

How to Prepare for Examinations

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for the first time. Review is critical because it strengthens the retention of this new knowledge.

Forgetting takes place most rapidly immediately after learning. Review and recall, therefore, is more effective soon after study. Following each class go over the main points for 10 to 15 minutes to reinforce them in your memory. This makes reviewing for exams later a quicker, simpler task.

Don't overtax your memory or stamina. Research shows that most people can absorb and retain just so much knowledge at one time. It's important to learn day by day, week by week. But each period of study scheduled into your work plan should be no longer than 1 or 1½ hours, followed by some kind of recreation, meal or other activity.

Take legible class and study notes. Mark the margins and underline your textbooks throughout the term and you will be able to review for weekly quizzes of final exams with a minimum of strain.

USE GOOD REVIEW

TECHNIQUES

If you have applied yourself during the term, then preparing for exams is largely a question of review. The time needed is not as extensive as some students think provided you have been working consistently. Review for weekly quizzes should take no more than 15 minutes, a mid-term hour exam 2 or 3 hours, and a final examination 5 to 8 hours.

Your preparation for a final should be carefully scheduled into the two weeks prior to exam day. Organize a schedule that does not interfere with your regular study for on-going classes. Beware of racing your motor. Make sure you still allow time for rest and relaxation, with no longer than 1 or 1½ hours of review at one time. Your mind needs breaks.

Plan your review systematically and consistently. Go from main idea to main idea, using the textbook chapter headings or your instructor's term outline as a guide. Go from chapter notes to chapter notes of from class notes to class notes, recalling the important headings and ideas in each. If certain points are difficult for you to remember, then reread the text, otherwise stick with your notes. Plan to learn something for the first time.

Making summary notes is often helpful, depending on the amount of the material to be reviewed. In 4 to 8 pages you can outline the main points of your detailed class and text chapter notes. Headings with indented numbered points under them make relationships more obvious. This procedure will also help reinforce the major ideas and important details.

Summary notes can also serve as a self-test toward the end of your preparation for exams. Put a sheet over each page and slowly uncover the first heading - see if you can remember the main points under it. As you go, ask yourself what, when etc.

Try to predict the exam questions. Be alert throughout the term to the emphasis instructors put on certain topics, aspects or ideas. They often give clues to points that are important or particularly need review.

Ask your professor what he recommends for pre-examination work. Use his comments as a guide but don't try to out guess him.

Group reviewing can be helpful. But it shouldn't take the place of working on your own. Limit discussions of significant points and possible test questions to 30 or 45 minutes, with no more than 4 or 5 people.

Avoid cramming. If you have followed a regular schedule of study and review, you should not have to cram the last day. Remember, forgetting takes place more rapidly right after learning. If you have to cram, be selective. Don't attempt an exhaustive review.

"How to Prepare Successfully for Examinations", appearing here in two installments, is the second in a series of AAP STUDENT SERVICE articles designed to help collegians improve their use of study time and learning materials. A complimentary complete copy will be sent to you if you write to AAP STUDENT SERVICE, association of American Publishers, Inc., One Park Avenue, New York 10016.

The first half of this article pointed out that successful preparation for an exam starts in the beginning of each term and continues throughout. It emphasized the importance of establishing a term study plan and using good review techniques.

DEVELOP A CONFIDENT ATTITUDE

Your attitude toward exams can make a difference. Tests do serve a good purpose. They give you an opportunity to check your progress. Students who have formed good study habits throughout the term should be confident. Exams will solidify your knowledge of important ideas, and give you an opportunity to know how well you are doing. Examination grades also help pinpoint your weaknesses and give you a chance to correct them.

ORGANIZE PRE-EXAM HOURS

The day before an important exam plan to review a maximum of 3 hours, interspersed with pace-changing breaks. Remember to question yourself as you review your notes. Recite the main points to yourself and reread text passages only when you are having difficulty remembering them.

2. Eat and sleep well so that you are refreshed the day of the exam.

3. Take a shower, have a good breakfast, do some exercises or take a walk, breathe deeply.

5. Stay calm. It may be helpful to take a 1st look at your summary notes but avoid them if it makes you nervous.

6. Be sure you have all the supplies you need before leaving your room.

7. Arrive in the examination room a few minutes ahead. Take a seat where you will have good light and not be distracted by friends or noise.

