the rise of industrialism and the working class; the rise of the frontier and the pioneers; sectionalism — the conflict between the industrial North and East, the West, the aristocratic South—the coming of the Civil War; the Civil War; Reconstruction; flexing international muscles and the Spanish-American War; involvement with Europe and World War I; isolation; the Great Depression and the New Deal; World War II, nuclear power and the problems of free world leadership."

That's simple, isn't it? Your summary should be more complete, of course. You can include the most important persons and dates involved as well. At the same time, it's often productive to consider the development of a country as though it were a person. In the summary of U.S. history above what periods would

you classify as childhood, adolescence and maturity? Why? Where were the growing pains? Which periods represented a step toward maturity?

However you go about summarizing your text you'll end up with a broad point of view. If you're studying the rise of sectionalism, for example, you'll be able to trace into account the forces that were working even in colonial times to divide the country.

Your approach to each text will be slightly different. In biology you'll be looking for the hierarchy of life, for the classifications; in some courses, like sociology or psychology, you'll be more interested in concepts; in physics it will be mostly a question of finding the logic behind the book's organization.

In any event, the student who overviews his text before he starts a course is the one who knows where he is at every moment in the course, who is never overwhelmed by the imagined meaningless of his courses, is the one who enjoys his courses and is the one who gets the most out of his courses.

(Next: Survey and resurvey.)

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