We've just passed the halfway point in our 30 articles, so let's

take a brief backward look to

see what we've covered. By

now, you should be developing

a point of view for each course

-trying to find the purpose be-

hind each course. You've stud-ied the instructor-what are his

hiases, what is he trying to ac-complish. You're trying to bring

your outside knowledge into

each course and are in the pro-

cess of developing a course voy

cabulary. By now, you've found the proper environment, just the

right little cubbyhole where you can study best, and you're budg-

eting your time - studying in

sports to help your memory. You've overviewed the text-

book, using the Table of Con-

tents and Unit summaries, or whatever other aids were avail-

able. You overview each Unit as you come to it, and finally,

you apply the "survey and re-survey" method to each text-

book chapter. In connection with the "survey and resurvey" method, we've discussed maps and graphs, memorization and

the best ways to become an ac-

Hatfield Gives

Post To DeLap

Loyd DeLap of Klamath Falls,

state commander of the Oregon Disabled American Veterans,

has been named co-chairman

Hatfield appointed DeLap cochairman with the state com-

manders of the other veterans

DeLap will confer in Port-land with his co-chairmen on plans for Veterans Day, Nov. 11

DeLap is bailiff of circuit

SPECIAL

by Gov. Mark O. Hatfield.

Veterans Day observances

In this article, we'll see how to use your studying at home to make your class work easier

tive reader.

for

court.

organizations.

Wednesday, October 16, 1963

Better Grades — 16 SINCE 1872...TOP-QUALITY MERCHANDISE AT WARDS LOW PRICES! **Text Provides Background For Classroom** on what is not in the text. And By The Reading Laboratory and vice versa in class discussions. teacher marks for class partici- use your overview of the chap-Written for Newspaper Enterprise Assn If your teacher just follows

pation, work up questions on the text the night before and bring them up in class. Make sure they're good questions; those that are only time-wasters will

Briefly then: if your teacher follows the text exactly, just study the text. If he uses the text for background, overview the chapter the night before class and take lecture notes only

ter so you can shine in class discussions, (Next: How to take notes in

class.) BOGATAY'S PRESENTS aturalizer Ripple Sole Means Soft Stepping Luxury

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unnecessary scribbling during class and will give you a chance to really listen to the TAILOR SHOP Ideally then, your text will 125 N. 8th provide the background that will

THE

IS OUT

AND YOU'RE INVITED TO USE

AND OTHER FREE PARKING

DOWNTOWN

KLAMATH FALLS

(Park & Shop

IDA'S

TU 4-6122 let you take an intelligent part

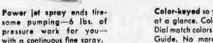
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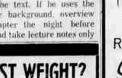
the textbook, you've no problem. If you fall asleep in class, you can always find all you need to know in the textbook that night. But most leachers just use the pull your mark down. text as a general guide; their class lectures may concentrate on points that are only briefly mentioned in the book, if at all. In a case like this, a little plan-ning can save you a lot of work. Here's what you should do: The night before the class, survey the next textbook chapter a couple of times. Use the bold print, the summary, the LOST WEIGHT? maps and the graphs. Don't dig into it too deeply-just get a general idea of what's in the chapter and some idea of how detailed the chapter is. In class, the next day, you need to take notes only on what is not in the textbook. There's

no point in rewriting the text-book in class. A good overview

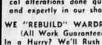
the night before (it takes only

10 minutes) will save a lot of

teacher for a change.











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