PACE THE EXAM

CAREFULLY

When the exam begins, listen to the instructions and then start reading through the entire test.

ORGANIZE YOUR THOUGHTS.

Budget time for each question. They might be equal in scoring, so answer the easy ones first. Remember to number the answers to match the questions.

Think carefully about one question at a time. Your first sentence should be clear and contain some, if not all, of the main points in your answer. The instructor wants a focus on the question and direct answers.

Jot down key words as guides for your writing. Indenting paragraphs, numbering points under them, or making a rough diagram or diagram or outline can be helpful to you and the person correcting.

Write legibly or else the instructor will not be able to read easily, and your mark will suffer.

Short-form or objective questions demonstrate your ability to recognize details and your judgement in choosing among alternatives. Attention must be given to key words like: all, none, never, might, or should. Fill in the easy ones first and mark the spaces clearly. Avoid leaving blanks, an answer might be correct even though you are not sure. An omission will probably count against you. In multiple choice, cross out what you think is wrong and think about what is left. Be sure to completely erase if you change an answer.

Essay questions test your ability to express yourself, to interpret and to organize material. The instructor never expects one question (or even an entire exam) to be a demonstration of all you know. Important cue words will give you the key as to what or how much the instructor wants you to write. The ones most frequently used are: analyze, compare, contrast, criticize, define, describe, discuss, elaborate, enumerate, evaluate, explain, illustrate, interpret, justify, list, outline, prove, relate, review, state, summarize, trace. Each one of these terms calls for some specific type of material, so think about their meanings in advance.

Finish each question as best as you can and then go on to the next, leaving some room at the bottom for possible additions. When answering essay questions in exam books, some students find it helpful to use only the right-hand pages, leaving the left page for additional remarks or highlight.

Saturday Fishing Trip On the Meherrin River

By DEAN LEWIS

For now that fishing trip to an angler's paradise in Canada or Florida may be unrealistic. But what about the Meherrin River! Bass, bream, crappie and catfish are there for sportsmen. Coach Jerry Hawkins has agreed to help

Make answers as concise and clear as possible. Do not waste time with long-winded or repetitious sentences.

Reread everything carefully after you have answered all the questions. You might have left out a key word or remember some other points.

REASSESS YOUR WORK

When you receive your grades and get back exam books, read over the answers. Compare them to your textbook and class notes in order to check mistakes and find out why or how you answered incorrectly. If you don't understand your instructor's marks, ask him where you went wrong. This re-evaluation will help you recognize faults in your study skills. Learn by your

mistakes and go on to the next phase of enjoyable and successful college work.

This article is part of a series recently initiated for college students by the Association of American Publishers to help students with their study skills. Copies of the complete HOW TO PREPARE SUCCESSFULLY FOR EXAMINATIONS or HOW ZOR HOW TO GET THE MOST OUT OF YOUR TEXTBOOKS can be obtained free by writing to AAP STUDENT SERVICE, One Park Avenue, New York 10016. Future topics will give suggestions on other proven techniques for using study time and learning materials.



Do We Care?

Who cares? Do we care? To what degree are we concerned about the thousands who are starving? What is our responsibility for innocent victims of time and place (war, floods, drought, earthquakes)? Have we become hardened through over-exposure by television and magazines to the effects of natural disasters? Have we concluded that hunger has always been with man and that we cannot solve such complex and challenging problems? No

doubt we have mixed emotions about our involvement in such misfortunes in far away places. Yet, we identify in various ways with pictures and news releases explaining life under such adverse conditions.

We, in the Chowan College community, cannot solve the gigantic problem of hunger facing human beings in places like Honduras, Africa or Bangladesh. However, if provided leadership, we can help bring relief to a few people. Where is the leadership? Will it emerge as an individual, a campus organization or a residence hall? How is the best way to solicit funds for such a project? Will we respond to dynamic leadership?

Any individual, club or dormitory officer interested in attacking the challenge of collecting a relief offering is urged to present a sound plan of action to one of the three student personnel deans. Once collected, the contribution will be sent to officials of the Baptist State Convention in Raleigh, North Carolina, who will forward them to the Foreign Mission Board. If we at Chowan plan to participate in this state-wide project, we need to act immediately.

"The day of the great private fortune is gone. People no longer can give only money to community projects - they must give themselves." Thomas H. Coulter.

Name _____

Post Office Box Number _____

Dorm and Room Number _____